



SUNY OLD WESTBURY

News Brief

SCHOOL OF EDUCATION

**OWN
YOUR
FUTURE**



IN THIS ISSUE....

NEW DEPARTMENT CHAIR

**OUR LOCAL
PRACTITIONER**

ALUMNA SPOTLIGHT

**TOC STUDENT
SPOTLIGHT**

FACULTY RECOGNITION

SHOUTOUTS

AND MORE!

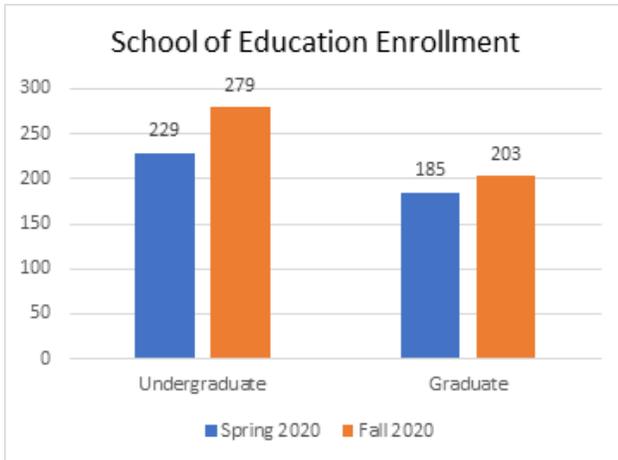
A Message from Acting Dean Sukhram

This semester the faculty, adjuncts, staff and students of the SOE started off motivated and inspired by the quote below and now as we bring the semester to a close, I encourage you to reflect once more on the words below that kept us going.

"Throw away the idea that you cannot do things until you're 'ready.' Sometimes we do beautiful things in life that we were never ready for. And in other situations, you need the moment and experience to get you ready. Don't overthink yourself out of an opportunity or beautiful experience because we were trying to be 'ready.'"

-//s. menutt

You Should Know...



PROGRAMS OFFERED

9 UNDERGRADUATE
DEGREE PROGRAMS

GRADUATE DEGREES
M.S., M.A.T, & ADVANCED CERTIFICATES IN
9 DISCIPLINES

STUDENT/FACULTY RATIO: 11:1

STUDENT ACTIVITIES

- Council for Exceptional Children (CEC) Student Chapter
- Kappa Delta Pi International Honors Society
- Teacher Education Club
- Graduate Student Club – **COMING SPRING 2021!**

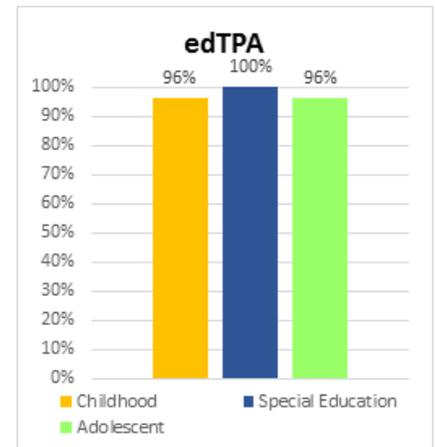
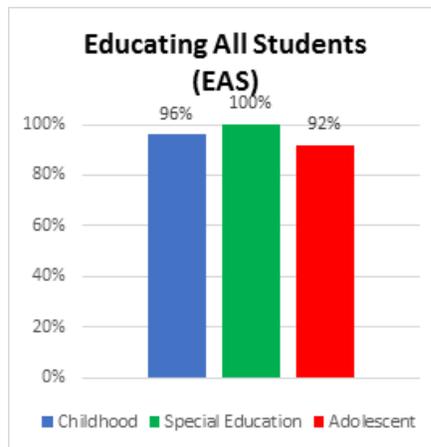
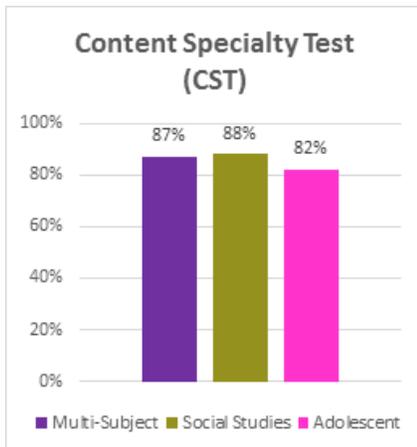
GRANTS

- NYS Regional Center for Autism at OW
- Western Suffolk BOCES Teaching Assistants Transition Grant
- Teacher Opportunity Corps (TOC)

COMMUNITY SUPPORTS

- Literacy Clinic
- Faculty-directed Workshops and Seminars
- Student-led Community Service Projects

2018-2019 STATE CERTIFICATION EXAMS-PASS RATE



MEET THE NEW CHAIR OF CHILDHOOD EDUCATION & LITERACY DEPARTMENT



BLIDI STEMN, Ph.D

Dr. Bliidi Stemn is the Chair of the Childhood and Literacy Education Department in the School of Education. Dr. Stemn is a mathematics educator with research interests in pre-service and in-service teachers' mathematical knowledge for teaching issues of culture, equity, and social justice in mathematics, teacher education, and teaching and learning of mathematics through cognitively demanding tasks. In addition to his administrative responsibilities, Dr. Stemn teaches the mathematics methods courses in the childhood education program. Dr. Stemn is also the founder of Education First Inc., a not-for-profit organization dedicated to improving the quality of education in rural and underserved communities in Liberia. The organization established Education First Academy, a Pre-K – Grade 9 School with approximately 350 students in Harper, Liberia, and has provided professional development workshops for over 300 teachers across the country.



