Thumbprint of Nyack Educators
What are the unique identifiers of Education students?

We are a mosaic of races, of cultures, of denominations, of economic levels, and of personal histories, but there are unique identifiers that mark teacher candidates and alumni as having been fully invested members of Nyack’s School of Education. Concern for the individual, community involvement, sound lesson planning, hope for improvement, and a spirit of overcoming.

As you read about our awardees and our alumni in this issue, you will see these identifiers in action. These dispositions align with the college’s core values and the School of Education’s standards and they characterize freshmen through seniors who will serve well.

Freshmen Forming Academic Identity Earlier
Sometimes, Freshmen aren’t SALTy enough!
by Prof. Christine Buel

Students enrolled in the 2012 cohort of Nyack College’s education program are at an obvious disadvantage when it comes to preparing to be a teacher; their culture has trained them to live in the moment. That’s great if you are a stock trader on Wall Street or a driving instructor, but it doesn’t work for the career of teaching. Today’s entering freshmen don’t write home about an event, they text it or take a picture and send it almost simultaneously to Facebook or Twitter or some other social networking site. If they feel sad they text, if they feel happy, they text, and if they feel nothing, they text. To an outsider this may seem advantageous to be constantly connected and in the present-avoiding the unnecessary realities of deferred gratification that planning may pose. However, New York State Department of Education has no pity when it comes to setting up rigorous grade point requirements and high standards for teacher certification exams. There is no instant way to prepare, plan, and follow through in these areas.

The SALT (Service, Academics, Leadership, Teaching) initiative was devised by Nyack College education faculty to help freshmen, who have the desire and dispositions to teach, learn to plan and subsequently succeed in the education program. Historically the freshman year is considered to some as the “practice run” in negotiating good grades. Upon seeing grade reports at the end of the freshman year, the comment may be “I’ll do better next year!” Well, “then” is “now” and the grades needed for entrance into the education major do not magically improve in the sophomore year. This dangerous mentality plunges freshmen into a downward academic spiral that is hard to emerge from. The SALT program identifies students who are in trouble during the second semester of their freshmen year before they fail out of the program. Weekly advisement, support groups, informational cohort meetings, certification preparation workshops, and service learning opportunities are the arsenal against the freshman “maybe next year I’ll do better syndrome.” After all, sometimes freshmen aren’t SALTy enough!
Measuring the Markings of Urban Educators
by Dr. Marie C. White

On a rainy morning in April a group of professional educators representing all five boroughs in the New York City area met at the Nyack College Center for Urban Education. Their mission was to collectively profile the teacher candidate that would most effectively meet the needs of children in urban learning environments.

Under the direction of Marie C. White and Miriam Velez, the Nyack School of Education has developed and maintained strong partnerships with both private and public educational institutions. In the context of these learning environments, the Childhood Education Department has focused on providing each teacher candidate with fieldwork experiences in urban settings.

Each program represented has contributed to the training and development of the pre-service teachers who graduate from the Nyack College School of Education at the Manhattan Campus.

Administrators and liaisons from PS 397 Foster Laurie, Family Life Academy, Evangel Christian School, Rainbow Christian Preschool, Gateway Academy, PS 124 Yun Wing School, and Mariner's Educational Center represented schools from all five boroughs at the forum.

What emerged from the collaboration of urban professionals was continuing support of our present program and a profile of a 21st Century Urban Educator with goals for future. As a department, we were encouraged by the strong positive feedback from the professional educators who provide our students with educational environments in which they can practice their teaching skills. With their input and support we can continue to prepare our students as effectively as we have in the past. Nyack field participants have been exposed to after school programs, special needs programs, cluster teachers, literacy coaches, private, public, charter and Christian sites.

A professional development day in August 2009 is planned to include the staff and faculty of the partner schools. Workshops will address Teacher Efficacy in the following areas: School and Classroom Climate, Classroom Management & Assessment. Each partner school expressed a desire to attend. We view the professional day as our opportunity to serve a community of professionals that supports our program and helps us prepare our pre-service teachers.

