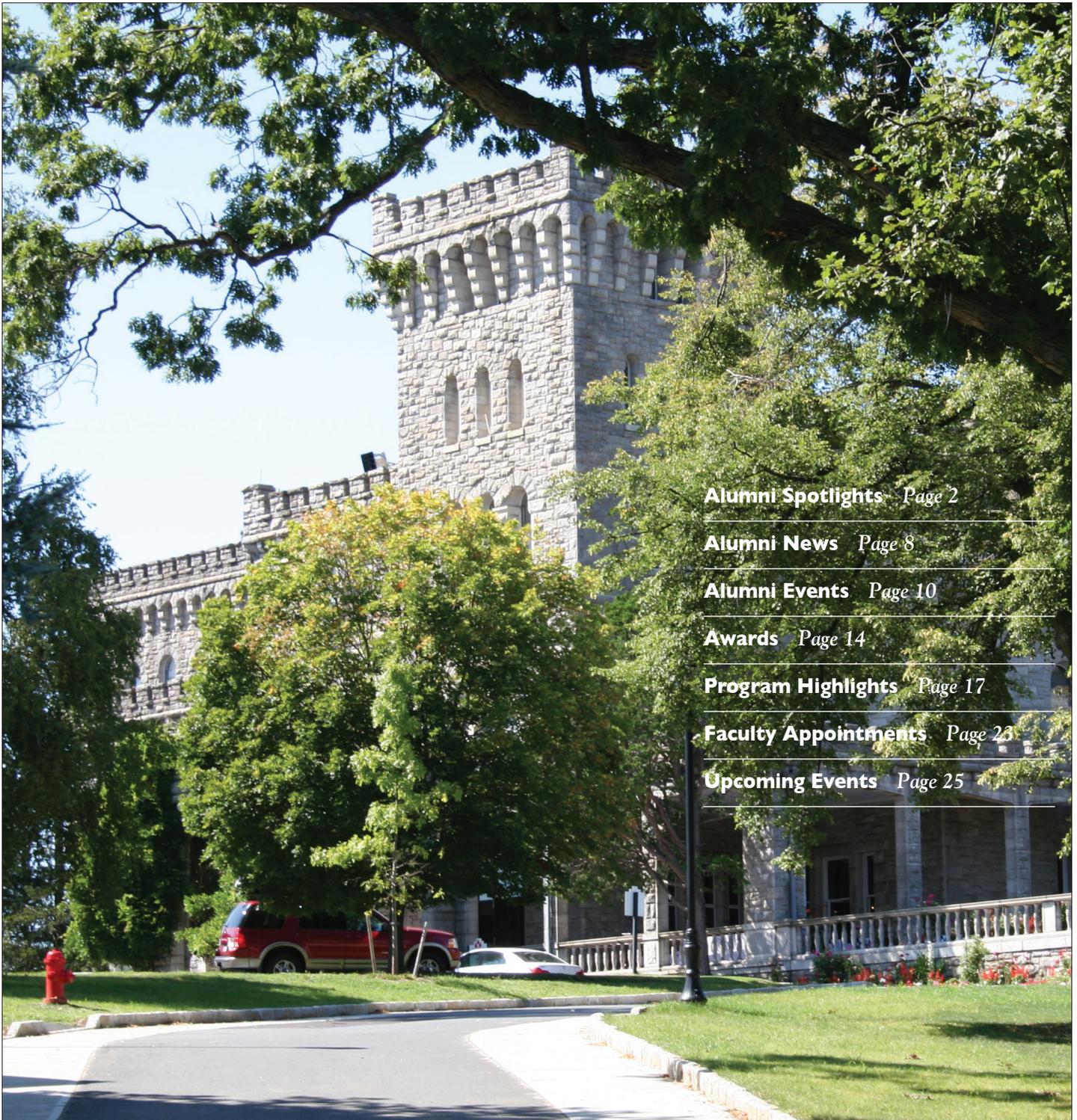


# EDUCATION IS LIFE



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# Greetings From The Dean

Alumni, Breakthroughs, Community: The ABCs of The School of Education's Unique Legacy

SHELLEY B. WEPNER

“Living our legacy with pride; forging our future with vision” was the theme of this past April’s inauguration of Manhattanville College President Molly Easo Smith. This theme communicates to the academic community that, as we



use our creative spirit to continue to move into the 21st century, we never forget to honor those who preceded us. Alumni, and especially those from the School of Education, embody all that is exceptional about Manhattanville. Comments abound about the high-quality of School of Education

graduates from those who have had the pleasure of hiring and working with and for them.

The 2009-2010 academic year was the best yet for School of Education alumni involvement, with 100% increase in alumni participation in programs, the alumni board, and alumni communication. Now in its second year, the 28-member alumni board has its own bylaws as well as active committees focused on alumni awards and alumni programming/outreach. This year, six alumni, recognized at our graduate awards ceremony, received awards for being valiant educators, innovative teachers, and scholarly writers. Alumni programs were offered on such topics as parent-teacher communications strategies, grading strategies, alternate careers in education, and finding the right job. Departmental alumni affinity groups also were quite active for graduates of educational leadership, early childhood, childhood, and physical education programs. Alumni also were part of the important breakthroughs for the SOE.

Breakthroughs came from our programming, faculty scholarship, and student achievements. We received approval this past June to offer the first ever doctoral program at Manhattanville College! The Ed.D. in Educational Leadership is a “professional practice” model of doctoral work, with students completing a three-year program of study that tightly integrates coursework, field experiences, and applied research so that educational leaders are prepared to work in changing suburbs and small cities. It is a cohort-based program that focuses on five themes: leading learning organizations, becoming a sophisticated practitioner-scholar, developing self and others, participating in professional and policy-making communities, and facilitating responsive education programs. The program was co-developed with an external consultant/expert on doctoral programs in educational leadership, school district administrators (alumni!), and educational community experts to respond to requests from teachers and administrators in

Westchester County. Our faculty, who made breakthroughs in their respective fields, published in nationally renowned journals and presented locally, regionally, nationally, and internationally at some of the most prestigious professional societies in education about their discoveries. Our students, who made breakthroughs with their own action research projects in childhood, early childhood, educational leadership, literacy, and special education, made paper and poster presentations at the School of Education’s First Annual Student Research Day this past March. These breakthroughs reflect the sense of community, both internal and external, that undergirds the School of Education.

The School of Education’s signature community outreach theme of the “Changing Suburbs Institute<sup>®</sup>” (affectionately referred to as CSI) involves many alumni in the schools. The purpose of CSI is to use evidence-based information to make discoveries about ways to best educate diverse student populations in changing suburban school districts, with a special emphasis on Hispanic students and their parents. Seven of the now nine CSI school districts in Westchester County have established professional development schools with Manhattanville so that they can engage in meaningful partnerships that focus on teacher preparation, professional development, inquiry and research, and student achievement to bring about school improvement and renewal of the teaching profession.

CSI sponsors a consortium with school district and community representatives, parent educational leadership workshops and conferences, and an annual conference to showcase the work of CSI partners (see page 19 for more about CSI). Even the newly approved Ed.D. focuses on changes in the suburbs. In addition to CSI, we have six new partnerships this past year alone that highlights once again the school’s community outreach efforts: Putnam/Northern Westchester BOCES and Southern Westchester BOCES for the doctoral program; Orange County Department of Health and Mental Health for Applied Behavioral Analysis (ABA) coursework; Summit School in Rockland County for secondary special education students’ fieldwork and student teaching; Eagle Hill School in Greenwich, CT, for special education students’ yearlong internship; and The Edith Winthrop Teacher Center to offer graduate credit for two online courses.

Indeed, the basics for the School of Education — Alumni, Breakthroughs, and Community — enable us to contribute our part to the college’s legacy and future. Your belief in our ability to accomplish our mission as an educational enterprise is what keeps us centered, focused, appreciative, and ever striving.

# SCHOOL OF EDUCATION ALUMNI LIFE

## *School of Ed Alumni Life*

### Manhattanville Education Graduate Starts a Charter School in Westchester

APRIL FATATO  
(MAT '09 LITERACY/SPECIAL EDUCATION)

As I look back to my college experience several traits come to mind... confused, anxious, vulnerable, and insecure. These are all the traits of an insecure freshman beginning her book of life. My book began here at Manhattanville College in September of 1999. So many questions ran through my mind; would my book entail an Adventure, Mystery or Romance?

I did know that I endured an unconditional love for children and their development. I enjoyed watching them learn and seeing their faces light up as they accomplished something new for the first time. I felt a certain pull toward their spirit and innocence to our world and challenges placed before them. I wanted to endure those new discoveries and support them as they grew. I knew my introduction to my book already began; it was the chapters that follow that kept me wondering.

I obtained my Bachelors degree in Psychology and Education. At that time I began to work at a Goddard School in Rockland County. There I was a teacher's assistant and fell in love with the curriculum and philosophy. Little did I know the seed of my future was planted and I had skipped several chapters and jumped to my epilogue. This was something I wanted to do. I wanted to open my own school! But before I was ready to write my concluding chapters I had to take a step back and gain experience within the field that I was just learning so much about.

As the pages of my book began to turn and fill quickly I enrolled at Manhattanville College for a dual Masters in Literacy and Special Education from birth to grade six. During that time I began to work at P.S. 16 in the Bronx. There I have been teaching for almost seven years. I have taught third and fourth grade SETTS and CTT. After school I supervise a tutoring program at Westchester Institute for Human Development for foster care children. There we receive interns from Manhattanville College and the College of New Rochelle. At our site, interns obtain their practicum hours to achieve their final Master's degree. Our facility offers a one to one program that supports the needs of the student's IEP and reading deficiencies.

Despite all this full time and after school work, my parents were intrigued by my efforts and dedication, and began to support

the idea of our own school. In 2005, my parents and I began the search, and invested in the Goddard School franchise. Goddard schools are each individually owned which gives each owner the ability make his/her own school unique. At The Goddard School of Yorktown Heights, [www.goddardschools.com](http://www.goddardschools.com), I am the on-site owner and my mom is my partner. She will be my support system and teach me the ropes of opening a new business, since my family's business was successful for over twenty five years.

