All of the faculty and staff wish you a warm welcome to campus for the Spring, 2003 semester during what has been a very chilly winter. As the semester gets underway, we look forward to the energy that new and returning students bring to campus and to Buchsbaum House and the School of Education courses. We have started the semester with temperatures in the single digits and snow on the ground; we know that it will end with longer days and warm weather. Between those two weather extremes we anticipate an exciting semester of coursework.

In the last newsletter, I discussed the “reflective professional” aspect of the School of Education theme, Educators are reflective professionals who promote justice, created caring classroom communities, and enable all students to be successful learners. In this newsletter, I’d like to focus on the “justice” aspect of the theme. Our understanding of the term leads us to a commitment to prepare educators who will promote justice. Educators who promote justice challenge inequities in legal protection, unfair distribution of material resources, disparities in access to opportunities and imbalances between and among individuals’ rights and society’s needs. They have a critical understanding of the social, historical and political contexts in which they teach. They recognize that inequities have been both incorporated into schools and challenged within them. They ensure that school policies and their own practices contribute to a distribution of academic achievement that is not determined by gender, social class, race, ethnicity, sexual orientation or disability. They prepare students to understand global justice issues as well the inequities in our society and to act on their conclusions. Educators who promote justice recognize that creating a more just society can never be accomplished in schools alone. Therefore, they actively participate in social movements and see their efforts in schools as contributing to them. Our understandings are enhanced and enriched by the work of Anyon, 1997; Casey, 1993; Cochran-Smith, 1997; Fine and Weis, 1998; Giroux, 1988; Kozol, 1991; 2000; Oakes, 1997; Rist, 1970; Weiler, 1988; Weis, 1985; among others.

Occasionally in our courses, students will ask why we don’t offer an alternative point of view to the work of Kozol, or Oakes and Lipton, or Delpit, for example, particularly since we emphasize the importance of teachers being able to see situations and dilemmas from more than a single perspective. It may be tempting to offer a tongue-in-check comment on the inappropriateness of teaching for social injustice, but that begs the question. Our purpose is to raise questions about the realities of educational policies and practices that reflect larger societal policies, policies that offer some children fewer advantages in the schools and in society at large. In discussing those sometimes difficult questions, we hope to prepare teachers who, by engaging in those discussions, take socially just positions in their classrooms and schools. This is not an easy path—it’s simpler not to challenge existing policies and practices. We challenge you to take the more difficult and more righteous path, the one that acknowledges the history of injustice and makes a commitment to change that will benefit all students.

In addition to the challenge of teaching for social justice, we encourage you to enjoy your education, to participate fully and actively in your courses, to ask your professors and your fellow students hard questions, and to have a semester of thoughtful study lightened with the joy of laughter.
In the November newsletter Professor Silverman introduced us to the cohort of students who participated in a FIPSE project and who are now teaching at PS/MS 95 in the Bronx. Two more members of the group have been good enough to share their impressions of their first months on the job. These articles were submitted in late November, 2002

ANTONELLA VITALE

This week I find myself realizing a lot of things I will do differently next year. I wish I could have anticipated all the work involved in teaching the students how to write a Document Based Query (DBQ), one of the things they need to know for the Social Studies test. I feel like I'm cramming all this information in such a short period of time. What also made it difficult is that we received helpful information on how to write a DBQ on Tuesday's staff development. But that was just a week before the test, not nearly enough time to give the students enough opportunities to practice. So, I've been thinking that next year I will start the Social Studies review in September or early October.

I've also been thinking about how we are learning to teach students writing process. So, in writing instead of teaching punctuation in an isolated two-week period, as suggested in the curriculum, I will start teaching it in September during "writerly life," a writing project that we are doing in fifth grade. Punctuation should be an ongoing study and students should learn to use it correctly in their own work, in writing that is important to them. That's so clear to me now that I'm teaching my own class.

I realize that I'm feeling very stressed out this week with report cards and the test only a few days away. I also feel the students are starting to feel the pressure too. I feel bad that I was cramming all this Social Studies in such a short period of time. But I'm learning so much about what I would do differently to start the year next year.