Grads on the Move
by Lewanda Miller and Nicholas Holub

On May 4, 2009, RC and NYC School of Education students joined a host of Nyack undergraduate and graduate students at Westchester County for the 2009 commencement exercise. After years of rigorous studies and actively engaged field experiences, our graduates enter into the world of the Department of Education to use the intellect they've acquired at Nyack College. See accomplishments at right and grad lists below.

Fredrick Douglas cited “Without struggle there can be no progress.” These words are befitting the accomplishments of our graduates. They have overcome many obstacles to come to a place of limitless success that can be accredited to the glory of God!

Undergraduate New York City Campus Graduates:
- Cynthia Juarbe (Early Childhood-Childhood Ed)
- Jonathan Perez (Music Ed)
- Stephanie Rosario (Childhood Ed)
- Edvin Rustrian (Music Ed)
- Krystyna Shymko (Music Ed)
- Desiree Ugarte (Childhood Ed)

Undergraduate Rockland Campus Graduates:
- Ashley Applegarth (Childhood Ed)
- Jessica Dulaney (Childhood Ed)
- Pamela Gaines (Adolescent Ed)
- Aimee Jimenez (Early Childhood Ed)
- Deborah Lee (Early Childhood Ed)
- LaToya Ingram (Early Childhood Ed)
- Jasmine Mendez (Childhood Ed)
- Jaime Moore (Adolescent Ed)
- Aaron Newcome (Adolescent Ed)
- Amy Nungesser (Early Childhood Ed)
- Dona Pierre (Adolescent Ed)
- Daniel Rose (Music Ed)
- Julia Schaeling (Early Childhood-Childhd Ed)
- Camila Soares (Childhood Ed)
- Lauren Stuart (TESOL)
- Lorisa Thomas (Childhood Ed)
- Jessica VanDuerHeide (Childhood Ed)
- Jessica Verderame (Childhood Ed)

Master's Program Graduates (NYC and RC):
- Amy Anders (Childhood Special Ed)
- Paula Antonopoulos-Wolfe (Inclusive Ed)
- Nicole Ashiru (Childhood Special Ed)
- Jane Brain (Inclusive Ed)
- Carmen Cay (Inclusive Ed)
- Hyun Jin Cho (Inclusive Ed)
- Heather Conklin (Childhood Ed)
- Stacey Davis (Childhood Ed)
- Elsa Espinoza (Childhood Special Ed)
- Beverly Ferguson (Inclusive Ed)
- Mary Garner (Childhood Special Ed)
- Eunick Gilles-Velez (Childhood Ed)
- Lisa Henderson (Inclusive Ed)
- Sarah McLaughlin (Childhood Ed)
- Hildegard Theodore-Paige (Childhood Special Ed)
- Deneen Yomba (Childhood Special Ed)

The Advisory Board for Rockland School of Ed met in May to provide feedback about our programs and our teacher candidates as well as insight on the emerging educational trends. The Board consists of invited faculty and administration from our partner schools and districts (Christian and public schools). Members were asked to cite 'wish list' items that could improve our preparation of teacher candidates. Additionally, our faculty wanted to know how we could improve communication between school faculty, administration and the SOE to enhance our field and student teaching experiences. We are grateful for the Board’s time and their positive and constructive feedback. ~ Dr. JoAnn Looney
The Council of Independent Colleges and Universities (cIcu) of NY requested nominations of alumni in the field of education who have made a significant impact. These nominees of each college would be honored in the cIcu 2009 Independent Sector Alumni Hall of Distinction. The School of Education nominated Renee Horrey, a 1999 alumnus.