As my book of life continues and the pages are filling quickly, I have finally reached the concluding chapters that I knew years ago were meant to be. I am anticipating our opening this summer and can't wait to make my dream a reality. My school will offer many enrichment programs and half/full day programs as well. We are open from 7:00 a.m. to 6:00 p.m. providing before and after school care.



**April Fatato (r) with her mother and co-owner**

Since I am so intrigued by early childhood development, I want to be a valid support system for my teachers and parents. I decided that I needed to make not only my school stand out but me as a professional. I decided to begin my PhD program in early childhood education with a specialization in social change. As the American family begins to change there is a need for early childhood care and developmental programs to support

their needs. I would like to create a sufficient learning program that supports the developmental milestones and curriculum of a child beginning at six weeks to six years old. I would also like to compare preschool care versus at home care. I am planning to conduct a longitudinal mixed methods study that will examine each type of care and how it can affect the child as he/she approaches kindergarten and elementary school.

So this is my storybook of life, so far, but the rest is still unwritten. I feel that each chapter has built upon the other and given me the experience I need to begin my greatest adventure, my very own preschool. What I do know is that Manhattanville College has prepared me for this adventure. The college has laid the foundation that is needed to endure these educational milestones, and has continuously supported me as I continue my journey as an educator and alumna of Manhattanville College.

## Developing High School Male Leaders Brothers of Class Club at Mount Vernon High School

ANDERSON JONES  
(MPS '06 PD ED LEADERSHIP)

Anderson Jones is the Advisor for the Brothers of Class Club (BOC) at the Mount Vernon High School. The BOC mission is to develop high school male leaders who are self-confident, respectful, high achievers, entrepreneurial and a positive influence on their school and community.

On May 15, 2010, the Brothers of Class (BOC) celebrated its first annual Community Breakfast held at the Friendship Worship Center in Mount Vernon. The Brothers of Class, a Mt. Vernon, NY high school club, is quickly and proudly changing the atmosphere at Mount Vernon High School. Every Friday, these young men can be seen wearing suits, shirts, ties and dress shoes which their peers have found to be a refreshing change from sagging pants which has become the look of preference among young males.

In attendance were members of various segments of the Mount Vernon community such as, police, school department, community, and church organizations. Also, in attendance were representatives from Manhattanville College (Professor Rick Heckendorn and James Finger) and Concordia College. The Community Breakfast was held to recognize and celebrate the positive impact the Brothers of Class have made on both Mount Vernon high school and community environments. It was truly



**Brothers of Class with Mount Vernon Mayor Clinton Young**

fitting that representation from various areas of Westchester County were at the Breakfast for their presence supported the theme of the Breakfast, "It takes a village to raise a child."

The Brothers of Class, initially launched in 1967, was reactivated, after a 40 year absence from the school, by Anderson Jones (AJ), a math teacher at Mount Vernon High School and Manhattanville SOE Alumni board member. At the first meeting of the BOC, there were seven students in attendance who committed to the mission and goals of the BOC. Over the next three weeks, the seven members recruited other young men and the membership exploded to forty-three new members. With escalating violence and high dropout rates among young black males, this club has become more than an after-school activity and more like a family. AJ states that the Brothers of Class aim to develop

character, celebrate high academic achievement, embrace community service and provide support for personal growth. In a world where teens are lacking a strong sense of leadership, these young men are noted for being role models and mentors in their school and community.

At the breakfast, keynote speaker, Mabu Brad Young, one of the original Brothers of Class, gave a timely presentation on the necessity of saluting your past, and thanking parents for their tremendous support and guidance to these young men who represent our future leaders. There were also members of the original 1967 Brothers of Class who regaled us with stories of bringing the first black faculty and administrators to Mount Vernon high school, back during the awakening of our black consciousness.

AJ's work with the Brothers of Class was recognized by Manhattanville College, Purchase, NY who granted him the prestigious Manhattanville Alumni Valiant Educator Award. AJ stated, "I am truly honored to be recognized but the true credit goes to the Brothers of Class who dared to walk a different path to show that there are positive young high school males who are respectful, achievement minded and community oriented."



**Brothers of Class with Mount Vernon High School Principal James Rutter**

## Scarsdale Middle School

CRISTINE GILLILAND (MAT '98)

Cristine Gilliland (MAT'98 and SOE Alumni Board member) wrote in to say that, among other projects, one project in particular has been keeping her busy as a middle school teacher at Scarsdale Middle School.

Cristine worked on a curriculum with her 6th grade students that connects the physics concepts they are learning about to the real-life situation of the events of the 2010 Winter Olympics.

She visited the site of the 2010 Olympics, Vancouver and Whistler in the summer of 2009 and toured the Olympic sites. This allowed her to bring her enthusiasm for the Olympics and winter sports into the classroom for her students. Cristine considered the Vancouver2010.com website to be by far one of the best and user-friendly she has seen. They have an "Educational Showcase" section and she went to the section to see if there were any interesting activities she could add for her students. Cris was surprised to see so very few science related activities.

She submitted her "Newton Goes to the Olympics" curriculum and was accepted for publication. This is the first

thing she ever had published (other than an article December 18, 2009 in the *Scarsdale Inquirer*). Cris said "It is strange indeed, scary and a bit humbling, seeing your work out there for the whole world, or whoever catches it, to see." The work is on the following address:

[http://www.vancouver2010.com/more-2010-information/education-programs/project-showcase/newton-goes-to-the-olympic-games\\_236318CO.html](http://www.vancouver2010.com/more-2010-information/education-programs/project-showcase/newton-goes-to-the-olympic-games_236318CO.html)

Cristine added that this project has been a real valuable teaching tool for the students. The student reaction has been very positive.

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## The Ease and Importance of a Multiple Learning-Style Approach (By-Products in Open-Ended Lesson Plans In Early Childhood and Elementary Classroom)

ROSANNE BAXTER FRANK (BA '86 ELEMENTARY EDUCATION)

"This is a square." The teacher is showing a picture of a square to her class of 5 year olds. "Now you have a sheet in front of you and I want you to CIRCLE the square on each line. Begin." This scenario is not unfamiliar in many classrooms."

Another approach – same subject matter. The teacher shows a square block to the children gathered together in a room. She shows them one face of it, elicits as much knowledge from the students about the block, and determines their experiential background knowledge. What shape is it? How many sides does this face have? How many corners does it have? When the square is not flat, what is it called? What can you think of that would be a square? The teacher writes the children's answers on a display board. Extra square blocks are available for the students to pass around. They hold it, feel it, turn it, discuss it. They trace the sides and the corners. Conversation continues. Then they are instructed to partner-up and take a sheet and clipboard and record how many squares they find in the classroom. They draw a picture of the item and write the name (as best they could by collaborating). Visit the Challenge Table: Make a Tower. Have a basket of same size blocks. Measure the block. (Some students will also deduce that a square will be of equal measure on all sides.) How tall can you make a tower of the blocks? Estimate. Record it. Stack the blocks. How high did you go? Compare your estimate with the result. How many blocks did you use? How many inches is that altogether? Return to the group and share.

Extensions are endless: Create a square in play dough. Some will be flat. Some will be 3-dimensional depending on where the children are developmentally on the spectrum of

conceptualization; Find a large space. Separate students in groups of four and decide on a group leader. Have them coordinate together to use their bodies to form a square. Home assignment: count the squares and bring in the number they've found.

The approach for lesson two is exciting and engaging.

It utilizes multiple modes of learning styles. It considers multiple intelligences and it has an element of play. But let's look at the modes of learning utilized in each lesson.

In the first approach, learning occurs through the following:

- Visual – looking at a picture, identifying on paper
- Auditory – teacher saying the name

Note we cannot include tactile as the children are asked to make a circle around the square and not create a square.

In the second approach, the modes of learning addressed are comprehensive and diversified.

- Visual – teacher shows the shape, shape discrimination in their hunt, children see written words on display
- Auditory – children hear the name, discuss the shape in group, discuss the shape with partner
- Verbal – group and one-on-one discussion, build vocabulary
- Tactile – feel/trace the square and what defines it as a square, draw squares, measure squares, create a square 3- or 1-dimensionally
- Kinesthetic – move within the room to locate a square, stack squares, form a square with body

*Continued on page 5*

- Social Aspect – work within a group, work with a partner, share ideas, leadership roles emerge

The second approach in the classroom is open-ended. This type of lesson plan has goals and objectives, of course, but it allows for multiple possibilities for the student to arrive at a goal within the confines of certain expectations. An open-ended lesson offers the student multiple options to assimilate the lesson. And the information has now been filed in multiple “folders.” The student creates new connections, has faster retrieval and long-term ownership of the information. This has long been proved for remedial instruction such as tracing letters or words or bouncing a ball to the times table. It’s like a multiple “whammy” of learning avenues. Each diversified learning approach serves a different and unique purpose for each child.

As implied above, a fabulous by-product of an open-ended diversified approach is that differentiation occurs naturally. Many levels of learning are being addressed. And the teacher can identify on which level the student is working. Are the students working on a concrete level or abstract? Do they follow multi-step directions or do they need guidance to move them along? Are the objects they find “obviously” square or is the shape embedded in others and “abstract”? Are they naturally comparing, adding, etc. or are they simply recording? Regardless of where they are, the beauty of the open-endedness is that all students are given the opportunity to move in and out and among different levels of the lesson. If the students are grouped according to what the teacher thinks they can accomplish, it limits their own participation in and extension of the lesson.

Still another by-product of a multiple learning-style approach in an open-ended lesson is that the lesson naturally becomes cross-curricular. Let’s see how many curricula and associated skills are incorporated.

- Language Arts –identifying/writing, communication and discussion in group and one-on-one, vocabulary building

- Math – estimating, comparing, counting, shape recognition, shape reproduction, recording, multiplying, adding, measuring
- Science – deductive reasoning, stacking/balancing
- Social Sciences – collaborating and working with others, self-monitoring behavior, personal space, sharing, compromising
- Executive Skills – organizing information, distinguishing relevant information, time-management, following multi-step directions

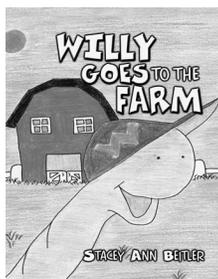
We learned early on in our training the benefits of working thematically instead of presenting subjects in a vacuum of “writing time” or “math time”. Knowledge and multiple skills learned and developed in one context are transferred to other content areas. If a teacher chooses to present learning in a multiple learning-style approach, in as many contexts as possible, the result of the activities will be that learning will occur.

