

Educational Administration Faculty

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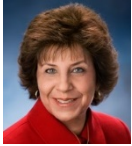
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Annual Meeting & Commencement 2013





Educational Reforms P – 21 within the Educational Leadership Program

Submitted by Prof. Angela Perrotto, Dept. Chair

At this point in our national educational reforms, no educator needs to be reminded of the many initiatives that are upon us today OR of their purpose – although restating the purpose keeps us focused on why we are doing what we are doing in every classroom across America. Our reforms, simply put, are vital to bring about the necessary changes for our students to successfully meet the world they will encounter upon graduation. Schools of education on every college and university are not remiss of these changes. These reforms are a pre-kindergarten through college/university level endeavor. There should be no part of this continuum that should be a missing link. Effective education exists as a continuum of relevant, sequenced, and appropriate learning for students at any and all points in their learning and throughout all subjects.

If one were to quickly summarize the reforms for “College and Career Ready”, what would be said is:

- *adding the relevancy;
- *increasing the rigor;
- *embedding literacy;
- *using data;
- *achieving success with all populations of students;
- *holding all accountable.

This holds true for all public schools across New York State. This also holds true for colleges and universities that are preparing students to become teachers and educational leaders.

In the post-graduate Certificate of Advanced Study in Educational Leadership at SUNY Oswego, the program prides itself on being “state of the art” with not only state, but national and international reforms and initiatives. “The curriculum is a constant working document that is revised continually in order to keep abreast of what leaders will need in order to move their staff and students into the future. We are not interested in leading for yesterday” says Chair Angela Perrotto, “We need to see strong evidence from our candidates that they understand the work that must be accomplished in order to lead into the future at ALL levels of

leadership (school building level and school district level).” To do this, graduates must have command of the reforms for schools, leaders, staff AND students. The School Building Leader Assessment (for New York State) is the final certification assessment candidates must successfully meet in order to become a building leader. This exam has been revised and the first administration of the new School Building Leader exam occurred in late September. This assessment includes all of the reforms and initiatives listed above. Candidates must problem-solve relevant issues in education today by answering both short and extended response questions after analyzing multiple forms of data, viewing videotapes, identifying relevant evidence, and justifying results. Graduates must demonstrate strong evidence of accountability for all, collaboration, and strategic ways to bring about desired change within school and community while hiring and retaining high quality staff. If schools are about teaching and learning, our leaders must be instructional leaders who know how to support teachers with what needs to be taught while keeping a keen focus on EVERY student’s success.

Every course in Oswego’s educational leadership program has embedded all of the “College and Career Ready” reforms. Our graduates operate at a level where they must understand multiple layers of standards – certainly the Common Core for students, the effective teaching standards for the teachers, while being evaluated on their own national leadership standards. Throughout the program, students must consistently demonstrate strong evidence that they can lead these forward for all of their students, but also for all of the staff! All this, while holding themselves accountable for the success of all.

In terms of accountability today in the educational environment, the administrators certainly have the highest degree of accountability as their own evaluation is based upon every teacher’s success with meeting their standards AND every student’s success with meeting the Common Core. Data, rigor, relevance, and indeed, accountability must now be the cornerstones of every course within the Certificate of Advanced Study Program.

Awards Presented at the 2013 Annual Meeting/Celebration May 14, 2013

2012 Linda Tinelli Sheive Award

The Linda Tinelli Sheive Award - The SUNY Oswego Educational Administration Graduate team, which listened to and applied feedback best. Established 2003.

Recipients from EAD 601 Fall 2012 are:



EAD 601 (NC) Stacey Eger, Deborah Domagala, Penny Morley, Lori Moseley, Patrick Vrooman and Asst. Prof. MaryBeth Denny.



EAD 601 (FL) Jeffrey McCarthy, Amy Hibbard, Assistant Professor Danielle Dehm, and Jennifer Marafioti.



EAD 601 (CNY) Rebecca Cynoweth, Richard Linzy, Heather Lynch (not pictured) Michael Wurster and Dr. Linda Rae Markert.

2013 Schoenheit Award

The Schoenheit Award was presented to Jeffrey McCarthy '13, Angela Sanford '13, and Patrick Vrooman '13. This award is given to the Educational Administration graduates who best demonstrate high standards in supervision for the improvement of instruction.



