



*News Brief*

## School of Education

“A good teacher can inspire hope, ignite the imagination, and instill a love of learning.”— Brad Henry

December, 2023

Issue 8

## Congratulations to the School of Education!

### School of Education named to National Teacher Preparation Transformation Center cohort



The SUNY Old Westbury **School of Education**, in partnership with **Hempstead Union Free School District**, is one of two New York-based institutions of higher education included as the **Branch Alliance for Educator Diversity (BranchED)** launched its fifth National Teacher Preparation Transformation Center cohort.

The university and its district partner join other institutions comprising the Transformation Center's previous cohorts that are collectively focused on diversifying the teaching profession and intentionally addressing critical issues of educational equity for all students. Along with SUNY Old Westbury, Mercy University was included in the fifth BranchEd cohort.

Through participation in the Transformation Center — a three-year program supported by a \$300,000 grant from BranchEd — SUNY Old Westbury joins a unique community of practice where each institution's faculty, staff, and leadership and their respective school district partners can access enhanced resources and professional development, network with others, share data, and learn from each other to move forward with sustainability and innovation.

"The teacher education pipeline needs more qualified, diverse candidates to help educate the students of tomorrow," said **Dr. Diana Sukhram**, dean of the SUNY Old Westbury School of Education. "We are excited to be part of this program as we work to continuously improve our programs, strengthen our partnership with Hempstead Schools, develop the next generation of teachers to serve the increasingly multicultural student populations across the region."

"We are excited to collaborate with BranchEd to foster diversity and excellence in education for our students. We know that the program will have a positive impact on our school community," said **Regina Armstrong**, superintendent of Hempstead Union Free School District.

The National Teacher Preparation Transformation Center program was created in 2018 by **Dr. Cassandra Herring**, BranchED's founder, president, and CEO. Since then, BranchED's work has been recognized with 2023 recipient of the American Association of Colleges of Teacher Education's Edward C. Pomeroy Award for Outstanding Contributions to Teacher Education and the Dr. Gloria Ladson-Billings Award given by the HBCU Teacher Education Topical Action Group.

"The Empire State is home to one of the most diverse student populations in the country but only 23 percent of New York teachers are teachers of color," said Dr. Herring. "We are excited to partner with these two universities to implement high-quality preparation for teachers who will serve the unique needs of all of the state's students."

BranchED focuses on enhancing the knowledge, skills, and attitudes of individuals and institutions from PK-12 and higher education within the Minority Serving Institutions' (MSIs) educator preparation program (EPP) ecosystem. The organization engages with MSI EPPs, their partners, and prospective candidates to develop strong teacher-candidate pipelines to boost program enrollment and graduation.



## About Branch Alliance for Educator Diversity

BranchED is the first and only non-profit organization in the nation dedicated to strengthening and growing educator preparation at Minority Serving Institutions, with broader goals of both diversifying the teaching profession and intentionally addressing critical issues of educational equity for all students.

Source: <https://www.oldwestbury.edu/news-events/school-education-named-fifth-branched-national-teacher-preparation-transformation-center>

**Congratulations to Dean Sukhram on her promotion to the rank of Professor!**



## Featured Speaker

### SUNY Old Westbury School of Education

#### Presents ...Professor Yolanda Sealey-Ruiz



#### **Moving to Action: Racial Literacy Development - From Theory to Practice**

**Yolanda Sealey-Ruiz, Ph.D.**, is a Professor of English Education at Teachers College, Columbia University and a sought-after speaker on race and educational equity issues. She is author of numerous academic articles, co-editor of four books, and co-author of the multiple award-winning book *Advancing Racial Literacies in Teacher Education: Activism for Equity in Digital Spaces* where she examines her concept of Archeology of Self™ in education. At Teachers College, she is founder of the Racial Literacy Roundtables Series where for 15 years, national scholars, teachers, and students facilitate conversations around race and other issues involving diversity. Yolanda has appeared in several documentaries including Spike Lee's "2 Fists Up: We Gon' Be Alright" (2016), a documentary about the *Black Lives Matter* movement and the campus protests at Mizzou. Her first full-length collection of poetry, *Love from the Vortex & Other Poems* was published in March 2020. Her sophomore book of poetry, *The Peace Chronicles*, was published in July 2021.

