The semester seems a good time to look at the School of Education theme. That theme, *educators are reflective professionals who promote justice, create caring classroom communities, and enable all students to be successful learners*, has four parts. Over this school year, I’ll be writing about the different parts of this theme in the newsletter. In this issue, I’d like to look first at the phrase, *educators are reflective professionals*. When we in the School of Education speak of reflective professionals, we are referring to educators who appreciate the continuity between theory and practice, who seek to understand themselves in relation to others as part of an evolving historical process, who are able to take multiple perspectives, and who are self-conscious about their own learning strengths and weaknesses. These educators reflect upon the ideological assumptions and sociological power structures underlying classroom interactions, they inquire into ethical criteria related to classroom practice, and they exchange knowledge and skills within a community of practitioners. Our understanding of this term is enhanced by the work of bell hooks [1994], Maxine Greene [1988], Deborah Meier [1995], Nel Noddings [1995], and Donald Schon [1983], among others.

The School of Education faculty try in all of our courses to foster reflection in our students. We regularly ask you to look at situations from a variety of perspectives, to think about your own learning as a guide to understanding students, to translate theory into practice, to listen to and learn from others and to share your own understandings. The goal of asking you to be reflective in the university classroom is for you then to reflect on your practice once you are in your own classroom. Reflection is not always our natural response to situations. Our ability to reflect grows and deepens with practice. To become reflective professionals, we need opportunities to inculcate the skills of reflection into our daily lives. As the semester comes to an end, I hope you will look back on your experiences and practice a bit of meta-reflection. Are there changes in your behavior or your thinking that can be traced to your deepening skills as a reflective professional. I hope you all can answer that question in the affirmative.

All of the faculty and staff join me in wishing all of our students a joyous and restful winter break and a peaceful New Year.

Rita Silverman, Chairperson
Department of Education
Professor Xiao-lei Wang Publishes Article and Plans China Study Trip

Dr. Xiao-lei Wang, Associate Professor in the Department of Education has recently published an article entitled "Variations of Maternal Support in Chinese and American Indian Families: Implications for Early Childhood Educators." The article appears in the International Journal of Early Childhood (Volume 34, No. 1). Dr. Wang presents a study that aims to help early childhood educators understand the cultural context in early language and literacy development. It examines how mothers in Chinese and American Indian families support their young children's emergent literacy development during everyday interactions. The findings of this study echo the scholarship of Watahomigie et al. who note that: "There is no single, uniform literacy; no one, straight-line path to literacy; nor is the literacy club open only to a privileged few. Instead, there are multiple illiteracies, many paths, and a variety of ways for children to acquire and use their literacy potential."

Dr. Wang has also been engaged recently in submitting a grant proposal "Broadening the Horizon of Suburban Teachers: A Summer Curriculum Development Study in China" to the US Department of Education/Fulbright-Hays Foundation. This grant proposes to bring a group of fourteen teachers from Westchester public schools and Pace University to China in the summer of 2003 for a curriculum study trip. During the trip, the participants will attend thirty seminars given by some of China's leading scholars, visit schools and historical sites, and interact with people from all walks of life. Building on their experiences the group is expected 1) to create a video curriculum resource center on China; 2) to create a curriculum information website on China, and 3) to publish a peer-reviewed book "Bring China to Your Classroom: Unit Lesson Plans on Topics Related to China."

(Last summer Dr. Wang was a Fulbright Scholar. She took New York City Teachers, Pace faculty and students to China for a four week study trip. The article below gives the viewpoint of one trip participant.)

China Study Trip -“One Of The Best Experiences Of My Life”
says Michael Salmore Pace 2002

In the summer of 2001, Dr. Wang led a small group of educators on a trip through China. Expectations were high from the outset. This was not to be a vacation; it would be hard work. After making preparations the group set out on their four week adventure.

The group traveled through much of China, attending over twenty seminars on the Chinese Education System. They also had a chance to do classroom observation where they witnessed the Chinese method of education with its total emphasis on modeling. At first the group was disturbed by this method’s lack of encouragement of creativity, but they soon came to understand that in a society of 1.2 Billion where workers are needed to perform small, repetitive tasks, this type of education is most effective.

Michael reveals his personal highlights," The people of China are some of the most giving, friendly, hospitable people I've ever experienced.” The group got to witness authentic generosity when invited into the mud huts of these workers and treated to the most special feasts they were capable of preparing. They also witnessed the high value the Chinese place on the our language when visiting a small town where an impromptu crowd of 1000 gathered for the opportunity to converse in English.

