



## *News Brief* **School of Education**

“...It is our duty as educators to not just teach skills, but also to teach students to know, validate, and celebrate who they are.” – Dr. Ghody Muhammad

**December, 2024**

**Issue 10**

### **New Course Offerings in the Exceptional Education & Learning Department**

#### **New York State Education Mandate: Students with Disabilities (SWD) – All Grades**

Exciting changes are underway in teacher preparation for Special Education! The New York State Education Department (NYSED) has updated certification requirements for teaching Students with Disabilities (SWD), transitioning to an **SWD - All Grades** certification. This change aims to better equip educators to address the diverse needs of students across all grade levels, ensuring continuity and expertise throughout their academic journey.

At SUNY Old Westbury’s School of Education, the Exceptional Education and Learning Department is proud to embrace these updates which enhance course offerings to meet the evolving demands of teacher preparation. The new certification structure allows teacher candidates to develop skills that span the full spectrum of Pre-K through 12th grade, providing more comprehensive training and greater flexibility in their future teaching careers.

The benefits for our students are significant:

- **Expanded Expertise:** Coursework and field experiences now provide an all-grades perspective, empowering candidates to meet the needs of students at any developmental stage.
- **Career Flexibility:** Graduates will qualify for teaching positions across all grade levels, enhancing employability and impact in schools.
- **Enhanced Curriculum:** The Exceptional Education and Learning Program has introduced new courses and fieldwork opportunities tailored to the SWD - All Grades certification, ensuring students are well-prepared to thrive in inclusive and specialized educational environments.

These updates align with NYSED’s commitment to fostering inclusive, high-quality education for all learners. At SUNY Old Westbury, we are proud to support our teacher candidates with innovative programming and expert faculty to help them excel in this new era of education.

Stay tuned for more updates, and thank you for being part of our mission to prepare exceptional educators for tomorrow’s classrooms!

Our offerings now include the following certification areas:

**THE EXCEPTIONAL EDUCATION & LEARNING DEPARTMENT**  
**NOW OFFERING**  
**STUDENTS WITH DISABILITIES (SWD) - ALL GRADES**

1. Students with Disabilities (All Grades)
2. Students with Disabilities (All Grades) and Bilingual Extension
3. Students with Disabilities (All Grades) with Early Childhood Extension (Birth-2)
4. Students with Disabilities (All Grades) with Students with Disabilities Early Childhood Extension (Birth-2)
5. Students with Disabilities (All Grades) with Bilingual and Early Childhood Extensions (Birth-2)
6. Students with Disabilities (All Grades) with Bilingual and Students with Disabilities Early Childhood Extensions (Birth-2)
7. Students with Disabilities (All Grades) and Childhood Education (Grades 1-6)
8. Students with Disabilities (All Grades) and Childhood Education (Grades 1-6) with Bilingual Extension
9. Students with Disabilities (All Grades) and Childhood Education (Grades 1-6) with Early Childhood Extension (Birth-2)
10. Students with Disabilities (All Grades) and Childhood Education (Grades 1-6) with Students with Disabilities Early Childhood Extension (Birth-2)
11. Students with Disabilities (All Grades) and Childhood Education (Grades 1-6) with Bilingual and Early Childhood (Birth-2) Extension
12. Students with Disabilities (All Grades) and Childhood Education (Grades 1-6) with Bilingual and Students with Disabilities Early Childhood (Birth-2) Extension

## School of Education Hosts a Principals' Panel



### Spotlight on Success: Principals' Panel Offers Insights for Aspiring Educators!

The recent Principals' Panel event brought together an esteemed group of district partner principals and our dedicated student teachers and student observers for an engaging and impactful evening. This collaborative

forum, aimed at providing aspiring educators with valuable insights and actionable feedback, proved to be a resounding success.

Student teachers and observers from both undergraduate and graduate levels, representing all programs and departments within the School of Education, had the unique opportunity to learn directly from seasoned school leaders. The event fostered meaningful discussions about classroom strategies, professional dispositions and growth, and the transition from teacher candidate to professional educator.