INTRODUCING...

DR. KENNETH A. CARD, JR.
Superintendent of Schools

Dr. Kenneth A. Card, Jr. is the Superintendent of Schools of the East Meadow School District. He was appointed in April 2017. Dr. Card previously served as the Assistant Superintendent for Curriculum and Instruction in the Huntington School District from August 2009 to June 2017.

Dr. Card began his career as a social studies teacher. A May 2008 graduate of Dowling College's doctoral program in Educational Administration, Leadership, and Technology, Dr. Card earlier attended Stony Brook University where he earned a Bachelor of Arts degree Summa Cum Laude in 1997 and a Master of Arts degree in 2000, both in History. He obtained a Professional Diploma in School Administration at Dowling in 2002.

Prior to his current assignment in East Meadow, Dr. Card served as the principal of Woodhull Intermediate School in the Huntington Union Free School District. Dr. Card previously served as an Assistant Principal at Oldfield Middle School in the Harborfields School District for three years and worked in the Uniondale Alternative High School, Western Suffolk BOCES Summer School Program, Brentwood's Evening High School and at Harborfields High School, where he taught United States History and Economics from 1998-2002.

As Assistant Superintendent for Curriculum and Instruction in the Huntington Union Free School District, working with a team of administrators and teachers, Dr. Card facilitated the implementation of a Response to Instruction model, which supports the early detection of academic problems so that appropriate intervention strategies and programs can be implemented to improve outcomes for students. Additionally, Dr. Card was instrumental in developing a one-to-one technology initiative, which eventually led to all students in grades K-12 using a Chromebook in their daily instruction.

Widely known as a thoughtful, innovative, and decisive leader, Dr. Card was also the Director of the Huntington School District's Adult and Continuing Education Program. He has served in a number of key roles in the districts where he has worked, including chairing committees on shared decision making at the district level, response to intervention, character education, and student attitudes and responsibilities. He has maintained memberships in several professional organizations.

Dr. Card has also been an Adjunct Assistant Professor at Long Island University's Brooklyn campus since January 2007 and an Adjunct Instructor at SUNY Old Westbury since August 2011. He has taught classes on Research in Educational Administration, Curriculum Development for Instructional Leaders, Issues in Multicultural Education, Foundations of Education, and Foundations of Literacy. His 2008 doctoral dissertation was titled "Secondary Teachers' Attitudes Toward Important and Existing Classroom Observation Practices that Promote Instructional Improvement." Dr. Card's prior experience includes serving his country in the United States Navy from 1982 to 1989. He was awarded the Navy Achievement and Good Conduct medals.



DR. CELESTIAL WILLS-JACKSON

By: Keana Lee



**CELESTIAL WILLS-JACKSON, PH.D.
ASSISTANT PROFESSOR & SITE
COORDINATOR
CUNY LEHMAN COLLEGE
US PREP- NYC DOE PROGRAM
SCHOOL OF EDUCATION EARLY
CHILDHOOD & CHILDHOOD
EDUCATION (ECCE)**

What a pleasure it was to interview Dr. Celestial Wills-Jackson and hear about her success following her studies at SUNY Old Westbury’s School of Education! Dr. Wills-Jackson is a hard-working, passionate educator who currently is an Assistant Professor at CUNY Lehman College in the Bronx. She is the student teaching coordinator and mentors future educators who are starting out “in the trenches!” In addition to her work in higher education, she is a life-long learner and is furthering her studies in Special Education at Hunter College in the field of Applied Behavior Analysis.

To see how far she has come, we should explore where she started. Like many students at OW, this was not the first school she attended and the entering the field of education was not her initial dream either. Dr. Wills-Jackson studied science, changed majors and potential careers before she realized that her dream was to become an educator. While pursuing these degrees, like many current OW students I know, she worked and was also a young mom while attending classes. In contrast to her previous studies in the sciences, she explained how she “soared in education” and recalls, “that’s when I found where my heart was embedded—in education”. I think many educators can empathize with this feeling of our hearts aligning with our profession and the feeling of having that spark within us to work hard in pursuing our goals.



DR. CELESTIAL WILLS-JACKSON

By: Keana Lee

Some of the questions that guided our conversation include:

Q: What were your favorite or most beneficial classes or professors at SUNY OW?

A: Professor Kathleen Velsor's course was her first education course and Dr. Wills-Jackson recalls it being so captivating and engaging at the time. Professor Velsor taught her to engage her students, have fun with them, and learn alongside them. This course made her love teaching even more.

Professor Serrano's education course gave her a model of public speaking and how to speak in front of a crowd. Learning how to enunciate, take your time while speaking, and articulating eloquently was practiced throughout the semester which perfected her public speaking skills. These skills have supported her teaching as well as her presentations at conferences.

Dr. Diana Sukhram's (our now Acting Dean) student teaching course taught Dr. Wills-Jackson to be prepared, professional, and put theory into practice as she assessed and improved upon her teaching skills. Dr. Wills-Jackson showcased what she could do, telling Dr. Sukhram at the time, "Watch me at play!" Dr. Wills-Jackson enjoyed every second of student teaching and knew this is where she belonged.

