

Department of Educational Administration

NEWSLETTER

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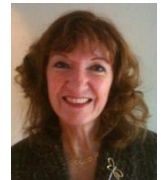
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The Educational Administration Department Welcomes Mrs. Carolyn Costello & Dr. Linda Rae Markert



The Educational Administration Department has a strong commitment to hiring practitioners in education who have the knowledge and experience to teach our future leaders.

Professor Carolyn Costello

After an exemplary career as both an educator and as an educational leader Carolyn F. Costello has joined the Educational Administration Department as a Visiting Assistant Professor.

Carolyn truly believes in the education provided by SUNY Oswego. She has earned a Bachelor of Science in Elementary Education, Masters of Science in Reading, and a Certificate of Advanced Studies in Educational Administration all from SUNY Oswego.

Throughout her career she has held positions in all facets of public education. She began her career in the Central Square School District as a Librarian at Hastings Mallory Elementary School. She also served as an elementary teacher, a Curriculum Consultant and as the Director of Curriculum and Special Programs for the Central Square School District. She completed her Administrative Internship at Jamesville Dewitt Middle School as Assistant Principal.

Carolyn then moved to the Onondaga Central School District where she served as the Principal of Wheeler School and the K-12 Director of Special Education. She became the Superintendent of the Onondaga Central School District in 2003. Tests scored improved and the integration of technology in the classroom expanded under her leadership.

Carolyn's career came full circle when she returned to the Central Square School District as Superintendent of Schools in 2006. Again, under her leadership, a K-12 Literacy initiative was undertaken as well as the expansion of technology use in the classrooms to assist in addressing the wide range of student's needs.

As Superintendent, Carolyn also focused on poverty as a key factor that significantly reduces the potential success of her students. Carolyn brought back a former Central Square student who is now a trainer for Bridges out of Poverty, to promote awareness and engage the district in discussions of the impact poverty has on our most vulnerable population. Under Carolyn's leadership, the Cleveland Elementary School was recognized as a National Blue Ribbon School in 2010.

Upon returning to Oswego County she once again resumed her role as a member of Team Sheldon. She served on the Executive Committee and worked closely with other Superintendents to enhance the collaboration between SUNY Oswego and the Oswego County Schools.

Additionally, Carolyn served as a faculty member of the SUNY Oswego Superintendent Development Program from 2006 through 2011.

Welcoming Costello and Markert

(Continued from page 1)

Carolyn's focus has always been on leading a life that matters. In 2009 Carolyn was named an Outstanding Leader of Character and recognized at a banquet at Sage College. Carolyn is an educator that leads by example and we are proud that she is now working with us to ensure that our future leaders realize the important responsibility that they have to also lead a life that matters by helping all children reach their full potential.

Dr. Linda Rae Markert

In March 2011, after 13+ years, Markert stepped down as the Dean of the School of Education at SUNY Oswego. Under her leadership, SUNY Oswego's School of Education received accreditation of its educator certification programs by the National Council for Accreditation of Teacher Education (NCATE) in 2001, and reaccreditation in 2007. She provided guidance for the establishment of many exemplary professional development partnerships with P-12 schools throughout Central New York, and in New York City. She helped to coordinate a number of building construction projects which have culminated in new and revitalized instructional and administrative facilities. She is also responsible for bringing over \$2 million in external grant funds to SUNY Oswego. One of these funded initiatives is Project BLEND (Building Leadership Excellence for Needs-based Districts) for which she is the Principal Investigator. Prior to becoming dean, she chaired Oswego's Department of Technology. She held a professorship for fifteen years at San Jose State University.

Dr. Markert returned to her full professor position in Oswego's Department of Educational Administration in March 2011. Markert holds her doctorate in educational administration from the University of the Pacific. She received a Visiting Scholar appointment at the Massachusetts Institute of Technology, and completed a leadership symposium at the Harvard Graduate School of Education. She received: the Gold Award of Excellence from SUNY Oswego's Office of Research & Sponsored Programs, a Distinguished Service Citation from Epsilon Pi Tau's Board of Directors, and the 2003 Distinguished Alumni Award from Illinois State University's Department of Technology.

Dr. Markert has published articles and several book chapters; she serves on editorial boards, and is a sought after public speaker. The 5th edition of her university level textbook titled Contemporary Technology: Innovations, Issues & Perspectives, published by Goodheart-Willcox, Inc., was released in 2010. She is an active member of several academic and professional associations including American Association of Colleges & Universities (AAC&U), American Association of

Colleges of Teacher Education (AACTE), and International Technology & Engineering Educator Association (ITEEA). She is an elected member of NCATE's Board of Examiners for more than four years, and held a seat for three years on NCATE's Appeals Board.

