



News Brief

School of Education

“Education is the passport to the future, for tomorrow belongs to those who prepare for it today.” – Malcolm X

May, 2023

Issue 7



Coming This Summer...



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Summer Learning Conference July 24-27, 2023

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PROMOTING EQUITABLE EDUCATION

We are pleased to announce that in **Summer 2023** SUNY Old Westbury's School of Education will launch its first *Summer Institute for Teachers* with a *Learning Conference*.

When: July 24-27, 2023 (Monday through Thursday) 8AM to 4PM

Where: [SUNY Old Westbury](#)

Our conference is designed for all educators (*faculty of institutions of higher education, district education leaders, principals, P-12 teachers, program directors, curriculum specialists, and In-service/Pre-service teachers*) who are strategic and thoughtful in promoting students' success and leading transformational change at their institutions.

Some Conference Topics include:

- * **Creating equitable classrooms, schools, and districts** * **Literacy** * **Bi-lingual Education**
- * **Supporting Students with Exceptionalities** * **Culturally Responsive Sustaining Education**
- * **Appropriate Technology Use in Teaching & Learning** * **Developing Inclusive Classrooms**
- * **Engaging Students** * **Equity in STEAM** * **Equity in Math Teaching & Learning**
- * **Social Emotional Learning** * **Assessment & Data Collection** * **Differentiated Instruction**

Keynote speaker, [Dr. Jevon Hunter](#), a critically acclaimed literacy educator who studies the ways literacies can be used to mis/dis/empower urban youth-particularly African American males.



Join us in learning and networking with experts in these topics and end the summer ready to enhance your instruction in the upcoming school year!

Global Education

Professor Fernando M. Reimers Asks Global Inquiries of Teacher Candidates and Teacher Educators

Written by Dr. Nicole Sieben

On February 8, Dr. Fernando M. Reimers of Harvard University shared his time, talent, and expertise with a Zoom room filled with graduate and undergraduate SOE students, along with the faculty, staff, and administration of SUNY Old Westbury. A prolific scholar in the field of global education, Dr. Reimers began his talk by sharing the overarching goal of his talk: to demonstrate the power of teachers to help their students change and improve the world.

During his talk, Dr. Reimers reminded us that the things we care most about in education are long term, but we seldom get to see in teacher education what we actually failed to teach our students (i.e., pre- and in-service teachers) because we don't often get to see what our education students do in their classrooms once they graduate from our schools/ colleges of education programs. In order to frame the work that we do with students now, Dr. Reimers shared 4 pillars of education: learning to know, to do, to be, and to live together. The last of these, he says, is a big invitation to educate for global education.

Given these intentional goals of education, Dr. Reimers asked attendees, "What do we need to re-imagine?" in education. He asserts that "everything we teach is based on new hypotheses," which he reminded us are not always correct. So sometimes we need to re-imagine and revise our work in the classroom to make sure what we teach is always authentic, relevant, and meaningful to students. If we consider this revision of practice, Dr. Reimers asserts that we should also ask, "What are we doing or not doing in our schools?" One of the things Dr. Reimers' research has revealed is that very few teachers present tasks to students for which there is no obvious solution. He recommends, instead, that teachers need to let students experience a risk, be challenged, and solve a problem independently; and he says that the best challenge is to encourage students to change the world.

Dr. Reimers suggests that engaging students in project-based learning is the best way to challenge students through problem-solving education. It demonstrates to students that we trust them to take charge of their learning processes and allows us as teachers to work with them in meaningful ways to

bring about change. To exemplify how this could work in a K-12 classroom, Dr. Reimers shared specific examples from classroom teachers across grade levels and content areas use outcomes based and project-based learning that also emphasized building knowledge, skills, and attitudes. Finally, Dr. Reimers called on Schools of Education to engage in a process of co-construction with K-12 schools, as we so often do at SUNY Old Westbury.

Sitting alongside such a talented, diverse group of educators during Dr. Reimers' talk was an uplifting confluence of synergies. It was a powerful reminder to us all that when we work together to solve problems across educational levels, contexts, and experiences, we really can change the world as Dr. Reimers calls on us to do.

