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Editors’ Note

THE EDUCATION FORUM

Celebrating 40 Years of the School of Education, New York Campus

“My smile is more than a reaction to a colorful greeting; it is the celebration of being recognized as a teacher.”
—John Mooney pg. 3

SOE Represented at Yale Global Educators Conference

Professor James Reed, undergraduate Eboni Mason, Dr. Kathryn De Lawter, Dr. Sonja de Groot Kim and Professor Sharon Medow at Yale University for the Global Educators Conference.

By Dr. Kathryn De Lawter, Professor Sharon Medow & Dr. Sonja de Groot Kim

Four School of Education faculty members and an undergraduate student from the Pace New York Campus participated in the day-long Global Educators Conference at the Yale University Law School on September 24, 2005.

The conference was sponsored by Americans for Informed Democracy, a student organization promoting global awareness. Their initiative is to bring K-12 teachers and university students and faculty together to learn about the latest, cutting-edge global education resources, and how to integrate global issues into classroom instruction.

There was a presentation by Dr. Bonnie Jenkins, a Ford Foundation program officer on United States Foreign and Security Policy. Dr. Kimberly Hamilton provided a keynote address touching on program planning, human, women’s and children’s rights, and issues of international migration.

Educators and students from neighboring states and across institutional boundaries joined in voicing their concerns for how students’ needs are met and how global perspectives can be taught. Several teacher education students from Mount Holyoke shared their personal and transformative experiences student teaching in a South African township. Their expressions of commitment to teaching were riveting. They emphasized how their understanding of global awareness will forever impact how they teach.

Pace students who are interested in joining this exciting, ongoing conversation and movement towards global understanding are encouraged to contact organizers Seth Green, Allynn Lodge, and Sarah Bush at www.aidemocracy.org.
In Their Own Words—Introducing New Faces in the SOE

Over the course of the year, we look forward to bringing you personal statements from new members of the Pace New York School of Education faculty and staff. This month, we were pleased to speak with Professor Samantha Feinman and Dr. Sonia Murrow. —Eds.

Professor Samantha Feinman

I joined the SOE as an adjunct in January of this year and became a full-time faculty member in September. I received my BS in Speech Pathology and Audiology, with a minor in Psychology of the Exceptional Child, from SUNY Cortland, and my Master’s in Special Education from the Competencies in Autism for Special Educators (CASE) program at Long Island University/CW Post. My future educational plans include a doctoral program focusing on learning processes at CUNY, Queens College.

Recently, I’ve designed and taught in a classroom for students with autism and severe behavioral disorders for the Nassau County public school system, while offering a variety of professional development courses. I also prepared a paper which I presented at the Northeastern Educational Research Association Conference in mid-October, providing an overview of collaborative action research, and its usefulness to the decision making process in special education.

I was attracted to Pace because if its dedication to making a difference in the lives of New York City public school students. I like to think of myself as a problem solver, and am excited to be a part of the solution. I firmly believe that Pace is, and will continue to be, a leader in teacher training—especially in the area of Special Education. I hope my dedication to high-quality education for students with special needs will be an asset to the Pace community and its mission of Opportunitas.

Dr. Sonia Murrow

Hello! It is my pleasure to have this opportunity to introduce myself to everyone in the Pace University School of Education. I am an Assistant Professor of Social Foundations and Secondary Education (Social Studies) on the New York campus.

Since 1988, I have been actively involved in secondary education as a middle and high school social studies teacher, an administrator of educational programs, and a teacher-educator. For four years, I served as Assistant Professor of Urban Education at Long Island University. During that time, I taught undergraduate and graduate social foundations, curriculum and methods, and an interdisciplinary seminar in the College of Arts and Sciences, supervised student teachers and ran on-site seminars in Brooklyn and Manhattan public schools. I also had the wonderful opportunity to teach students enrolled in the New York City Teaching Fellows Program.

Teaching teachers since 1994 has enabled me to continue to develop my own teaching practice, and to remain closely connected to the interests and concerns of my education students. My ongoing work in schools has allowed me to keep abreast of new and innovative programs, and reform developments in the New York City public schools.

While doing doctoral research in the History of American Education and Culture at NYU, I explored my interest in and commitment to curriculum development, history, the foundations of education, and the preparation of teacher/leaders. My dissertation included a case study-based curricular

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By Carol Hafer

I recommend *The Curious Incident of the Dog in the Night-Time* by Mark Haddon to all of my colleagues in the SOE. This fiction book is written from the point of view of an autistic teenager, and tells about the boy’s attempts to find out who killed his neighbor’s poodle with a pitchfork. The novel has been on the New York Times Best Seller list for months, and has received numerous prestigious awards, with good reason—it is extremely well written and thoroughly engaging. Especially relevant for SOE students, the story gives us a glimpse into the workings of the mind of a remarkable young man, and tells of his special relationship with one of his teachers.