Dates to Remember

- 12/19/2011 - Winter Recess begins
- 01/23/2012 - Spring 2012 Courses begin
- 02/01/2012 - Deadline to file for August 2012 Graduation
- 05/11/2012 - Annual Alumni Meeting (Required attendance for completing interns.)
- 05/12/2012 - Commencement "Walk" for those completing the program (actual Graduation is August 2012)
- 05/19/2012 - End of spring 2012 Semester
- 05/21/2012 - Summer 2012 Semester begins
- 08/27/2012 - Fall 2012 Semester begins

*** IMPORTANT ***

Setting up your SUNY Oswego email accounts

As students at SUNY Oswego you are assigned an "Oswego.edu" email account. It is essential that you activate this account, as most campus offices will use this email account to send out notifications to you. Steps for setting up email forwarding with SUNY Oswego email account:

1. Visit the log in site: http://www.oswego.edu/cts/services/user_support/email.html
2. Sign in using your 'laker id' and password. (This should be the same ID and password you use for library services.)
3. After you are signed in and the email opens, on the top of the right hand side of page you will see "Settings". Open this option.
4. Select the "Forwarding and POP/IMAP" option.
5. At this point you will be able to 'add' your preferred email address in the first box. This will forward any email sent to your "Oswego.edu" account to your preferred account.

This is very important to do, as other campus offices will use this email address to send out important information to you. They do not have access to your school district emails.

SAVE THE DATE FOR THE ANNUAL ALUMNI MEETING May 11, 2012

Congratulations to Students entering the CAS Program (EAD 601 – Fall 2011)

Central New York Region

Scott Baker	Mary Humphrey
Ann Barlow	Lisa Jones
Cristy Bobbett	Christopher Klivak
Jennifer Cambareri	Jenna Koskowski
Rebecca Chynoweth	Richard Linzy
Lora Clements	Heather Lynch
Stephen Emery	Angela Sanford
Michael Farney	Amanda Thomas
Barbara Grenga	Cynthia Todd
Ann Husak	Michael Wurster

North Country Region

Kylie Buker	Stacey Petzoldt
Deborah Domagala	Rebekah Richter Honer
Kristin Jetty	Christopher Soluri
Penny Morley	Patrick Vrooman
Lori Moseley	

Finger Lakes Region

Amy Busby	Christine Paige
Necebbia DeTaeve	Neal Casey Sanderson
Amy Hibbard	Erica Sinicropi
Jennifer Kelly	Alicia Spitz
Jennifer Marafioti	Eric Vaillancourt
Jeff McCarthy	



Partnering Higher Ed with P-12: Now More Than Ever

Submitted by: Angela Perrotto, Dept. Chair

The Regents Reform Agenda, the Common Core Learning Standards for ELA and Literacy, Common Core Learning Standards for Math, College and Career Readiness, the new Annual Professional Performance Review Regulations, Teacher Evaluation, Principal Evaluation, Response to Intervention, adding rigor and raising cut scores, 21st century learning, graduation rates, severe cuts in State aid, dwindling reserve funds, doing more with much less.....need I continue?

During these fast changing and highly accountable times in education in the United States, administrators and teachers are experiencing much higher levels of frustration and anxiety over the swift changes caused by mandates and the higher accountability of job performance. Now, more than ever, both teachers and administrators are worried about whether or not their

students will achieve the appropriate levels of growth on the New York State assessments. Additionally, for the first time, growth of student achievement scores will be linked to professional “scores” on the annual reviews of both teachers and administrators.

As I have conversed with superintendents, principals, directors, and teachers in the central, central western, and north country areas of New York State, I have heard numerous times that administrators do not know HOW they will be able to complete the countless extra hours of work these new mandates demand. Similarly, teachers have expressed tremendous concerns over their eventual rating based upon their students’ performance. Anxiety has gotten so high that, most recently, schools are considering opting out of student teacher/intern agreements. The premise is that teachers can no longer afford to “leave” their class to a novice.

A Case for Partnering: Student Teachers

Oftentimes, when things become overwhelming, our first instinct is to remove any of the extras – to focus only on the essentials and to let everything else go. It is a natural survival instinct and quite understandable and logical. However, when we are in this survival mode, we can shut out the opportunities that can be right before our eyes. The 21st century classroom requires teachers to become expert at instructional strategies that meet the students at their ability level and to move each child forward to success. The days of teaching an entire class of 24-30 students the same lesson at the same time are becoming more of an exception than the rule. Instead they are being replaced with a multitude of classroom strategies that individualize the work and monitor the progress of each student. The School of Education at SUNY Oswego is more than ready to partner with schools with this new set of challenges for the continued purpose of student success. Imagine the opportunities a classroom teacher will have with his/her students when grouping for instruction or diagnosing individual student gaps. Now imagine this scenario with an extra skilled set of hands and eyes in the classroom to assist the students and the teacher. The possibilities of instructional opportunities are plentiful.

Grouping for Instruction: Imagine a classroom teacher, when diagnosing student data either from formative or summative assessments having the ability to group students who need additional teaching/understanding before moving on with the lesson. This is necessary in order for the students to meet success. With a student teacher, the classroom teacher can work directly with the students who need additional teaching while the student teacher monitors the rest of the class. This can provide extra teacher contact time with all of the students in the class., depending on how the teacher groups the students and what s/he wants to accomplish.

Progress Monitoring: As the teacher/student teacher are checking for understanding with the multitude of ways possible, they can create a plan to implement of series of evidence based activities to work directly with students in the classroom.

Centers Based Instruction: Here, the teacher and student teacher create centers that are focused on the learning. They decide together what those centers should entail and how to divide the class into groups for the centers. If the students are grouped into ability levels, the teacher can work at the center s/he chooses thereby working directly with small groups at their ability level. The student teacher is working with the students at the other centers. There is greater teacher/student contact time and focused instruction at the students' appropriate level.