SCHOOL OF EDUCATION – GLOBAL EDUCATION PRESENTATION

Educating Students to Improve the World
Fernando M. Reimers
Ford Foundation Professor - Harvard University



How do we support rigorous education which is authentic, meaningful and relevant? In this conversation, we will discuss how the UN Sustainable Development Goals can be used to help students gain competencies that empower them to make a difference in significant social challenges such as poverty, inequality or climate change. We will discuss the role of innovative curriculum, teacher professional development and other supports to reimagine the instructional core.

February 8th, at 4:30 – 6:00 p.m.

Mandatory Event for ALL SOE Student Teachers!

Via Zoom
<https://suny-ow-edu.zoom.us/j/2713242540?from=addon>
Meeting ID: 271 324 2540

Required readings

- https://www.researchgate.net/publication/367041026_A_Global_Movement_to_Educate_for_Peace

Chapter one of this book

- Reimers, F. *Educating Students to Improve the World*

<https://link.springer.com/book/10.1007/978-981-15-3887-2>

Additional optional readings

Reimers, F. et al

Empowering Students to Improve the World in Sixty Lessons <https://www.amazon.com/Empowering-Students-Improve-Lessons-Version/dp/1546456775>

Reimers, F. et al

Empowering Global Citizens <https://www.amazon.com/Empowering-Global-Citizens-World-Course/dp/1533594546>

Reimers, F.

The role of universities building an ecosystem of climate change education https://link.springer.com/chapter/10.1007/978-3-030-57927-2_1

Students' Reflections...

What struck me the most from the meeting with Professor Reimers was his message about challenging and inspiring students. School is not simply about addressing content and seeing if your students can name every president or if they can recite the battles of the Civil War. School is about inspiring students to be exceptional adults and professionals. Professor Reimers told the story from his youth about the teacher who inspired him, and I am hoping to be in the same situation and be the reason a student is excited about a certain topic. A teacher can inspire, motivate, cultivate, and lead students down the right path. Simply having a high school diploma does not necessarily lead to success, students must have the skills to survive as an adult. Teachers need to act as a positive influence in a young student's life to help them reach their heights.

Michael Conlon

Dr. Fernando Reimers' lecture was filled with many pieces of valuable information that can help guide us when we start our careers in the teaching profession. Of all the information he discussed, the piece that I found to be the most important was the importance of making sure that each student can reach his/her/their full potential and that means making sure the content is as challenging as it can be with the students still being able to understand what is being taught. George C. O'Mahony

Dr. Reimers reminded me that with patience, a level of rigor may challenge a student to do better for the sake of achieving something of merit. I am hoping that by educating (and, in the future educating educators) that I can find rigor and encourage my students to face it rather than flee from it. I've always wanted to get my doctoral degree. Dr. Reimers' work and his talk helped push me toward reaching my goal. Dakota Rose

On February 8th, Professor Fernando M. Reimers talked to the Spring 2023 student teachers about innovative and reflective teaching. I found Professor Reimers' presentation to be wise, well-rounded, and compassionate. I especially admired his presentation because he highlighted how compassion for humanity plays a major role in the teaching field. This is true because without empathy and compassion, it is difficult to reach a child. I enjoyed how he highlighted that teaching is not only how to get students to learn the curriculum, but how to get them to utilize what they have learned to contribute to the greater good of society. Professor Reimers' seminar was inspirational and powerful in many ways. He helped broaden my mind and he opened my eyes to teaching for a greater good and how to use my profession to help change the world.

Liana A. Kattou

UNDERGRADUATE - Honors Convocation

CONGRATULATIONS TO ALL SOE UNDERGRADUATE CANDIDATES WHO HAVE RECEIVED AWARDS FOR ACADEMIC EXCELLENCE (4.0 GPA) AND ACADEMIC ACHIEVEMENT (3.75-3.99 GPA)!