Angela Sanford and Professor Angela Perrotto



Tony Cardamone & Patrick Vrooman



Jeffrey McCarthy & Professor Angela Perrotto

2013 Readling Award Winners (see articles on next page)

Reading Award Winner

The Reading Award was presented to 2013 - Stacey Eger '13, Amy Hibbard '13, and Christopher Klivak '13. This award is given to the Educational Administration graduate(s), who, by peer nomination, is most likely to make a significant contribution to the field.

Stacey Eger '13



Dr. Glenn Wachter, Stacey Eger, and Dr. Linda Rae Markert.

One of the best parts of the Ed Admin program at Oswego is the practical application of the skills you obtain in your first few classes. Half of the program is based on the work that a participant actually does in a school district. "So, for me, spending one year of the program in a district as an intern really provided me with a sense of the types of tasks an educational administrator is challenged with, but it also gave me an opportunity to see on a daily occurrence of what I would want to do and what I would not want to do in a given situation," Stacey added.

She was originally hired at Jefferson-Lewis-Hamilton-Herkimer-Oneida BOCES as a Curriculum Coordinator and contracted out to a single district; however, Stacey currently describes her position as "hybrid" since she was brought back to BOCES to work as part Curriculum Coordinator and part Network Team member. She provides support with a regional assessment development program and professional development to all of the eighteen component districts on a data-driven instruction and related curricular initiatives. Eger

and her team must stay current of what is happening locally, regionally, statewide and federally. Having said this, being knowledgeable of any current methods to implement strategies to handle the initiatives of the Regents Reform Agenda, and Race to the Top. All this in addition to the existing budget challenges faced by many of the districts.

Stacey has only been at BOCES since February, and was placed at her current job in July. So far, she is pleased to have the opportunity to build on what her team was already offering. "What I brought to the table is the ability to create common core-aligned assessments."

One of Eger's favorite aspects of her job is being able to go in each day and work on something new. There is very little routine to her workday as she might be at one district one day and then another for a portion of the following day before heading back to her office to tackle a different task. Stacey also loves that her job allows her to have a family life.

Whenever a district we are working with is struggling with the culture in their building(s) it makes it challenging for us. At times, politics interfere with what we are trying to build capacity for and when that happens, it's a serious roadblock. Safety and culture is a category on the Metrics and Deliverables document put forth by the State Education dept. and is the most essential piece of the change process. Without a culture where any stakeholder can say "I don't know" or "I disagree" as part of a collaborative and respectful process, it's incredibly challenging to accomplish any scope of work. But, when you see a group of stakeholders who were resistant at first to receive information but then take it and run, that's pretty rewarding at the end of the day.

I would advise future educational administrators to consider what type of position is most befitting of you and your lifestyle. If you have a family and value time with them then find a position that will allow that. Some districts offer incredible benefits that include negotiations for taking time off and other additional perks. Find a position that fits what you have the capacity to provide and your strengths in the business. Also, be sure to have a support system at home. Having someone who has your back, so to speak, is highly beneficial. Administration is a tough job and

having that encouragement in your life will help make the work much more satisfying.

Stacey considers herself to be a lifelong learner and this makes her job easier. She hopes this will allow her to contribute more in the long run. Eger has a tremendous amount of empathy with what teachers go through now and what they will face in the future as changes are made and implemented in the way education is provided to students. Stacey is no longer in the classroom but can recall the experience. This enables her to connect with the teachers. Stacey added they she is energetic and a good communicator, which allows her to help districts understand initiatives and the language around them.

Oswego's CAS program is one of the best around for a reason. They offer a modern, practically-based approach to developing administrators. Eger feels blessed to have met and learned from the many professors she had.

Amy Hibbard '13



Dr. Glenn Wachter, Amy Hibbard, & Dr. Linda Rae Markert

The CAS program gave Amy a solid understanding of effective educational leadership and provided her with many opportunities to apply valuable leadership skills. She also stated that the program instilled the most current trends and research in education including a deep understanding of the Regents Reform Agenda. Thanks to Oswego's program, Hibbard is highly qualified to work as an instructional leader in a school and/or district.

Amy is currently employed as a "Supplemental Services Coach" for Wayne-Finger Lakes BOCES. This position requires her to work with nineteen different school districts to provide teachers and administrators with support. This

includes implementing the CCLS, APPR and DDI. Hibbard's role varies each day as she offers workshops, teaches model lessons, facilitates planning of CCLS lessons and leads teacher instructional rounds. Hibbard also participates in district committees. As a coach, she stated, each role is always approached through a lens of doing what is the most beneficial for the students.