The two lessons presented are a stark reminder of the importance of attending to multiple learning styles and intelligences in multiple contexts. And if one remembers that learning involves the entire body, a comprehensive, creative and engaging open-ended lesson is created easily and almost on its own. Think: Eyes, Ears, Hands, Body, Voice, Socialize. Actively engage all parts of the body. Learning is a process. The children’s minds are not simply vessels to be filled but a fire to be kindled, to paraphrase Plutarch. We must always be cognizant of the way in which new information is processed. Strive to reach all levels and all styles. Meet them where they are and then move them forward. Start the fire.

About the Author: Roseanne Baxter Frank is a 1986 undergraduate of Manhattanville with certification in Elementary Education N-6. She earned her M.S. from Hofstra University in ’92 with certification in Reading K-12 and Clinical Diagnosis and Remediation. She has taught on the early childhood level for over 10 years.

## SOE Alum Publishes A Children’s Book

*Willy Goes to the Farm* is a children’s story of love, tolerance, and accepting the unique talents of others.



This is Stacey Ann Beitler’s (MPS ’05) first published children’s book and is the first in a “Willy” series. Willy is the main character in the series of Willy books that teachers and parents can use to teach young children valuable life lessons about self esteem, empathy, fairness and other character education topics.

Willy begins his journey in the first book, “Willy Goes to the Farm.” He wants to live on Old MacDonald’s farm but he doesn’t make a sound. You’ve all heard the song “EIEIO.” When he is asked to simply think of a special talent of his, he can’t even think of one thing! He is invited

to stay the night on the farm and is pleasantly surprised to find that the other animals actually envy him! Maybe being a worm isn’t so bad after all. With the help of Mrs. Mac and the other animals, Willy discovers that he does have a special talent!

Willy, the loveable and bighearted worm, is named after my dad, my hero. He has many of the same character traits as my dad Willy. Willy uses his experiences to help other animals on the farm. Throughout the series he offers his friendship and encouragement to all.

In the second book in the series, *Willy Helps a Friend*, Willy befriends a sad and lonely skunk on the farm. For some reason, none of the other animals want to be her friend. I bet you can imagine why! Please visit [www.willysgotcharacter.webs.com](http://www.willysgotcharacter.webs.com) for more information

## Second Recipient of Mary K. Humphreys Endowed Scholarship



**(back row): Terri Barrett & husband with entire family and school of education staff (Shelley Wepner, Jeanine Pardey-Levine and Ellis Barowsky)**



**Left to right: Barb Walsh (Mary's sister), Bill Humphreys (Mary's husband), Terri Barrett, Judy Baluha (Mary's sister), Bill Susetka (Mary's brother)**

The second annual Mary K. Humphreys Endowed Scholarship in Special Education Benefit Dinner was held on Saturday, June 5, 2010 at Reid Castle at Manhattanville College.

The guests, faculty and staff who attended the reception and dinner honored and celebrated the memory of Mary K. Humphreys and met the second recipient of this endowed scholarship, Terri Barrett. This new endowed scholarship was established in the Manhattanville College School of Education in 2008.

Mary's passion for teaching children with special needs will continue through individuals like Terri Barrett, this year's scholarship recipient, who graduated in December 2009 from Manhattanville College with her Master's Degree (MPS) in Childhood and Special Education. Terri

feels that her background in social work will help her in working with the special needs population.

As a social worker, she had experience with children with disabilities but thought the best manner of assisting the children was in a classroom. This motivated her to return for a degree in special education. Terri's time at Manhattanville has strengthened her professional and personal commitment to the special education field. She is honored to receive the Mary K. Humphreys Endowed Scholarship.

Mary K. Humphreys received both her Bachelors Degree in Education and Masters Degree in Special Education from Manhattanville College. This is the first Endowed Scholarship established in the School of Education.

## New Inner City School

REYNOLDS LONGFIELD III (MAT '04 JUMP START)

I am a Jump Start alumnus from one of the first cohorts. Teaching is a second career for me. I have been teaching Social Studies in the middle school for the past seven years. Having been in management in my previous career for many years, I wanted to leverage this experience and apply it to the education field. After earning a Masters in Administration, I applied to and was selected to the Chancellor Klein's Principal Pool. These qualifications allow me to start a new school so I have been focusing my time most recently in the development of a new school in the inner city. If successful, this initiative will be up and running in September 2011.

I have maintained a close relationship with Manhattanville over the years by providing seminars to first year teachers, providing a location for student observations, and serving on the Alumni Board of the School of Education

## 1st Annual Social Studies SHARE Best Practices Conference

Last year, I developed a conference for my network CFN #6 (Children First Network 6) of 26 schools in an effort to regenerate interest in Social Studies in general, and encourage vertical or longitudinal understanding and discussion on the scaffolding of this curriculum from K-12. I named this effort the "1st Annual Social Studies SHARE Best Practices Conference." This year our network expanded the event into several workshops and other disciplines.

## Manhattanville School of Education Alumni Board

The School of Education Alumni Board was formed in the Fall 2008. The Board met five times over the past academic year. Board members serve on various committees that are part of Board activities: Program Committee, Awards Committee, By-Laws Committee, and the Development/Fundraising Committee.

Alumni provide the best input and feedback for programs and events for the School of Ed alumni. New programs were developed this past year for alumni thanks to the ideas of alumni board members. The Alumni Board also provides strategic direction for the School of Education alumni program.

### MEET YOUR SCHOOL OF EDUCATION ALUMNI BOARD

**David Bedard** (BA '09), Kindergarten Teacher, Rye Country Day School

**Cliff Bond** (MAT '10), Phys Ed Teacher, Bronx

**Deia Capella** (MAT '98 Childhood Special Ed Teacher), PS 83, Bronx

**Samantha Caponera** (MAT '10 Literacy)

**Barbara Flynn** (MAT '06), Head Teacher, Rye Methodist Nursery School

**Roseanne Baxter Frank** (BA '86), Early Childhood Teacher

**Cristine Gilliland** (MAT '98), Middle School Science Teacher, Scarsdale Middle School

**Margarete Goett** (MAT '06), Middle School Teacher, Fox Lane Middle School, Bedford

**Pam Hayes** (MAT '73), Head of School, Convent of the Sacred Heart

**Margie Hunter** (MAT '07), Art Educator

**Anderson Jones (AJ)** (MPS '06, PD '09), Math Teacher, Mount Vernon High School

**Reynolds Longfield III** (MAT '04), Middle School Social Studies Teacher, PSMS #3, Bronx

**Michael Newgaard** (MAT '03), Community School #44, Bronx

**Robert Orlando** (MAT '09), Social Studies Teacher, High School of Computers & Technology

**Barry Ostrer** (MAT '10) Teacher, George Washington Elementary School, White Plains

**Monique Reilly** (MPS '00), Fourth Grade Teacher, Church St School, White Plains

**Christine Stiassni-Gerli** (MAT '72, MFA '09), Teacher, Community Volunteer

**Soraya Martino** (MAT '05), Teacher, International School at Rogers Magnet

**Art Wenzel** (MAT '04), ELS and Spanish Teacher, Yorktown High School District

**Laura Woodson** (MAT '06), Fourth Grade Teacher, Greenwich School

## You Are Invited To Be a Part of the School of Education Alumni Board!

The SOE continues to strive to create rich experiences for its alumni, and to cultivate and sustain its relationship with alumni. Your ideas, perspective, and input are all needed! The purpose of the Board is to explore ways in which alumni can reconnect to Manhattanville School of Education to develop a mutually beneficial relationship.

**You can help to create and develop ideas for your School of Education alumni community. Create an alumni organization that you and your fellow alumni envision!**

Contact Laura Bigaouette at (914) 323-5482 or bigaouettel@mville.edu

## School of Ed Alumni News

1973

**Christine Stiassni-Gerli** (MAT '73 / MFA '09) attended the five-day AROHO Writers' Retreat (title based on the Virginia Woolf novel: *A Room of One's Own*.) It is held at Ghost Ranch in Abiquiu, New Mexico, the former home of the artist, Georgia O'Keefe, and now a Conference Center.

1979

**Margaret Blaiotta Gilhooley** (BA '78 (American Literature) / MAT '79 (Secondary English) currently works as a Supervisor of Gifted Services at Arlington Public Schools. Margaret has additional degrees including Educational Leadership Endorsements: Superintendent, PK-12 Teaching, and K-12 Principal. In October 2009, she was awarded the Virginia Association of Gifted Leader of the Year Award. This award is presented to an individual whose exemplary leadership

and outstanding contribution to gifted education has affected Virginia's children, teachers, schools, programs, and/or other policies. Margaret's leadership has resulted in the inclusion of diverse learners in advanced classes at the secondary level,



**Sharon Toulouse (on right) with au pair class in Colorado Springs in 2002**

the marked increase in second language and minority student participation in advanced classes as well as an increase in their identification for gifted services. One of her recommendation letters stated that "she is the consummate child advocate and leader in gifted education."