Renee Horrey's greatest accomplishment has been teaching low performing students and seeing them rise to the occasion and perform beyond expectation. She taught in a high-needs inner city school and still her students performed—many receiving 3’s and 4’s on math and reading on city and state tests, and even the ELL students performed beyond the expectations they had for

"I don’t see teaching as a job; I view it as a mission field and an opportunity to make lasting impressions in the lives of hundreds of students. What I do as a teacher is merely an extension of what I’ve done most of my life. That is, to love and encourage people...be they elementary, high school, or college students. My parents taught me how to be concerned for the needs of others and my heavenly Father, through his Son, taught me how to perfect it."

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Cynthia Juarbe...
our NYC Apple Awardee, is an established daycare owner in Coney Island, former Parent Teacher President at PS188, and Substitute Paraprofessional in the New York City Department of Education. During Cynthia’s years of study, she has invested in her children, local community and educational community. She credits her success to God, family and supportive faculty. She received commendations from the local newspaper citing her work with underprivileged children; many of the children reside in low-income housing projects. Cynthia provided a Christian academic environment to empower these youth and provide them with a strong foundation that would be the building block for success in their lives. Cynthia has moved one step closer to ensuring her generation’s children will not live in vain but on purpose.

Stephanie Rosario...our Excellence in Teaching Awardee, joins the list of accomplished alumni of the NYC Campus of the School of Education. Stephanie, a product of both the Rockland and NYC campuses, has spent the last three years of study as an NYC Childhood Education major, Director of Children's Ministry, camp counselor, and community service tutor. Throughout her four years, Stephanie has sought to improve her academic experiences as well as others. Often Stephanie could be seen in the lab assisting her peers with project ideas and assignments. As she prepares for her career, she also prepares for marriage. Stephanie excelled in student teaching, as evidenced by her collaborating teacher commendations and field experience supervisor’s interest—certifying for Nyack that Stephanie practiced what she was taught. We are anticipating which school she will be employed at this fall.

Latoya Ingram...our RC Apple Awardee, possesses the one trait that often distinguishes the average from the exceptional educator, and that is her interpersonal skills. Her positive attitude and approach to teaching is contagious for those around her. She understands young children and has that unique and very special gift of being able to relate to them, reflecting genuine warmth and caring for each child.

Miss Ingram demonstrates a passionate commitment to her profession, holding herself and her students to the highest of standards. She is the consummate perfectionist, continuously searching for ways to improve her skills. She is eager to learn and is always open to suggestions and new teaching strategies. She aspires to be an excellent teacher and demonstrates this by her attitude, attire, and conversation.

Latoya is bright, witty and articulate. She is highly organized and quick to conceptualize what is needed. She is insightful and reflective. We think the world of her talents, guiding spirit, character and class.

Alumnus Given Statewide Honor
by Kristen Luba
The Council of Independent Colleges and Universities (cIcu) of NY requested nominations of alumni in the field of education who have made a significant impact. These nominees of each college would be honored in the cIcu 2009 Independent Sector Alumni Hall of Distinction. The School of Education nominated Renee Horrey, a 1999 alumnus.

“...I am grateful to my professors for all the discipline and the high expectations they had for me.”

Renee Horrey ('99)
clcu 2009 Alumni Hall of Distinction

“...I view it as a mission field and an opportunity to make lasting impressions in the lives of hundreds of students. What I do as a teacher is merely an extension of what I’ve done most of my life. That is, to love and encourage people...be they elementary, high school, or college students. My parents taught me how to be concerned for the needs of others and my heavenly Father, through his Son, taught me how to perfect it.”
Renée is successful in the science of teaching. She attributes the performance of her students to her consistent integrated applications of research-backed strategies like cooperative learning, the questioning process and skills-rich lessons. She redefines metacognition for her students as "Taking a journey through your mind" to help them critically understand how they think and learn. She saturates her students with the thinking, reading, and math skills they need through a process of frequent repetition (inculcation).

She is also successful at the art of teaching. She is strong in classroom management, motivation, and teaching thematically. She uses games and songs to engage her students in the learning process. Renee is in the process of having a story illustrated and published that she wrote in the fall of 2007 in which a boy wakes up one morning confused by the way his friends and family misuse words (a story teaching homophones). She collaborates with a noted illustrator who visits the classroom to work with her students.