Teacher candidates described the experience as transformative. One participant shared, *“Hearing firsthand from principals about their expectations and how they support teachers in their schools was incredibly inspiring. It gave me a better understanding of what I can do to succeed as an educator.”*

Our partnering districts’ principals also found the event rewarding. One principal remarked, *“The passion and dedication of these student teachers is evident. It’s wonderful to be able to guide and support them as they prepare for this important work.”*

We extend our deepest gratitude to the event organizers, our incredible students, and especially our district partner principals, whose continued support enriches these invaluable opportunities. Events like this empower our teacher candidates, equipping them with the knowledge, confidence, and connections they need to thrive in their future classrooms.

Thank you to everyone who made this event a success! Together, we are shaping the next generation of exceptional educators.

## SUNY Old Westbury School of Education

### **Principals’ Panel: A Conversation with Regional School Leadership!**

#### **Featured Speakers:**



Dr. Alejandro Rivera  
Principal  
George A. Elementary  
Jericho



Dr. Erica D. Taylor  
Principal  
Baldwin Middle School



Dr. David Zimble  
Principal  
Westbury High School



Ms. Celeste Archer  
Principal  
Woods Road Elementary  
North Babylon



Dr. Clyde A. Braswell  
Principal  
Washington Rose  
Elementary Roosevelt



Dr. Jonathan Klump  
Principal of North  
Babylon High School

**Thursday, October 24, 2024 @ 5:00 p.m. – 6:30 p.m.  
In-Person-On Campus  
Campus Center-Recital Hall**

**A Required Event for all SOE Students and Student Teachers!**

## Student Teachers Reflect on the Principals' Panel

*"They each emphasized building strong relationships with students that could potentially change their lives. Not only is it important to build those relationships with the students, it's also important to connect with families and communities. Many principals reflected on their own growth and learning journeys. This highlighted the importance of continuous professional development and self-reflection in leadership roles. Overall, the principals' panel served as a significant educational opportunity for all student teachers. It was interesting to hear about success stories and it inspired me to think creatively and adapt to my own approaches as a teacher."* **D. Dunat**



*"Attending the principals' panel was an amazing experience that gave me meaningful insights into the education field and the responsibilities that come with being a teacher. Hearing directly from principals helped me understand the type of mindset and preparation required to become an effective educator. It also highlighted how much school leaders value collaboration, communication, and a positive attitude from teachers. One key takeaway was the importance of building relationships not only with students but also with colleagues, administrators, and the larger school community. The principals emphasized that success as a teacher goes beyond the classroom. I loved that the principles themselves said 'Don't be afraid to communicate to us about any issues; you aren't alone.'"* **M. Hernandez**

*"The principals emphasized the importance of having a good interview and discussed the interview process. As a student teacher, I understand that knowing how to have an effective interview is critical. The panelists offered very wise advice that I found very useful. They highlighted the significance of demonstrating my educational background as well as my passion for teaching children and dedication to helping students be successful. When I listened to the different perspectives on what makes a candidate stand out positively, I understood how to present myself with confidence."* **S. D. Cassella**



"I also learned that the best way one shows off passion for his/her work is by arriving earlier than when he/she is supposed to come in. I learned that teamwork is also important when teaching and it would be nice to talk to people about how you can improve your classes to make school more enjoyable for students. The reason I have a passion for wanting to teach is not because I love math, but because I know it is important for my future students to make the best possible decisions in life, and I want to help them avoid the mistakes which adults today make." **J. Cuevas**

"One thing that stood out to me was the principals' desire for honesty. They want potential teachers to be completely transparent with what skills they have and what a teacher candidates can bring to their school as a full-time educator.

One of the principals prioritized a teacher being able to step out of his/her traditional comfort zone to become more effective in instruction.