The most challenging moments in her job involves convincing people that the CCLS are the right thing for our students despite the rocky implementation. Hibbard feels that teachers have not been given enough training on the new CCLS so it is her job to help them to understand the rationale of the CCLS and implement it with fidelity.

Amy added that the most important thing you need in any administrative job is the ability to build relationships. This involves listening to and supporting your staff. When you take the time to build relationships in the beginning, and continue to nurture them throughout your tenure, all other aspects of your job will be easier.

Her passion is to do what's best for the kids and this important belief is what leads her work. This passion drives me to stay current with educational research and spend time in classrooms helping to maximize the teaching and learning of all.

On a final note, Hibbard stated that the SUNY Oswego program and professors prepared me extremely well for a career in educational administration.

Christopher Klivak '13



Dr. Glenn Wachter, Christopher Klivak and Dr. Linda Rae Markert.

We hope to publish an article from Christopher in the Spring 2014 newsletter.

Issue Analysis

Team Presentations

Central New York Region EAD 601

SUNY Oswego Metro Center

Communicating Common Core Learning Standards

Presented to: William Lynch, Superintendent
Fulton City School District

Improving & Sustaining Employee Morale

Presented to: Gerald Hudson, Superintendent,
APW Central School District

Project Based Learning

Presented to: J. Francis Manning, Superintendent
OCM BOCES

Career Development & Occupational Studies (CDOS) Credential

Presented to: Joseph Menard, Superintendent
Central Square Central Schools

Declining Student Enrollment & District Reorganization

Presented to: Robert Dubik, Superintendent
Cazenovia Central School District

Effective Induction/Mentoring Programs

Presented to: Dr. Marshall Marshall, Superintendent
Pulaski Academy & Central School

Ros Asquith, theguardian.com



North Country Region EAD 601
Jefferson-Lewis BOCES Conference Room
A/B

Rock Solid Summer Literacy Program

Presented to: Mr. Terry Fralick, Superintendent
Watertown City School District

Finger Lakes Region EAD 601
Palmyra Macedon MS, Leadership Room

Implementation & Utilization of the STAR Assessment at the Secondary Level

Presented to: Mr. Mike Ford, Superintendent
Phelps-Clifton Springs Central School
District

Instructional Models to Maximize College & Career Readiness in Small Rural Districts

Presented to: Mr. Mike Ford, Superintendent
Phelps-Clifton Springs Central School
District

Grading Scale Changes: Implications at the Secondary Level

Presented to: Mrs. Linda Rice, Superintendent
Union Springs Central School District

Incorporating Enrichment Programs at the Elementary Level that Enhance Secondary Achievement

Presented to: Mr. John Walker, Superintendent
North Rose-Wolcott Central School
District

Dates to Remember

- 05/16/2014 - Annual Alumni Meeting (Required attendance for completing interns.)
- 05/17/2014 - Commencement "Walk" for those completing the program (actual Graduation is August 2014)

Congratulations to our Alumni on recent Career Changes

Kylie Buker '13, Middle School Assistant Principal,
Carthage CSD

Amy Busby '13, Coordinator of Supplemental
Services, WFL BOCES

Michael Bateson '11, Middle School Principal,
Pulaski Academy & CS

Marla Berlin '12, Principal, Oswego County
BOCES

Elizabeth Culbertson '09, Middle School Assistant
Principal, Indian River CS

Deborah Domagala '13, Assistant Elementary
Principal, Lowville Academy & CS

Stacey Eger '13, Curriculum Coordinator/Network
Team Member, Jefferson Lewis BOCES

Sean Fahey '10, Assistant Principal/District Data
Coordinator, Camillus MS, West Genesee CSD

Michael Farney '13, High School Principal,
LaFargeville CS

Tammy Farrell '10, Director of Curriculum,
Instruction and Special Program, Hannibal CSD

Kristen Jetty '13, Assistant Principal, APW HS,
APW CSD

Brian Kavanagh '01, Assistant Superintendent for
Instruction, Oneida CSD

Jennifer Kelly '13, Coordinator of Supplemental
Services, WFL BOCES

Christopher Klivak '13, District Data Coordinator,
Central New York Regional Information