Q: How did OW's SOE prepare you for the future?

A: Old Westbury gave her the opportunity to grow within her profession by teaching her the theories and methodology behind teaching. Similarly, the School of Education inspired her love of learning, making learning meaningful and fun for every student, and addressing all aspects of the teaching profession. Dr. Wills-Jackson was able to use the knowledge and skills she acquired during student teaching to showcase what she could do in a classroom, how well she could work with her students, and how much she loved what she did! These opportunities helped her succeed in the classroom and expand her goals.

Starting out in the Public Health field because she wanted to be a health teacher, Dr. Wills-Jackson decided to switch to childhood education. Since her brother was diagnosed with autism, she wanted to learn more, so she took foundations of special education, and this course led her to her dual degree in Childhood/Special Education at Old Westbury. Her desire was to understand special education because she believes that "everyone struggles with something, whether it be a disability, undefined or not, or simply a preference everyone is dealing with something on the inside." And I agree! Special Education or "specialized education" can help every child.



DR. CELESTIAL WILLS-JACKSON

By: Keana Lee

Dr. Wills-Jackson holds the following degrees:

A Bachelor's Degree in Public Health from SUNY Old Westbury. She wanted to be a health teacher, but the new rules of being both a physical education and health teacher deterred her from this profession.

A Bachelor's Degree in Childhood and Special Education from SUNY Old Westbury, where Dr. Wills-Jackson discovered her love of being a teacher especially in the field of Special Education.

A Master's Degree in Early Childhood Special Education from CUNY Queens College, which was fully-funded by the US Fellowship Grant. She received mentorship opportunities and internships to work with a number of students who were on the spectrum for autism. Following her graduation, Dr. Wills-Jackson was a leave replacement substitute teacher which transitioned into a permanent position as a 5th grade Special Education Teacher.

A Doctoral Degree in Exceptional Education from the University of Central Florida, which was also fully-funded by the US Fellowship Grant. During her doctoral program, Dr. Wills-Jackson conducted research in the area of social-emotional learning for students with autism, presented her research at national, regional, and state conferences, and interned with the Council for Exceptional Children in Washington D.C. for three months.

Currently, she is working towards another degree in Applied Behavior Analysis (ABA) at CUNY Hunter College to continue advancing both her knowledge and skills in Special Education and being a supervisor at CUNY Lehman College for student teachers. She declares herself a life-long learner, which it is evident in her work thus far!

Words of Advice for Education Majors taken from my interview with Dr. Wills-Jackson:

First, when interviewing, if you are asked why you want to be a teacher, DO NOT just say "because I love kids." You can express this notion, but always elaborate by bringing in connections and examples of your work with students to your responses.



DR. CELESTIAL WILLS-JACKSON

By: Keana Lee

To fully love the profession “you have to love the challenges that go along with the profession,” Dr. Wills-Jackson explains, you have to understand what it is like working with colleagues, administrators, parents, disruptive behaviors, changes within a school to assessments and curriculum, professional development, etc. When you can see the whole picture, then you can truly love and appreciate the profession for what it is.

Finally, after Dr. Wills-Jackson graduated with her second Bachelor’s degree from SUNY Old Westbury’s School of Education, she posted on Facebook (2011), “Now watch me get my Ph.D.” In less than 10 years, she has accomplished her next dream! Dr. Wills-Jackson showed me that with passion, dedication, and following the path where life leads you, it is possible to succeed and achieve your dreams!





TOC Student Spotlight

STEM Workshop

BY: ELISABETH LAINEZ



PART 1: TAKING THE SCARY OUT OF STEM 2/7/2019

In Fall 2018, new TOC requirements asked us to work on a leadership project. It didn't take me long to realize that I wanted to do something related to STEM education. It was something I had recently discovered and became immensely curious about. As a pre-service teacher, I am always looking for ways to be innovative, and this was my time to make my vision come true.

The idea of creating a workshop was what first came to mind. So, I scheduled a meeting with Professor Izakson to go over the logistics involved in planning a workshop and we discussed possible guest speakers (i.e., robotics companies, school principals, school teachers, etc). From our discussion, I knew I needed to find an expert to speak, however, I felt discouraged because I didn't know who would want to help me with this project. I decided to start by making phone calls and sending out emails to potential guest speakers.

My initial idea was to email schools where there were STEM programs. Unfortunately, I did not receive any responses back, which was discouraging. I decided to contact the Director of Hofstra's STEM Master's Program (a program I accidentally came across during a late night Google search!). Unfortunately, Dr. Catalano, the Director of the STEM Program, was not able to help with the workshop.



STUDENT SPOTLIGHT - CONT'D

Thought she was unable to help me, Dr. Catalano did offer me the opportunity to work with her graduate students. I liked the idea because these were students who were in the Master's Degree STEM Program, so they had the expertise I needed to host the workshop. I replied to her email and told her I was interested! A few days later, I received another email from Dr. Catalano, explaining that she would be able to help me with the workshop. We scheduled a phone conference for the following day. I was thrilled that my vision for this workshop was beginning to become a reality!