**Barbara Torre Veltri** (MAT '79) is an assistant professor at Northern Arizona University Department of Teaching and Learning. In addition to her MAT from Manhattanville College, Barbara is certified in elementary education N-6, both in NY and CT, and Secondary Education 7-12 social studies NYS. Barbara has taught in Texas at the University of Texas and at Arlington after teaching at Arizona State University. Barbara created Power Hitter Football and Baseball that teaches math and literacy through sports and a themed curriculum. In July 2008, she published work in *Journal Education and Urban*



**Sharon Toulouse (on right) with aupair class in Denver in 2008**

## School of Ed Alumni News

*Society*; “Teaching or Service?: The Site Based Realities of Teach for American Teachers in Poor, Urban Schools.” Dr. Veltri is the recipient of the School of Education Alumni Award for Educational Scholarship for her new book *Learning on Other People’s Kids*. (see page 23)

### 1980

**Sharon G. Toulouse** (MAT ’80) is currently an ELD instructor, an ELD lead teacher, and a nighttime supervisor for the ELD/GED program at the Harrison Adult & Family Education Center in Colorado Springs, Colorado. Sharon received the ELD Teacher of the Year in Colorado in 2009. Sharon was an International Student Advisor at Manhattanville from 1981-1991. She worked with Tibetan refugees in St. Louis. Sharon started her own company “Cross Cultural Connections” in 2001 to teach American culture to au pairs from other countries. The company is now in its 8th year and has served over 500 au pairs from 40 countries. Sharon served as a Peace Corps volunteer in Pusan, Korea in 1966-68. She returned to Korea in 1995 to spend another year at Koje Jr. College teaching English. She lived with her original Korean family. Sharon volunteered with Cross Cultural Solutions in Northern Somalia in 1999. Sharon settled in Colorado Springs in 1995 and loves hiking in the area. She has climbed eleven of Colorado’s “14ers” (mountains over 14,000 feet.) Sharon’s daughter Monique is a clothing designer and lives in Telluride; her son Brendan is with Wells Fargo bank in Harrison, NY. Her daughter-in-law Mary Scotti Toulouse got her MA from Manhattanville. Sharon is still in touch with many Mville grads from 1980.

### 1994

**Lynn White Montanari** (MPS ’94) currently is an ESL instructor for grades 6 -8 at Stamford, CT Public Schools. Montanari graduated from Manhattanville

in 1994 with an MPS degree specializing in ESL. In addition, she received her MS from the University of Bridgeport in 2008. She is part of the Delta Kappa Gamma in Greenwich, CT and is involved in an after-school reading club and a Haitian Support Group.

### 1998

**Deborah Darragh** (MAT ’98) is currently a fourth grade teacher at Arlington Central Schools.

**Edward Wachowski, Jr.** (BA ’97/ MPS ’98) is currently the assistant principal at Silvermine Elementary School on Norwalk, CT. He graduated from Manhattanville with his BA and MPS with certification in Elementary Education, Spanish, TESOL, and Bilingual. Edward continued his education for a sixth year in Education Leadership at the University of Bridgeport.

### 2002

**Ellen Flaks** (MAT ’02) is a creative drama specialist in various locations. She graduated from Manhattanville in 2002 where she received the Academic Achievement Award with a Master’s degree in PreK- 6th grade. Ellen returned to teaching theater programs and is on the board of The Friends of Dobbs Ferry Library. She is the company manager for the Random Farms Kids Theater in addition to teaching theater programs all over Westchester to people ages 3-93. See her article titled “Improv Teacher Sparks Creativity in All Ages” on [www.you-are-the-star.com](http://www.you-are-the-star.com)

### 2003

**Larry Barruch** (MAT ’03 Elementary Education 7-9 Extension in Social Studies) is currently working as an ELA teacher in Academic Intervention Services at P.S./ M.S. 31 in the Bronx, NY. In 2002, Barruch changed his career from advertising to teaching. He achieved his MS in television-

radio from Syracuse University, an MBA in marketing from NYU and his BA in history from Hamilton College.

**Roslyn Claytor** (MAT ’03) graduated from the Jump Start program at Manhattanville with her MAT in Elementary Education. She also has an MS. from Long Island University Palmer School of Library and Information Science. Robyn is a Library Media Specialist at P.S. 179 (The School of International Cultures) and P.S. 369 (Young Leaders Elementary School). Previously she was a second grade teacher for six years. She received the NY Black Librarians Caucus Donna Hoke Scholarship, Public Librarian Certification, and the Palmer School of Library Science Scholarship. Robyn is a member of the curriculum planning committee and exhibited art at the Icon Gallery, Bedford Hills, NY on September 30, 2005. Robyn is a freelance web designer, web developer and graphic designer as well.

### 2009

**David Bedard** (BA ’09) completed his first year of teaching as an Assistant Teacher at Rye Country Day School. This past year, he wrote an abstract on a study entitled “The effects of multimedia enhanced instruction on the vocabulary of English language learners and non-English language learners in pre-kindergarten through second grade” conducted by Rebecca Silverman and Sara Hines. David’s abstract was edited by Dr. Sara Michael-Luna and published. It can be found in the December 2009 edition of the scholarly journal, *TESOL Quarterly*.

**Libby Franco** (MAT ’09) recently moved to Boston and is currently the head teacher in the Kiwi Room (three year olds) at the Beacon Hill Nursery School in Boston, MA. Franco graduated from Manhattanville in 2009 with a MAT in Early Childhood and Childhood Education.

# 2009-2010 ALUMNI EVENTS

## School of Education Alumni Associations

The School of Education Faculty holds a passion for not only teaching current students, but for providing lifelong learning and success for alumni. The Faculty's involvement in the community and with current students and alumni in their respective areas was a catalyst for the

formation of alumni groups for specific areas in education.

Alumni associations for individual departments are extremely valuable for School of Education alumni. These associations provide professional development, networking, and the

sharing of experience and expertise among teachers in specific grade level areas. Alumni report that their involvement in these groups has already been very valuable in that the sharing of information and experiences are specific to certain grade levels or topics.

## Early Childhood Alumni Association

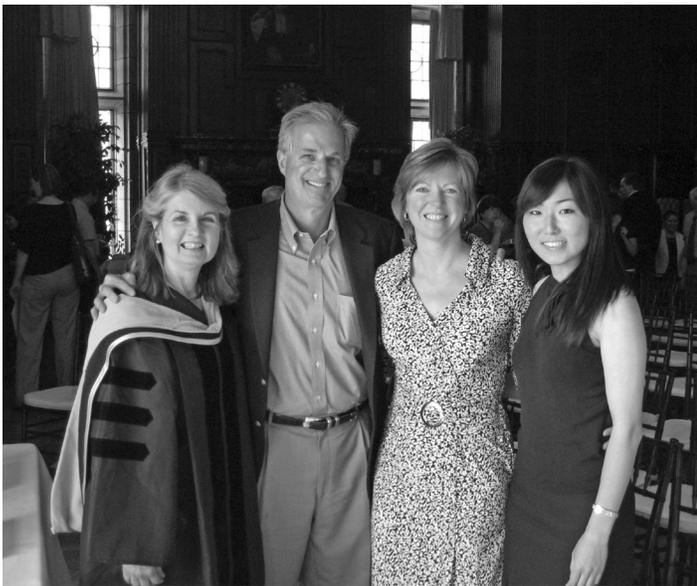
BY DR. PATRICIA VARDIN

Now in its third year, the Early Childhood Alumni Association hosted a Spring program in May, 2010. The Association welcomed new members and planned for events in the Fall. The Association's Co-Presidents are Bobbie Flynn and Susanne McHugh.

The Early Childhood Association is planning a conference scheduled for Saturday, October 2, 8:30 a.m. – 1:00 p.m. at

Manhattanville College, Reid Castle. The conference title is Fostering Literacy Through the Arts in Early Childhood Education. The keynote speaker is Bill Gordh, Musician and Storyteller.

If you are interested in joining the Association, please contact Dr. Vardin at 914-798-2714.



**(l to r): Dr. Patricia Vardin, Dr. Mark Ginsberg (former Executive Director of NAEYC (National Association for the Education of Young Children), Kaori Fujita, and Karen Villa (who received an Academic Excellence Award in Early Childhood at the School of Education 2010 Awards and Recognition Ceremony in May 2010)**



**ECE Alumni Association Spring Meeting (l to r): Dr. Patricia Vardin, Jamie McLaughlin, Karen Villa, Susanne McHugh, Jeannine Tocco, Jessica McDell, Katie Starr, Laura McDermott, Maureen Tomkiel, and Bobbie Flynn**

## Alumni Events Parent/Teacher Communications Strategies

The School of Education Alumni hosted guest speaker Natalie Schwartz on October 29, 2009. Natalie presented to a group of alumni and current education students strategies and approaches for effectively communicating with parents.

Natalie is the author of *The Teacher Chronicles: Confronting the Demands of Students, Parents, Administrators, and Society*. She has appeared on Oprah and Friends Radio Network to discuss how parents and teachers can develop productive relationships. Natalie is an active volunteer with the PTA in her school district and has served as PTA President, council delegate, committee chairperson, and event volunteer.



**Dr. Debra Thomas speaking to the group**

## Alumni Program Series Your Teaching Career: Alternate Paths In The Teaching Field

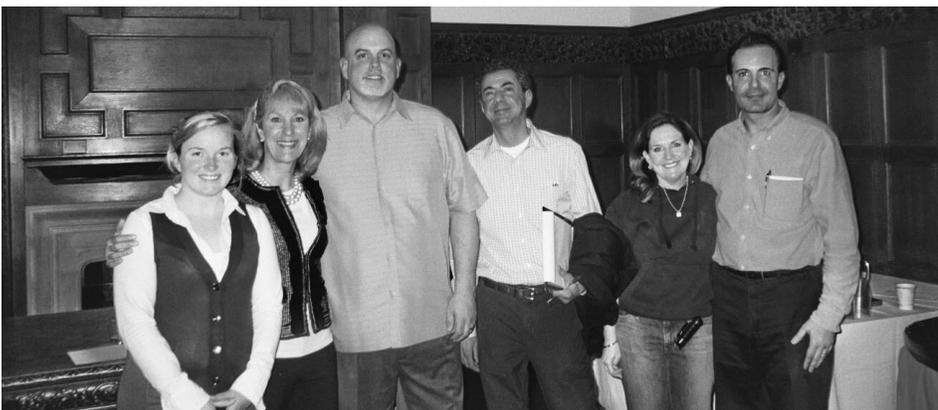
The Childhood Alumni Association developed and hosted a program on Wednesday, March 10, 2010 that discussed other types of jobs and career paths within the education field. Two guest speakers discussed various ideas.

David Jones discussed opportunities for tutoring. He is the founder and owner of Private Tutoring.

Dr. Debra Thomas is the Executive Director of the Rockland Teacher Institute.



**David Jones discusses his web site and business**



**Members of the Childhood Alumni Association at the March 10 program with presenter David Jones and CH Association President Monique Reilly (second from left)**

## Childhood Alumni Association

By DR. JOANNE FERRARA

The Childhood Alumni Association, headed by Monique Reilly (MPS '00) had a very successful second year. The Association hosted programs including using Yoga to Reduce Stress, Alternate Paths in Education, and Demo Lessons/ Interviewing Skills.