Station Teaching: The lesson/unit is broken into dividable parts (for example: precipitation, condensation, & evaporation; Ancient Rome/Ancient Greece; or inflation/recession). The teacher and student teacher divide the class into specific groups. The teacher works with one group on one portion of the lesson while the student teacher instructs another small group a different portion of the lesson. This works when there is no sequential order of how content should be taught. There is greater teacher/student contact time because of the small groups.

Co-Teaching: This involves any other method of instructing a classroom of students where more than one skilled adult is present in the classroom. There are a multitude of strategies to use and the teacher and student teacher are only as limited as their own creativity in forming solutions to getting to success with each student. The above are all "win-win-win" approaches:

- the students win because they received the additional extra instructional time they needed from the teacher in order to be successful;
- the teacher wins because s/he is able to work in small groups with the students to bring about increased success (talk about "value-added"!)-while the rest of the class is doing relevant work;
- the student teacher wins because s/he is gaining not only content knowledge, but also critical experience is learning valuable classroom methodologies that support increased student success.

A Case for Partnering: Administrative Interns

Through the Educational Administration Department at SUNY Oswego, tenured, mastered degreed teachers work on their Certificate of Advanced Studies in Educational Leadership. Toward the end of this thirty three credit hour program, the students are required to complete a nine credit hour internship/field placement in educational leadership that spans from 11 to 14 months. In addition, students are required to facilitate and lead important building and/or district level work that will bring about substantial change for student success. At any

given point in time, there are up to 40 administrative interns in the central, central western and northern areas of New York State. Students come to the program in a number of ways – all on their own, but some have been "tapped" by their administrators as having strong leadership capabilities.

As I recall the comments I have heard recently from administrators across New York State, these comments can be categorized into one list: the need for more time! Common questions/comments are:

There is no physical way possible to add the new mandates and complete my work in the course of each day.

If I were to add up all the additional time required for the new mandates, I virtually would have an extremely limited amount of time for all of the other requirements of my job.

How will I have the opportunity for those most important aspects of schools – meeting with teachers, students, parents?

There are, no doubt, many new regulations and responsibilities on the shoulders of leaders in schools today. Again, our administrative interns at Oswego are ready to assist.

In order to be approved for their internship experience, students must have completed a minimum of 18 credits in educational leadership courses and shown evidence of competence in the NCATE Standards (National Council for Accreditation of Teacher Education) for Leadership. Students earn a Certificate of Internship from the New York State Department of Education which enables the interns to act as an administrator until completing their program (for a period of up to two years).

If you have an intern in your district (or would like to participate in preparing our future leaders for the educational challenges that await our students), imagine the ways you can create internship opportunities in order to meet the new demands on your schedule.

What if:

- You, as leader, designated a consistent portion of the week (for example, every Tuesday/Friday or every day from 9-10am and 1-2pm) to be out of your office and in classrooms? Your intern could be in your office carrying out the other designated duties.
- You had an additional intern/administrator for a half day the entire school year to work with students or to assign some of your administrative responsibilities?
- You, as leader, designated important committee work to your administrative intern? The intern could meet with you on critical aspects of this work, but this would free up your time to complete other responsibilities.
- You, as leader, need to participate in several professional development trainings brought about by

all the new initiatives and mandates. Between the training sessions and subsequent area administrative meetings, you calculated that you would be out of your office for a minimum of twenty days. Imagine that you have an administrative intern to step into your place when you have to leave your building.

These are just a few of the many scenarios that can efficiently and successfully occur should you partner with SUNY Oswego's School of Education in promoting quality leadership for the future while effectively supporting teacher and student success. This dynamic, again, is a "win, win, win" approach for administrators, staff, and students.

Yes, there are many more demands on schools today that affect our students, staff and leaders. The stakes are much higher as we embark upon the educational reforms sweeping our system. Accountability measures are the toughest we have ever experienced. Now, more than ever, we need to look for ways to not just manage, but meet and exceed these measures. Partnering with schools of education in higher ed will produce the desired results and in the process, create a "win-win-win" scenario.

FACULTY UPDATES



Dr. Linda Rae Markert

It's impossible to even estimate the number of times words like *transition*, *transitional* or *transitioning* have crept into my vocabulary since the beginning of March earlier this year. Having served as SUNY Oswego's Dean for its School of Education for more than thirteen years, I made the decision to return to my faculty position and officially joined the Department of Educational Administration on March 17, 2011. These past seven months have been replete with activities, assignments, and exercises that have enabled me to make the *transition* from a full-time administrative position to a full-time, tenured faculty appointment. I am both honored and humbled to join my colleagues in an academic department that, by virtue of its highly competent and extensive alumni who hold myriad positions as educational leaders, boasts a highly regarded reputation regionally, nationally, and internationally.

This *transitioning* process actually began more than two years ago when I co-authored a successful grant proposal titled Project BLEND (*Building Leadership Excellence for Needs-based Districts*) with Dr. Suzanne Gilmour who was then serving as chair of the department.

When we received word in July 2009 that our proposal was one of six to be funded for three years in New York State, we recruited (through an intensive nomination process) our first cohort of nine prospective educational leaders. Subsequently, I took actions to fully immerse myself in the work of Project BLEND through co-teaching (with Dr. Gilmour) our CAS program's gateway course (EAD 601 – Fundamentals of Administration) during the fall 2009 semester. Since then, I have spent countless hours reviewing other elements of the CAS curriculum and examining various publications being used in the remaining core courses.