I couldn't believe that a professor from another institution, who is the co-director of the STEM Master's Program, was going to help me with this workshop! This experience taught me that we all have dreams and ambitions, and we must work to make them come true because we are the only ones capable of making our dreams happen. I wanted to make this workshop happen, so I did not stop sending out emails. I just kept going!

A professor from a Spanish writing course I took that same semester, shared, “[w]e are a product of our dreams, we are who we project ourselves to be” and I knew, deep down, that I wanted to be remembered by my Old Westbury professors and peers as someone who shared a passion for STEM education (STEAM now).



Over the course of the next few months (October 2018–February 2019), Dr. Catalano and I emailed each other several times to go over the logistics of the workshop. I spent countless hours working on different components of the workshop. For example, the flyer took months to finalize because I wanted it to be just right! Once the workshop was a few weeks away, I started promoting the event. I will be honest and say that I was worried about the outcome of my workshop. I sent many text messages to my friends asking, “[w]hat if the people who come don’t like it?” The night before the workshop, I was having so many doubts and second guessing everything. I was worried about not living up to my potential. Looking back on this time, I now realize that I didn’t see how much I had already accomplished. People were coming to the workshop and I had Dr. Catalano participating as well! Those were huge accomplishment. There was so much love and attention put into this workshop and many of my friends were supportive.

My workshop took place on February 7, 2019 and the feedback was overwhelmingly positive! The people who came had a blast (they made roller coasters from pipe insulation using the engineering and design process). I owe much of credit to Dr. Catalano for taking the time out of her busy schedule to participate and share her expertise with us. I am also thankful for the overwhelming support from my classmates, Dr. Shimizu, and Professor Izakson. As a result of the feedback, Part Two of the workshop was in works for Fall 2019!

PART TWO: THE 4C'S OF STEAM 12/3/19

The second part of my workshop took a different approach. I knew I wanted to build upon the concept of the first workshop, which focused on *Taking the Scary out of STEM*, since there is some fear and uncertainty in teaching elementary science. This time, I had the advantage of prior experience running a workshop, but I now had the challenge of finding a new guest speaker. My first instinct was to email Dr. Catalano (this was in May 2019) but this time she could not help me due to her responsibilities at Hofstra. So, I knew I had to use the knowledge she taught me to lead this workshop. The second part of the workshop would take place sometime in the Fall 2019 semester, so there was time to find someone who could assist me.



STUDENT SPOTLIGHT - CONT'D



Then I thought, why not lead my own workshop. At the end of Spring 2019, I began, like last time, emailing folks from school districts with STEAM Programs who could possibly help me. After a few weeks, I heard from a STEAM teacher who offered her support and expertise.

So, summer 2019 was busy because in addition to my other responsibilities, I was planning for this second workshop. Ms. Moran, the STEAM teacher who offered to help, and I exchanged emails throughout the month of July pertaining to the logistics of the workshop, and then in mid-August, Ms. Moran suggested we meet in person, as it would be easier to exchange ideas.

Towards the end of August, Ms. Moran and I met at Panera Bread (which quickly became our meet-up center!) and she graciously shared her wealth of knowledge with me. She was the person to share her expertise because she was teaching STEAM at the elementary level. She kindly showed me pictures of her students in action. She suggested the idea of the 4C's of STEAM for my workshop. The 4C'S stand for: critical thinking, communication, collaboration, and creativity. The idea was that there would be a variety of centers, which seemed like a fun concept and something I wanted to try out. Each center would consist of a challenge and that challenge would represent one of the C's. Ms. Moran also explained that the C's can overlap. For example, the balloon tower was going to be used for collaboration because it requires attendees to collaborate with each other and make the tallest balloon tower, BUT it can also be communication because the attendees would be communicating their ideas with each other.



STUDENT SPOTLIGHT - CONT'D

Creating the centers proved to be a challenge because I wanted it to be engaging and thought provoking. Throughout the course of the next few months, I stayed in close contact with Ms. Moran to get her feedback on the centers I created. As we got closer to the date, I began to put everything together. This included room shopping with Professor Izakson, emailing Ms. Moran for her feedback, buying materials, and getting posters ready. I also contacted my classmates and asked them to help with the different centers. I had the help of fellow TOC interns: Manuela Hurtado, Joselyn Buestan, Maribel Flores, and Shakiera Henry. I was thankful for the friends who helped me out because managing each center on my own would have been impossible.

The week of the workshop, I met with Ms. Moran so she could share the presentation she was working on, which was amazing! Her presentation featured her story and how she became an elementary STEAM teacher. It is now my hope to be an elementary STEAM teacher in the future! The Part Two of my workshop was successful, and I owe many thanks to my TOC colleagues, Dr. Shimizu, Professor Izakson, and Ms. Emily Moran for sharing her knowledge. From this experience, I learned that you must push yourself to go beyond what's expected!



SPRING 2020 DEAN'S LIST

Congratulations! In recognition of your Spring 2020 academic achievement, you have earned your place on the Dean's List. The Dean's List honors students who have earned a GPA of 3.5 or higher. This recognition will be noted on your academic transcript and will become a permanent part of your official academic record at SUNY College at Old Westbury. On behalf of your peers, the faculty, adjuncts, and staff of the School of Education, I applaud your commitment to excellence and I congratulate you on this outstanding accomplishment. Thank you for choosing the School of Education and we look forward to your continued academic success!