# Educational Leadership Network “Happenings”

By DR. KATHY ROCKWOOD

The EDLEAD Network spring forum was held on April 21 in the Castle. During the initial networking there was a lot of exchange of news.

Prior to dinner there were presentations by Deborah Augarten, Director of Special Education in Hastings-on-Hudson, and Laura Sullivan, a Principal in the Hastings-on-Hudson school district. Deborah is an Ed Lead program alum and Laura is a SOE alum.



**(l to r): Colleen McLaughlin & Andrea Hamilton**



**(l to r): Presenters Deborah Augarten & Laura Sullivan**



**(l to r): Wilma Reid & Greg Coverdale**



**(l to r): Wilma Reid, Anderson Jones, and Deborah Augarten**



**Denise Frasca**

## Grading Strategies

The Alumni Board developed and hosted this program on March 11, 2010.

Experienced School of Education Alumni presented and discussed their approaches and strategies to grading for their students. Members of the panel discussed techniques and philosophy and others presented models and rubrics. The



**(l to r) Monique Reilly, Anderson Jones, Reynolds Longfield III, Margie Hunter (facilitator). Far left, the Graduation Bear (where papers that were corrected and reviewed by the students “graduate.”)**

discussion also included supporting grades in discussions with parents.

The alumni panelists were: Monique Reilly (MPS '00), a 4th grade teacher at the Church Street School in White Plains; Reynolds Longfield III (MAT '04), a High School Social Studies Teacher in the Bronx, Anderson Jones (MPS '06), a high school Math Teacher at Mount Vernon High School, and Margie Hunter (MAT '07), an art educator who has taught in several districts, including Yonkers.

## Alumni Program — Voices of Experience *What Your First Year of Teaching Is Really Like*

When School of Education alumni are asked why they continue to be involved, the overriding response is that they all want to “give back” to the School of Ed community and its students - future teachers.

The idea for this program was generated by the SOE Alumni Board Program Committee.

On April 29, 2010, a panel of School of Ed alumni presented a discussion on the realities of the first year of teaching to current students. The panel of five alumni discussed their experiences in schools, provided suggestions, and answered questions from the audience.

This program was very well attended, and the discussions were stimulating and very informative.

The panel was comprised of Deia Capella (MAT '99, Special Ed Teacher



**Monique Reilly (standing) facilitates the panel discussion**

in the Bronx), Roseanne Frank (BA '98), Reynolds Longfield III (MAT '04, High School Social Studies Teacher in the Bronx), and Mike Newgaard (MAT '03, Middle School Teacher in South Bronx). Monique Reilly (MPS '00 and 4th Grade Teacher in White Plains) facilitated the panel.



**The panel of alumni: (l to r) Deia Capella, Mike Newgaard, Roseanne Frank, Reynolds Longfield III**

## Your Teaching Career: Landing The Right Job Demo Lessons and Interview Questions

The Childhood Alumni Association developed and hosted this popular program on April 15, 2010. Over 75 alumni and current students attended.

Monique Reilly and Margie Hunter spoke on effective demo lessons that can be used in the interview. They shared a personal interview form, sample interview questions, and an interview guide.

This program was particularly valuable in that the SOE alumni shared their own experiences and insights into what is truly effective and impactful during the interview process for teaching positions.

Monique Reilly (MPS '00) is a 4th grade teacher at the Church Street School in White Plains, an adjunct instructor at the Mville School of Education, and is the President of the Childhood Alumni Association and a member of the SOE Alumni Board.

Margie Hunter (MAT '07) is an art educator who has taught in several districts, including Yonkers. Margie is a member of the SOE alumni Board.

## Revitalizing Ourselves As Teachers: Using Yoga To Relieve Stress

On February 3, 2010, guest speaker Victoria Rammos, a yoga instructor, gave a presentation and demonstration on techniques for getting relaxed and

staying relaxed during a stressful day and how to manage stressful moments. Victoria demonstrated to the group the techniques that are useful in recovering and maintaining a stress free day.

Victoria Rammos is a yoga instructor and specializes in body awareness therapy.

This program was developed and hosted by the Childhood Alumni Association.



**Victoria Rammos demonstrates relaxation techniques at the February 3 program**

# School of Education Presents Its Alumni Awards to Six Alumni



**(l to r): Sara Arnon, Julie Bordier, Anderson Jones, Barbara Torre Veltri, Monika Cummings and also Danielle Reyes, lower right.**

Six School of Ed Alumni were honored at the recent Graduate Awards & Recognition Ceremony on May 20, 2010.

The Alumni, their friends and family, and colleagues were in attendance at the ceremony. The award recipients received a certificate and a desk plaque in honor of their achievement. Assistant Dean Laura Bigaouette, and former Director of Manhattanville Alumni Relations Christine Hughes presented the alumni with their awards.

The 2010 School of Education Alumni Award winners are as follows:

## THE VALIANT EDUCATOR AWARD

ANDERSON JONES

(MPS '06, PD Ed Leadership)

Anderson Jones, also known as AJ, was recognized with this award for his tireless passion to improve educational and life



**Anderson Jones is congratulated by Mville President Molly Easo Smith as nominator Dr. Rick Heckendorn (right) looks on**

opportunities for young adults in our community.

AJ is a strong role model and mentor for students, and promotes academic achievement in the many programs that he has run. AJ's notable contribution is his "Brothers of Class" Program at Mount Vernon High School. He encourages and demands that his students create and sustain high standards for themselves in order to succeed in life.

AJ has a great impact on the lifelong success of his students (See story on page 3).

DANIELLE REYES  
(MPS '95)

Danielle Reyes has successfully applied her teaching education to a career in philanthropy in the nonprofit sector. In her role,



**Danielle Reyes is congratulated by Mville President Molly Easo Smith**

she connects people, organizations, and resources to advocate for and help minority and immigrant populations with an emphasis on education.

Danielle currently serves as program officer for the Meyer Foundation in Washington D.C. She

previously spent several years as a public school teacher here in Westchester, a university instructor, and a Peace Corps volunteer. Danielle became involved in the social service needs of her immigrant students and their families as a Westchester teacher. Based on her experience as a teacher and on her own personal experience, she wanted to apply this interest and passion to the nonprofit sector.

## THE VALIANT EDUCATOR AWARD HONORABLE MENTION

SARA ARNON  
(MAT '83)

Sara Arnon is the Director of the Weekday Nursery School in New Rochelle for the past 23 years. Sara has led the formation of a diverse, inclusive school dedicated to best practices in early childhood. The school is collaborating with the Westchester ARCS to provide a mainstream experience for children with special needs who attend school alongside with their mainstream peers. In addition, Weekday is the site for universal Pre-K where students from New Rochelle may attend and participate in a developmentally appropriate program that might otherwise have been cost-prohibitive to their families.

*Continued on page 15*



**Sara Arnon receives her award with nominator Rayna Alperstein (SOE Adjunct) on the left.**

Sara through many accomplishments throughout her career has made a difference in the lives of children and families.

JULIE BORDIER  
(BA '96, MAT '01)

Julie Bordier can be described as a stellar educator who reaches her students with her experiential knowledge and effective pedagogy. Julie prepares her students to function effectively in an interdependent global community.

Julie's professional background as a scientist enables her to share real world experiences. In Julie's classroom, there is student-centered learning, not teacher-centered. She uses differentiated instruction and other strategies to enhance science comprehension.

In addition, Julie involves exemplary safety techniques in her 8th grade chemistry-based course as a former lab technician. This earned her a lab safety award from the National Center for Science Safety.

for classroom behavior. She required three things of her students: follow the rules, stay with the group, and show respect. She taught her students to reflect on their own behavior and developed an original sign language to commenting on student behavior so that she could manage without saying a word. Soon the students were using her sign language as well.

Monika shows her respect to her students by believing in her heart that her students are capable of success.



**2010 Award Recipient Julie Bordier (center) and recipient of 2008 Alumni Innovative Teaching Award Kathleen Harbort stand with Dr. James Micik (SOE Adjunct) who nominated both for their awards.**

## THE INNOVATIVE TEACHING AWARD

MONIKA CUMMINGS  
(MPS '07)



**Monika Cummings (right) with her nominator Dr. Susan Jacobs-SOE Associate Dean**

Monika is a Special Education Teacher at PS 119 in the Bronx.

Monika's first teaching position was in a city classroom where she was responsible for twelve emotionally disabled fifth graders. Monika handled her first experience with great courage and strength of character. She was inspired by her hopes for her students and was guided by her sensitivity to her students' needs, fears and motivations.

Characteristics of her teaching were her outwardly calm demeanor and her simply and consistently stated expectations

## THE ALUMNI AWARD FOR SCHOLARSHIP IN EDUCATION

BARBARA TORRE VELTRI  
(MAT '79)



**Barbara Torre Veltri with her new book.**

Barbara Torre Veltri, Ed.D., is an assistant professor at Northern Arizona University. Her research interests include teacher education, alternative certification, and sports-themed curriculum. She creates changes in education not only through her research by also through her college teaching for pre-service teachers.

Dr. Veltri's new book entitled *Learning on Other People's Kids: Becoming a Teach for America Teacher* captures the voices of Teach for America novices who offer candid accounts of their experiences in becoming Teach for America teachers.

Dr. Veltri has always been an advocate for social change and social justice. Her colleagues have noted that her pre-service education students are deeply influenced by Dr. Veltri's passion and educational philosophy.

# School Of Education 2011 Alumni Awards

## SOE Alumni Awards

### **Distinguished Service Award**

Honors an SOE Alumnus who has contributed to the SOE through involvement in programs, events, panels, mentoring, and “gives back” as an educator to the student community.

### **Valiant Educator Award**

Honors an SOE alumnus whose career and community accomplishments reflect the Mission of Manhattanville College or the School of Education by contributing to the ethical and social growth of the population he/she serves.

### **Inspirational Recent Alumni Award**

Recognition for a young SOE graduate (within the last decade) for exceptional contributions to the field of education and/or to the community.