Marietta Lachenauer '10, Interim High School
Principal, Westhill CSD

Christopher Leece '12, Science Department
Chairperson, Fulton City SD

Richard Linzy '13, Vice Principal, Corcoran HS,
Syracuse CSD

Andrea Turner Lomber '12, Elementary Principal,
Pulaski Academy & CS

William Mecum '10, Principal, Porter ES, Syracuse
CSD

Christopher Puylara '12, Pre-K through 6
Principal, Romulus CSD

Audra Schmitt '13, Assistant Principal, Calkins
MS, Pittsford CSD

Alicia Spitz '13, K-6 ELA/Social Studies
Curriculum Supervisor, West Irondequoit CSD

Jennifer Stanton '13, Director of Special Education
and Curriculum, McGraw CSD

Eric Vaillancourt '13, Coordinator of Supplemental
Services, WFL BOCES

Babette Valentine '12, Curriculum
Coordinator, Jefferson-Lewis BOCES (General
Brown)

Donna Watts '09, Director of Music and Visual
Arts, Rush-Henrietta CSD

Alan Woods '09, Humanities Department Chair,
Pulaski Academy & CS

Michael Wurster '13, Assistant Principal & District
Data Coordinator, Union Springs CSD

Barbara Zehr '10, Elementary Principal and K-12
ESOL Director, Philadelphia Primary, Indian
River CSD



New York State Superintendent Development Program Update

Submitted by Dr. Glenn Wachter

The 2013 SDP Cohort is rapidly moving towards the culminating session, held in Central Square on November 2. With approximately 35 Associate participants, each team has concluded their second issue analysis and individuals are now actively involved in developing their Scan and Entry Plans of a school district that has a superintendent opening. Search consultants have repeatedly shared how the skill set that is developed in creating a Scan and Entry plan sets many SDP graduates apart from the competition for superintendentcies. It is a sophisticated process, built upon all of the other previous authentic program experiences. For example, program participants quickly begin to recognize and understand the importance of boardsmanship [working with a board of education] during the first half of the program year. Boardsmanship then becomes a critical element of the Scan and Entry Plan process, as understanding a district's board of education is critical in deciding to apply for a superintendentcy. Then, if appointed, boardsmanship is central to the future success of the new superintendent.

The program Mid-Year Session, held in July, featured not only the Associate Issue Analysis presentations, but also numerous speakers holding high level state wide positions. The NYS 2013 Superintendent of the Year Oliver Robinson, NYS Commissioner of Education King, the Executive Director of NYSSBA Tim Kremer, and search consultant Alan Pole each spoke with the 2013 Cohort. Recent SDP graduates, Jeremy Clingerman [now a superintendent] and Jamie Farr also returned to share the impact of their 2012 Scan and Entry planning process affected not only their job searches but also their perspective on assessing a school district.

At the same time this year's cohort is 'wrapping up', applications are being accepted for the 2014 program. Information and an application can be accessed on the program website at NYSSuperintendentDevelopmentProgram.com.

<http://www.nyssuperintendentdevelopmentprogram.com/>



Where are the Interns?

- **Michele Alagna**, Principal, ACES at Jefferson-Lewis BOCES (July – August 2013)
- **Marjory Ball Williams**, Online Blended Coordinator at Jefferson-Lewis BOCES (July – August 2013)
- **Julie Bearup**, Administrative Intern, Middle School/Elementary School, Thousand Islands CSD (September - June 2014)
- **Doreen Bergman**, School Library Systems Director, Jefferson-Lewis BOCES (September – June 2014)
- **Anne Marie Bertram**, Interim Elementary Principal, West Carthage ES, Carthage CSD (August - May 2014)
- **Kris Biazzo**, Distance Learning Coordinator (Summer 2013)/Adult Education Administrator Evening Programs (Fall 2013), Jefferson-Lewis BOCES (September - Dec 2013)
- **Cristy Bobbett**, Director of Special Education, Tully ES/Tully Jr.Sr. HS, Tully CSD (January – June 2013)
- **Todd Burkner**, Assistant to the Superintendent, Carthage HS, Carthage CSD (September – June 2014)
- **Kasey Dolson**, Summer School Principal/Instructional Specialist, Palermo ES/Mexico MS, Mexico Academy & CS (July – May 2014)
- **Maren Farney**, Administrative Intern, Copenhagen CSD (August – June 2014)
- **Lisa Freitag**, Administrative Intern, Guardino ES, Thousand Island CSD (July – Dec 2013)
- **Jeffrey Ginger**, Assistant Principal, High School, Watertown CSD (July – June 2014)
- **Barbara Grenga**, Vice Principal, Main Street School, North Syracuse CSD (July – August 2013)
- **Joelle Grifa**, Assistant Principal-Summer School Program, North Rose-Wolcott ES & Leavenworth MS, North Rose-Wolcott CSD (July – August 2013)
- **Michael Jorgensen**, Administrative Intern, High School & Middle School, Palmyra-Macedon CSD (June – August 2013)