One good piece of news is that in December, all the fifth grade teachers have decided to do a "State Fair" when teaching the kids about the regions. This will be a fun project and will give the kids a chance to work with the other fifth grades. I'm looking forward to that and I know the kids will enjoy it. Working with the other fifth grade teachers has been such a help to me so far this year.

MICHAEL CALIFANO

Each week is going better and better. In Language Arts, we are working on the writing process. The students are allowed to do any type of writing they choose, such as memoir, personal narrative, featured article, and so on. The process starts in their writer's notebook, where they reread all their entries to see if there is something that stands out that they would like to write more about. The next step in the process is for the students to create a plan of action in their writer's notebook. The action plan consists of strategies that will help them get more information on their topic or help them write more. So, for example, they could lift a line, describe another scene, or observe.

In social studies I am continuing to cover and review from the two Social Studies textbooks that were given to me. One book is called Strategies to Success, which helps the students with map skills and other types of skills they will need for the fifth grade Social Studies test. The other book is called Primary Sources, which is exactly what the title says. In science we've started studying the solar system.

I have been starting each day with math and science Do Nows, which the children love. I'll say things like, "Who ever gets the math or science do now right gets three Califano Dollars" and to my amazement that works to get them engaged.

Here's the latest thing I'm involved with. District Ten obtained a grant from NASA for $20,000, which will enable three schools to participate in a space program, and PS/MS 95 was one of the schools chosen to participate. The district then sent a letter to the school saying they need a fifth grade teacher, the science cluster teacher, and the computer person. So the three of us went. The project is based on distance learning. There will be a video conferencing site, either in my classroom or in the computer room. We will be able to speak directly to people at NASA from our classroom. The students will be able to see the people at NASA, and the people at NASA will be able to see us. We will be having at least 5 of these sessions. The people at NASA will be giving my class a problem, which my class will have to solve within a certain period of time. During that time my class may come up with questions and other such things, which we can ask the people at NASA. This is what I understand so far. I know this will be so exciting for my class and for me, so I will gladly take on the extra work just for that reason.
Dr. Leslie Soodak, Associate Professor of Special Education is presently serving as co-editor of the disabilities area of a newly created website “launched” by Public Broadcasting System (PBS) this past fall. The website, located at www.pbsparents.org, is designed to provide information on topics such as child development, literacy, and disabilities. The website is an excellent resource for teachers as well as parents because it provides research-based information in a clear and useable format and links users to additional resources that have been reviewed by the editors.

The disabilities area is one of the options that can be selected within the “Issues and Advice” section of the website. The disabilities area, aptly titled “Inclusive Communities” is based on the philosophy that children with disabilities and their families have the right to membership in their local schools and communities, and that it is the responsibility of all community members, particularly teachers, to make sure that children with disabilities benefit from an individualized and inclusive education.

The articles that have been written or edited by Leslie Soodak for this website were carefully chosen to provide clear and accurate information about children with disabilities, the rights of children and their families, and strategies that are effective in meeting the needs of children in inclusive settings.

Currently, the website features original articles on topics such as Family Rights, Special Education Evaluation, Challenging Behavior, and Fostering Friendships. Dr. Patti Slobogin, who will be teaching a course for Pace University this spring, contributed an informative and useful article on Assistive Technology. Dr. Soodak is extremely pleased that personal stories of individuals with disabilities will also be shared on this website. A young woman with Down syndrome tells of her “Journey to Independence” in an article currently being featured on the website.

In addition to original articles, some information on the website is taken from award-winning PBS programming. This month Refrigerator Mothers, the story of how autism was initially “blamed” on mothers, is featured to remind us how damaging myths about disabilities can be to children and their families.

All students are invited to visit the pbsparents website and to share information about its contents with families of students in their classes and others interested in understanding children with disabilities.

Applications Are Now Being Accepted for Graduate Teaching Internships for the Pelham or Blind Brook school districts for the 2003-2004 School Year.

- Students who have completed an undergraduate degree in education (by June of 2003) or are in the graduate program may apply.

- A 3.0 grade point average is required for consideration for the program.