Part of the art of teaching that makes the biggest impact in a classroom is the affective component. She successfully builds rapport with the students and their parents each year because her genuine love and respect for the children is evident. Renee said, "When children understand that they are indeed appreciated, valued and respected, they will perform for you...and my students have." She demonstrates this love and respect for her students at her own expense by providing a healthy breakfast on days of standardized testing, buying coats and undergarments for needy students, and rewarding good behavior and academic success with trips to places like Barnes & Noble, Nyack College, McDonalds, or Chuck E. Cheese.

How Teaching Affected Her Life

"This career in teaching has given expression to the desire and burden I have in my heart to empower and nurture children. I often joke with my two sons (Michael and Samuel) that they've grown up and don't need me as much anymore, so God has given me hundreds of children to love as I have loved the two of them." One such child in her ELL class was from El Salvador. This girl struggled with reading but performed closer to grade level in math, and her first report card was marked 'promotion in doubt'. Well, after Renee used skills repetition, the questioning process, elicited classroom participation, and gave her ample praise and encouragement, the girl's confidence and competence was built to the point of scoring a 3 on both the reading and math sections of the state tests. The girl is now in Junior High and continues to perform very well in school.

During student teaching, Renee started her annual tradition of hosting a Cultural Food Festival. In addition to bringing in cultural food to share, the students create a coat of arms connected with cultural food to share, the students create a coat of arms for their families and families. They explored science via nature walks and charts. They did math activities and crafts together. Each child was required to read at least 3 books a day. She brought them to various libraries everyday for the children to choose books and read aloud to her. They had reading parties to show off their reading logs to parents. By the end of the camp one of the campers had read 90 books, another 80, and the others in the 50's. It was so successful that she ran the enrichment camp again the following year after graduation. "I really understood and used the principle of inculcation during the camp experience."

Renee was the 1999 recipient of the Apple Award for being the "student teacher of the year". The award is bestowed annually to the student teacher who most consistently displays overall professionalism, a commitment to excellence, lives a positive Christian witness, demonstrates remarkable teaching capability, and has enthusiasm for the teaching profession.

Renee Horrey ('99) receives place in 2009 Alumni Hall of Distinction from Abraham Lackman, president of clau.
Horrey joined the teaching family of PS 234Q in September of 2003, one of Astoria’s newly modeled schools. Renee has been successful at that school because she and the principal share the same philosophy for nurturing children, community based in her approach to teaching and to encourage parental involvement. He was also instrumental in encouraging Renee to return to college. So, Horrey enrolled at Nyack College to start work on her Bachelors in elementary education as a single parent at age 38.

She graduated with a B.S. in May 1999 and started her first teaching assignment at PS 111Q in Long Island City. She worked there for four years as a third grade teacher, successfully raising the scores of the low performing students. She was grade leader and worked in association with six teachers to create a science curriculum on deserts. She met an author/illustrator (Mr. Tomek Bogacki) that became so impressed with her class that he made an appointment to meet personally with them and encourage their writing and illustrating skills. Their work inspired him and he used it in a project. When she left PS 111Q he made arrangements to visit her classes at her current school.

• Kristen Luba was promoted to Administrative Faculty this year and given the additional responsibility of coordinating NCATE accreditation. She will be teaching Foundations for Excellence in Fall 2009.
• Our Dean, Dr. JoAnn Looney, was the 2009 faculty recipient of an institutional award for living out the college’s core values. Well deserved!
Alumni Newsflash, etc.

- Paula Cole ('08) spoke at NYC Seniors in the Know luncheon to the graduates of 2009. Paula, currently employed at PS 397, a field site for the NYC School of Education, has continued to assist not only our city’s youth but Nyack students in achieving their goals for the future.