This has been (and will continue to be) a steep learning curve for me since I need to move beyond my comfort zone of higher education to become competent with the language, policies, and procedures that are a reality for P-12 educational leaders. Given all the changes underway with regard to alignment of P-12 curriculum with the Common Core State Standards and the new APPR (Annual Professional Performance Review) Law & Regulations, this is a perfect time to be making this *transition!* I am extremely fortunate to be among colleagues who so generously share their expertise; here are just a few recent examples: Ms. Angela Perrotto, our department chair, welcomed me as a member of her EAD 652 – Curriculum Administration class during its intensive summer offering in Palermo last July; Ms. Hetty Gingold, adjunct professor, allowed me to audit her EAD 641 – Supervision course during the first quarter of the Fall 2011 semester at the SUNY Oswego Metro Center; and Mr. Richard Cavallaro, adjunct professor, is mentoring me as I instruct one of the Central New York cohorts of candidates enrolled in our capstone course (EAD 695 – Internship). Through these experiences, I have become part of a highly interactive professional network, and have consistently been witness to: first class teaching; authentic learning across a rigorous and relevant curriculum; highly engaged candidates who are both devoted to their current responsibilities and committed to earning their CAS in pursuit of new challenges; dedicated professionals who willingly contribute time and expertise through service as adjunct faculty members and delivering guest lectures in our classes; and many, many examples of collaborative partnerships between SUNY Oswego and the P-12 educational community across New York State.

In addition to directing the Project BLEND grant and working with a cohort of EAD 695 administrative interns, I am acting as Lead Project Advisor for another

grant titled O-RITE (*Oswego Residency Initiative for Teacher Excellence*). Funded through NYSED with “Race to the Top” dollars, our proposal (valued at over \$1.7 million) is one of eleven across New York State selected to receive support spanning three years. O-RITE will introduce a new Master of Arts in Teaching (MAT) degree program that will integrate coursework (37 sh) with intensive school residency experiences in order to prepare teachers to work in high need schools in the areas of secondary Special Education, the sciences, mathematics and TESOL. The model I helped to develop incorporates an intensive residency element that combines comprehensive theoretical knowledge with more than 10 months of clinical experience in high needs schools and alternative education sites in urban New York City and Syracuse or rural Oswego County.

Transitional periods in our lives are recursive. By definition, they are characterized by the action or process of moving from one condition to another. And, they recur periodically while we continually develop and grow as lifelong learners. I am totally engaged in making the **transition** to becoming an exceptional educator in the Department of Educational Administration, and remain focused on promoting the growth of our programs to aspiring educational leaders throughout New York State and beyond its borders. I extend my sincere gratitude to Ms. Angela Perrotto, Dr. Glenn Wachter, Ms. Carolyn Costello and all of our adjunct professors for their ongoing support and confidence.



Dr. Glenn Wachter

As I have shared in a prior faculty update, my full responsibilities are now with the NYS Superintendent Development Program and consequently, I am no longer teaching graduate classes in our CAS program. I do have the wonderful opportunity to still advise our CAS students, which keeps me in contact with their classroom and internship experiences. With our students’ performance continuing to surpass all other statewide programs, as shown on state certification assessments, it is a privilege to remain directly “connected” to our aspiring leaders.

Team Sheldon, the Oswego County consortium of school districts linked to SUNY Oswego’s School of Education, provides an additional vehicle for my connection, as a professor, to the K-12 school community. Just as we tell our CAS students, listening carefully to the conversations that occur in Team Sheldon meetings is very instructive in terms of understanding and

appreciating the gravity and subtleties of the changes and challenges facing school districts in 2011 and beyond. It is also an opportunity to reaffirm relationships with superintendents in the region.

I also have the opportunity to represent the Educational Administration Department on the university’s Human Subjects Committee, where research proposals that involve “people” in potentially sensitive ways are reviewed. This is an especially interesting experience in that it involves professors from across the entire university community, extending beyond the School of Education. Beyond this committee, I also have the responsibility to serve the School of Education as a member of the Faculty Council. The Faculty Council has representatives from a variety of departments within the School of Education and serves a variety of functions, including a role in course curriculum changes and new course approvals, structuring agendas for full School of Education meetings, and providing a vehicle for faculty program concerns. Faculty Council is in a unique position in terms of communicating with the Dean of the School of Education as well.

As mentioned earlier, my primary responsibility as a professor in the educational administration program is as Director of the New York State Superintendent Development Program which is enjoying another year of success statewide. Please see the newsletter segment on the NYS SDP for a more complete update.

Applying for Graduation

Finishing interns need to remember to apply for Graduation prior to February 1, 2012. When applying please keep in mind that our CAS students are August graduates.

Instructions to File Online:

- Go to myOswego (<http://myoswego.oswego.edu>)
- Sign in
- Click on "Registration"
- Click on "Apply for Graduation"
- Follow instructions on the Graduation Form.

~ Annual Meeting Award Winners ~

Tinelli-Sheive Award



CNY Award Winners ~ "The Reflectors" Team (Jeanelle Cross, Vicky Garrett, Christopher Leece, Dennis Taylor, Dana Ziegler) shown with Dr. Suzanne Gilmour.