**When: Thursday, September 14, 2023**  
**Time: 4:30 p.m. - 6:00 p.m.**  
**Format: In-Person on Campus**  
**Location: Student Union Building - MPR**

### **Dr. Sealey-Ruiz Moves Us to Action for Healing and Hope**

*Written by: Dr. Nicole Sieben*

On September 14, 2023 an auditorium filled with a hope-filled group of energized learners (e.g., undergraduate and graduate students, professors, administrators, and staff) engaged in critical literacy and healing practices inspired by and facilitated by keynote speaker, Dr. Yolanda Sealey-Ruiz. In her keynote, "Moving to Action: Racial Literacy Development-From Theory to Practice," Dr. Sealey-Ruiz shared her work on "Racial Literacy Development," "Archeology of Self" in Teaching and Healing," and "The Work of the Wounded Healer." Throughout her talk, Dr. Sealey-Ruiz walked with us through mindful writing and reflecting activities that, importantly, humanized all that we are and all that we do as educators and life-long learners.

The session was critical in encouraging educators to "walk the talk" and heal in places where struggle and stress are persistently present. In an initial prompt, Dr. Sealey-Ruiz asked us to complete the phrase, "Today I am feeling... but I am also feeling..." to show the duality and multiple layers of our emotions at any given moment as human beings, and as teachers and students. Dr. Sealey-Ruiz acknowledged that as educators (both at the K-12 and postsecondary/

college levels) we are constantly “managing our own humanity while trying to hold/manage our students’ humanity” as well. She noted, this is no small task. This recognition of the social-emotional competencies and energies that are required of educators at any given moment validated the stressors placed on so many teachers today and made room for healing and hope through the struggles.

Dr. Sealey-Ruiz asked us to consider the critical question, “How are you going to help heal the society that you live in?” With a focus on healing-centered education, she continued to pose important inquiries for our consideration, “Will you be able to love *all* students in your classroom?” The answer must necessarily be “yes” and the pathways to that “yes” must be considered and pursued. Dr. Sealey-Ruiz shared the work of her colleague, Dr. Bettina Love, who argues, “To love all children, we must struggle together to create the schools we are taught to believe are impossible, schools built on justice, love, joy, and anti-racism.” When we focus on building with “justice, love, joy, and anti-racism” the foundations we set and the layers we create are rich with the beauty brought forth by each person in the classroom and the intertwining of our richly unique selves. Dr. Sealey-Ruiz affirmed that we need to celebrate that “the beauty is in our diversity” and encouraged us all to bring our ancestors, as well as who *we* authentically are, with us to class every single day. Our students do the same. In an effort to encourage us to continue asking the important questions, Dr. Sealey-Ruiz asked us to think about “What kind of ancestor will you become?” and “What sort of legacy do you choose to leave?”

In her closing remarks Dr. Sealey-Ruiz reminded us, “Justice work has to be authentic, not performance.” With “the wounded healer” it is “through our own wounds that we grow to heal.” And Dr. Sealey-Ruiz teaches us that it all starts with love. She cautions, “The education system will not change— we have to change the education system” and to do that, we need to “start with love.” As the talk concluded, one final question echoed across many of our minds— a powerful question Dr. Sealey-Ruiz asked us to consider— “Can you look at these challenging times as a possibility for transformation?” This challenge to find the transformational opportunities amidst the struggle and the wounds is one action item that many of us took with us as our “call to action” at the end of this healing, hope-filled talk. Dr. Sealey-Ruiz, we thank you for creating this space for us to heal, to hope, and authentically be (alongside our students and colleagues) during this time in our educational histories.