Grace Catherine Roiland	Emily Frances Bosco	Amanda Rose Licata
Gianna N. Ventiere	Amanda Anne Brigandi	Allison Marie Lindquist
Noor Abdelaziz	Kimberly Cabanillas	Lauren Lowe
Gabrielle Albi	Valentina Ciminera	Gizem Memis
Natalie Anecchiarico	Tara Coleman	Rowan Belle Moskowitz
Deanna Rose Barrera	Kristina Marie D'Arpa	Cathy L Phan
Katherine Birmingham	Breanna Dawson	Erika Porinchak
Tamasia Imani Booker	Daniel Dennis	Alyson Nicole Rebehn
Sarah Rose Cohen	Hailey Dorn	Grace Elizabeth Riordan
Imani Akera Davis	Ashling Anne Feola	Brianna Leigh Rosa
Andie Lena Kleinman	Leyda Figueroa	Keshia Marie Schaefer
Kristen Koehler	Maya Figueroa	Jaclyn Riley Signorelli
Davina Rose League	Jacob Friedenburg	Nicole R Varela
Allison Parker	Ramona Joy Gillio	Vanessa Velasco
Olivia Proko	Melissa Giordano	Meika Wallace
Amanda Rogawski	Jakelin Guardado	Nicholas Zaharia
Victoria Saliba	Krista Hagenbruch	Cassidy Georgia Zilinske
Wilhelmina Mary Suarez	Zehra Hassan	Maria Gerard
Elly Dominique Bush	Allison Grace Hough	Susana Guardado Ayala
Felicia Gonzalez	Alexa Nicole Izzo	Katherine Rodas
Erica Portillo		Adriana Heimbauer
Anastasia Campbell		Smriti Kapur
Margalit Amar		Jessica Ramos De Ayala

* Names bolded were awarded with the Academic Excellence Award for a 4.0 GPA

GRADUATE - Honors Convocation

**CONGRATULATIONS TO ALL SOE GRADUATE CANDIDATES WHO
HAVE RECEIVED AWARDS FOR ACADEMIC EXCELLENCE (4.0 GPA)
AND ACADEMIC ACHIEVEMENT (3.85-3.99 GPA)!**

Riselvato, William
Martinez-Cabrera, Camila P
Caceres, Dinora Maritza
Grieshaber, Kelly Jeanne
Helbock, Jessica
Macaluso, Marissa
Matera, Julia Marie
McGuinness, Nicole Bridget
Tolentino, Alexandra Michaela
Vollono, Danielle Marie
Aimar, Nicole Teresa
Chalker, Meghan
Di Giovanna, Stephanie
Guarneri, Taylor Lee
Palmieri, Brianna
Russo, Alexa Nicole
Slattery, Megan Charlotte
Velasquez, Tatiana
Mannion Jr., Joseph

Marte, Stephanie
Deliso, Alexandra M
Metacarpa, Dean
Lynch, Sean Joseph
Tepe, Philip Anthony
Connolly, Nicholas J
Garcia, Emely
Smith, Nicole Rose
Severe, Liysha
Conlon, Michael F
Corcoran, Katie Christine
Probst, Timothy James
Aguilar, Quishiana Kahisha
Quinonez, Hope Bernadette
Wright, William Thomas
Brunjes, Melissa
De Pena, Gabriela Mercedes
Kerman, Zachary
Nolan, Gina Marie
Gallagher, Courtney Elizabeth
Greco, Victoria Hope
Katz, Julia Michael
Donovan, Bryan William
Sikiric, Nicole Marie

* Names bolded were awarded with the Academic Excellence Award for a 4.0 GPA

School of Education 'Takes Over' Uniondale High School



Faculty and students from SUNY Old Westbury recently visited Uniondale High School for a “takeover” of sophomores' and seniors' classes to discuss the possibilities of education and teaching as a career and the experiences available due to a college education and degree.

Led by the School of Education and the [Teacher Opportunity Corps \(TOC\)](#) Program, the event featured a panel with faculty from the College's schools of Education, [Business](#), and [Arts and Sciences](#) shared stories about their career pathways. They also discussed the benefits of being a student at Old Westbury. A highlight of the "takeover" was a discussion on the future teacher workforce, and how the students of Uniondale can help diversify that pipeline.