- **Joanne Keim**, Network Team Coordinator, OCM BOCES (September – January 2014)
- **Erin King**, Intern Dean of Students, ACES at Jefferson-Lewis BOCES (August – June 2014)
- **Erica Leach**, Whitman Resource Center Director/Administrative Intern, Marcus Whitman CSD, Marcus Whitman CSD (July – August 2014)
- **Chad Luther**, Administrative Intern, Middle/High School, South Lewis CSD (July – June 2014)
- **Eric Luther**, Elementary Principal, Harrisville ES, Harrisville CSD, (September – June 2014)
- **Jeffrey McCarthy**, Administrative Intern, Canandaigua MS, Canandaigua CSD (July – June 2014)
- **Jason Nephew**, Administrative Intern, North Syracuse CSD (August – June 2014)
- **Chadwick Nower**, Administrative Intern, Chenango Campus, DCMO BOCES (July – August 2013)
- **Michael Pincelli**, Summer School Assistant Principal, Senior HS/Ninth Grade Academy, Rush Henrietta CSD (July – August 2013)
- **Pamela Ratliff**, Administrative Intern, Copenhagen CSD (August – June 2014)
- **Brian Read**, Administrative Intern, High School, Newark CSD (September – June 2014)
- **Katie Regan**, Instructional Computing Specialist/Model Schools, District Office/Model Schools, Jordan Elbridge CSD (September – June 2014)
- **Emily Remington**, Summer School Principal/Director of Grants, Carthage HS, Carthage CSD (June – June 2014)
- **Mary Ellen Roberson**, Teacher on Special Assignment, Corcoran HS, Syracuse CSD (September – June 2014)
- **Jeanette Rushford**, Dean of Students, JACES/LACES, Jefferson-Lewis BOCES (August – June 2014)
- **Neal Sanderson**, BOCES I Cooperative Summer School Administrative Intern at East Irondequoit MS, Monroe I BOCES (June – August 2013)
- **Heather Silvia**, Administrative Intern, Split Rock ES, West Genesee CSD (September – June 2014)
- **Erin Simmons**, Administrative Intern, Oswego HS, Oswego County BOCES (June – August 2013)

- **Peter Treasure**, Assistant Principal MS, Leavenworth MS, North Rose-Wolcott CSD (September – January 2014)



Eyes Wide Open

by Noreena Hertz, 2013

Reviewed by Dr. Glenn Wachter

Noreena Hertz, in her recently published book, *Eyes Wide Open*, focuses on decision making in a world that is functioning in “hyper-drive”. While the events that face educational leaders in schools may not be characterized as “hyper-drive” as compared to the world at large, nevertheless the pace has fastened for us just as the variables at play have increased. Her point, and my point as the reviewer, is that to assume the decision making criteria and strategies we used in the past will automatically work may be a formula for disaster. We must take the time, as Hertz points out, to take stock of how we make decisions and spend some time reflecting on how we can improve our decision making.

Hertz divides her work into six major categories of narrative. These are:

1. This Decision will change your life
Step One: Get to Grips with a World in Hyper-Drive
2. Keep your Eyes wide open
Step Two: See the Tiger and the Snake
Step Three: Don’t be scared of the Nacirema
3. Become your own custodian of truth
Step Four: Ditch Deference and Challenge Experts
Step Five: Learn from Shepherds and Shop Assistants
4. Go Digital...with Caution
Step Six: Co-Create and Listen IN
Step Seven: Scrutinize Sock Puppets and Screen Your Sources
5. Develop Your Survival Skills
Step Eight: Overcome Your Math Anxiety
Step Nine: Monitor Your Emotional Thermostat
6. Shake Things up
Step Ten: Embrace Dissent and Encourage Difference

Within each of her six categories, she relates her “Ten Steps” to improving one’s decision making which in her words will get the reader “started on [the] journey”.