### [Suggested Readings](#)

[Love from the Vortex & Other Poems](#)

[Racial Literacies in Teacher Education: Activism for Equity in Digital Spaces](#)

## Students' Reflects on Professor Sealey-Ruiz's Presentation ...

"I felt inspired by Dr. Yolanda Sealey-Ruiz's words, "Hope is bigger than fear." We have a responsibility as educators to shape not only the intellectual development of our students, but also their emotional growth. Societal change, progress, and movements often emerge from a collective sense of hope for a better future. Hope empowers individuals and communities to advocate for their rights, work toward social justice, and envision a more equitable and just world."

~Sandra

"I wanted to first thank you for inviting Dr. Yolanda Sealey-Ruiz to speak for us today. Her presentation on racial literacy was deeply inspiring. As a new addition to the School of Education this semester, this was such an exciting way to kick off my semester. It reminded me why I'm re-specializing, leaving the corporate world and going into teaching (which I thought was awesome that Dr. Yolanda Sealey-Ruiz did the same.)

I took some time to think after the presentation today on how I will show up in the classroom for my students. The main thing I want to give my future students is mindfulness and self-love. I want each of my students to leave my class feeling empowered and inspired. My focus on mental health is so deeply important - it's something I think everyone needs to take care of and cherish. I hope to give my students a better ability to do just that through the literature I will teach and presence I will provide for my future English students.

Thanks again for this opportunity - it was such an amazing presentation and I'm excited to read some of the books that Dr. Yolanda Sealey-Ruiz suggested!"

~Jessie

"Today's presentation was extremely motivating and insightful. I really enjoyed Dr. Yolanda Sealey-Ruiz as she truly left me inspired and reminded me of the importance and the purpose of choosing to be an educator.

In response to your question, tomorrow in the classroom, I want students to take a moment and think about themselves. Most importantly, I would encourage them to write down one trait which they truly admire about themselves and why. What's the reason for this? Well, Dr. Yolanda Sealey- Ruiz discussed how we should always be ourselves, be human, and never try to fit a mold. As I encourage my students to be themselves, I also want them to feel confident in their own skin."

~Melanie

"...There were many things I learned from this presentation but the most important was how we can better ourselves so we can show up even better for our students. I am very big on living a life of intention and I chose a career in education because if I can make just a small difference in someone's life each day, I know that I have fulfilled my purpose. As someone who struggled in elementary school through middle school with English, I am grateful for the teachers that made my parents aware of my challenges, and also guided me through them. I had comprehension issues at an early age with reading. I knew how to read, but I couldn't comprehend and explain what I was reading, which was a major setback. The irony of me falling in love with reading and becoming passionate to teach it amazes me each day.

As a future educator, I aspire to show up for myself and my students each day. I want to instill in my students that this subject doesn't have to be a textbook course, but a fun journey through all the wonders of the world. Having respect and giving respect back to my students and making them feel seen is something I hope I can accomplish. I wanted to also give you your flowers as well. Thank you for being a light for the School of Education and putting your heart into helping students achieve greatness. From a personal standpoint I admire you very much and I am blessed as a black woman to see a woman who looks just like me making such an astounding impact on us students. Thank you so much for all your hard work, it is truly appreciated. I look forward to working with you through this program."

~Danielle

"...Her theory of "Archeology of the Self" is a wonderful starting point for us to bring the change we need and want to see to our classrooms. As teachers and educators, we cannot expect something from our students if we do not have the same expectations for ourselves. We first have to have an understanding of how racially literate we are. Being able to acknowledge how the existence of racism has affected our society and infiltrated our institutions that are supposed to be in service of our students are fundamental to bringing that change we need towards racial literacy and equity for our students."