"The teacher education pipeline needs more qualified, diverse candidates to help educate the students of tomorrow," said [Dr. Diana Sukhram](#), Dean of the School of Education. "We want Old Westbury to be top of mind for all local students who want to pursue a career in education because of our rigorous programs, diversity, and our passion for teaching and learning. I am so thankful for all the faculty and students who joined our 'takeover' to showcase Old Westbury to Uniondale High School students so that they can see all that we have to offer, the quality of our faculty, the courses that are offered, and the pride and joy we have for the institution."

Winnie Auguste, a teacher at Uniondale High School who graduated from SUNY Old Westbury in 2005 with a degree in [Multicultural Literature](#) commented, "I hope the

students choose to be teachers because we have great teachers here and there are great teachers at Old Westbury. I hope we get many students to apply and work towards becoming teachers. I really enjoyed my time at Old Westbury with professors like [Margaret Torrell](#). She is a professor who really helped me a lot. The professors made me feel like I am home there.”



SUNY Old Westbury student and Uniondale High School alumnus Antoine Brewster talking to Uniondale High School Students

Antoine Brewster, a graduate of Uniondale High School, recently started at SUNY Old Westbury as a [Childhood Education](#) major. He discussed with his alma mater that, although Old Westbury was not on his initial list of colleges, his guidance counselor recommended it, and it changed his life. “Being a member of the [Educational Opportunity Program](#) really helped adjust me to the flow of college. Old Westbury has everything that students want out of a college, and I would put Old Westbury at the top of my list if I were in high school considering my future. I am glad to be here.”

Old Westbury students also gave advice about student life, athletic programs, involvement in clubs, living on campus, and commuting to the campus. Questions

from the Uniondale students were answered. *All the Right Moves* Dance troupe and Uniondale High School Alumna Kaylah Paczkowski gave performances to highlight the different campus groups to the high school students.

About the day's events, Dr. Monique Darrisaw-Akil, Superintendent of Schools for Uniondale UFSD noted, "The presentations were awesome, as was the response from the students. Thank you for providing our students with an immersive experience!"



The SUNY Old Westbury panel with Uniondale UFSD Superintendent Dr. Monique Darrisaw-Akil (center, yellow jacket) and Uniondale High School staff and students.

TOC Opportunities

TOC Host Participants in the NYS Latina Mentoring Program from Uniondale

On Saturday April 1, TOC hosted 16 Latinas enrolled at Uniondale High School and their mentors from the New York State Latina Mentoring Program. The group heard a presentation about campus offerings, enjoyed a campus tour, and had time to ask questions to a panel of current TOC students that included ***Sarahí Guaman, Darla Herrera, Cassandra Oppong, Janeth Ovando, and Tashauni Rainford.***





TOC students

MBK TOC II Summit

Sarahí Guaman, Michael A. Lopez, and Cassandra Oppong represented SUNY Old Westbury's TOC program at the MBK TOC II Summit in Albany on March 31st. During the summit, these students heard presentations from a variety of esteemed speakers. They learned about MBK initiative programs and other TOC programs from across the state and were amongst the first to hear details of a newly developed Black Studies curriculum that will be launched in Fall 2023. The highlight of the event was the panel of former TOC students and others who spoke about their experiences as teachers and shared their perspectives on DEI Initiatives in P-16 settings.

TOC STUDENTS AT THE MBK TOC II Summit

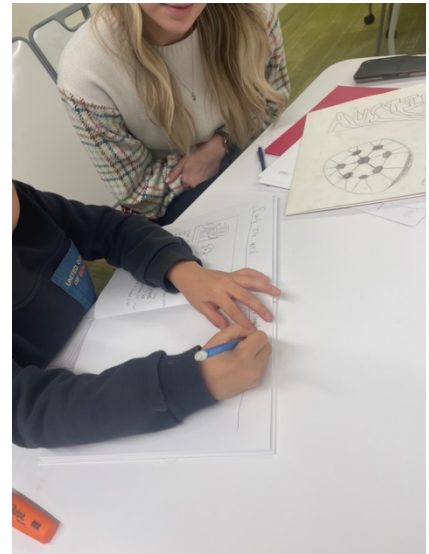


LITERACY CLINIC

Literacy Graduate Program News...