North Country Winners ~ "Team ORCHA" (Jonathan Christopher, Angela Green, Kimberly Hayes, and Andrea Turner shown with Mary Beth Denny, adjunct instructor.



Finger Lakes Winners ~ "Educational Leaders of Tomorrow" (Jane Kobos, Shaun Merrill, Megan Paliotti, and Kristal Shambo).

Reading Award



The Reading Award was presented to Dennis DeRossiers and Robyn Proud. This award is given to the Ed Admin graduates, who, by peer domination, is most likely to make a significant contribution to the field. Shown with John McGuire, Glenn Wachter, and Angela Perrotto.



Schoenheit Award

Adjunct Professor Hetty Gingold presented the Schoenheit Award to Jeremy Belfield and Andrew Wahl. This award is given to the Ed Admin graduates who best demonstrate high standards in supervision for the improvement of instruction.

Where are the Interns

- **Alfred Angeleri**, Middle School Assistant Principal, Cato-Meridian CSD
- **Michael Augliano**, MS Administrative Intern, Middle School, Thousand Island CSD
- **Patrick Bailey**, Assistant Principal, Finger Lakes Technical and Career Center
- **Michael Bateson**, Assistant Principal, Pulaski Midde Senior HS, Pulaski Academy and Central School District
- **Marla Berlin**, Summer School Coordinator, College Liason, Mexico HS, Mexico CSD
- **Bernadette Chapman**, Coordinator for Pre-K & Preschool Special Education: Birth to Five Trainer, Madison-Oneida BOCES

~~ We've Moved ~~

The Educational Administration Department recently relocated on campus. We are now located in Room 214 of Hewitt Union. For those of you unfamiliar with the layout of campus, we are now in the old student union, located between Culkin Hall (the main administration building) and Penfield Library.

- **Jonathan Christopher**, Assistant Principal/
Administrative Intern, Bruce C. Clarke Senior HS,
South Jefferson CSD
- **Ameigh Coates**, Administrative Intern, Marcus
Whitman CSD
- **Nelly Collazo**, High School Assistant Principal
Intern, Watertown High School, Watertown CSD
- **Stacey Cummings**, Vice Principal, Auburn Enlarged
CSD
- **Kelly Dallos**, Dean of Students, Penn Yan Academy,
Penn Yan Central
- **Stacy Dawson**, Assistant Principal, Fitzhugh Park
ES, Oswego City SD
- **Karen Finter**, Secondary Science Supervisor, Dake
JHS and Irondequoit HS, West Irondequoit CSD
- **Vicky Garrett**, Director of Pupil Personnel and
Special Services, Skaneateles Central Schools
- **Carrie Goodell**, Administrative Intern, Marion CSD
- **Angela Green**, Summer School HS Principal,
Watertown City Schools
- **Kimberly Hayes**, Summer School Assistant
Principal, H.T. Wiley IS, Watertown City SD
- **Shari Hurny**, Administrative Intern, Wayne CSD
- **James Karcz**, Vice Principal, Cayuga Onondaga
BOCES Summer School, Dean of Students/Athletics,
HW Smith School, Auburn BOCES/Syracuse City
SD
- **Christopher Leece**, Alternative Education Intern,
Fulton Education Center, Fulton City SD
- **Shaun Merrill**, Administrative Intern, Waterloo
CSD
- **Robert Montgomery**, Director of Secondary
Curriculum, Auburn Enlarged City School District
- **Laurie Newsome**, Administrative Intern, Bellevue
ES, Syracuse City School District
- **Megan Paliotti**, Administrative Intern, North Rose-
Wolcott HS, North Rose-Wolcott CSD
- **Christopher Puylara**, Romulus Administrative
Intern K-12, Romulus CSD
- **Michael Richer**, Administrative Intern Cayuga
Onondaga BOCES
- **Gillian Ryan**, CSE Chair/ Special Education
Department Chair, Dewitt MS, Ithaca City School
District
- **Kristal Shambo**, Summer School Coordinator,
Midlakes Education Center, WFL BOCES
- **Jamie Sullivan**, Academic Dean, Cicero-North
Syracuse HS, North Syracuse CSD
- **Heather Sweet**, Special Education Administrative
Intern, Liverpool CSD
- **Dennis Taylor**, Professional Learning Coach,
Cayuga-Onondaga BOCES
- **Andrea Turner**, Asst. Director of Special Programs
& Asst. Elementary Principal Lura Sharp ES, Pulaski
Academy and CS
- **Babette Valentine**, Administrative Intern, Jefferson-
Lewis BOCES
- **Denise Waterman**, Administrative Intern, LaFayette
CSD
- **Eva Williams**, Administrative Intern, Syracuse CSD
- **Brett Woodcock**, Extended School Year Program
Assistant Principal, Long Branch ES, Liverpool CSD
- **Dana Ziegler**, Administrative Intern, Elden ES,
Baldwinsville CSD

Reading Award Winner

Mr. Dennis DesRosiers

Submitted by: Ms. Andrea Swan, Graduate Assistant

Mr. DesRosiers is currently Assistant Principal of Dake Junior High School in the West Irondequoit C.S.D. In this position he has many responsibilities. These include oversight of supervision, professional development, student management, essential mechanisms and scheduling. He also chairs their building-level CSE and PPS meetings as well as monitoring their AIS services.