~Anne



“When I go into my classroom tomorrow, I want to be more aware of my students' racial and cultural backgrounds and what knowledge they are bringing into the classroom. Rather than judging them based on society's racial stereotypes, I want to treat them with the respect and value that they deserve. They are already so knowledgeable at this age and have an earnest desire to learn. I want to learn more about their unique cultural experiences so that I can use those experiences in my future lessons.

I also want to change my attitude in the classroom because if I'm honest, I sometimes get quietly frustrated if they are not following directions or paying attention to instruction. I want to change my attitude because I do not want to add to the wounds these students have already received from the education system. My judgment or frustration demeans their self-worth and I want them to enjoy learning, not hate it. I want them to feel loved and appreciated. Bad behaviors need to be addressed and corrected; however, even correction should be done in love. Thank you! This was an amazing presentation!”

~Michael

# SOE Launches Summer Institute for Teachers

The launch of the 2023 SOE Summer Institute for Teachers was a major success. Special thanks to the Performance Planning Committee for the grant award, our featured keynote speaker, invited guest speakers, expert faculty presenters, attendees, and the Summer Institute Planning Committee Members!

**Conference Presenters at a Glance**

Day I July 24 <sup>th</sup> : Promoting Equity in Education	Day II July 25 <sup>th</sup> : Promoting Equitable Education in STEAM
<div style="margin-bottom: 10px;"> <b>Dr. Jevon Hunter</b>  <i>"... With Literacy, Liberty, &amp; Justice for All: Making Culturally Relevant Education Real in the Classroom"</i> </div> <div style="margin-bottom: 10px;"> <b>Dr. Livia Gama Fagundes</b>  <i>"Understanding the Changes in Reading Instruction to Help Children Learn to Read in Classroom Contexts"</i> </div> <div style="margin-bottom: 10px;"> <b>Christopher A. Garofalo</b>  <i>"Supporting students with exceptionalities"</i> </div> <div style="margin-bottom: 10px;"> <b>Dr. Aliya Holmes</b>  <i>"Appropriate Technology use in teaching and learning"</i> </div> <div style="margin-bottom: 10px;"> <b>Dr. Colleen Keating</b>  <i>"Differentiated Instruction"</i> </div>	<div style="margin-bottom: 10px;"> <b>Dr. Maureen Gillette</b>  <i>"Creating equitable classrooms, schools and districts"</i> </div> <div style="margin-bottom: 10px;"> <b>Dr. Shawn Rux</b>  <i>"How do you show up in your Equity?"</i> </div> <div style="margin-bottom: 10px;"> <b>Dr. Priscilla Zárate &amp; Richard Bellis</b>  <i>"Bilingual Ed. - What ELL's/MLL's need but often don't get: a historical look at advocacy and data"</i> </div> <div style="margin-bottom: 10px;"> <b>Apple Education</b>  <i>"Technology: Accessibility"</i> </div> <div style="margin-bottom: 10px;"> <b>Nicole Liebowitz &amp; Ayssa Marino</b>  <i>"Social Emotional Learning (SEL)"</i> </div>
<div style="margin-bottom: 10px;"> <b>Dr. Nicole Sieben</b>  <i>"Data Collection and Assessment in K-12 and College Classrooms"</i> </div> <div style="margin-bottom: 10px;"> <b>Dr. Shanthi Konkoth</b>  <i>"Using Assessment to improve student learning outcomes"</i> </div> <div style="margin-bottom: 10px;"> <b>Apple Education</b>  <i>"iPad and Student Assessment"</i> </div>	<div style="margin-bottom: 10px;"> <b>Dr. Cristina Notaro</b>  <i>"Grant Writing"</i> </div> <div style="margin-bottom: 10px;"> <b>Dr. Josefa Pace</b>  <i>"Effective online teaching strategies"</i> </div>
Day IV July 27 <sup>th</sup> : Culturally Responsive Pedagogy	
<div style="margin-bottom: 10px;"> <b>Keynote Dr. Jevon Hunter</b>  <i>"Designing Learning Environments with Equity in Mind: Culturally Relevant Education as an Act of Educational Dignity and Justice"</i> </div>	<div style="margin-bottom: 10px;"> <b>Chancellor, NYS Board of Regents, Lester W. Young, Jr.</b>  <i>"Rethinking Education"</i> </div>
Closing Remarks	
<b>Dean Diana Sukhram</b> <i>"Call to action/Next steps 2023 Summer Institute Learning Conference"</i>	

Browse the link below for testimonials and photos.