### **Alumni Innovative Teaching Award**

Honors an alumnus who has demonstrated innovative teaching that positively affects PK-12, or higher education students’ motivation and achievement.

### **Alumni Scholarship Award in Education**

Presented to an SOE Alumnus who has published notable scholarship in the field of education. Scholarship includes research or publications (books, articles).

### **Alumni Award for Publications in PK-12 Education**

Awarded to an SOE Alumnus who has created publications (children’s literature, curriculum design, technology guides) that foster teaching, learning, and development in the PK-12 setting.

## CALL FOR NOMINATIONS

The School of Education Alumni community is looking to recognize its distinguished and talented alumni who embody the mission of Manhattanville College and the School of Education.

Award recipients will be recognized at the School of Education Graduate Awards Ceremony in May 19, 2011.

Nominations are being accepted now. The deadline for submissions is March 26, 2011.

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

Nominations may be submitted on line: <http://www.mville.edu/AcademicsandResearch/SchoolofEducation/Alumni/AwardNominations/AlumniAwardNominations.aspx> or via email to Laura Bigaouette at [bigaouettel@mville.edu](mailto:bigaouettel@mville.edu)

# SCHOOL OF EDUCATION PROGRAM HIGHLIGHTS

## Student Research Day

The first annual School of Education Student Research Day was held on March 3, 2010.

Graduate education students presented their research through presentations and posters. Student presentations were introduced by their faculty sponsor. Posters presenting students' research were displayed. A discussion between the attendees and poster authors took place during the program.

The next Student Research Day is on Wednesday, April 6, 2011.

This event was coordinated by SOE professors Ellis Barowsky, Courtney Kelly, and Kristin Rainville.

Below are the student presenters, research topics, and faculty sponsors.

PAPERS	TOPIC	SPONSOR
Hiromi Takahashi	Parental Perceptions of Factors Influencing Acquisition of English by Japanese Children	Prof Larry Krute
Steven Palencsar	Beliefs of Teacher-Candidates Regarding Co-Teaching in Secondary Schools	Prof Ellis Barowsky
Susan Peck	Fuel for School: It Isn't Just a Breakfast Plan	Prof Diane Lang
Barbara Curra	The Complexities of Identifying and Assisting Gifted and Learning Disabled (GLD) Students: Are Future Educators Prepared?	Prof Ellis Barowsky
Duane Smith	Academic Integrity in the High School Classroom	Prof Kathy Rockwood
Samatha Caponera	Battling the Script: Teaching Literacy Around a Scripted Reading Program In First Grade	Prof Jane Gangi
Jenna Giampino	Nutrition and Physical Activity Habits In An Urban Secondary School	Prof Vance Austin
David Kantor	Using Song to Teach Science Content	Prof Helen Krasnow
Barry Ostrer	Replacing Negative Emotions with Positive Ones When Learning Math	Prof Diane Lang
Jaclyn Prato	Awareness, Detection and Protection Of Child Abuse and Neglect of Children with Disabilities	Prof Ellis Barowsky

*Continued on page 18*

# SCHOOL OF EDUCATION PROGRAM HIGHLIGHTS

## Student Research Day

POSTER PRESENTERS	TOPIC	SPONSOR
Suzanna Chhim	The Effects of Using Puppets to Promote Oral Expressions in Reading	Prof Helen Krasnow
Amy Sullivan	Does the Sun Rise Program Increase The Ability of a Child with Autism to Socially Engage with Others?	Prof Kathy Rockwood
Sarah Bayzick	Promoting Creativity in the Kindergarten Classroom	Prof Helen Krasnow
Margaret Musella	The Effective Means of Collaboration Within a Co-teaching Environment	Prof Micheline Malow
Alexander Kelleher	Music and Writer's Workshop	Prof Helen Krasnow
Kate Lanfer	Traumatic Brain Injury (TBI): Are Our Teachers Aware?	Prof Ellis Barowsky
Debora DiFronzo	Time Management Training: An Intervention to Reduce High School Tardiness	Prof Kathy Rockwood
Mark Howell	The Effects of Playing Slow-Tempo Music During Poetry Writing	Prof Helen Krasnow
Amy Abel	Class Wide Peer Tutoring: A Model For Systematic Peer-Assisted Learning	Prof Ellis Barowsky
Rachel Prottas	The Effects of Student-Directed Inquiry During a Third-Grade Science Lesson	Prof Helen Krasnow
Janneth Ponce-Doyle	The Effects of Learning Multiplication with Music	Prof Helen Krasnow
Kathleen McDonnell	Using Self-Assessment in Order to Improve On-Task Behaviors	Prof Helen Krasnow

## School of Education Adjunct is Recognized

The School of Education gave special recognition to Dr. Harriet Barnett at the SOE Adjunct Orientation in August, 2009.

Harriet is a nationally known expert on teaching foreign language to young children. She has taught FLES (Foreign Language in the Elementary School) at the School of Education for twenty years. She is retiring from teaching after 2010.

The SOE recognized Harriet for her dedication to teaching and respect from her students over the years.

## Manhattanville Masters in TESOL Alumni in Asia

LARRY KRUTE  
Associate Dean / Tesol Program

Larry Krute visited with his daughter in Japan in May 2009 and had the pleasure of meeting with a group of alumni in Tokyo. Larry reports that Mville SOE alumni in Japan are doing very interesting things in teaching and related activities like publishing, and in cultural activities.

Larry has cultivated a deeper relationship with the Mville School of Education and Keio Academy of New York. Mville and Keio are planning a joint "education research center," focusing on bilingual education, second language



**Dr. Larry Krute with his hosts in Japan**

teaching, and multicultural education. The hope is to conduct research both here and in Japan, and to promote education exchanges.

## School of Education Distinguished Lecturer Series



**Tonya Bolden signing books for attendees**



**(l to r) SOE Professors Jane Gangi, Sherie McClam, SOE Dean Shelley Wepner, and SOE Professor Kristin Rainville**

**Photos by Linda Tarrent-Reid, publicist for Ms. Bolden**

Each year, the School of Education hosts a Distinguished Lecturer series where it invites leaders and innovators in the field of education to Manhattanville to speak. All events were co-sponsored by the Teachers Center at Purchase College and The Edith Winthrop Teacher Center of Westchester.

**Tonya Bolden** was the distinguished lecturer on October 15, 2009. Her topic for her lecture was "A Passion for History: Teaching Beyond the Lesson Plan." Tonya is a prolific writer and editor who has authored more than twenty books for adults and young readers. Ms. Bolden graduated from Princeton University, *magna cum laude*. She holds a master's degree from Columbia University. She has taught at Malcolm-King College in Harlem and the College of New Rochelle's School for New Resources.

**Dorothy Strickland** was the distinguished lecturer on February 4, 2010. Her topic was "HOW we teach makes a difference in HOW well children learn. How you teach is as important as

what you teach."

These are vital themes that Dorothy Strickland has promoted throughout her career as educator, author, panelist, committee member and consultant. Dr. Strickland addressed the "Literacy Achievement Gap" issue. As she has stated, "Literacy achievement is at the forefront of accountability in our country. For better or worse, schools, teachers, and children are measured in large part by student performance in reading and writing." Dr. Strickland has worked through IRA to develop Head Start Tapestry and other resources to assist Head Start Centers in setting the course for success.

**Johanna Duncan-Poitier** was the Distinguished Lecturer on April 22, 2010. Ms. Duncan-Poitier is the Chancellor's Deputy for the Education Pipeline State University of New York. She spoke about the future of education in the 21st century.

## Kappa Delta Pi

RICK HECKENDORN, KDP ADVISOR & ASSISTANT PROFESSOR-CURRICULUM & INSTRUCTION

This was a wonderful year for Kappa Delta Pi where 37 new members were initiated. At our May initiation I was particularly proud that we had the President, Provost, and Dean of Education all in attendance, all of whom made their welcoming remarks to our KDP students.

We had five guest speakers and presentations at our meetings during the school year at the Castle. They included teacher and student teacher panels as well as professors' workshops. In addition we organized a "Reading Is Fun" day at the Edison Elementary school where we donated books and read to the children.

A highlight was Teachers Teaching Teachers where KDP students invited professors to dinner. We had 40 people attend this fabulous event, and we hope that this will become an annual event.

In October, 2009, a team of SOE alumni / KDP members presented at a KDP national conference in Orlando, Florida where over 1200 people attended. Professor Rick Heckendorn attended the conference with Mike Newgaard (MAT '03), Emily Williams (MAT '03), and Steve Scharf, (MPS '05). The team presented on Classroom Management.

Why should an alumnus consider joining KDP? It is a national association of educators who have had at least a 3.25 average GPA, are or were members of our college's education program with having completed at least 12 credits, and have written a short one-page essay about why you want to devote your professional life to education. You will receive excellent publicity and will be awarded a KDP certificate in a marvelous ceremony

attended by the Dean of the School of Education, the Provost, and President of Manhattanville College.

Our officers are Catherine Montero, President; Kathryn Rouso, Vice President; and Shelley Parker, Secretary.

We look to organize several wonderful events for the upcoming school year. Consider joining us by emailing me, Dr. Heckendorn at heckendornf@mville.edu and to obtain information about our future meetings that will begin in late September 2010.

You deserve to give yourself the opportunity to meet other teachers and students about to become teachers to maintain a strong network of professional friends. We can help you with that network. Join us!

## Curriculum and Instruction Department News

JOANNE FERRARA, CHAIR, CURRICULUM & INSTRUCTION

The Department of Curriculum and Instruction continues its efforts in local Westchester schools. The faculty has spent the last year working in the School of Education's network of Professional Development Schools (PDSs). This network of schools supports both the School of Education's and the department's mission to prepare a strong cadre of teachers for the changing suburbs.

In 2003, the Curriculum and Instruction faculty were instrumental in the design of several field-based courses, which are now the cornerstone of teacher preparation in many of our professional development schools. These courses held at the school site enhance professional practice of classroom teachers and help us to refine our own practice as we jointly work with teacher candidates and K-12 students in schools. The elementary, middle or high school classrooms within

our network provide opportunities for action research projects, on-site courses for teacher candidates and practicing teachers, family engagement activities, and variety of enrichment projects for K-12 students. These activities are intended to strengthen teaching and learning outcomes for teacher candidates, practicing teachers, K-12 students and college faculty.