- Lisa Downs ('03) was recently in Durban, South Africa completing the final internship of her Masters in Social Work from Florida State University. She spent 2 days a week at an HIV/AIDS clinic and hospital working with children and the other 2 days at an agency working with street children. You can read about her adventures at www.hopeneversleeps.blogspot.com

- Yoli-Ann McCleod ('04) has received Permanent Certification from NYS after completing her Masters in Elementary Education.

History Comes Alive
by Dr. Jim Nichols

Each fall Professor Buel and Dr. Nichols conduct a field trip to two extremely important sites in US history within minutes of Nyack College. Camp Shanks, in the Town of Orangetown, was the largest World War II Army embarkation camp, processing 1.3 million service personnel, including 75% of those participating in the D-Day invasion. It also processed 290,000 POWs returning to their native countries. It closed in July 1946. All that remains is the Camp Shanks Museum, housed in an authentic WWII army barracks.

The DeWint House was George Washington’s temporary Headquarters at Tappan on four separate occasions during the American Revolutionary War. The visit includes a wide variety of historic artifacts and a tour of Washington’s actual headquarters.

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and the principal has encouraged her approach to teaching.

Renee returned to pursuit of higher education in Fall 2004 and received a dual master’s degree in general and special education from Touro College, graduating with a 4.0 and a plan to return for a degree in administration.
She has also been an advisor for Nyack College’s introduction program for students needing support adjusting successfully to the academic world (Nyack’s Introduction to Academia). Her task was mentoring students who want to become education majors, many of whom enter with academic disadvantages. She developed a study curriculum for them emphasizing the development of thinking skills, self-regulatory behaviors, and good study habits, which is instructed using the same skills they will use with their own students in the future.

Renee aspires to become an administrator, train future teachers, provide college-level workshops, and use her teaching techniques in faith-based settings. She has been involved in her community with children’s ministry, youth ministry, prison ministry, and church teacher training. What more could one ask from a Nyack School of Ed graduate?

Aerospace Teleportation in Class
by Dr. Marie C. White

On a blustery day at the end of January 2009, the connection was made between Nyack’s NYC pre-service teachers and the National Institute of Aerospace (NIA). The National Institute of Aerospace (NIA), located in Hampton, Virginia, is a non-profit research and graduate education institute formed by a consortium of research universities to ensure a national capability to support NASA’s mission by expanding collaboration with academia and leveraging expertise inside and outside NASA. Sharon Bowers, Educator in Residence with NIA, “teleported with” Professor Marie White’s Teaching With Technology class using Centra, a virtual classroom environment that enables a student to attend class “live” from the comfort of his/her home or, in this case, the NYC computer lab. Students were able to interact in real-time with Bowers as she helped them begin their quest to become 21st century e-teachers.

The class was involved in the lecture and discussion by using a web browser, which enabled each student to personally interact with Bowers by raising virtual hands and applauding when appropriate. Students could respond to her questions as well as ask their own. The visit to the NYC pre-service teachers enrolled in the technology class allowed them to be guided by an expert, introducing them to a vast amount of resources and support available to educators.

Sharon Bowers is a teacher in Virginia Beach City Public Schools and has been serving as an Educator in Residence for NIA. Her school supports her dual role because of the expertise that she brings back to them through the 21st century teaching tools that she shares with her colleagues, teachers and students. Among her projects is the development of educational resources for NASA eClips. NASA eClips video segments target elementary, middle, high school, and adult populations. These segments were one of the educational resources Bowers shared with pre-service teachers from the NYC campus.

The NIA also partners with Nortel LearniT to support the community relation’s initiative of Nortel to bring 21st century teaching and learning to educators and students. The 21st Century eTeacher Initiative is one joint endeavor between NIA and Nortel LearniT.

Stephanie Rosario, a senior in the NYC Department of Childhood Education is involved in the pilot field test for Course 1 in the 21st Century eTeacher Initiative. Working with educators like Marie White and her students, Bowers hopes to find ways to bring these free online courses to students and educators across the country.

As the NYC pre-service teachers reflected on the experience they posted very favorable responses to the class’s group page on tappedin.com, an online community of educators.