<https://www.oldwestbury.edu/school-education/summer-institute-teachers>

## See you all summer 2024!

## New Members of the SOE Team

Dr. Shalinie Sarju joins the Exceptional Education & Learning Department at the rank of Assistant Professor. She holds a *Doctor of Education Degree in Educational Leadership for Diverse Learning Communities* from Molloy and holds New York State Teaching Certifications in Special Education K-12, Teaching Students with Disabilities B-2, and in Elementary Education G1-6. Her research interests include critical theories and their intersections, student agency, interdependence, and students classified with disabilities.

Welcome Dr. Sarju!



Ms. Liselle Powder joins the SOE staff as an Administrative Assistant. Her experiences in customer relations, media, and literary works will strengthen the functions of the SOE.

Welcome Ms. Powder!



# SOE Faculty Work

## SOE and Buffalo State Faculty Research Partnership

SUNY Old Westbury SOE Faculty Partners with Buffalo State University Partners. Together, this IITG Grant Team Presented at the 2023 NYSATE/ NYACTE Annual Fall Conference.

In October 2023, a team of SUNY SOE Old Westbury faculty members participating in the SUNY-funded IITG Grant collaboration with SUNY Buffalo State University colleagues presented at the 2023 NYSATE (New York State Association of Teacher Educators)/ NYACTE (New York Association of Colleges for Teacher Education) Annual Fall Conference in Saratoga Springs, NY. The 2023 conference, *Envisioning the Future of Educator Preparation: Fostering Belonging, Equity, and Excellence*, included over 200 teacher educators from across New York State. From the IITG Grant Team at SUNY Old Westbury, the faculty presenters included Dr. Anissa Wicktor-Lynch, Dr. Nicole Sieben, Dr. Lina Gilic, and Dr. Julio Gonzalez. In their presentation, "Scaffolding Novice Teachers' Reflective Ability in Teacher Preparation Coursework" the research team shared approaches, challenges, and best practices in supporting teacher reflection in education programs. This presentation is a part of the SUNY-funded 2024 IITG grant, *Preparing Profession-Ready Novice Educators: Incorporating Video-Based Analysis and Reflective Teaching Cycles*. In addition to this conference presentation, the research team (which also includes Dr. Amy Hsu) also completed professional development learning and applications training during a Summer 2023 workshop series facilitated by Dr. Andrew Hashey and Dr. Shannon Budin of Buffalo State University, the co-PIs on the IITG grant.





## Conference Presentations

### Dr. Sarju Presented in Singapore

Dr. Sarju presented and discussed a paper with the working title: **Critical and Participant-Centered Research for Students with Dis/abilities: Alternative Qualitative Research Methods.**

She met educators from around the world and the US, connected with a professor of special education in Singapore, and learned about their education system. She also met students from Singapore who were very interested in her topic as Singapore has a dual education system; one for general education and one for special education. Dr. Sarju was honored to showcase OW and share her research!



## Graduate Student Joins Dr. Sieben in State Conference Presentation

Dr. Nicole Sieben (Associate Professor of the Adolescence Education and English Departments) presented alongside graduate English education student in the M.A.T. program, Jonathan Hock, at the 2023 New York State English Council (NYSEC) Annual Conference--*Sowing Seeds, Growing Justice: Your Stories Matter*.