Gabrielle Abate

Patricia Abbamonte

Quishiana Aguilar

Nicole Aimar

Danielle Alzate

Ganna Amin

Isabella Barbone

Alexandra Barea-Heney

Joshua Barrett

Lauren Bloom

Joseph Braccioforte

Jacqueline Bracker

Amanda Brigandi

Alyssa Brown

Joselyn Buestan

Kaitlyn Butrico

Mirella Cabrera

Chelsea Caccamo

Talisa Cantos

Giuliana Capobianco

Rosalia Caputi

Alexis Caraballo

Michelle Carollo

Jaida Carrion

Billy Casseus

Tiffany Castaneda

Yesica Castro-Martinez

Meghan Chalker

Hanna Choi

Carolyn Ciccarello

Chantel Coleman

Christal Corso

Anthony Critelli

Gloria Cruz

Gabriela Cruz

Rachel DeJesus

Theresa DeVivo

Jessica Dice

Joie DiNapoli

Krista DiNapoli

Kevin Donohue

Bryan Donovan

Julia Dunlop

Brianna Echevarria

Olivia Ferrara

Maribel Flores

Alyssa Fusco

Felicia Fusco

Gabrielle Gage

Marissa Garner

Jonathan Goldenberg

Victoria Greco

Gabriella Gucciardo

Teresa Guevara

Samantha Gugliotta

Jessica Helbock

Ashley Hendriks

Rosalee Hernandez

Katherine Hess

Manuela Hurtado

Ebony Jones

Matthew Jones

Lauren Kalenka

Julia Katz

Hayley Kay

Brenna Killensworth

Minjung Kim

Kaela King

Ashley Kissoondial

Elisabeth Lainez

Jamie LaPorte

Briana Lauria

Samantha Lawrence

Keana Lee

Bernadette Leon

Allison Levitt

Joanne Linares

Destiny Lleras-Rivera

Jacqueline Lopez

Jasmin Machuca

Ashley Maltese

Rajma Mangal

Kimberly Mathison

Caitlin McCarthy

Ryan McCurry

Megan McIlwee

Victoria Melendez

Alexis Melgar

Brianna Messere

Jeanna Miller

Kaitlyn Milne

Nicole Milne

Gregory Mitchell



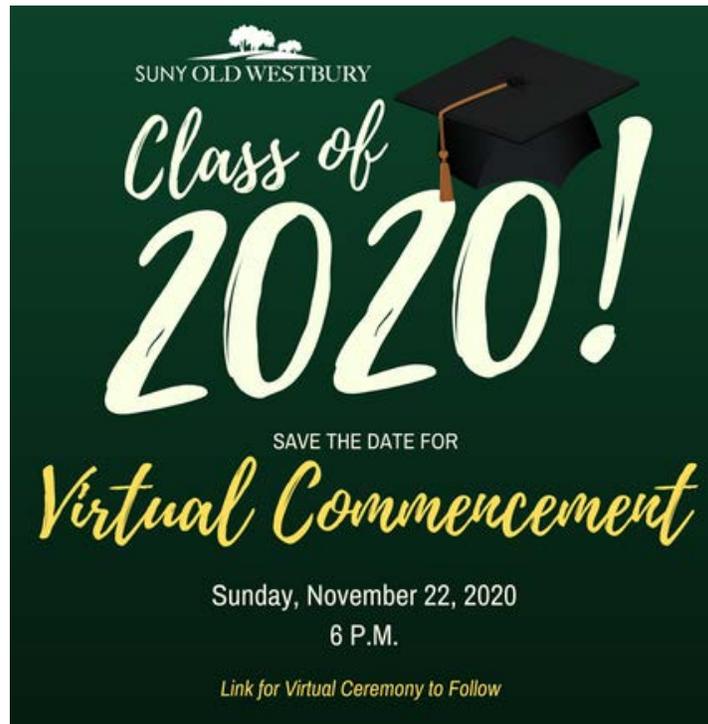
SPRING 2020 DEAN'S LIST

Alizae Mohamed	Jennifer Regalado	Alexsia Tsakiris
Vincent Montalbano	Stephanie Reinertsen	Jenna Van Brunt
Ondina Morales Garay	Jacqueline Rivas	Natasha Vega
Kaylee Moran	Angelica Rivera	Tatiana Velasquez
Nina Morel	Christal Rivera	Emily Vezzi
Esmerlyn Morel	Michelle Rodrigues	Brenda Viera
Alexa Mosca	Nicole Roes	Tierra Vivican
Gina Muskardin	Emily Rommel	Keith Warns
Nabia Nasar	Nerilyn Rosa	Shakima Washington
Amanda Neenan	Kaylee Rosen	Jannel Williams
Kathy Nguyen	Brianna Rullan	Kelsey Winn
Dominique Noto	Joshua Saliba	Aleksandra Zaborowska
Shannon Obuchowski	Casey Savage	Michele Zazzarino
Jessica O'Gara	Dina Sayah	
Kimberly Oliveira	Stephanie Schleyer	
Jenifer Orantes	Taylor Schmidt	
Brianna Palmieri	Amanda Settimo	
Nicholas Pasquini	Rhiannon Sieck	
Julia Peralta	Kayla Silverstein	
Alysha Perez	Jenny Simon	
Kendall Perkins	Natalia Sisalima	
Sarah Piccione	Megan Slattery	
Stephanie Pissi	Ebony Smith	
Sandy Plasencia	Gabrielle Sodano	
Emily Podlaski	Demi Spirou	
Vincent Porcaro	Alexis Stobe	
Bryanna Portaro	Cristian Tapia Segura	
Cristina Ragione	Alexandra Tolentino	
Sasha Rambert	Leticia Torres	
Kayla Ramirez	Ysabelle Torres	
Adriana Raskin	Joseph Tragna	





HATS OFF TO OUR SOE GRADUATES



You Did It School of Education Graduates!!