As Assistant Principal he works as part of a team to build success for their students and teachers. One of the many things he is proud of being in this building is that currently, his building continues to average in the top five academic categories for student achievement across Monroe County. He is very proud of being a part of the tradition of academic excellence.

Graduating from this program, Mr. DesRosiers believes the Educational Administration program at SUNY Oswego was invaluable in terms of his preparation for his current role as Assistant Principal. He states, "The real life, 'hands-on' learning components were essential to developing my understanding of my role." He believes that working alongside professors, who were able to share their own personal experiences, was essential.

Mr. DesRosiers possesses many characteristics and skills that have helped him make significant contributions to this field. Some of those include his ability to listen and to reflect about his practice. He believes one must truly have the ability to take in all perspectives in any situation in order to make an informed decision on anything and everything. He states "using good judgment that is grounded in resolving the needs of the students, the support of your teachers and the perspective of the parents/community is a cornerstone of effective leadership." He holds on to that belief and has contributed to where he is today.

Within this field he has noticed some challenges educational leaders face today. These include providing academic supports for most at-risk learners within the peak of our economy's financial climate, developing a

plan for effective implementation of the APPR standards, as well as continually fostering a positive culture and climate in schools.

Lastly, he leaves future educational administrators with some advice. "The best advice that I can give to aspiring educational leaders would be to collaborate with your colleagues. Learn to recognize that checking your thinking with a veteran colleague is a sign of strength. When we support each other to make decisions that are centered in what is best for our students that is when we will see positive changes occur. The relationships that you will form along the way will last throughout your career..."

Mr. DesRosiers worked hard throughout his academic career and he is now reaping the benefits. Congratulations on receiving the Readling Award for 2011!!!



A new day has dawned for education in Oswego County...

Submitted by Professor Carolyn Costello

Each September throughout Oswego County on the first day of school, excited children of all ages arrive at the doors to their classrooms with staggering differences in ability levels. As our culture has changed, so have the responsibilities that are rightfully and willingly shouldered by all public schools. While our public schools have become responsible providers of services for many societal issues, we, as educators, have focused on our academic mission and encouraged all of our students to continue their education beyond high school graduation.

"P-16 Education" is a comparatively new buzz word in a system that is fond of buzz words. This P-16 initiative is predicated on developing a fluid understanding of all stages of learning from the moment our children enter preschool at age 4 through the years that they select their career path and become young adults. As I transitioned from the role of superintendent of schools to that of college professor, it has been my pleasure to participate in a unique P-16 collaboration right here in Oswego County.

The superintendents in Oswego County have often discussed the impact that poverty has on our children and on their education. Many schools have embraced Ruby Payne's work which identifies the lifelong effects that a "culture of poverty" has on our children, on their academic success and ultimately on their futures as contributing members of society and our world.

The staff at the Altmar Parish Williamstown School District has been researching together the work of Dr. Eric Jensen, who approaches the impact of poverty and/or the lack of engagement with young children in a decidedly different manner. Dr. Jensen's research addresses the impact that a life of poverty and neglect has

on the physical structure of the brain. As a district, APW chose to invite Dr. Jensen to their school to present the findings of his years of research to the entire staff.

P-16 education came to life right here in Oswego County when Gerry Hudson, the Superintendent of the APW School District, opened his doors and invited all of the superintendents in Oswego County to join his staff and learn together what the impact of poverty can mean for the successful education of our children and, further, to discuss what Oswego County Schools can do together to ensure our students' success.

Fortunately, Mr. Hudson didn't stop there. He then invited professors from SUNY Oswego's School of Education to attend the daylong conference to ensure that we were learning together what Dr. Jensen's years of research could tell us about our children. On a beautiful sunny fall day, teachers, administrators and college professors were actively involved in learning together how the physical structure of the brain is impacted by poverty. Together we also learned methods that can be used to enhance the learning that is taking place P-16 in Oswego County.

SUNY Oswego has an exceptional teacher preparation program where educators are learning the skills necessary to go out into the schools and prepare the next generation of children for their future. Through the Educational Administration Program, professors are preparing the next generation of school administrators. They are also preparing the next generation of superintendents through the Superintendent Development Program.

SUNY Oswego is recognized for its leadership in education preparation, and together with the superintendents in Oswego County, we will continue to make P-16 a reality.

The transition from superintendent to college professor has been a very easy adjustment for me because in Oswego County, there is something changing, something brewing that will ensure our future teachers, our future administrators and our future superintendents will not only envision; but will lead the way in embracing a P-16 educational program.

The school districts in Oswego County and the faculty of the School of Education of SUNY Oswego together are ensuring that P-16 is not a buzz word; but a reality.

Issue Analysis Presentations

The EAD 601 students along with their instructor(s) invite you to attend their Issue Analysis Presentations. A complete listing of presentations can be found on our department website www.oswego.edu/edadmin. If you would like to attend one of the Issue Analysis Presentations, please RSVP to edadmin@oswego.edu and include your name, the date, the location, and presentation you would like to attend. RSVP's are requested so our students can plan accordingly.