Their session titled, "**Hope Moments Amplified in Secondary ELA Classrooms and English Teacher Education**" positioned hope-focused writing and curriculum planning in ELA instruction, particularly in secondary schools as critical to the affective and academic work done in schools. Both Dr. Sieben and Mr. Hock shared research and hands-on, hope-focused teaching strategies that can be implemented in secondary ELA classrooms. Participants engaged in hope-building writing activities, story development, interactive educational games, and unit planning discoveries.





## **Dr. Bustamante Presented at Harvard University**

Associate Professor Carolina Bustamante, Adolescence Education and Modern Languages, and co-researcher Dr. Miguel Novella from Eastern Washington University, presented their research work, "Heritage Speakers as World Language Teachers of Spanish: Professional Experiences and Challenges" at the National Symposium on Spanish as a Heritage Language at Harvard University in April 2023.




## **Dr. Bustamante Collaborated with NYSED**

Dr. Bustamante was invited by the Office of Bilingual Education and World Languages of the New York State Education Department to provide professional development on the inclusion of heritage speakers in world language classes in the K-12 system. Her webinar "Getting to Know your Heritage Language Learners: Basic Sociolinguistic Concepts" was attended by 270 language teachers and school administrators in April 2023.

Getting to Know Your Heritage Language Learners

Today's Goals




1. I can identify the differences between native, heritage, and second language speakers.

2. I can define language dialect, register, standard, and Spanglish.

3. I can describe what is a macro approach to teaching heritage language learners.

4. I can advocate for heritage language learners in world language programs based on proficiency and sociolinguistic considerations.

This Photo by Unknown Author is licensed under CC BY-SA-NC



## Dr. Bustamante Participated in Research Forum at Middlebury College

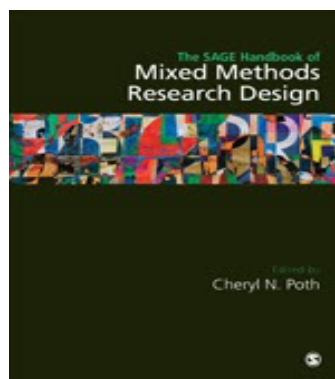


Dr. Bustamante, whose current research work is about the development of heritage speakers of Spanish as language teachers, was invited by the American Council on the Teaching of Foreign Languages (ACTFL) to participate in a forum dedicated to world language research at historical Middlebury College in Vermont. Middlebury is one of the leading institutions in the United States in the teaching of world languages, and this is their second year hosting the ACTFL Research Forum, in which a group of 15 researchers from different institutions in the United States and abroad came together to share, discuss, and develop their research projects. Participating academics stayed on campus for six days of research and writing workshops in June 2023.

## Research Publication

### Dr. Bustamante Published Research Chapter

Dr. Bustamante published her research in the new SAGE Handbook of Mixed Methods Research in September 2023. Her single-authored chapter “Beyond the Joint Display in Mixed Methods Convergent Designs: A Case-Oriented Merged Analysis,” illustrates how quantitative survey and demographic data can be used to select specific participants to further analyze qualitative data. Innovative case-oriented visual displays are used to both aid and represent quantitative and qualitative data integration processes and outcomes. The SAGE Handbook of Mixed Methods Research is a leading source for scholars around the world. It provides a diversity of perspectives and updates of design-specific subjects and current developments, such as innovative data combinations, integration intentionality, complex designs, design visualizations, and writing strategies.





# Research Project

## Dr. Espinoza completed Research Project

Dr. Fernando Espinoza of the Chemistry-Physics and Adolescence Education departments completed a summer research project that provides an environmental profile of Long Island. Eight student-researchers from high schools in Long Island, California, and New Jersey collected data on air pollution by measuring Particulate Matter (PM), and noise pollution by recording sound levels at several locations. The results were presented at the Hofstra University Summer Student Research Program 2023 Poster Session on Monday, October 23rd.