To further strengthen candidates' teaching practices that take place at local schools, the department also sponsors programs throughout the year for current teacher candidates and alumni. Our annual lesson planning and differentiated instruction workshops have become a successful way to supplement teacher candidates' pedagogical knowledge; while the revisions made to course work and culminating experiences help candidates deepen their content knowledge.

The student chapter of the Association for Supervision and Curriculum Development provides a venue for teacher candidates to engage in a professional learning community and access a wealth of resources made available through membership. Our Childhood Alumni Association encourages alumni to become active members of our professional community at the college while helping them to develop their professional identity and to connect with like minded individuals who share their passion for teaching.

As we approach the fall semester the faculty is anticipating another productive year in which to expand the many outstanding programs we have in place for our teacher candidates, local school faculty, and alumni.

# Changing Suburbs Institute®

Laura Bigaouette, Director

The School of Education's Changing Suburbs Institute® is the signature theme for community outreach and program development. The Changing Suburbs Institute® (CSI) uses evidence-based information to make discoveries about ways to best educate diverse student populations in changing suburban school districts, with a special emphasis on Hispanic students and their parents. CSI's four goals are 1) collaboration, 2) professional development of teachers and leaders, 3) parent education, and 4) dissemination of information.

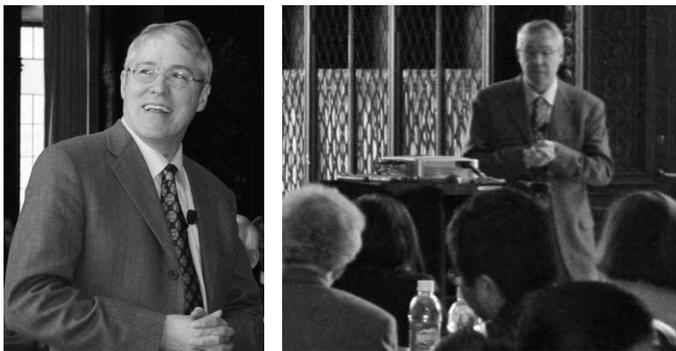
## CSI Educational Forum

The Fifth Annual Educational Forum was held on Friday, March 5, 2010 here at Manhattanville. The theme of this year's conference was Flourishing in a Culturally Diverse Classroom and Community.

We were honored to have such high powered keynote speakers again this year. The conference keynote speakers were:

**Timothy Shanahan, Ph.D.**, Professor of Curriculum & Instruction, and Director of the Center of Literacy at the University of Illinois at Chicago; co-editor of *Developing Reading and Writing in Second-Language Learners*.

Dr. Shanahan's keynote topic was "Reducing the Achievement Gap for ELL Students."



**Tim Shanahan delivers his morning keynote speech at the forum**

**Marcelo Suarez-Orozco, Ph.D.**, University Professor and The Courtney Sale Ross University Professor of Globalization and Education at New York University and Co-Director, Institute for Globalization and Education in Metropolitan Settings; co-author of book *Learning in a New Land: Immigrant Students in American Society*.

Dr. Suarez-Orozco's keynote topic was "Immigration, Education, and the Changing Suburbs."

Several workshops were presented at the forum. They were developed and presented by SOE faculty and administrators and teachers from local Westchester school districts:

- SIOP: Increasing Academic Achievement With High Quality Instruction for English Language Learners by Cristine Hernandez Pearson Educational Services
- Storytelling: Bridging Cultures by Laconia Therrio
- Strategies for Differentiated Instruction for English Language Learners by Jackie Cabrera, Mary Ann Maric, and Yolanda Rodriguez; teachers in the White Plains School District
- Questioning Conventional Wisdom: ELLs and First Language Maintenance by Courtney Kelly
- Gift of Time or Theft of Opportunity? Retention, Redshirting, and Recommendations for Alternative Literacy Interventions by Jane Gangi



**Marcelo Suarez-Orozco delivers his afternoon keynote address**

- The Edison Community School (Port Chester) – Our Eight Year Journey as a Professional Development School Program by Maria Flores, Community School Director, Amy Simmons, Student Teacher to Cooperating Teacher Barbara Terracciano, and Mentor Teacher Kathleen Wit, former Student Teacher
- The Success and Challenges of Curriculum Development for Diverse Learners by Margaret Dwyer, Assistant Superintendent for Curriculum & Instruction White Plains School District; Suzanne Lasser, Director of English Language Learner Programs, White Plains School District, Elena Dilion, Supervisor of ELL and Dual Language Programs K-12 New Rochelle School District. Facilitated by Diane Gomez, School of Education Manhattanville College

Continued on page 22



**The Manhattanville College Quintessentials perform during lunch.**



**Laconia Therrio with his Storytelling Techniques workshop**



**Marge Clarkson, Principal of RJ Bailey in Greenburgh 7, speaks at the workshop on Curriculum Development for Diverse Learners**



**Teachers from the White Plains School District, Jackie Cabrera, MaryAnn Maric, and Yolanda Rodriguez, present their workshop on Strategies for Differentiated Instruction for English Language Learners**

The Quintessentials performed for the third year at the forum during lunch.

Over 160 teachers, administrators, students, and community organizations attended the conference. This was the largest attendance at any CSI educational forum.

The annual educational forum was co-sponsored by the Edith Winthrop

Teachers Center of Westchester and The Teachers Center of Central Westchester.

A central goal of the CSI is to provide program and professional development to schools, teachers, administrators and teacher education programs. In response to the expressed need of the CSI Consortium members, the SOE is now offering a graduate course of one

credit in conjunction with CSI's Annual Educational Forum and other School of Education events offered in the Spring semester.

*Continued on page 23*

## CSI Consortium

The CSI Consortium is comprised of CSI program members and participants from the CSI member school districts and community organizations. Consortium meetings are held bimonthly throughout the academic year. At each meeting, guest speakers share best practices – programs and initiatives that are successful in school districts and classrooms. This has resulted in information shares across districts and the implementation of programs in districts due to the fact that these best practices have been successful elsewhere.

Practices of excellence that have been presented at this past year's consortium meetings were Response to Intervention for ELL students (Enid Pettricone), and SIOP (Sheltered Instruction Observation Protocol) (Christine Hernandez, Pearson Educational Services).

Manhattanville's role with CSI is to (1) bring together stakeholders involved in and interested in promoting Hispanic students' achievement; (2) work collaboratively with these stakeholders to develop and assess programs that are both experimental in design and validated by prior research; and (3) bring greater awareness to the achievement gap challenges that exist in school districts heretofore under the radar screen of the general public so that time, attention, and resources are provided to begin to close the gap. As a result, Manhattanville will enhance its ability to develop teacher candidates because of its increased interaction with and understanding of high needs school districts. For example, Manhattanville is already providing additional multicultural experiences for teacher candidates.

## CSI Hispanic Parents Leadership Program

The fourth annual CSI **Hispanic Parents Conference** will be held at Manhattanville on Friday, October 1, 2010.

The keynote speaker for the conference is Luisa Liliانا Costa, Ph.D. from Bank Street College of Education in New York.

Several workshops will be presented at the conference including: Help with Homework and Special Services and Inclusion for English Language Learners in the schools.

The conference is being planned by the CSI Parents Program Committee. The Committee membership includes Maria Flores (Port Chester), Zoila Tazi (Ossining), Marcella Levin (Ossining), Gladys Hernandez (Port Chester), George Castellanos (Mville), and Tina Guzzetti (New Rochelle). The Committee is chaired by Laura Bigaouette.

The conference is being sponsored by Hudson Health Plan and Manhattanville College.

## CSI Tuition Reduction

CSI is extending a tuition reduction for School of Ed Graduate courses for teachers and staff in CSI districts (Bedford, Elmsford, Greenburgh 7, Mamaroneck, New Rochelle, Ossining, Peekskill, Port Chester, and White Plains) Mamaroneck receives a 20% tuition reduction.

School districts with Professional Development Schools (PDSs) receive 1/3 tuition reduction. These districts are Port Chester, White Plains, New Rochelle, Greenburgh 7, Bedford, Ossining, and Elmsford.

Contact **Laura Bigaouette** for information: (914) 323-5482.

## SOE NEW FACULTY APPOINTMENTS

■ **Stephen J. Caldas** has been hired as a Professor for the Doctoral Program in Educational Leadership in the Department of Educational Leadership and Special Subjects. He most recently was a Professor in the Department of Foundations, Leadership and Policy Studies at Hofstra University. Previously, he was a Professor of Educational Foundations and Leadership at the University of Louisiana, where he rose through the ranks. He was a program manager and psychometrician at the Louisiana State Department of Education. He also was a research associate in Quebec, Canada, and a visiting professor at McGill University. He has interdisciplinary, international experience directing doctoral dissertations and masters' theses as well as extensive research collaboration with graduate students and colleagues in the fields of educational/public policy, leadership, political science, program evaluation, sociology, and linguistics. He has authored and/or co-authored five books on race, bilingualism, and the history of education, as well as written more than 65 refereed articles and book chapters. He received his Ph.D. in Educational Administration, where he won the outstanding dissertation award, his M.Ed. in Educational Administration, with a minor in French, his B.S. in Social Studies Education, and his B.A. in History, all from Louisiana State University.

■ **Katherine Cunningham** has been hired as a Visiting Assistant Professor in Literacy Education in the Department of Literacy. She also will be conducting research on the implementation of the Reading Reform Foundation program in Edison Community School, Port Chester. Since 2004, Dr. Cunningham has worked as a Literacy Specialist and instructional Coach for pre-K through 8 at Saint David's School in New York City. She also works as a Literacy Consultant for LitLife, an organization that is dedicated to literacy education, and as a staff writer for Thoughtful Education Press. Previously,

*Continued on page 24*

# SOE NEW FACULTY APPOINTMENTS

Dr. Cunningham taught fourth grade at The Dwight School and fifth grade at The Brearley School, both in New York City. She also worked as a reading specialist for pre-K through 2. Her research focuses on using literature to engage students in critical literacy, particularly in relation to social justice issues. Katherine received her Ed.D. in Curriculum and Teaching from the Teachers College, Columbia University in 2009, her M.Ed. in Early Childhood and Elementary Education from New York University, and her B.A. from Princeton University, where she graduated *cum laude*.