The Literacy Clinic is back and with more students than ever before! The Literacy Graduate Students who are graduating in May 2023 are working with students in Kindergarten through Grade 12 this semester as part of their practicum experience. The K-12 students come from districts across Long Island as well as the New York City Department of Education. The SUNY Old Westbury Literacy students are planning lessons that support the students with reading and writing. Building confidence in reading and writing has been a large focus this semester. This year, Instructor Samantha Angst, who is a Reading Specialist in the Manhasset School District, and a graduate of the Literacy Education Graduate Program at SUNY Old Westbury is co-teaching and co-coordinating the program with Dr. Morphis. One parent shared that when working with her kindergarten son, she asked him how he knew how to decode so well – his response was – *“from my teacher at Old Westbury!”*



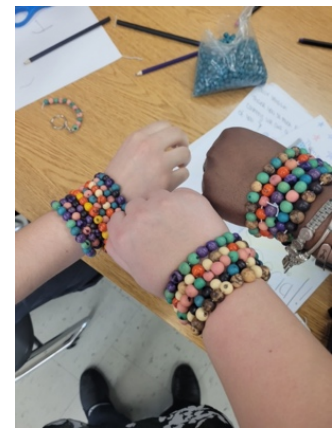


SOE Literacy Candidates in Action!

KDP- Community Service Day

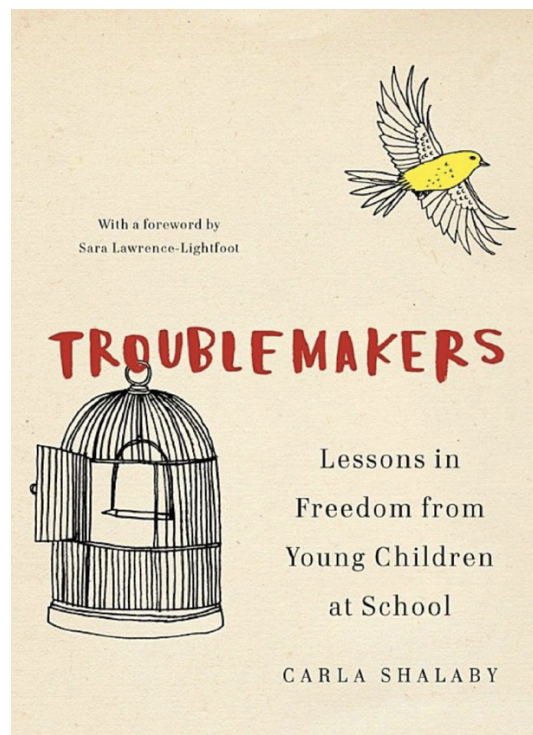
Alpha Theta Xi Chapter Community Service Day

On March 16, 2023, the Alpha Theta Xi Chapter of Kappa Delta Pi, an International Honor Society organized a community service day. The members made about 90 *bags of fun*. The bags included lollipops, chocolate, toys, stickers, and also a note. These were donated and distributed to children living in a local family shelter through the Family Service League in Bayshore. Members also made 100 *hygiene bags*. These bags had a toothbrush, toothpaste, wipes, lotion, shampoo, and a note. The hygiene bags were also donated to the pantry at the Family Service League in Bayshore. The chapter members also made beaded bracelets and sold them to family and friends for \$2.00/bracelet. The proceeds from the sale of the bracelets were donated to the Double H Ranch Camp.



SOE – Student Showcase

In **ED 5930: Observation, Practicum & Seminar** we read the book *Troublemakers* by Carla Shalaby. The class had to write a reflective letter to their future self based on the book. Below is the letter written by *Jennifer Morales*, who is a student in the course. Her letter supports the Conceptual Framework of the School of Education.