**C. Hochreiter**

*"This panel has provided me with a wealth of knowledge that I believe will benefit me throughout my career as an educator. While all the information shared was valuable, what resonated with me the most was the importance of being yourself during interviews. The panel mentioned it was essential to demonstrate what sets you apart, to convey our passion, and most importantly share our reasons for wanting to become a teacher. Additionally, they also informed us that it was crucial for us to be ready to give it our all, not just during work hours, but also before and after our shift because our biggest concern should be how we can continue to increase the amount of value we provide to our students."* **S. Pulla**



"It is important that students develop important analytical and critical skills to become active members of society. If you provide a stimulating environment with your lessons, students will be able to move forward with you and participate in their education as well. It is also important to communicate with the students and their parents about their hard work in the class. By showing them your appreciation of their hard work, the students and parents should feel a great sense of accomplishment." **A. Bougas**

“Another takeaway I took from tonight is how important it is as a teacher to always remember the “why” in teaching. It also made me feel good when at the end of the panel, Principal Archer complimented the School of Education and how well the school prepares us. I do feel like I have learned so much at Old Westbury from all my education professors, but her compliment reminded me how much knowledge I truly have gained through such a great school. This was a great opportunity for us as future teachers and I am glad we got this opportunity today because the insight and advice I have gained through these principals today is something I will take with me not only while going on interviews, but also during my career as a teacher. **G. Bartnicki**

*“I thought this was really important because this is something that can make you stand out from an average candidate. I also liked hearing how another principal stated that it's important to break out of your comfort zone, but also important to stay true to who you are when going to an interview. I think this is something that can tend to happen when you are in an interview because of nerves or just overcompensating. So, it was beneficial to hear from them that it's so important to stay grounded and true to yourself.” **H. Lewis***



## SOE - Faculty Corner

Welcome to Our New Faculty Member!  
Dr. Donna M. Egan



My journey began in Bayside, Queens, New York, where I grew up with three brothers and a few dogs. After high school at The Mary Louis Academy, I pursued a B.A. in Communication Arts, with concentrations in Journalism and Film, at the College of Mount St. Vincent. Following this, I embarked on a 12+ year career as a systems analyst at A&E Television Networks. However, my true calling in education was ignited when I became a parent and actively participated in my children's educational journeys.

My personal experiences as a parent of an exceptional child, with her unique educational needs, inspired me to delve deeper into the field of Special Education. Once my children gained independence, I seized the opportunity to return to school and earned my M.S. in Education: Special Education & English from Molloy University in Rockville Centre, NY. This was just the beginning of my academic journey, as I later joined the St. John's University family to pursue my M.S. and Ph.D. in Literacy for At Risk Learners.

My doctoral research focused on using technology as an independent learning strategy to support vocabulary acquisition for secondary students with Learning Disabilities. I am passionate about finding and developing technological tools to support Literacy achievement for academically marginalized students.

I love teaching, and working with students and pre-service and in-service educators! I have taught in various educational settings: traditional, hybrid, and online, as well as Pre-K to Graduate. I was an adjunct instructor at St. John's University for 10 years and SUNY Old Westbury for 5 years. My areas of proficiency are Special Education, Literacy, and Educational

Technology. For the Fall 2024 semester, I was hired as a full-time faculty member in SOW's Exceptional Education & Learning program.

Outside of the educational world, I am a mom to twin 25-year-old girls and a 27-year-old son. I recently adopted a new puppy, Princess Leia, in January 2023. She turned one on 1/8/24 and has assumed the co-pilot, teaching assistant, and perpetual lapdog role. In my free time, I enjoy being in nature, whether it's on a beach with my paddleboard in the summer or playing in the snow with skis on my feet in the winter. I also love teaching, reading, cooking, meeting new people, exploring new places, and traveling. My favorite quote is, "Be the Change You Want to See in the World," a philosophy that guides my personal and professional life.

*(Submitted by Donna Egan, School of Education)*

## SOE Faculty Spotlight

### Dr. Marechaux Publishes a Book

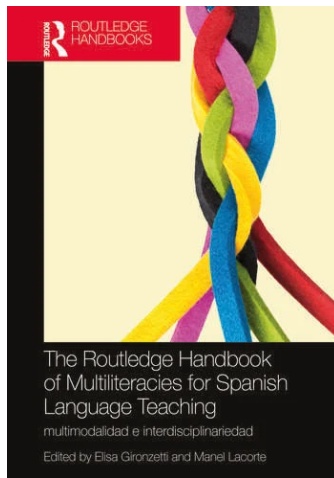
Xavier Marechaux from the School of Education and the History and Philosophy Department has published a book on the refractory priests, who rejected the French Revolution. "Les prêtres réfractaires, l'Eglise contre la Révolution et l'Empire (1789-1815) [The refractory priests, the Church against the Revolution and the Empire]," was published by Honoré Champion with the help of a Faculty Development Grant. Details about the book are available on the [publisher's website](#).