- The internship is a full year, full time commitment, five days per week for the public school year. For their time spent in the district under a mentor teacher, interns will receive an $8500 bursar credit applied toward their graduate education classes in the Fall and Spring semesters of the internship year. If interested, apply by picking up an application in Buchbaum House or by contacting Eleanore Livesey directly at elivesey@pace.edu. Interviews will be held in June.
Attention: Undergraduate and Graduate Students

Two INFORMATION SEMINARS are scheduled for those UNDERGRADUATE, GRADUATE AND EDUCATIONAL ADMINISTRATION STUDENTS WHO ARE SCHEDULED TO GRADUATE IN JUNE 2003:

A CAREER SEARCH SEMINAR is scheduled for Tuesday, February 25, 2003 in Butcher Suite from 4:00 to 6:00 p.m. At this time the Office of Career Services will provide information about the wide-range of services that they provide to Pace students. In addition, a Director of Personnel from a local school district will speak about the “To Dos and How Tos” of getting a teaching position.

A CERTIFICATION SEMINAR will take place on Wednesday, April 29, 2003 in Butcher Suite from 4:00 to 6:00 p.m. Annjanet Woodburn, School of Education Assistant Dean will review all materials that are required for New York State Certification and will guide participants through the procedures for submitting the forms to the School of Education for processing.

The following REQUIRED SEMINAR is scheduled for those UNDERGRADUATE, GRADUATE AND EDUCATIONAL ADMINISTRATION STUDENTS WHO ARE SCHEDULED TO GRADUATE IN JUNE 2003:

New York State requires that ALL candidates for teacher and/or administrative certification receive a two-hour TRAINING IN VIOLENCE PREVENTION. On Tuesday, March 18, 2003 Dr. Carol Keyes, NYS certified trainer, will offer the training in Butcher Suite from 4:00 to 6:00 p.m. ALL graduating students are who have not previously fulfilled this requirement must therefore attend this seminar.

MST STUDENTS WHO PLAN TO STUDENT TEACH DURING THE FALL 2003 semester are REQUIRED to attend ONE of the following meetings, in Goldstein 100 on the Pleasantville Campus, where information about placements will be presented and required forms will be distributed:

Either Thursday February 13, 2003 from 12:00 to 1:00 p.m. or
Thursday, February 13, 2003 from 7:00 to 8:00 p.m.

Any questions about these events and/or any problem with attending any of these Student Teaching meetings should be addressed to Carol Corbin at 773-3884 or Maria DiSavino at 773-3881.
FEA REPORT

from Erika Balic, president

The Future Educators of America had a wonderful fall semester. We welcomed many new members who will be formally inducted in a ceremony in April. In order to be inducted into F.E.A. you need to attend at least three events. I am pleased to say that many of our new members have already done so.

In November F.E.A. co-sponsored a trip to see the Broadway show UrineTown, which was a huge success. We also provided information sessions with Linda Hamell and Career Services. F.E.A. participated in homecoming and we raised money through our bake sale. The money we raised will be used towards the induction ceremony in the spring.

The Future Educators of America hope that the spring semester will be as successful as the fall semester. Some of the highlights of our spring planning include a trip to see the Broadway show Aida on Saturday, February 8th and a weekend getaway to Montreal from Friday, April 4th to Sunday, April 6th. Additional spring programming includes information sessions on special education and teacher examinations. We are always open to new ideas and suggestions, so please e-mail F.E.A. if you have something that you would like us to sponsor. We also recommend that everyone go to the Club Fair on Wednesday, January 29th at 12:20 in the Campus Center. It is a great way to meet the executive board members of F.E.A. as well as to see what other organizations exist at Pace. Our spring semester opening party will take place on February 4th in Butcher Suite and we hope to see you there!

The meetings for the spring semester are on the following Tuesdays at 3:30 in Conference Room CD (in the Kessel Campus Center): February 4th (Butcher Suite) February 11, February 25, March 18, March 25, April 8, April 22.

For more information about the Future Educators of America please e-mail Future_Educators_10570@hotmail.com.

STUDENT TEACHING: LEARNING NAMES
by Catherine M. Oliverio

As a Pace Intern, I began student teaching at Pelham Memorial Middle/High School the first week in December 2002. Excitement overpowered me as I embarked on a new career after 23 years in the corporate world. In my first week, I wondered if I broke a record since I learned 123 student names and substituted on my 2nd and 4th days, actually making a salary for those 2 days. I truly amazed my mentor teachers and students with my ability in learning names rapidly.