■ **Joan Gujarati** has been hired as Assistant Professor in the Department of Curriculum and Instruction. Since 2006, Joan has been an instructor at Teachers College, Columbia University, where she taught and supervised graduate students in elementary education and early childhood/special education. Previously, she was a first grade teacher in Andover, Massachusetts where she also was a mathematics professional developer. She also was a kindergarten teacher in Weston, Massachusetts, and a pre-school teacher at the Technology Children's Center at MIT. Dr. Gujarati's research interests include teacher quality, effectiveness, and retention, mathematics education, and teacher identity. Joan received her Ed.D. from the Teachers College, Columbia University in Curriculum and Teaching, her M.A. from Tufts University with a concentration in Early Childhood, and her B.A. from Tufts as well, where she graduated *summa cum laude*.

■ **Lynn Huber** has been hired as an Assistant Professor in Elementary Education/ Science, and will serve as the Professional Development School Liaison at the George Washington Elementary School, White Plains. Since 2007, Dr. Huber has worked as an adjunct professor and a faculty liaison to Yonkers Professional Development Schools. Previously, she worked as a Clinical Instructor and Early Childhood Coordinator for the Graduate School of Education at Fordham University. In addition, she worked as a Visiting Professor for Childhood Education at Marymount College in Tarrytown.

Dr. Huber has published about integrating math, science, and literacy into the early childhood and childhood curriculum. She has participated in grant funded consultations for the Peekskill Central School District and New York State Alcott Schools. Dr. Huber received her Ph.D. in Language, Literacy and Learning from Fordham University in 2009, her M.Ed. from Sarah Lawrence College in the Art of Teaching, and her B.A. from Montclair State College.

■ **Samuel Jackson** has been hired as a Visiting Assistant Professor in Secondary Mathematics in the Department of Curriculum and Instruction and will be the Professional Development School Liaison for Alexander Hamilton High School, Elmsford School District. Since 2006, he has been an adjunct lecturer for mathematics and mathematics education at Brooklyn College, Hunter College, Long Island University, York College, the Museum of Natural History, and Queensborough Community College. He was a high school mathematics teacher for Excelsior Preparatory High School in Queens, New York, and the High School for Youth and Community Development, Brooklyn, New York. He also was an elementary teacher for Kids for the Future Elementary School in Queens, New York. He has had a chapter published on constructing mathematics knowledge in urban schools using cogenerative dialogue; a primary area of his research. He received his Ph.D. in Urban Education (Mathematics Education) from the Graduate School and University Center of the City University of New York, his M.A. in Secondary Mathematics Education (Honors) from Brooklyn College, and his B.Sc. in Mathematics (Honors) from York College, The City University of New York. He also received two degrees in Public Health Administration (basic and advanced) from West Indies School of Public Health.

■ **Robert Monson** has been hired as an Associate Professor for the Doctoral Program in Educational Leadership in the Department of Educational Leadership and Special Subjects. He most recently was District Superintendent of Southern

Westchester BOCES. He is completing his position as Senior Lecturer in the Educational Leadership Program at Teachers College, Columbia University, where he has been teaching doctoral courses in educational leadership and supervising doctoral dissertations. Previously, he was Superintendent of Schools in Mendota Heights, Minnesota; Westwood, Massachusetts; and Beachwood, Ohio; Assistant Superintendent for Secondary Education in South Orange/Maplewood, New Jersey; Principal in Chapel Hill, North Carolina; and Assistant Principal at Mamaroneck High School, New York. His publications and professional presentations focus on the medical grand rounds methods for teacher preparation, using performance assessments to inform decisions, preparing education leaders for the global economy, and redefining the comprehensive high school. He was a Visiting Fellow at the Harvard Graduate School of Education. He has a Ph.D. in Educational Administration from Saint Louis University, an M.A. in Education and a B.A. in Political Science, both from the University of Saint Thomas.

■ **Robert Schmidlein** has been hired as a Visiting Assistant Professor in Physical Education and Sport Pedagogy in the Department of Educational Leadership and Special Subjects. During 2009-2010, Robert was a physical education teacher, athletic director, and coach at The Lyons Community School in Brooklyn. Previously, he was an Assistant Professor for Physical Education at California State University-Sacramento, where he taught both undergraduate and graduate courses in physical education. He has published and presented on the relationship between physical activity and mental health in university students. He is a marathon and half-marathon runner, practices Yoga, and plays softball and soccer in recreational adult leagues. He has an Ed.D. in Physical Education (Curriculum and Instruction) with a minor in multicultural education from the University of Georgia, an M.S. in Physical Education from Hofstra University, and a B.S. in Exercise Science from Lander University, Greenwood, SC.

# SCHOOL OF EDUCATION UPCOMING EVENTS 2010 - 2011

## FALL 2010 SEPTEMBER

### ■ Manhattanville Reunion Weekend

Friday, September 24 – Sunday,  
September 26, 2010

SOE Alumni Reception: Friday,  
September 24, 6:00–8:00 p.m.

## OCTOBER

### ■ CSI Hispanic Parents Leadership Conference

Friday, October 1, 2010, 9:30  
a.m.–2:30 p.m. – West Room, Reid  
Castle

Speaker: Luisa Liliana Costas, PhD,  
Bank Street College School of  
Education

Sponsored by the Hudson Health Plan  
Program held entirely in Spanish

### ■ Early Childhood Education Conference

Saturday, October 2, 2010. 8:30  
a.m.–1:00 p.m. – Reid Castle

Conference Title: Fostering  
Literacy Through the Arts in Early  
Childhood Education

Keynote Speaker; Bill Gordh,  
Storyteller & Musician

### ■ SOE Alumni Board Meeting

Thursday, October 7, 2010,  
4:30–6:30 p.m. – Reid Castle

### ■ School of Education Distinguished Lecturer Series and Reception

Thursday, October 13, 2010,  
4:20–6:00 p.m. – West Room, Reid  
Castle

Co-Sponsored by the Teachers Center  
of Central Westchester and The  
Edith Winthrop Teachers Center of  
Westchester

Speaker: Dan Domenech

Executive Director of the American  
Association of School Administrators  
(AASA)

### ■ School of Education Alumni Event

Wednesday, October 20, 2010,  
4:30–6:00 p.m. – East Library, Reid  
Castle

SOE Alumni Panel

Topic: Practical Approaches to  
Grading

### ■ PDS Ribbon Cutting Ceremony

Friday, October 22, 2010, 1:35 p.m.  
– Claremont School

Claremont School, Ossining School  
District

### ■ CSI Consortium Meeting

Thursday, October 28, 2010,  
12:00–2:00 p.m. – East Library,  
Reid Castle

Topic: Character Education

Speaker: tbd

## NOVEMBER

### ■ School of Education Alumni Event

Wednesday, November 3, 2010,  
4:30–6:00 p.m. – Ophir Room,  
Reid Castle

Elementary, Middle and High School  
Student Panel

Topic: Qualities and Characteristics of  
an Effective Teacher

### ■ Dean's Symposium

Thursday, November 18, 2010,  
4:20–6:30 p.m. – West Room, Reid  
Castle

Professional Development credit  
available

RSVP 323-7180

### ■ SOE Alumni Board Meeting

Tuesday, November 30, 2010, 4:30  
p.m.–6:30 p.m., Reid Castle

## DECEMBER

### ■ School of Education Alumni Event

Wednesday, December 1, 2010,  
4:30–6:00 p.m. – East Library, Reid  
Castle

Topic: Revitalize Yourself With  
Meditation

## SPRING 2011 FEBRUARY

### ■ School of Education Distinguished Lecturer Series

Thursday, February 2 or 9, 2011,  
4:20–6:00 p.m. – West Room, Reid  
Castle

Speaker: Kathleen Grimm

Deputy Chancellor for Finance &  
Administration, New York Board of  
Education

Co-Sponsored by the Teachers Center  
of Central Westchester and The  
Edith Winthrop Teachers Center of  
Westchester

## APRIL

### ■ School of Education Student Research Day

Wednesday, April 6, 2010,  
4:30–6:00 p.m. – Reid Castle

### ■ Changing Suburbs Institute Sixth Annual Educational Forum

Friday, April 8, 2011, 8:30  
a.m.–2:45 p.m. – Reid Castle

Keynote Speakers: Virginia Collier  
and Wayne Thomas, George Mason  
University; Pedro Noguera, New York  
University

Conference Theme: Dual Language

Call (914)323-5482 for more  
information

## MAY

### ■ SOE Graduate Awards & Recognition Ceremony

Thursday, May 19, 2011, 4:15-5:30  
p.m. – West Room, Reid Castle

# School of Education Alumni Donor Roll

The School of Education wishes to thank the generous donors who contributed to the school  
from July 2009 to June 2010.

Name	Class of	Primary Education Degree	Name	Class of	Primary Education Degree
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# School of Education Alumni We Want to Hear From You!

Please update your contact information and provide us with any information that you would like to share in future editions of the SOE Alumni Magazine.

Name: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

Current Place of Employment: \_\_\_\_\_

Position: \_\_\_\_\_

Year Graduated from Manhattanville College: \_\_\_\_\_

Degree and Areas of Certification: \_\_\_\_\_

Additional Degrees: \_\_\_\_\_

Awards / Honors: \_\_\_\_\_

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Notable Accomplishments: \_\_\_\_\_

Personal News: \_\_\_\_\_

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Please return to:

Manhattanville College – School of Education

Attn: Laura Bigaouette, Assistant Dean, 2900 Purchase Street, Purchase, NY 10577

Or via email at: [bigaouettel@mville.edu](mailto:bigaouettel@mville.edu).



# MANHATTANVILLE COLLEGE

2900 Purchase Street, Purchase, New York 10577 [www.manhattanville.edu](http://www.manhattanville.edu)

## *Education Is Life*

School of Education Alumni Newsletter  
Manhattanville College  
2900 Purchase Street  
Purchase, NY 10577

Editor: Laura Bigaouette  
Assistant Dean – Outreach  
(914) 323-5482  
[bigaouettel@mville.edu](mailto:bigaouettel@mville.edu)

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