Data Collection Region

## SOE Adjuncts Highlights

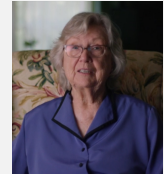
### Former Nassau County Poet Laureate Returns to OW!

#### SUNY OLD WESTBURY SCHOOL OF EDUCATION & ADJUNCT DIRE'S ED 3330 - CHILDREN'S LITERATURE CLASS



#### Presents ...

#### Former Poet Laureate 2019-2022 **Evelyn Kandel**



Ms. Kandel will discuss what inspired her to become a poet. She will share ideas for teaching poetry and provide suggestions on how teachers can motivate students to write poetry. She will read some of her poems and share strategies utilized in her adult poetry course.

For more on the former Poet Laureate see link below.  
<https://www.liherald.com/stories/the-life-of-glen-cove-trailblazer-evelyn-kandal,143396?>

**Monday, November 27, 2023 @ 5:30 p.m.**  
**In-Person on Campus**  
**Room: NAB 1100**

Former Nassau County Poet Laureate **Evelyn Kandel** visited adjunct instructor Di Re's Childhood Literature class on Monday, November 27, 2023. She shared ideas for teaching poetry and provided suggestions on how teachers can motivate students to write poetry. She also shared a selection of her works along with strategies utilized in her adult poetry course.

#### [An Aspiring Teacher Candidate Reflects...](#)

“Meeting former Poet Laureate Evelyn Kandel was such a pleasure. It was an amazing experience. I loved listening to her share her experiences. I have a very special bond with poetry. I love to write. It’s as if only my true feelings can be expressed when I pen it on paper. But I only write poetry in Urdu. I’m bilingual and English is my second language. However, I feel that I can only express my true feelings or creativity in my native language. Poetry to me is

about healing. It's laughter and calmness. It was a pleasure meeting former Nassau County Poet Laureate Evelyn Kandel.”

~FA

### SOE Adjuncts' Contributions

Adjunct **Di Re's** Children's Literature class after they received nonfiction books that they will use to start their own classroom libraries. Each semester Instructor Di Re's donates a variety of books to her students.



Adjunct **Scully** invited a panel of teachers from Baldwin, Freeport, and Flushing schools to present to her class on Wednesday, September 20, 2023. They spoke about their careers and experiences in education. Students engaged in a question-and-answer session about school districts' policies, discipline, planning, and administration supports. The presenters also addressed literacy and explored topics such as lexile levels, texts used, districts' literacy programs and best practices. The students found it to be a useful experience because they were able to hear from and interact with educators from varying districts who teach different grade levels.



Students in adjunct **Kassman’s Class (ED 5925)** were able to Build Community for All, as they shared “Big Books” and discussed topics such as engaging young students and how to provide skills in concepts of print, whilst instilling a love of reading. Professor Kassman encourages her future teacher candidates to develop their “own” libraries and by sharing donated books, provided each student with selected titles to begin a library for themselves. The goals are simple, build a strong foundation for literacy learning and successful future teaching.







💖🎀 *Congratulations to adjunct instructor Alyssa Aksionoff  
on her bundle of joy  
Mia Grace born on 8/17!* 💖🎀



## SOE Students Spotlight

Two School of Education students Alaija M. Ellis, an undergraduate Childhood Special Education major with American Studies concentration, and Nicolette A. Galvez, a graduate M.S. Childhood Special Education candidate were nominated to join BranchED's convening in Atlanta, Georgia on September 26-28, 2023. The Convening is a place for educator preparation programs and their respective district partners to come together to experience actionable learning, collaboration, networking, and much more.

While BranchED have created a parallel track programming that provides opportunities for teacher candidates to learn and connect with peers from across the nation, they were equally excited about the opportunities teacher candidates were provided to network, exchange ideas, and collaborate with EPP faculty, leaders, and district partners throughout the convening.