The Virtual Commencement for the Class of 2020 (Fall 2019, Winter 2020, Spring 2020, and Summer 2020 graduates) will take place on **Sunday, November 22 at 6 p.m. on YouTube**. A pre-event "toast" with the SGA and the Alumni Affairs team will take place immediately before the Virtual Commencement on Facebook Live. The link for simultaneous viewing for our graduates, family, friends, faculty, staff, and students will be shared via your email!





DR. SIEBEN PUBLISHES ARTICLE IN SPECIAL ISSUE JOURNAL ON WRITING/TEACHER EDUCATION DURING PANDEMIC

Dr. Nicole Sieben of the Adolescence Education and English Departments recently wrote the article "Tell Your Story... Share Hope" in the special issue of the journal "Teaching/Writing: The Journal of Writing Teacher Education." The July 2020 edition, which is open access, was themed on writing education during extraordinary times. Dr. Sieben's article emphasizes the practice of storytelling in writing teacher education, particularly how it applies to encouraging graduate methods students and undergraduate college students to tell their stories amidst a pandemic that upended their semesters and for many, their lives. To read Dr. Sieben's piece, or the other articles in the Journal, visit the issue online at: https://scholarworks.wmich.edu/wte/vol9/iss1/2/#.X4m_-8kf1uQ.link

DR. SIEBEN PRESENTING AT NCTE CONFERENCE

In November 2020, Dr. Nicole Sieben will present three sessions at the 2020 National Council of Teachers of English Annual Convention, which will be held virtually this year. In addition to presenting in three featured sessions selected for the online program, Dr. Sieben will also attend several business meetings during the convention including the day-long seminar/meeting for the ELATE (English Language Arts Teacher Educators) Executive Committee of which she is a part.

Dr. Sieben is also working with four graduate English Education students who will present their research from their work in her graduate methods course, ED 6093 Literacy, Research, and Technology: English language arts. The students who will be presenting at the conference are: **Christopher Perkowski, Samantha Santomauro, Jake Michael Roche, and Arianna Drake**. All four students are M.A.T. students in English education.

SIEBEN NAMED KEYNOTE SPEAKER

In Spring 2021, Dr. Nicole Sieben will deliver the keynote address to open the Seven Valleys National Writing Project 2021 Writing Matters Conference. Dr. Sieben will be presenting at and attending the virtual conference with the graduate English Education students of SUNY Old Westbury (**Arianna Drake, Alanna Wagner, Christopher Perkowski, Emily Carty, Heather Feltkamp, James Killeen, Jake Roche, Jack Sommese, Kassidy Liljebblad, Samantha Santomauro, Danielle Lopinto**) who during the conference will engage in collaborative conversations with SUNY Cortland's graduate students as well.



DR. BUSTAMANTE PUBLISHES ARTICLE IN FOREIGN LANGUAGE ANNALS



Dr. Carolina Bustamante recently published an article, "*Closing the pre and in-service gap: Perceptions and implementation of the IPA during student teaching*", in the *Foreign Language Annals* which is published by the American Council on the Teaching of Foreign Languages (ACTFL) - a top journal in the field of world language education. Read her abstract below:

"This research explored the experiences of nine pre-service teacher candidates of Spanish in world language teacher education programs at two higher education institutions implementing the Integrated Performance Assessment (IPA) as Student Teachers (ST), as well as perceptions of seven Cooperating Teachers (CTs) and the University Field Supervisor. This qualitative, multiple-case study included data from interviews, focus groups, and classroom observations. Four themes emerged from the data analysis: (a) STs' preparation and CT's familiarity with the IPA; (b) STs' implementation of IPA and CTs' reactions; (c) impact of clinical experience on STs and CTs' pedagogical beliefs; and (d) professional development needs. The article concludes with recommendations for world language teacher certification programs and professional development opportunities for in-service, CTs. And this is the APA reference: Eddy, J. & Bustamante, C. (2020). Closing the pre and in-service gap: Perceptions and implementation of the IPA during student teaching. *Foreign Language Annals*, 53: 634-656. "

Read the full article at <https://doi.org/10.1111/flan.12481>



FACULTY ACCOMPLISHMENTS



DR. ESPINOZA SET TO PUBLISH IN THE EUROPEAN SCIENTIFIC JOURNAL

PROFESSOR ESPINOZA'S ARTICLE TITLED, "IMPACT OF GUIDED INQUIRY WITH SIMULATIONS ON KNOWLEDGE OF ELECTRICITY AND WAVE PHENOMENA" HAS BEEN ACCEPTED FOR PUBLICATION IN THE UPCOMING ISSUE OF EUROPEAN SCIENTIFIC JOURNAL-NATURAL /LIFE /MEDICAL SCIENCES EDITION, SCHEDULED FOR NOVEMBER 30, 2020. THE ESJ IS AN INTERDISCIPLINARY PEER-REVIEWED JOURNAL WITH A LARGE WORLDWIDE ACADEMIC AUDIENCE.