*(Submitted by Xavier Marechaux, History and Philosophy Department)*

### Dr. Bustamante Publishes Book Chapter

Associate Professor Carolina Bustamante, Adolescence Education and Modern Languages, and colleagues Lina Reznicek-Parrado from the University of Denver and Janet Eckerson from the University of Nebraska-Kearney, published a chapter in [The Routledge Handbook of Multiliteracies for Spanish Language Teaching](#). Their chapter, "Multiliteracies Across Teaching Contexts: Middle and Secondary Education," highlights multiliteracies as a theoretical framework for the teaching of Spanish to high school and middle schoolers within the linguistic reality of a globalized, diverse, and dynamic world, focusing on the use of authentic texts, performance-based assessment, and the teaching of culture.





Reznicek-Parrado, L., Eckerson, J., & **Bustamante, C.** (2024). Multiliteracies across teaching contexts: Middle and secondary education. In M. Lacorte & E. Gironzetti (Eds.), 363-376. *The Routledge Handbook of Multiliteracies for Spanish Language Teaching*. Routledge.

*(Submitted by Carolina Bustamante, School of Education)*

## Dr. Bustamante Presents Research in Asia

Associate Professor Carolina Bustamante, Adolescence Education and Modern Languages, delivered a presentation at the International Association of Applied Linguistics (AILA) World Congress in Kuala Lumpur, Malaysia on August 14th. Her session, “Experiences and Challenges of Heritage Speakers as Teachers of Spanish: A Case Study,” discussed the journey of a group of Latinas from pre-service to in-service teachers of their heritage language and their professional development needs. The AILA World Congress is one of the most important events worldwide in the field of applied linguistics and this year, celebrating its 60th anniversary, gathered more than 1000 researchers from 50+ countries.

*(Submitted by Carolina Bustamante, School of Education)*





## Bustamante and OW Alumni Present at National Conference

Associate Professor Carolina Bustamante, Adolescence Education and Modern Languages, and recent graduates of the Adolescence Spanish Education program Quishiana Aguilar, Dinora Caceres, and Natasha Vaughn, presented a session at the American Council on the Teaching of Foreign Languages national conference in Philadelphia on November 22<sup>nd</sup>. Their presentation, “Learning Units on Cultural Identity for Spanish Heritage Speaker Classes,” included a pedagogical framework for heritage speaker instruction, connections to the national world language standards, and units of instruction that used inquiry and project-based approaches to explore students’ cultural identity.

*(Submitted by Carolina Bustamante, School of Education)*



## Dr. Espinoza Publishes Book Chapter

Dr. Fernando Espinoza of the School of Education and Chemistry and Physics Departments has his research included as a [chapter](#) in the book, “[Educational Research and the Question\(s\) of Time](#).” The book, published by Springer, explores the questions of time in educational research and achieves the acceleration and merging of inquiry with action to understand change and implement these findings through practice. Dr. Espinoza’s chapter, “Time as a Field: Envisioning Its Qualitative and Quantitative Aspects,” was selected as an original contribution to deal with time in the teaching of science. Earlier this year, he presented his research at the Hofstra University Teaching and Learning Conference.

*(Submitted by John Butler, Communications and University Relations)*

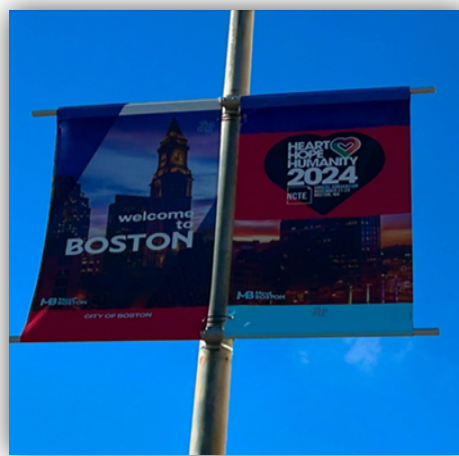
## Dr. Sieben Presents “Writing Hope” Research at the New York State English Council Conference