Congratulations to Alaija and Nicolette who were excellent SOE ambassadors!





## SOE Teacher Education Club (TEC)

On Sunday, October 28th, members of the SOE Teacher Education Club (TEC) volunteered their time at the Spooky Fest presented by the Center for Science Teaching & Learning (CSLI) in Rockville Centre. CSLI is a non-profit organization that creates exciting science programs and provides a home for rescued wildlife. Spooky Fest is their annual fundraiser, and our TEC students served as ticket collectors, face painters, costumed characters, guides through the glow tent, and helped children make crafts. Thanks to all who participated in this fun service event!



# CONGRATULATIONS TO THE SOE HOMECOMING QUEEN AND HOMECOMING PRINCESS!

Danielle Headley - Homecoming Queen

Tashauni Rainford - Homecoming Princess





# SOE PROFESSIONAL DEVELOPMENT DAY FOR STUDENT TEACHERS

Sixty-six student teachers across the graduate and undergraduate programs in the SOE participated in the SOE Professional Development Day on Friday, November 3<sup>rd</sup>, 2023, from 9AM – 3PM. The keynote address was delivered by *Mr. Reginald Warren*, an Old Westbury Alumnus and Assistant Principal, of Westbury High School. Assistant Principal Warren engaged and inspired our candidates. He empowered them to reflect on teaching as a career and not just a job; he motivated them to stay involved, show up prepared, and most importantly encouraged them to always focus on and understand the ‘*why*’!

Student teachers then participated in several workshop sessions tailored to their certification content areas and grade levels. The workshop sessions were designed to enhance their skill sets and competencies. Sessions included the following topics: Cover Letter & Resume Writing, Technology Use, Classroom Scenarios, and Mastering the Interview Process with Mock Interview Sessions where students were interviewed by our district partners and experienced SOE faculty members.

## **Special Thanks to:**

SOE faculty and staff

*Keynote speaker* – AP Reginald Warren

*Presenters* - Dr. Sarju, Dr. David Zimpler, Reginald Warren-AP, Dr. Vaughn, Ms. Marleene Bhan, Dr. Cale, Ms. Deneé Jenkins, Dr. Sieben, Dr. Hsu, Dr. Gilic, Dr. Lynch, Dr. Marchaux,

*Mock Interviewers:* Dr. Anthony Murray, Mr. Cohen, Adjunct Petrone, Adjunct Hopkins, Adjunct Adams, Dr. Lynch, Dr. Gilic, Dr. Escobar, Dr. Gonzalez, Dr. Sieben, Dr. Zimber, AP Warren, Dr. Stem, Mr. Jackson









# Interested in a Teaching Career?

## FUTURE TEACHERS OF COLOR



JOIN  
OUR  
TEAM

### SUNY Old Westbury's TOC Program

Undergraduate & Students in 4+1 programs in teaching  
are welcome to apply now!



#### BENEFITS

- \$ Partial Tuition Support
- \$ Funds for Books and Educational Materials
- \$ Reimbursement for Certification Exams & Workshops
- 🎓 Free Professional Development Seminars
- 🎓 Internships Working with Children & Communities
- 🎓 Mentoring from Faculty & Peers
- 🎓 Networking Opportunities



..... @ TOC@Oldwestbury.edu  
..... @ @toc\_SUNYOW



## UPCOMING EVENTS



### Faculty, Adjuncts & Staff Meetings

February 2, 2024

March 1, 2024

April 5, 2024

May 3, 2024

### SOE ANNUAL FACULTY RETREAT May 2024

### Student Teachers Professional Development Day March 8, 2024



Follow us: *Instagram*  
@OW\_SOE



Contact us  
SUNYOW\_SOE@oldwestbury.edu  
[soe.summerinstitute@oldwestbury.edu](mailto:soe.summerinstitute@oldwestbury.edu)

*Editors: Dean Sukhram &  
Dr. Nicole Sieben*