New York State Superintendent Development Program Update



Submitted by Dr. Glenn Wachter

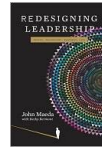
The 2011 Cohort of the Superintendent Development Program is rapidly approaching the conclusion of their program year [November]. With approximately 40 Associates [participants] statewide, it has been a very successful year. Part of the success is defined by how the Associates now view the learning that has occurred through the variety of experiences the program offers. Each Associate submits a reflection on their learning near the mid-year point of the program and subsequently, near the conclusion of the program. As we begin reviewing these second reflections, it is clear that Associates are able to identify how the program has successfully elevated the breadth and depth of their learning. Of particular importance is how Associates are able to articulate how their perspective has been elevated upwards towards “40,000 ft” [the ultimate goal]. Such a perspective allows a superintendent to view the district organization from a broad view, anticipating and planning for as many eventualities as possible.

The program has now graduated over 125 individuals who are serving or have served as superintendent’s state wide. Recent new appointees include: Tracie Preston - Scio CSD, Phyllis Spiegel McGill - Onteora CSD, Michael Crumb- Spencerport CSD, Edward Shirkey-Deposit CSD, Joseph DioGuardi-Addison CSD, Dawn Ferrara Mirand-Mount Morris CSD, Jason Thomson-Delhi CSD, Bonnie Finnerty-Schroon Lake CSD, and Jason VanFossen-Maine-Endwell CSD. Congratulations to each of these graduates, wishing them well on their leadership journey in the service of children across the state.

Next year’s NYS SDP cohort begins in January, 2012. If you are considering the superintendency and/or wish to gain a more complete district level perspective [the program is also for principals and directors aspiring to an assistant superintendency], please contact myself at glenn.wachter@oswego.edu [585-613-1977] or Dr. Joseph Busch, program administrator, at jbusch827@gmail.com [607-760-9251] for additional information or for answers to any questions you may have. Our website is:

www.nyssuperintendentdevelopmentprogram.com.

Faculty Book Reviews



Redesigning Leadership

by John Maeda with Becky Bermont (MIT Press, 2011)
Faculty Book Review by Dr. Linda Rae Markert

The co-authors of this book met while Maeda was the Associate Director of the MIT Media Lab. Bermont arrived there shortly after completing her MBA at Stanford. Maeda was appointed as the 16th President of the Rhode Island School of Design (RISD) in June 2008, and Bermont joined him there to run its Media group. *Redesigning Leadership* is actually a series of vignettes that reveal how Maeda’s perspectives as an artist, designer, technologist and professor have come to life in how he is leading an institution of higher education. In the opening lines of the book, Bermont makes the following observation:

“John and I have very different minds and ways of working. He draws to make sense of things; I take notes. He is constantly inventing; I am constantly organizing. He is four steps ahead and I am focused on the here and now. He takes risks, and I am more worried about how things will be perceived.”

As leaders, most of us are probably in positions where we are constantly shifting behaviors as we are called upon to be organizers, artists, note takers, future-focused planners, managers of daily routines, risk takers and guardians of tradition. Maeda writes, “the word leadership is something of anathema to creative folks as it invokes an image of authority and order over the chaos that we thrive upon.” (p.4) The truth in this affirmation is found in all the times when school leaders want to move programs in a new, innovative direction, but inevitably encounter various constraints along the way (e.g., regulations, accreditation standards, policies, reticence to change).

Maeda never served as a department chair, dean or provost which are the typical steps one takes in academe prior to landing a college presidency. The fact that he “suddenly” became president, through an unconventional pathway without learning many of higher education’s administrative ropes, has seemingly given him license to improvise on the job as necessary. As noted above, the authors provide four dimensions of leadership through a recount of lessons Maeda learned as president during his first three years at RISD – Creative as Leader; Technologist as Leader; Professor as Leader; Human as Leader. He draws some very nice and easy to grasp examples to illustrate each of these vantage points. Here are a few paraphrased excerpts which should resonate with readers who hold complicated (yet rewarding) administrative appointments.

Creative = Artists and designers aren’t afraid to get their hands dirty in the process of making works of art, and that same unbridled spirit can feed naturally

into the challenges of leadership. A creative leader is someone who leads with dirty hands, much the way an artist's hands are often literally dirty with paint, clay or wood dust (pp. 9-10).

Creative = There is a downside of being a dirty-hands leader. Getting too down and dirty means that you're taking away the work that should be completed by the people that you lead (p. 14).

Technologist = The technological culture we live in has forced the idea of transparency to reside front and center in today's definition of ethical behavior. The assumption behind increased transparency is that having access to all the facts makes everyone more comfortable. Regardless, leaders must recognize that transparency may be great, but it doesn't necessarily provide clarity (p. 28).

Technologist = Give up on Facebook® as the best means to bring people together and return to more traditional technology – free food (p. 40). Perhaps turning technology off occasionally can help leaders turn more people on.

Professor = In my own experience as a professor, the first question that came to mind when asked to join a team was always, "Who else is on it?" It wasn't until I was thrust into a leadership role and experienced firsthand the challenges of trying to lead that I began my commitment to becoming a better follower (pp. 44-45).

Professor = A professor is a leader of his/her intellectual field in the broadest sense, and in the day-to-day sense he/she is the leader of the classroom or studio. As president of RISD, a leader of highly accomplished professors, I have learned the power and benefits of having a truly cohesive team (p. 54).

Human = On one hand the, experience of leading is rewarding because you are in a position to positively enable others. On the other hand, leading often hurts because the decisions you make can negatively affect a lot more people than just yourself (p. 57).