Chelsea, one of my 8th grade students, exclaimed, “I can’t believe you know our names. Some of our teachers don’t even know our names yet!” One other student, Ian, asked, “Do you study our names by the seats we sit in?” I replied, “No, I can’t do that since you moved around today.”

I let everyone in on my secret and I will let you, too. At the beginning of each new class, I introduce myself and go around asking students to give me their names and an interest and/or hobby of theirs. I write their names and ask for spelling clarification, if needed. All the while I am making eye contact, and in some instances, I move around the classroom to individual desks. Each student has something we can all make an association with so that is what I am doing with my little aside conversations. As I co-teach with my mentor teacher, I am working on my mental notes of the students and studying names; and by the end of the class, I rattle off all of the names.

The biggest challenge is remembering the names while out in the school corridors. When I see a familiar face, I retrieve my student memory bank and say, “Hi, Lily. It is Lily, right?” When I see that smile come across that I was correct, it makes me even more aware of how important it is to remember names. We all know that remembering names is most important to gain the respect of anyone, but to gain the respect of a student that first day is so rewarding. I guess working these past 23 years prepared me for my new social interactions in the school environment. Learning names is number one priority for me.

(See bottom of page 5 for information on qualifying for one of these internships.)
Beginning last semester, 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.

**Chats for the spring semester will be held as follows:**

- Wednesday February 19th - 12:10-1:15 p.m.
- Monday March 3rd - 5:00-6:00 p.m.
- Tuesday April 8th – 3:35-4:30 p.m.
- Wednesday May 7th - 12:10-1:15 p.m.

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

(or go to http://irc.pace.edu)

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**THE SCHOOL OF EDUCATION ORGANIZATIONS**

**THE SPOTLIGHT IS ON PHI DELTA KAPPA**

Phi Delta Kappa is an international organization for men and women who are professionals in the field of Education. The Pace University School of Education's Phi Delta Kappa chapter is one of 660 located throughout the world, with an estimated worldwide enrollment of 117,000.

The purpose and mission of the organization is to stimulate the professional growth of members and to provide members the opportunity to participate in critical and relevant issues facing education today through research, publications, and professional development services. Phi Delta Kappa also sponsors an educational foundation, which offers scholarships, seminars, institutes and publications, including the well-respected monthly journal Phi Delta Kappan. To be eligible for membership applicants must be either baccalaureate degree holders who currently work in the field of education in some capacity, graduate students in education or undergraduate seniors who have completed their student teaching. For information about Phi Delta Kappa contact Dr. David Avdul at 212-346-1603 or reach PDK online at education@pace.edu.

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**Erika Balic,** a junior in our education program and Future Educators of America President, has been named "Student of the Month" here at Pace. Congratulations Erika!
The New York State Education Department offers distance-learning options to satisfy the Child Abuse Identification Reporting Requirement. 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.

SEE WEBSITE FOR ADDITIONAL OPTIONS! http://www.op.nysed.gov/caproviders.htm

The New York State Teacher Certification Examinations program consists of the:

- Liberal Arts and Sciences Test (LAST),
- Elementary and Secondary Assessment of Teaching Skills–Written (ATS–W),
- Content Specialty Tests (CSTs),

The purpose of these examinations is to ensure that certified teachers have the knowledge and skills that are important to be teacher in New York State public schools. The three tests are mandatory for provisional certification.

The next two test dates are:
- March 1, 2003
- May 10, 2003

On-campus training session for the LAST and the ATS-W will be held on Saturday February 22, 2003. Call 773-3979 for more information.

Go to www.nystce.nesinc.com to learn more about:
- Test dates
- Application deadlines
- Internet registration

Curriculum & Instruction students wishing to take the Comprehensive Project should contact Ann Collins 773 3829 ASAP.

This newsletter has been edited by Judy Kadish. Any questions about this issue or upcoming ones can be directed to the School of Education at Buchsbaum in Pleasantville or to Judy at Kadishfam@aol.com.

Thank you to all who have contributed to this issue.

We welcome all student, faculty and alumni contributions to upcoming issues.
# School Of Education
## Telephone, E-mail and Fax Directory

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<tr>
<th><strong>Dean's Office</strong></th>
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