Nicole Sieben, Associate Professor in the Adolescence Education and English Departments, presented her research on "writing hope" in October 2024 at the 73rd Annual New York State English Council (NYSEC) Conference in Albany, NY. Dr. Sieben presented on a panel with co-presenters Dr. Christine Dawson and Dr. Allison Karcher of Siena College. Her presentation, "Writing Hope Moments into English Education: Tracing Paths from the Past, to the Present, into the Future," shared research-based, classroom-tested, student-centered approaches to teaching and learning that immerse students and teachers in writing-based, socially just learning experiences.

*(Submitted by Nicole Sieben, School of Education)*

## Dr. Sieben Presents Research on Hope at the National Council of Teachers of English (NCTE) Annual Convention in Boston

Nicole Sieben, Associate Professor in the Adolescence Education and English Departments, presented her research on "hope" during several sessions at the 2024 National Council of Teachers of English (NCTE) Annual Convention in November. Her presentation titles included: (1) "Writing Hope Moments into English Teacher Education: Humanizing Pathways for Our Classrooms," (2) "Applying Hope Frameworks for Equity and Social Justice," (3) "The Critical Hope in *Ted Lasso*: Analyzing Character and Team Narratives through a Writing Hope Agency and Pathways Framework," (4) "Queering Pathways of Allyship and Hope in English Education: Creating Queer- and Trans-celebratory ELA Environments," and (5) "Writing Hope: A Pathways and Agency Approach to Social Justice in Writing Education."



*(Submitted by Nicole Sieben, School of Education)*

## Dr. Gilic and Alumni presents at Conference in Saratoga Springs

Dr. Lina Gilic and graduate alumni Elaina Citarella recently presented at the New York State Association of Teacher Educators conference in Saratoga Springs, NY. Their presentation, "Learning Centers for All Grades in Diverse Classroom Settings," explored the versatility of learning centers as an effective instructional tool for students of all ages. Traditionally associated with early childhood and elementary education, learning centers have proven to be effective instructional tools across all grade levels, including middle and high schools. This research challenges traditional notions about learning centers as a teaching tool for elementary classrooms, highlighting their applicability in the middle and high school classrooms.

*(Submitted by Lina Gilic, School of Education)*

## SOE & Hempstead (District Partner) Participated in BranchED's National Convening

Dean Diana Sukhram, Dr. Lina Gilic, Dr. Xavier Marechaux, and Dr. Shalinie Sarju from the School of Education along with Dr. Rodney Gilmore and Ms. Cynthia Moore-Drayton of Hempstead Schools participated in BranchED 2024 Transformation Center Convening on "Multiple Pathways: Innovate, Integrate & Inspire" in Dallas, Texas. The SOE/Hempstead team were among 15 peer presenters from other cohort institutions and district partners who presented on the accomplishments and challenges of their grant work relating to the Teacher Residency Programs and the Teacher's Academy Pipeline initiatives.

*(Submitted by Diana Sukhram, School of Education)*

## “SOE 2.0: Pioneering the Future with AI”

### SOE Educators Take on the Challenge of AI and Innovation

As part of their ongoing efforts to remain at the forefront of educational innovation to prepare future educators to thrive in a rapidly changing world, Assistant Professor Donna Egan and Dean Diana Sukhram of the School of Education last month participating in the Branch Alliance for Educator Diversity’s Fall Summit, a three-day workshop focused on the future of AI in education. Held in Charleston, South Carolina, the summit focused on the theme: “Empower to Advance: Envisioning the Future of Education.” Egan and Sukhram were among a select group of educators invited to attend and to “Embrace the Wobble,” a phrase used to acknowledge that, due to the changing nature of AI, the future of education is uncertain but full of exciting possibilities.

