Getting to Know Our New Assistant Dean, Annjanet Woodburn

The Pace University Department of Education is fortunate to welcome Annjanet Woodburn as its new Assistant Dean. Ms. Woodburn comes to us from her most recent position at Lehman College where she was the Certification Officer and Student Support Coordinator. She was also instrumental in Lehman’s recent successful NCATE review.

Since arriving on the Pleasantville campus in June, Asst. Dean Woodburn has taken on numerous responsibilities including those of Certification Officer, Coordinator of Student Database development, Teaching Academy Coordinator, student and program tracking as well as various compliance, registration and liaison duties. Finally, she will have substantial involvement in preparing Pace for its NCATE (National Accreditation) review, which is scheduled for the fall of 2004.

Much has already been done in preparation for the NCATE visit. There have been many additions to the faculty and the SOE is still looking for more highly qualified instructors in the areas of special and elementary education as well as in educational technology. Asst. Dean Woodburn sees her biggest challenge in this preparation in “setting measurable and assessable outcomes of all programs.” Some of you may have noticed the effort to meet this challenge in the way many of the course syllabi have changed this Fall. With Asst. Dean Woodburn “helping to bring the Pace Program to the next level” a positive outcome of the visit can be anticipated.

With this heavy administrative load, Asst. Dean Woodburn has little time for the student contact she so enjoyed in the past. So stop by her office, now on the second floor of Buchsbaum. This people person is sure to greet you with a smile.

Preparing Preservice Teachers to Meet the Needs of Urban Students

Early News: My First Month of Teaching

A Calendar of important dates for all 2003 Graduates

Student Voices by Erika Balic

Pace Undergraduate

School of Education Bulletin Board

Critical Issues in Education: School Vouchers

The second article in a series based on Professor Mary Rose McCarthy’s new book

If your children attended a school in which most of the students scored below the state average on standardized tests, what could you do? What if they were enrolled in a school where there were few certified teachers, overcrowded classrooms, few computers, little lab equipment and not enough books or other supplies? Could you find a way to get them the education they needed? If you were unhappy with your child’s school because the curriculum was not rigorous enough or because it violated your beliefs and values, how can you remedy the situation? At the moment, there are very few options and, depending on a family’s income, those choices become even more limited.

Some parents who face this challenge have joined forces with other Americans who believe that the best way to provide better education for all our children is by treating schools the way we treat businesses—by allowing them to compete in a free and open marketplace. This

... (continued on page 5)
Preparation of Preservice Teachers to Meet the Needs of Urban Students

Professor Rita Silverman, Dept. Of Education Chair reports

In August, 1998 Pace University’s School of Education was awarded a three-year grant [extended to four years during year 3] from the Fund for the Improvement of Post Secondary Education [FIPSE] to develop a Professional Development School [PDS] to address one of the most pressing needs in the current urban school crisis: the preparation of preservice teachers to work willingly and successfully in urban settings. Year 1 of the grant was spent in preparation. An urban school was identified [PS/MS 95 in District 10 in the Bronx], freshman students who had declared Elementary Education as their major were invited to monthly seminars, and monthly meetings were held at PS/MS 95 with faculty to enlist Mentor Teachers and to begin the collaboration process required for a successful PDS. The PDS structure, based on the existing PDS model at Pace, called for students to spend three years, beginning their sophomore year, as Apprentice Teachers in the same school with the same Mentor Teachers, supported by a Pace University Clinical faculty member in the schools with the students for two days a week.

The cohort of students participating in the FIPSE project included all of the sophomore students majoring in elementary education at the start of the fall, 1999 semester. Those twenty-two students took their first course in the School of Education and began their PDS work at PS/MS 95 in September 1999. Although some students were concerned that their PDS placement was in the Bronx rather than Westchester, sixteen of the original twenty-two students completed their PDS program at PS/MS 95 and successfully student taught in the spring of 2002. These students graduated in May 2002.

All of us in the School of Education are pleased that 75% of the original cohort finished their PDS experience at PS/MS 95 in the Bronx. But the most exciting news is that twelve of those sixteen students have accepted teaching jobs for the fall at PS/MS 95. This group of students who, early in their preparation to be teachers, were sure that they only wanted to teach in schools in Westchester County will begin their professional experience in the Bronx, both willing and able to work with a diverse population of students. This outcome exceeds our highest expectations.

However, it’s clear that our work with these former students is not complete. Demographic data indicate a high rate of first-year teacher drop out, and the numbers of new teachers who do not complete their first year of teaching or who do not return for a second year is highest in urban areas. We have a unique opportunity here. The professional literature suggests that in those cases where universities have continued support to new teacher candidates, those teachers have been more successful, more quickly with their students. Seldom, however, does a university have the opportunity to see twelve of its graduates take positions at the same school, a school where the graduates know the ethos of the school, the students, their colleagues, and the community environment.