*A Letter to Myself - A Future Teacher: I am writing this letter as a reflection on a special book I read during my observation seminar entitled, *Troublemakers: Lessons in Freedom from Young Children at School* by Carla Shalaby. This book opened your eyes to your own biases towards “troublemakers” or “problem students” and allowed you to see these children through a different lens, one of empathy and compassion. I want you to remember what you learned through the perspectives of Zora, Lucas, Sean, and Marcus during your time as an educator. Although up until this point, you have not yet experienced having a Zora or Lucas or Sean or Marcus in your classroom, you inevitably will and, if you’re lucky, you might even have all of them in your classroom. I know this probably sounds like a nightmare, but I encourage you to keep your heart and mind open to these*

children. Think back to when you were an elementary school student. You were considered one of the “good kids” because you always did as you were told for fear of getting in trouble. You stayed away from the “bad kids” because you did not want to be treated the way you saw them being treated. Do you remember your 6th grade teacher telling your mom that she wished she had a “classroom full of Jennifers”? No offense to your younger self, but the thought of having a room full of students who always do what they are told and conform to classroom norms sounds like a boring classroom. This is probably a controversial opinion, but the “troublemakers” are the ones who push us to grow as teachers. You can learn a lot from them if you are willing to let them teach you how to step into their shoes and see the world through their eyes. Take Marcus, for example, who “was calling for children to have a voice and to make contributions on their own terms, not just in narrow academic terms, with adults who were able to be more open and curious about their opinions, ideas, and experiences as people rather than just students” (p. 149). This idea of seeing children as whole human beings who are worthy of being authentically seen and heard, rather than simply as students whose job it is to follow the rules, really stuck with me, and I hope you never lose sight of this. When one of your students is acting out in class, think about what they are trying to teach you in that moment. A child’s misbehavior could be a result of their environment. It is important to make an effort to understand where your students are coming from so that they feel valued and feel like they belong in your classroom. It is better to include them rather than exclude them or shut them out. A large part of this understanding comes from partnering with your students’ families to get a fuller picture of their lives because your families know about their children’s strengths, passions, and struggles. It is also important to acknowledge the faults in our school systems. Our school culture is toxic in that it prepares children who defy school norms to fail by rejecting, punishing, and confining them. Do not enable this toxicity! Although you cannot control the school system, you can control what happens inside the four walls of your classroom. You can control the way that you teach, how you interact with your students, and how you build community in your classroom. One way to build community in your classroom is to reject the teacher-student power dynamics that have been ingrained into us from pre-school to high school. Being an educator means being a lifelong learner. The

things that you were taught will not always be right and you should always be flexible in your approaches to teaching. Be mindful of how you discipline the “troublemakers” in your classroom. Don’t give up on these children, but instead learn from them, and let them teach you instead. Allow your students to be free thinkers because it is what kids are best at. Advocating for your kids is essential to their success because they will not be able to succeed in or out of school if all odds are against them. In Shalaby’s words, “if you are preparing young people for freedom, then community is a better place for discipline than solitary confinement. It’s hard to learn freedom from inside a cage. Being love means practicing the skills required by community, in community” (p. 174).

Written by: **Jennifer Morales**

Submitted by: Dr. Sheilah Jefferson-Isaac.
Adjunct Professor - School of Education

SPANISH EDUCATION: DR. BUSTAMANTE

Graduate students and alumni from the Spanish Adolescent Education program attended the Northeast Conference on the Teaching of Foreign Languages Annual Conference in Manhattan on March 3rd and 4th.

“The Northeast Conference on the Teaching of Foreign Languages (NECTFL) serves educators in all languages (including classical, less commonly taught, and ENL), at all levels from kindergarten through university, in both public and private settings. In existence since the late 1940s, NECTFL is the largest of five regional associations of its kind in the United States, representing educators from Maine to Virginia but exercising leadership nation-wide.

NECTFL’s annual conference is designed for all concerned with world language education, providing both outstanding professional development and the chance to interact with colleagues. The conference attracts about 1,500 individuals who take advantage of almost 200 sessions, workshops, and events” (www.nectfl.org).



From left to right: Cesar Caviedes, Frank Falcone, Allison Galarce, Natasha Vaughn, Prof. Carolina Bustamante, Paula Oyarce, Daniella Zolezzi, Paola Glassmann.

At the bottom from left to right: Betzaida Rivas, Camila Acuna, Liliana Sulek.

The Teacher Education Club

Spring 2023 Updates

The Teacher Education Club (TEC), led by President Rebecca Johnson, began the semester with two general interest meetings where we recruited new members, caught up with our old classmates, and discussed education courses, school events, and planned club activities.