With no background or experience with autism, I asked Dr. Dianne Zager, Pace Professor of Education and an expert in this subject, what she thought about the book. “This is an excellent book and a great read,” she said, “Overall, it is quite authentic in its representation of autism. What we can learn from it [is that] persons with autism are complex, and have emotions and sensitivities that are difficult for them to articulate.”

*The Curious Incident of the Dog in the Night-Time* should be required reading for all students. It’s a quick read that you’ll enjoy, while gaining some important insights.

Carol Hafer is a graduate student in childhood education, and an editor for the Forum.

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**NEW FEATURE!**

**Book Recommendation:**

*The Curious Incident of the Dog in the Night-Time*

By Carol Hafer

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**Exploring Life and Times at PHS**

By John Mooney

“What’s poppin’ Teacher?” I can’t help but smile, returning the greeting of a student as I walk through Grand Park in Chinatown, eager to enter I.S. 131, the home of Pace High School. PHS is located on 100 Hester Street in the shadows of the Manhattan Bridge, a short walk from Pace University.

My smile is more than a reaction to a colorful greeting; it is the celebration of being recognized as a teacher. Being a career-changer, I found it difficult to envision myself as a fully integrated member of a high school community. I stood face-to-face with the hard, daunting reality of transition. As a graduate intern at PHS I have been afforded an opportunity that softens the edges of my transition into teaching by blurring the lines between my role as a student and as a teacher. I no longer experience a disconnection from my coursework and can easily see myself as a teacher, as do the students.

The relationship forged between University and High School not only emphasizes teaching from both a practical and theoretical perspective, but also enhances the accessibility to higher education for these high school students. By providing the opportunity to utilize University facilities and resources, Pace softens the edges of the hard reality of transition for these students as well, blurring the lines between high school and college. These NYC public high school students no longer experience a disconnection from higher learning and can easily see themselves as college students, as can I.

*Opportunitas.* The motto of Pace University has been the guiding force of a learning community with a long-standing tradition of providing accessibility and opportunity to those who range widely in age, ethnicity, socio-economic background and academic preparation.

Now, nearly a century since its founding, Pace University extends this opportunity further with the inclusion of Pace High School into the Pace community. On behalf of the members of PHS, I would like to say, “Thank You,” and invite you to come by and see, “What’s poppin’.”

John Mooney is a graduate student studying secondary education.

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“One day, I pulled out a drawer filled with these excuse notes that the kids had handed in, most of which they had written themselves. And I started reading them, and I realized, this is a treasure trove! These kids who whine and moan about having to write something, when it came to writing excuse notes they were brilliant! And I started having them write excuse notes for various historical figures... had ‘em write an excuse note from Adam and Eve to God explaining their actions.”

—Frank McCourt, Author, Teacher Man, interviewed on The Leonard Lopate Show, WNYC radio, 93.9fm/am820 (Oct 20, 2005)
**OPPORTUNITAS**


“Inside the Actor’s Studio” at the Michael Shimmel Center, Pace NY. Tapings for the Bravo Network show now at its new home at Pace downtown. Limited number of tickets available to Pace students and staff with valid ID. This season includes: Matthew Broderick, Dave Chappelle, & Queen Latifah. Visit the Cultural Affairs Events Calendar at Pace.edu for ticket information, dates and times.

“Global Shoes” at the Brooklyn Children’s Museum. Schedule school groups at (718) 735-4400, ext. 118.

**KUDOS!**


- Teacher Opportunity Corps students Rachel King and April McCarthy have been chosen as 2005 Rockefeller Brothers Fellows, a select group of 25 students nationwide that includes members from Dartmouth, Duke, Swarthmore and the University of Chicago. Congratulations!

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My current research agenda is three-fold. First, I am contributing to the field of the social foundations of education through research and writing that examines the role and relevance of history to teacher knowledge and decision-making. Second, I am researching and writing on the teaching of the social foundations in teacher education. Finally, I am continuing to develop practices relevant to supporting pre-service and in-service teachers in their own classroom practice. These three areas, -- investigating history’s role in teacher education, the teaching of the social foundations in teacher education, and the development and pursuit of best practices in secondary teaching and learning -- have been the focus of my work since before I graduated from my doctoral program in 2000. Since joining the Pace faculty in June 2005, I have developed curriculum for and taught in the summer Teaching Fellows program, and am currently teaching Reflective Seminar and the TFA Saturdays courses. I look forward to getting involved in work at Pace High School and in other venues where I can support teachers and their mentors in ways that promote excellence in teaching and learning. I am excited to have the opportunity to continue my work with pre-service and in-service teachers, both in the classroom and in the field, in the critical task of preparing competent, professional, and sensitive teachers for all students. This is work I engage in with enthusiasm and a sense of purpose.