Both the School of Education and District 10 have pledged their financial support to allow us to continue to provide on-site support to our former students who are now teaching at PS/MS 95. We plan to offer that support in the following ways:

1. Ann Spindel, the Pace Clinical faculty member for the PS/MS 95 cohort will be on-site weekly, spending time in the classrooms of teachers or assistant principals who request her visits and meeting with teachers during their lunch periods.

(Continued on top of next page)
2. Pace University will provide access to Course Information [an on-line platform for large and small group interaction] to enable communications among the first year teachers to continue.

3. School of Education faculty will facilitate small group discussions in their areas of expertise [for example, a math teaching discussion, one on preparation for the ELA, etc.] on the Course Information platform.

4. Professor Spindel will organize monthly seminars if the new teachers want to meet as a large group [or in small, topical groups], facilitated by various experts.

It is our belief that the more we can do to support these teachers, the greater the likelihood that the teachers will enhance the education of children they serve.

(SEE FOLLOWING ARTICLE  
FOR A FIRST HAND REPORT FROM ONE  
OF THE GRADUATES OF THE PROJECT)

Early News: My First Month of Teaching

Joanne Leo, Pace 2002 Graduate and Fifth Grade Teacher at PS/MS 95

As the first month of school ends, I have to say I am having minimal challenges with my students. I have a semi-talkative class but I’m working on it with them. What I find is that they are very respectful children that I am creating a positive relationship with. I do have three students who I am concerned with, two who might need to be referred for special education evaluation, but first I will need to do a great deal of observations and recording, and one who has emotional and behavioral problems. I am doing my best to figure out these particular children more but it will take time. I already spoke to the clinical counselor about one boy and things are starting to come together. In the first week and half I found myself stressing to get everything done, and I was rushing my students. I realized that I was teaching the students the way I was taught, which is really out of character for me. I spoke to Liz Iadiavia [my mentor teacher from my PDS experience who teaches next door to me] and reflected with her on the way I was teaching. Last week I made some changes in my teaching and found myself calming down and really enjoying myself. Liz and Jamie Robinson, another fifth grade teacher, have been amazing supports. They are always making sure I’m OK, and they are there if I need anything. It’s a wonderful feeling.

“Teaching isn’t just a job, it’s a lifestyle.”

I spent the last few days calling parents. It was funny to hear the tension in the parent’s voice when I called. What they couldn’t know was that I was calling to tell them how well their children were doing in school. I found some parents to be extremely personable and interested and others "cold" with me. I think it was because those parents couldn't fully understand what I was saying. What was great about the calls was hearing the students the next day telling each other that I called and all the great things I had to say about them. I heard some wonderful comments from the parents. One said that it had been like pulling teeth to get her son to do homework in the past two years and now he won't go to bed without it being done because he wants to make me happy. Another boy spent most of his time last year in the AP's office, and this year he is the first one to silence the other children. He's become my right hand. One mother told me that she now understands why her daughter suddenly likes coming to school. That made me smile. I can go on and on about my experiences these past few weeks. I wake up every morning wanting to go to work; it is something I look forward to every day. I finally understand what people mean when they say, “Teaching isn't just a job, it's a lifestyle.”
School of Education

Attention: 2002-2003 Student Teachers/Administrative Interns

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All 2003 grads!!

- A certification seminar recommended for undergraduate, graduate and educational administration students who are scheduled to graduate in January 2003 will take place on Wednesday, November 20, 2002 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. Pace Security will be on hand to fingerprint those students who have not already had this done. If interested in being fingerprinted, bring money order or certified check for $74.00 payable to the NYS Education Department.

- The next LAST AND ATS-W Exams will be given on December 7, 2002 and March 1, 2003. Please pick up a registration bulletin at Buchsbaum House or go to www.nystce.nesinc.com for information about application deadlines. Delay can cost time and money!

- A New York State Teacher Certification Exam Workshop (LAST and ATS-W Prep) will take place on Saturday, November 16, 2002. This workshop will held via videoconference at #1 Pace Plaza and at Miller 16 in Pleasantville. Pre-registration is required! Contact Vinnie Gesue at 773-3979

- 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 Tuesday, November 13 and 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, November 25 and Monday, December 16 from 3:45–6:00 p.m. Fee: $35.00 Pre-registration is required!

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.
coalition has lobbied for vouchers—government funds paid directly to a child’s parent or guardian and then turned over to any school, public or private, religious or secular. They argue that such a program would provide all families with the means to choose the schools their children could attend. Such a plan would be an improvement over our current system in which private schools are an option only for families with the financial means to pay school taxes and tuition. In June, 2002 the Supreme Court ruled that such a plan in Cleveland was constitutional even though most of the government funds used in the program went to Catholic schools. The Court ruled that the program was "neutral" with regard to religion—that is, that parents were equally free to choose religiously affiliated schools or not, that the program was available to all children attending the city’s schools and that the funding went directly to parents and only indirectly to religious organizations. For over thirty years the proponents of vouchers had argued their claims in federal courts, building up precedents on which the Justices could base their ruling.