*(Submitted by Donna Egan, School of Education)*

### Faculty Explore AI-Powered Education Tools

On Friday, December 6th, Dr. Donna Egan and Assistant Librarian Tanya Thurman led a workshop titled *AI-Powered Education: Transforming Tasks & Teaching* during the SOE faculty meeting. The session highlighted how AI tools can streamline administrative tasks and enhance student engagement. The presenters demonstrated the use of ChatGPT, as well as introduced the SOE Faculty to the SUNY OW Libguide on Artificial Intelligence, offering resources for further exploration. Faculty were encouraged to “embrace the wobble” by experimenting with AI tools and integrating them thoughtfully into their teaching workflows, combining human intelligence with AI innovation.

*(Submitted by Donna Egan School of Education)*



# SOE Adjuncts Spotlight

## “Innovative Teaching in Action: Dr. Valerie Vaughn & Dr. Larose Hill Transform ED5930 Practicum – October 30, 2024”

### A Dynamic Q & A Session: Empowering Future Educators in ED5930

Candidates in the ED5930 Practicum course experienced a unique opportunity to engage directly with a panel of experienced education professionals, including principals, reading specialists, and general and special education teachers from the New York State Department of Education. This special session tackled key topics such as school policies, classroom management, teacher support, school standards, and curriculum development. Practicum candidates had the chance to ask their most pressing questions and receive professional, credible, and practical insights to enhance their understanding and readiness for the classroom.



*(Submitted by Dr. Vaughn-Adjunct, School of Education)*



# SOE Students' Clubs

## Teacher Education Club Volunteers at Spooky Fest

On Sunday, October 27th, members of Old Westbury's 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 fortune tellers, face painters, guides through the glow tent, and helped children make crafts. Thanks to all who participated in this fun service event!

*(Submitted by Amy Hsu, School of Education)*



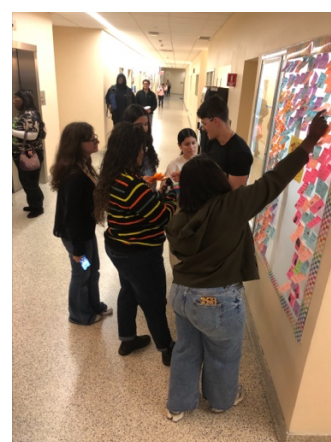
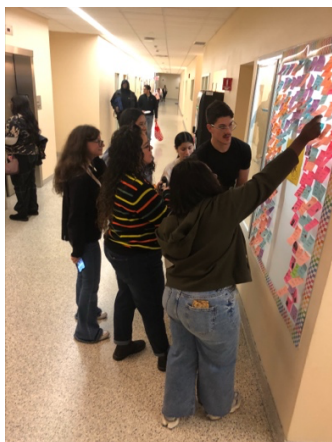
## Council for Exceptional Children (CEC) Student Chapter – “Take What You Need”

The SUNY Old Westbury student chapter of the Council for Exceptional Children is excited to announce the launch of our "Take What You Need" Board. This initiative is a simple, yet powerful way to promote positive mental health and well-being among our students, faculty, and staff. The board is filled with uplifting messages, quotes, and affirmations that you can take with you to brighten your day. By providing a space for all to access support and encouragement, we hope to foster a more compassionate and inclusive community.

We encourage all to visit the board located across from the 1<sup>st</sup> floor elevator in the NAB and **Take What You Need.**

"Take What You Need" Board is created by *Hunter Gelfman (President), Veronica Garcia (Vice-President), Jenna Herbst, Sarah Fleishaker, Dara Johnson, Marely Rodriguez, Karen Torres Segovia, Dr. Gilic, and Dr. Egan.*

Special thanks to Dr. Donna Egan for sharing the idea and participating in the development.



## SOE Candidate Spotlight



### Graduate English Education Candidate Presents Her Research at the 2024 National Council of Teachers of English (NCTE) Annual Convention

At the 2024 National Council of Teachers of English (NCTE) Annual Convention, M.A.T. English education student, Kerrin Denué, presented her research on meaning making in English language arts education through philosophical and positive psychology frameworks. Her presentation titled, "Teaching the Meaning of Life in the ELA Classroom," shared research she completed for Dr. Sieben's ED6000 Foundations of Education summer 2024 course. Denué received positive feedback at the convention and looks forward to continuing this line of research as a passion project as well as in future graduate studies.