Michael helped in writing up the findings of the trip and has been integrating some of his findings on pollution into his Earth Science classroom.
My First Year as a Third Grade Teacher

By Patricia Huerster, Pace 2001

My first year of teaching is behind me now, but I revisit it frequently in my memory. As a graduate of the Pace MST program, I came late to teaching, after working as an editor, a procedures writer, a freelancer, and a mother. Teaching was, for me, an opportunity to combine all of my experiences with language and children in a setting that demanded intelligence, curiosity, creativity, energy, and enthusiasm. It was a chance to make a difference in our society. As a first-year teacher I drew on all my resources to create a classroom for my third-graders that would inspire them. Looking back, I can see where I succeeded, but I can also remember the difficulties and mistakes.

Trying to anticipate the coming academic year, I spent the summer reading children’s books, making manipulatives, charts, lesson plans, and floor plans. I scrubbed the desks, bought fabric for the bulletin boards (on the advice of a more experienced teacher who told me it lasts better than paper and doesn’t fade), and worried! What if my students didn’t recognize me and didn’t know to line up in front of me on the first day of school? What if they didn’t listen to me? What if I talked so fast that none of them could understand me? What if nobody raised a hand? What if the parents didn’t want their kids to have “the new teacher” in the school? What if my colleagues were too busy to help me when I got stuck? What if . . . You get the idea! Fortunately, the kids, parents, and teachers in my school were wonderful, and the principal in my building was supportive and flexible. Several of my colleagues in the district were graduates of the Pace MST program, so many of the activities encouraged in our methods classes were already commonplace in my school.

The hardest part of the first year was learning to juggle everything (the needs of 20 different children in four different subjects), assess the students accurately and consistently, maintain the physical order of my classroom, and balance my literacy program appropriately. I often found that I had planned a great unit on math, but a less interesting unit on science, or vice versa. I suspect that with time and experience, a teacher can build up a library of successful activities and units so that it becomes easier to keep all the balls in the air. For the first year, however, when everything is new and being built “from scratch,” it is quite a challenge!

In my classroom, I tried to implement as much of what I had learned at Pace as I could. I helped my students create a community in which they could take risks, be wrong, and celebrate success. I read to the students daily from a wide range of materials and made sure we observed D.E.A.R. (“Drop Everything And Read”) time religiously. My students wrote daily and shared their writing with their classmates. They responded to literature by writing, by acting out scenes, by debating, and by drawing. We played games to learn and reinforce math concepts, we explored individual interests within the social studies curriculum, and we participated in hands-on science activities. All of these activities helped my children develop their academic skills and knowledge and simultaneously built their sense of themselves as active learners.

Of course the best part of teaching was the students! Each and every one of the students in my class has a very special place in my heart, and when I review the year, I recall the smiles of each student and can’t wait to start all over again!

(Trish was a leave replacement in Pelham last year who is now out on maternity herself.)
Attention: Undergraduate and Graduate Students

December 2002

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- The next LAST AND ATS-W Exams will be given on March 1 and May 10, 2003. The deadline for regular registration for the March exam is January 17. Please pick up a registration bulletin at Buchsbaum House or go to www.nystce.inesinc.com for information about registration and application deadlines. Delay can cost time and money!

MEET THE LEADERS

- On Wednesday December 4th President Caputo hosts open house at Choate House 12:00-1:30 p.m.
- On Tuesday December 17 Dean Jan McDonald hosts her monthly online chat
- On Wednesday December 18th President Caputo hosts on-line discussion 12:30-1:30 p.m.

- A Child Abuse Identification and Reporting workshop will be given at Putnam/Northern Westchester BOCES Yorktown Heights in the School Services Bldg, North Conference on Wednesday December 11 from 4:30–7:30 p.m.
  Fee: $45.00 Pre-registration is required! (see p. 6 for additional options)

  COMPLETION OF THESE WORKSHOPS IS MANDATORY FOR CERTIFICATION

- A Violence Prevention Training Workshop will be given at Putnam/Northern Westchester BOCES Yorktown Heights in the School Services Bldg, West Conference on Monday, December 16 from 3:45–6:00 p.m.
  Fee: $35.00 Pre-registration is required!

- Spring semester begins January 21, 2003. Check on-line for schedule changes and register soon for best course selection!

Apply to Graduate Now

All students wishing to graduate in January, June or September 2003 MUST complete a graduation application as soon as possible.