On April 5th, the TEC hosted a Certification Exam workshop where Dr. Hsu gave an overview of the exams needed to obtain New York State Teacher Certification in each major. Students had the opportunity to examine test frameworks and sample questions, in addition to asking questions about the exams and timelines for taking them.

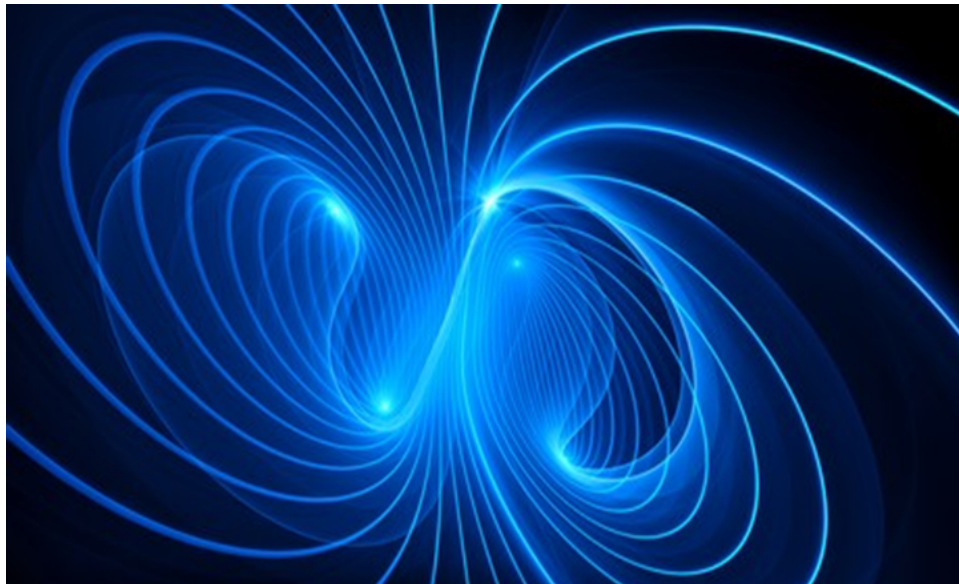
On April 11th, in collaboration with the SGA, the TEC participated in Fresh Check Day. This event focused on wellness and mental health, with games and activities for all students to participate in. The TEC ran a table for students to decorate rocks with positive messages to be placed around campus. The event had a big turnout and TEC was excited to participate with other organizations across the campus community.



FACULTY SPOTLIGHT

Dr. Fernando Espinoza (Adolescence Education & Chemistry-Physics) has received acceptance of his proposal!

'Time as a Field: envisioning its qualitative and quantitative aspects'. A chapter in the upcoming Handbook of education and the question(s) of time (Springer). A collection of solicited contributions that is putting together a high-standard original, ground-breaking work helping to define the field.



Dr. Nicole Sieben publishes with her graduate students!

In the fall 2022 semester, Dr. Sieben and the graduate students from her ED6093 course *Literacy, Research, and Technology* drafted, revised, and submitted a research manuscript on the impacts of hope moments witnessed in the ELA classroom, and this semester the article was accepted for publication in the upcoming issue of the peer-reviewed journal, *The English Record*. Student authors are listed alongside Dr. Sieben in alphabetical order on the publication: **Nick Connolly, Alex Deliso, Sean Lynch, Joseph Mannion Jr., Julia McGrath, Dean Metacarpa, Thomas Steinert, and Philip Tepe**. The article, "A Mosaic of Hope Moments for Preservice English Language Arts Teachers" features the research that the English education students conducted for their professional paper projects for the course and is framed by Sieben's Writing Hope Framework. In this piece, all authors share snapshots of hope—hope moments—present in the professional writing and research that they engaged in all semester. By

definition, “hope moments,” or “hope happenings” are, “productive event[s]... that lead to the growth of hope in a person or circumstance” (Sieben, 2018, p. 240). In this way, hope happened in our *Literacy, Research, and Technology* course, and is shared in this article as research on hope reveals that hope moments are contagious and collectively empowering when shared with others (Sieben, 2018).