*(Submitted by Nicole Sieben School of Education)*





# SOE Alumna Spotlight

## Keynote Speaker: Ms. Kacey Maher, Alumna and Advocate for Humane Education

The keynote address for the School of Education's bi-annual Professional Development Day was delivered by alumna Ms. Kacey Maher, a 2019 graduate of the Childhood Education program and a 2021 Literacy Education graduate candidate. Kacey is now serving as the Manager of Education and Youth Programs at North Shore Animal League America. Ms. Maher shared insights into the Mutt-i-Grees Curriculum, an innovative Pre-K through Grade 12 social-emotional learning program. This program is designed to foster empathy, resilience, and self-awareness, empowering students to build a more compassionate and humane future.



# SOE PROFESSIONAL DEVELOPMENT DAY FOR TEACHER CANDIDATES



## Preparing for Success: Professional Development Day for Teacher Candidates

The School of Education recently hosted its highly anticipated **Professional Development Day**, a transformative event designed to prepare our teacher candidates for the transition from student to professional educator. As they approach graduation and entry into the field, candidates participated in a full day of interactive sessions aimed at equipping them with the tools and confidence they need to excel in their careers.

The agenda included workshops on **cover letter and resume writing**, **classroom management**, **technology integration for all grades**, and an innovative **Multiple Reality Simulations (MRS)** session sponsored by Branch Alliance for Teacher Diversity. A highlight of the day was the **Mock Interview Clinic**, where candidates had the unique opportunity to practice their interview skills with Board of Education members, teachers and principals from partnering districts, and faculty with experience in the field.

The benefits of this comprehensive event were felt by all. One candidate remarked, *“This experience has been invaluable. The mock interviews gave me real-world insight, and the MRS session helped me reflect on how I would respond to challenging behaviors/situations in the classroom.”*

Presenters also praised the event, with one stating, *“It’s rewarding to see such enthusiastic and prepared future educators; your students are stellar and well-prepared. The School of Education is clearly investing in their success.”*

This event would not have been possible without the incredible efforts of our faculty, adjuncts, staff, internal and external presenters, the planning committee, Board of Education members, keynote speaker – Kacey Maher-- and district principals. To show our appreciation, presenters were treated to a mini reception afterwards, a small token of gratitude for their time and expertise.



Professional Development Day is held each semester, providing ongoing opportunities for candidates to refine their skills and build confidence. Events like these reflect the School of Education's commitment to excellence, helping propel both our students and our program forward.

Thank you to everyone who made this day a success! Together, we are shaping educators who will positively impact their future students and communities.



# **Congratulations to Our Teacher Candidates Who Shared Their Job Offers!**



**Emma Koutsis - Substitute Teacher - Wisdom Lane Middle school, Levittown School District!**

**Briana Lauria - 9th grade Special Education Teacher- Massapequa School District !**

**Sophia Bollaci - Permanent Substitute Teacher - Deasy School, Glen Cove!**

**Daniella Ferraro - Permanent Substitute Teacher - Plainview Old Bethpage School District, Stratford Road!!**





*Dear SOE Faculty, Adjuncts, Staff, Teacher Candidates, and District Partners,*

*As we celebrate this season of joy and reflection, I would like to express heartfelt gratitude for all you do. Your dedication, passion, and commitment to shaping the future of education inspire us daily. Together, we have achieved incredible milestones this year, and your contributions have made a lasting impact.*

*May this holiday season bring you peace, warmth, and moments to cherish with loved ones. Let us enter the new year with renewed energy, ready to embrace the opportunities and challenges ahead.*

*Wishing you all a joyful holiday season and a bright, successful New Year!*



# UPCOMING EVENTS



## Faculty, Adjuncts & Staff Meetings

February 7th, 2025

April 4th, 2025

May 2nd, 2025

## Professional Development Day

March 7th, 2025

## SOE ANNUAL FACULTY RETREAT

**Date: May 28<sup>th</sup> & 29<sup>th</sup> 2025**



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*&*

*Dr. Nicole Sieben*