Graduate Students may pick them up in the Graduate Registrar's Office located at #1 Martine Avenue White Plains, NY or the SARS office on the Pleasantville campus in the Administrative Center.

Undergraduate students should visit the SARS office on the Pleasantville campus to fill out this short application.
Dean MacDonald of School of Education Hosts On-line Chat

Beginning last month, Dean Jan McDonald, the Dean of the School of Education began hosting a monthly on-line chat. You are invited to join Dean McDonald for these on-line discussions. Students, faculty, staff and alumnae/i are encouraged to log on and take part.

You may raise any question, issue or concern with Dean McDonald, as well as share your ideas and suggestions. In order to join in the conversation, follow the link for the discussion that will appear on the Pace home page the day of the chat.

Chat’s for the rest of this calendar year are as follows:

Tuesday December 17th  3:35 - 4:30 PM  
(Common Hour)

GO TO THE PACE HOME PAGE AND CLICK ON THE "CHAT" ANNOUNCEMENT. FOLLOW INSTRUCTIONS AS PROMPTED AND BEGIN CHATTING

(or goto  http://irc.pace.edu)

MEET OUR UNIVERSITY LEADERS!

University President Caputo Holds Open Hours on Pleasantville Campus and On-Line Discussion

PRESIDENT CAPUTO’S FALL 2002 OPEN HOURS

Wednesday, December 4 - 12:00-1:30 p.m.
Choate House - Pleasantville campus

All members of the Pace community -- faculty, students, staff and alumni -- are invited to come by during the President’s Open Hours to discuss any issue or concern with President Caputo. No appointment is necessary but please try to come early.

PRESIDENT CAPUTO’S FALL 2002 ONLINE DISCUSSIONS

Wednesday, December 18 - 12:30-1:15 p.m.

Your comments, suggestions and ideas are welcome! In order to join us in the conversation, follow the link for the discussion that will appear on the Pace Web page the day of the chat. Instructions for participation in the online discussion are located at www.pace.edu/chatdirections.html.
Pace University has partnered with The New York Times to provide electronic copies of the newspaper to the Pace University community. The online version is available Monday through Friday during the Fall and Spring semesters and is a .pdf replica of the New York City edition including all features and advertisements. A special feature of this partnership is the "Rights and Permissions Site License" which gives faculty and staff use of The New York Times materials for reprinting articles for classroom distribution.

For steps to install the NewsStand reader and view the online version of The New York Times, go to: www.pace.edu/cit/nytimes

At this site, you will find instructions to walk you through the NewsStand reader installation, as well as the steps for subsequent downloads of the paper. If after installing The New York Times NewsStand reader, you have difficulty navigating the online paper or would like tips on incorporating the online version in your classes, send email to: cit@pace.edu.

Note: The minimum requirements for obtaining the online version are:
Windows 95 (with Winsock 2) or higher, Acrobat Reader 4 or higher, Internet Explorer 5 or higher
Also, prior to installing the NewsStand reader, you must send email from your Pace email account to doit@pace.edu requesting authentication information for installing The New York Times NewsStand reader. You will receive a reply to your Pace email account within 24-48 hours. You must have the authentication information to complete installation.
Questions on the download or installation? Call DoIT’s Customer Support Center at ext. 3648 or via email to doit@pace.edu.

The New York State Education Department offers distance-learning options to satisfy the Child Abuse Identification Reporting Requirement (see http://www.op.nysed.gov/caproviders.htm)

The following have been approved to provide a distance learning option that will satisfy the requirement:
Center for Human Growth, 550 Washington Avenue, Albany, NY 12203, 518-426-4055, video tape.
New York State Nurses Association, 11 Cornell Road, Latham, NY 12189, 518-782-9400, Provided for: All Professions, courses available online and via mail-order.
National League for Nursing, Test Service Order Department, 61 Broadway, 33rd floor, New York, NY 10006, 1-800-669-9656 (ext. 1) or 212-363-5555, Audiotape
New York Society for the Prevention of Cruelty to Children, 161 William Street, 12th floor, New York, NY 10038, 1-800-447-7220 or 212-233-5500, Reading material
United Federation of Teachers, 260 Park Avenue, New York, NY 10010, Internet - NYC teachers
Fordham University, 309 Neperan Road, Tarrytown, NY 10591, (914) 332-6020, Internet

Jessica Metzler, who received her MST in Secondary Education in 2002 has informed us that she has accepted a teaching position at J149 in District 7 in New York City. Congratulations, Jessica!

Happy Holidays!