Human = There is a difference between ideas and ideals. Having ideals is having a compass that always points to your heart instead of your brain, and fulfillment isn't something you just imagine in your head, but have to feel in your soul. In my work as an independent designer I was free to express my ideas; as a leader I now strive to live up to my ideals (p. 59).

These authors have, in less than 80 pages, written a rich, honest and often humble piece about many assumptions persons make about leaders and leadership skills. In some ways, this short book resembles *Leadership is an Art* (1990) written by Max DePree. Like DePree, John Maeda gives credit to many from whom he has learned and he remembers to thank them. *Redefining Leadership* was released at just about the same time that

more than 80% of RISD's faculty members had voted "no confidence" in Maeda's performance as their president. When this headline appeared in the *Chronicle of Higher Education* (May 1, 2011), this reviewer was prompted to take a look at Maeda's new book – reading it has been an enlightening experience.



The 5 Languages of Appreciation in the Workplace

By Gary Chapman and Paul White [2011]
Faculty Book Review by Dr. Glenn Wachter

You may be thinking "Not another 'feel good' book that lacks the real substance for moving an organization forward!" As I select the book for a book review, I am generally motivated to seek out authors who talk about systems and structures that will improve an organization's effectiveness as that is the real "substance" of a leader's work. However, there is sophistication about Chapman and White's approach to employee motivation that resonates in terms of a potential meaningful difference in performance of the schools or districts we lead. Therefore, *The 5 Languages of Appreciation in the Workplace* becomes the choice for this review and hopefully your choice for a future "read" for your professional and perhaps personal growth.

The authors set up the reader to see the value and some of the subtleties of showing appreciation by starting with a variety of workplace scenarios involving employees who feel appreciated and others who feel undervalued. These scenarios do have the power of pulling in the reader to see [and feel] the value of appreciation in the workplace. Chapman and White then move into Chapter 1: "The Concept" taking significant care to define the notion of appreciation with categories of: "Why 'just say thanks' doesn't work"; "When appreciation misses the mark"; and "Who can use the motivating by appreciation concepts?" Chapter 2 then moves to "Understanding the Return on Investment from Appreciation and Encouragement." Chapter 2 provides an important temporal context for reading this book now. In a period of time when school leaders are having to excess faculty and staff and diminish programs, creating or holding onto a culture of positive optimism becomes challenging even for the most effective leader. Thinking that staff "feeling lucky to even have a job in these difficult economic times" will be a substitute for needing to show appreciation for employees is exactly the opposite thinking that is required. Having a culture of survival will not necessarily motivate faculty to implement the new Core Curriculum with enthusiastic success nor will such a culture help students move to meet the highest levels of learning and achievement.

The reader is now taken through Section 2; "The 5 Languages of Appreciation" which this reviewer believes

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(continued from page 11)

is the core content of the book where the reader can actually understand the importance of applying effectively the right language of appreciation with individual employees. For example, a principal showering a staff with a note of blanket appreciation often fails to resonate with many staff. Similarly, one staff member will feel appreciated when the principal spends a few minutes of her/his time with the staff member while another staff member will respond to individual praise. Knowing the “5 Languages” and how to use them is the critical learning offered in this book. “Words of Affirmation”, “Quality Time”, “Acts of Service”, “Tangible Gifts”, and “Physical Touch” represent the different approaches to instilling a sense of appreciation and each has its unique role and influence. Chapman and White, in remaining chapters, then review the notions of “Applying the Concepts to Daily Life” and “Overcoming Common Obstacles” in the actual application of the “5 Languages of Appreciation”.

So, is this a “feel good” book? Yes it is, but the “feeling good” isn’t for the reader. Rather, the “feeling good” is for those employees that the reader leads. In less challenging times, the content of this book is important, but with the significant challenges facing schools and districts, this book provides a perspective and resource for those seeking to turn at least part of the challenge into opportunity.

Spring 2012 Course Listing

Finger Lakes Courses:

EAD 610 – 800 School Principalship (6 hrs)

Class Meets: Mondays (4:30-10:00) 1/23; 1/30; 2/6; 2/13; 2/27; 3/5; 3/12; 3/19; 3/26; 4/2; 4/16; 4/23; 4/30; & 5/7.

Location: Palmyra-Macedon MS

Instructor: Perrotto, A./Ike **CRN#14678**

Central New York Courses:

EAD 610 – 810 School Principalship (3 hrs)

Class Meets: Mondays (4:30-10:00) 1/23; 1/30; 2/6; 2/13; 2/27; 3/5; 3/12; 3/19; 3/26; 4/2; 4/16; 4/23; 4/30; & 5/7.

Location: Metro Center

Instructor: Craig, J. **CRN# 12463**

EAD 621 – 800 School Personnel Management (3 hrs)

Class Meets: Wednesday (4:30 - 10:00) 1/25; 2/1; 2/8; 2/15; 2/29; 3/7; & 3/14

Location: Ray MS, Baldwinsville CSD

Instructor: Speech, A. **CRN# 16056**

Northern New York Courses:

EAD 610 – 820 School Principalship (6 hrs)

Class Meets: Thursday (4:30-10:00) 1/26; 2/2; 2/9; 2/16; 3/1; 3/8; 3/15; 3/22; 3/29; 4/12; 4/19; 4/26; 5/3; & 5/10.

Location: Jefferson-Lewis BOCES

Instructor: Steckly, C. **CRN# 14679**