Although the Court has ruled that vouchers are constitutional, opponents argue that they are still not good public policy. From their perspective, vouchers threaten to dismantle a system of education that has provided America’s children with schools where they could meet people who were different from them, who had other beliefs, languages, customs and opinions. In the public schools of this country, young people have learned to get along with one another despite those differences. They have become citizens of this democracy. If private schools were a universal option, opponents fear that parents would increasingly choose instead to segregate their children in schools where their classmates shared similar backgrounds, beliefs and values.

Opponents also argue that voucher programs would cost taxpayers more money than they currently pay for education. In exchange for that increased expense, they would get schools that were accountable only to their "customers" and that were vulnerable to dishonest and scheming profiteers. In addition, by all indications, they would get schools that would not increase the academic achievement of the most needy students. They worry that we risk losing our public schools—some of the strongest centers of democratic community life—if we allow vouchers to drain them of funds and students.

In the next few years we will see this argument play out in the press and in state legislatures where voucher plan proponents will press for their adoption. As educators we will have a special stake in the outcome. It is important for each of us to become informed about the pro’s and con’s of vouchers, form our opinion and work through the democratic process to ensure that all voices are heard as we struggle to provide the best education possible for America’s young people.

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**Student Voices**

By Erika L. Balic, Undergraduate Education & Honors student and FEA President

Teaching is a wonderful profession and those who teach make a difference in the world. I am currently a junior in the childhood education program. I have known since I was a young girl that I wanted to be an educator. It is a dream that I am currently fulfilling at Pace University in Pleasantville. I did my field observation at Roaring Brook Elementary School in Chappaqua last term. The experience was wonderful. I was fortunate to be placed with a brilliant teacher. She opened my eyes to the world of teaching and the effect that teachers have on young people’s lives.

I am also the new president of the Future Educators of America Association, known as F.E.A. The organization is for people who wish to pursue a career in education or people who want to better the educational system. The purpose of this club is to help prepare teachers for the road that lies ahead of them.

F.E.A. is a great way to meet other education students and learn about new and interesting issues facing teachers today. We have some great events planned for this semester. We plan to have information sessions regarding state examinations, certification and job interviewing. This year we are also going to have some trips to Broadway shows and sporting events. As future educators we should be well-rounded individuals and explore different areas. F.E.A. is also working with the Center for Community Outreach to co-sponsor trips to the Pleasantville Cottage School. It is important that we hear from the members of F.E.A and we are always open to new ideas. For further information about the Future Educators of America please e-mail at Erika1425@aol.com. We meet at 3:30 in Conference Room C/D, in the Campus Center. (See Club News p.6) I am very excited about the Future Educators of America Association, and I am also excited to embark on my journey as a teacher.
Go to www.nystce.nesinc.com to learn more about: Test dates, Application deadlines and Internet registration or come into Buchsbaum and pick up a bulletin.

ATTENTION EDUCATIONAL ADMINISTRATION AND CURRICULUM AND INSTRUCTION STUDENTS!

As your program is being phased out by the end of summer, please register early for Westchester courses. Any courses that you need to complete your program after Summer II 2003 will need to be taken on the NYC Campus.

The following SPRING 2003 courses should be registered for early:

- EDL 614– The Community and School Leadership– Tues 4:30-7:20 p.m.
- EDL 636– Supervision & The Improvement of Teaching/Learning– Thurs. 4:30-7:20
- EDL 647– School Business Management– Wed. 4:30-7:30 p.m.
- EDL 656– Strategic Planning– Thurs. 7:30-10:20 p.m.
- EDL 692– Principles of Research and Methodology—Mon. 4:30-7:20 p.m.

The following SUMMER 2003 courses should be registered for early:

- EDL 669– Curriculum Workshop in Special Education for School Leaders– 7/7-7/11
- EDL 648– School Law—Mon./Wed. 5:45-8:50 p.m.

Any Questions– call Linda Hamell at 773-3571

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

CLUB NEWS

Future Educators of America:

Meetings: November 5, 19, December 1 @3:30
Conference Room C/D Kessel Campus Center

**See the Nov. 10 matinee performance of Urinetown on Broadway on for only $10.00 **
For tickets email future_educators_10570@hotmail.com

Educational Technology Program Students

Spring 2003

ED 615– Assistive Technology for Education Students with Low Incidence Disabilities

Will be offered at Westchester Institute of Human Development, New York Medical College on Tuesdays from 4:30-7:30 p.m.
Contact Pace School of Education at 773-3829 for registration procedures.

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 contributions to upcoming issues!

 Registrar for graduate students begins November 18
Registration for undergraduate students begins November 7

SNOW PHONE

773-3398

Child Abuse Identification and Reporting Workshop now available at the Community Hospital at Dobbs Ferry, 120 Ashford Ave. Dobbs Ferry NY.
Many dates and times available in November & December including weekends!

SCHOOL OF EDUCATION

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