MANUSCRIPT ACCEPTED FOR PUBLICATION BY DRS. MORPHIS AND LYNCH



Dr. E. Morphis



Dr. A. Lynch

DRS. ELIZABETH MORPHIS AND ANISSA LYNCH RECENTLY HAD THEIR MANUSCRIPT ENTITLED, 'I SAW HE COULD DO IT': ONE PRESERVICE TEACHER'S EVOLVING IDEAS ABOUT LITERACY TEACHING PRACTICES FROM WRITING CONFERENCES, ACCEPTED FOR PUBLICATION IN THE FALL 2020 ISSUE OF *FRINGES: THE NORTH CAROLINA ENGLISH TEACHERS' ASSOCIATION JOURNAL*.



STUDENTS' SHOUT-OUTS TO FACULTY AND STAFF

*To the SOE faculty, adjuncts, and staff,
Thank you all for the commitment you show to our students and your dedication to the profession. You continue to go above and beyond the call of your profession and I applaud you for being excellent role models to our students. Keep on doing what you do best - creating master teachers!*

-Your Acting Dean

"Dr. Morphis taught me the knowledge and skills necessary to run ELA lessons for my students! During the pandemic she continued to hold high expectations while being understanding of our situations. Having confidence and encouraging us provided a strong model of how I would like to be as an aspiring teacher!

"Professor Marechaux has been an amazing mentor to me for the last four and a half years. He truly cares about his students and only wants the best for them. He makes learning intriguing as well as fun. He, along with Mr. Juba were the reason why I chose to come to Old Westbury when I was a high school senior! I hope the faculty in the education department recognize that Professor Marechaux as well as Mr. Juba are amazing assets to the department." -KO

"Prof. Weir and Prof. Galarza!!!! My two favorite professors of SOE!! They are so passionate about education and are very helpful to their students!" -BV



FACULTY SHOUT-OUTS FROM STUDENTS

"I love Dr. Morphis. Dr. Morphis is such an outstanding professor because she is always positive, extremely helpful, and wants her students to succeed. Plus, she is the reason as to why I am thinking about doing my Master's Degree in Literacy."

-OF

"Ms. Rheba Jules- Where do I even start? I'm not sure if I would have survived many days without visiting Ms. Jules's office and taking a handful of candy from her desk. She always is there to listen and ready to kick you out when the time comes. Always a friend to lend out an ear, but always a mother to let you know to get your act together. Love you, Ms. Jules! Thank you for always being there and encouraging me ♥

Dr. Galarza- I really enjoyed her class and gained so much knowledge that I will take with me for my future classroom. She has been a mentor for me and always makes time for her students when needed.

"I also wanted to just shout out some awesome professors/staff I have had over the semesters! Dr. Morphis, Dr. Gonzalez, Mr. Juba, Professor Giglietta, Dr. Shimizu, Dr. Stemn, Dr. Markowicz, Professor Blanco, Dr. Lee, Dr. Hsu, Dr. Cale, Professor Izakson, Dr. Hobson, Professor Douglas, and John who works the front desk Library! (I'm sure I am missing a few but these are some!)" -DS

I love all my OW professors, past and present, but if I have to pick one, it has to be Dr. Sieben. Dr. Sieben has been there for me throughout my OW experience, from the application process to the student teaching field placement. In between she has helped me in too many ways to describe in three sentences. She is a gifted teacher, professor and writer, but it is her example as a human being that has made the biggest difference in my life and changed me as a person." -KBO



FACULTY SHOUT-OUTS FROM STUDENTS

I wanted to leave a positive comment about my professor and advisor Dr. Weir. She is the best! Professor Weir is always extremely helpful, and ensures there is never any confusion with assignments and checks on her students. She is so personable and positive. I am so glad I got the pleasure of being in her class. If you could include my feedback in the newsletter I would really appreciate it! She deserves all the recognition in the world! -AM"

Dr. Shimizu always models how to think out of the box when designing and teaching math lessons to students! I see how my students enjoy hands-on interactive lessons the best- making it effective and meaningful to them! I hope I can push and advocate for ALL my students as she does! -KL

A huge shoutout to Professor Papa for her commitment to preparing her Spring 2020 ED5930 class for student teaching this fall semester. When we first went into remote learning, back in March, Professor Papa was sure to keep in constant contact with us and supplied a steady stream of online resources that would enhance our careers as future teachers. We're so thankful for all your support!

Mrs. Rheba Jules: Much thanks to Mrs. Jules for her continued encouragement, her eagerness and patience during advising season, and for her dedication to student success in the SOE. Your commitment isn't going unnoticed! Thank you! -KK

Dr Lynch!! You are more than a teacher. You are a mentor and friend to us all. I appreciate all you do for SOE students in the classroom and beyond.





We are delighted to announce that this semester the Teacher Opportunity Corps (TOC) welcomed 70 new interns! The TOC grant aims to maximize the capacities of teacher candidates from underrepresented groups by offering them support, guidance, and enrichment opportunities as they complete their programs of study and transition into the teaching profession. TOC Interns are part of an elite cohort of future educators working together to promote social justice for all students.