Dr. Elizabeth Morphis presents at LILAC Conference

At the end of March, Dr. Elizabeth Morphis presented at the Long Island Language Arts Council (LILAC) conference. Her presentation, *Working with Parents to Support Elementary Readers and Writers at Home*, focused on the support that parents can provide their children at home on reading and writing, which will help support students with their reading and writing work in the classroom. The conference was attended by many K-12 teachers, literacy specialists, and literacy coaches who work in districts on Long Island. At the conference, elementary educator and children’s author, John Schu spoke about his latest book, *This is a Story*. Dr. Morphis was able to speak with John about his books and classroom visits.



ATTENTION ALL GRADUATING SOE STUDENTS!!!!

ARE YOU INTERESTED IN ATTENDING GRADUATE SCHOOL IN THE FALL?

The Literacy Education Graduate Program is accepting applications for the Fall 2023 semester. Learn how to assess your students reading and writing and then plan instruction to meet the needs of the readers and writers in the program.

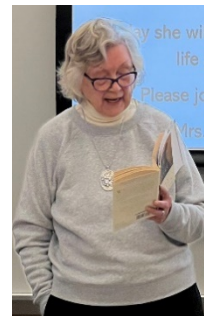
During the final semester of the Literacy Program, you will have the opportunity to work with K-12 students on reading and writing.

For more information contact Dr. Morphis at

morphise@oldwestbury.edu

NASSAU COUNTY POET LAUREATE – EVELYN KANDEL

Nassau County Poet Laureate Evelyn Kandel presented to students in Adjunct Rina Di Re’s Children’s Literature class on Tuesday, April 25, 2023. Mrs. Kandel served as Poet Laureate for Nassau County from 2019 to 2022. She is a retired art teacher who received numerous awards for her artwork. In the 1990s, Evelyn began incorporating poetry in her sculptures and changed her focus to writing. Her poetry has been published in numerous journals, chapbooks, and anthologies. In addition to being very involved in the community, she also teaches a poetry class for adults. Evelyn discussed ways to teach poetry, shared her writing process, and read some of her poems to the students as they learned how to become a community of poetry enthusiasts.



SOE PROFESSIONAL DEVELOPMENT DAY FOR STUDENT TEACHERS

Ninety-one student teachers participated in the SOE Professional Development Day on Friday, March 31st, 2023, from 9AM – 3PM. The keynote address was delivered by *Mrs. Robyn Hasberry Signal*, an Old Westbury Alumna and Proud Principal, of The Edward K. Ellington Magnet School of Science, Technology, and the Arts located in Jamaica Queens. Principal Signal engaged and inspired our candidates and emphasized the need for them set high expectations for all student learners and show up prepared each day to teach and learn!

Student teachers then participated in several workshop sessions tailored to their certification grade levels and designed to enhance their skill set and competencies. Sessions included the following topics: Assessment, Cover Letters & Resumes, Classroom Management, Communicating with Parents, Technology, The Interview Process, Social Emotional Learning, Demo Lesson/Make and Take, and concluded with Mock Interview Sessions where students were interviewed by our district partners including superintendents, principals, adjuncts, the Chief-Operating Officer-Western Suffolk BOCES, and HR personnel.

Special Thanks to:

SOE faculty and staff

Keynote speaker - Mrs. Hasberry-Signal

Presenters - Dr. Sarju, Dr. Cheriese Pemberton, Dr. Morphis, Ms. Gussin, Dr. David Zimbler, Reginald Warren-AP, Ms. Sacks, Dr. Blessinger, Dr. Paul Pelech, Ms. Moran, Mr. Daniel Lindner, Ms. Ketlynn Joseph, and Ms. Patrice Dobies

Mock Interviewers: Dr. Ken Card, Dr. David Zimbler, Mr. Michael Flynn, Ms. Deborah Linscott, Dr. Shawn Rux, Dr. Anthony Murray, and Ms. Faulkner







UPCOMING MEETINGS



Faculty, Adjuncts & Staff Meetings

February 3, 2023

March 3, 2023

April 31, 2023

May 5, 2023

SOE ANNUAL FACULTY RETREAT

MAY 30, 2023 & JUNE 1, 2023

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