SOE/BOCES Collaboration

TEACHER DIVERSITY PIPELINE PROGRAM (TDPP)

Western Suffolk BOCES has partnered with SUNY Old Westbury and the following Long Island School Districts: Wyandanch UFSD, Amityville UFSD, Baldwin SD, Three Village CSD, Huntington UFSD and South Huntington UFSD, as well as other community partners to:

- Develop an innovative, supportive pathway for teacher aides and teaching assistants to become certified teachers
- Increase the diversity of the teaching force in high-need districts and schools, and
- Address teacher shortages/needs in high-need districts and high-need school

This grant provides both financial and educational supports for the eligible Teacher Assistants and/or Teacher Aides (TAs) candidates listed below.

Congratulations to the following students and welcome to OW!

Anthony Bolden
Veronica Bryant
Sylvia Cromartie
Syslande Destra
Sandra Diaz
Nerissa Duncan
Maria Gerard
Barbara Haynes
Yolanda Holder
Danielle Howard
Joanna Hubbard
Rodney Jones
Makeba McCain
Olga Nieves
Marleny Pulido
Kristine Yanza



SUNY OLD WESTBURY
*Regional Center for Autism
Spectrum Disorders*

The Regional Center for Autism Spectrum Disorder at Old Westbury (RCASD Old Westbury) is a university affiliated resource center that brings research and practice together in community settings. The RCASD Old Westbury provides evidence-based training and support to families and professionals, and through ongoing research, contributes knowledge to the field of autism spectrum disorders.

Established in 2012, RCASD Old Westbury provides high quality educational resources to individuals and families affected by autism, and to school personnel and community providers. The RCASD at Old Westbury functions with an overarching goal of identifying, disseminating, and assisting in the implementation of practices to build capacity to improve services and outcomes for children and youth with Autism Spectrum Disorder. As a partner of six university-affiliated programs across New York State, the RCASD at Old Westbury is part of a regional model approach demonstrated to be a successful paradigm around the nation for providing services and resources to families and professionals across the state that may not had access to evidence-supported, cost-effective services in the past. For additional information about the RCASD programs, visit: www.owautism.com.



SOE SUPPORTS

SOE'S 'WRITE-ON' GROUP

EVERY 3RD FRIDAY OF EACH MONTH
9:30A.M. TO NOON
VIA ZOOM

Come write with us...

You can work on your individual manuscript:

You can join us to brainstorm ideas and create a project and/or manuscript, OR

You can join us to grade your papers.

Looking forward to seeing all available faculty!




INTRODUCING ...

MONTHLY SIP & CHATS WITH YOUR ACTING DEAN

FOR ALL SOE UNDERGRADUATE STUDENTS, GRADUATE STUDENTS, AND ADJUNCTS

VIA ZOOM
TIME: (TBA)

The purpose of these conversations is to keep us all connected. Questions and concerns will be addressed. Looking forward to seeing you all!



55 DAY CHALLENGE

SOE'S SCHOLARSHIP CAMPAIGN



WE HAVE ALWAYS BEEN COMMITTED AND DEDICATED TO OUR STUDENTS; HOWEVER, NOW MORE THAN EVER IT IS TIME FOR US TO CONTINUE TO OFFER WHATEVER FINANCIAL SUPPORT WE CAN TO OUR STUDENTS. WE ARE AWARE OF THE IMPACTS OF FINANCIAL BURDENS ON STUDENTS' ACADEMIC PERFORMANCE ESPECIALLY DURING THESE UNPRECEDENTED COVID-19 TIMES, SO LET'S CONTINUE TO CREATE A LEVEL PLAYING FIELD FOR ALL SOE STUDENTS SO THEY CAN CONTINUE TO STRIVE FOR SUCCESS!

ALL THE MONIES RAISED WILL GO DIRECTLY TO A SOE STUDENTS' SCHOLARSHIP FUND AND OTHER SERVICES RELATED TO OUR STUDENTS. \$55 FROM EACH SOE FACULTY, ADJUNCT, AND STAFF WILL GO A LONG WAY FOR OUR STUDENTS. SO PLEASE CLICK THE LINK BELOW AND SUPPORT THE SOE'S TEAM PAGE - PANTHER PEER-TO-PEER SCHOLARSHIP CHAMPAIGN (55 DAY CHALLENGE)!

[HTTPS://P2P.OWCFUNDATION.ORG/SECURE/FUNDRAISER/OTM3MTE=/50890](https://p2p.owcfoundation.org/secure/fundraiser/otm3mte=/50890)



55 Day Challenge

Check out by School of Education, supporting 55 Day Challenge by Old Westbury College Foundation, Inc. here...



UPCOMING MEETINGS

Faculty Meetings

SCHOOL OF EDUCATION



BE THERE!

September 4, 2020, 10:00 a.m.

October 2, 2020, 10:00 a.m.

November 6, 2020, 10:00 a.m.

December 4, 2020, 10:00 a.m.

NEWSLETTER BROUGHT TO YOU
BY

Kristin Roemer

DESIGNER & CREATOR

EDITORS: DR. SUKHRAM & DR. MORPHIS