The author is astute enough to provide examples in setting up each of the conversations about the Ten Steps which not only provide clarity around the purpose of the step in empowering one’s decision making, but also “hold” the reader’s interest. For example, with Step Two “See the Tiger and the Snake”, Hertz compares two different groups of viewers who look at a picture of a plane in the sky, a car on a road, and a tiger in a forest. One group, the Americans, focuses specifically on these main objects in the pictures. The Chinese group, on the other hand, quickly took in the main object but then scanned the backgrounds in depth. The researcher was able to track every quint, glance or flicker of attention and it was the Chinese who repeatedly noted a snake lurking behind the tiger, for example. Translated to decision making, the Americans would move forward towards a decision based on a less than full picture of reality while the Chinese, given more detailed information, would base their decisions on much more complete information. Underlining her story is the nature of data in our world today. We have more data at our disposal in our decision making processes perhaps than ever before but these data can easily overwhelm, or make it much more difficult to see the ‘snake’ for the trees.

Under the narrative section, “Develop Your Survival Skills”, Hertz speaks to a different element of decision making when she states: “If you are presented with a conclusion, before you unthinkingly accept its underlying logic, ask yourself whether the inferences made necessarily stack up. The numbers may actually be acting as a red herring, distracting you or drawing your mind away from the underlying cause and effect.” While the critical reader might suggest there isn’t anything new in this statement, and perhaps there isn’t, what is new is the volume of conflicting ‘red herrings’ that can serve as distractors in today’s world and how everyone has access to these data. She offers that Mitt Romney, in his recent presidential campaign, suggested that President Obama’s leadership had something to do with the rise in oil prices and quoted some figures in support of that conclusion. Journalists and readers in general had access to enormous amounts of data showing that

this was probably not the case. Different world, different access to data and lots of people who can easily check your decisions means your decisions may have to be better grounded than ever.

Even if you buy this book, read it, and conclude that it doesn’t present anything earthshattering, then at least it should have caused you to subject your decision making processes to closer scrutiny. As leaders, we know the dangers of assuming our decisions are beyond reproach and while we need to have the courage and wisdom to make important decisions, it is just as important to understand the increased complexity that is now involved. I recommend reading Hertz’s work, if only to increase your metacognitive decision making levels.



**We've
Moved!**

(Wilber/ Park
Halls viewing
north entrance)

On October 28, 2013 the Educational Administration relocated to 307 Park Hall. That same week the School of Education Dean’s Office also relocated to 302 Park Hall. The renovation currently connects the new science complex, Shineman Hall, Wilber Hall, and Park Hall. If you’re in the area please feel free to stop in the visit our new office complex. Once the renovations are completed the School of Education departments with the exception of Counseling & Psychological Services will all be housed with Park and Wilber Hall.

- **Curriculum & Instruction – 110 Wilber Hall (until December 2013, then temporarily on the 2nd floor of Hewitt Union)**
- **Dean’s Office – 302 Park Hall**
- **Educational Administration – 307 Park Hall**
- **Field Experience/Placement – 175 Wilber Hall**
- **Health Promotion & Wellness – 354 Wilber Hall, until January 2014, then 103 Park Hall**
- **Technology Department – 103 Park Hall**
- **Vocational Teacher Preparation - 307 Park Hall**

Welcome to Students Entering the CAS Program (EAD 601 – Fall 2013)

Central New York Region

Amy Albanese	Todd LaValley
Anna Burke	Susan Lohret
Marc Copani	Brian McNally
Kris Denton	James Nieves
Mark Dubey	Timothy Patterson
Moshiena Faircloth	Deanna Plath
Jennifer Frey-Sawyer	Matthew Priest
David Guertin	Cheryl Rogers
Richard Hartwell	Nickolas Scholz
Ingrid Hatt	Elizabeth Stoddard
Erica Hawkins	Valarie Torrence
Dawn Kivlehan	Ashleigh Wilson

North Country Region

Kathaleen Beattie	Kylee Monroe
Joelle Decillis	Carrie Tibbles
Janelle Dupee	

Finger Lakes Region

Michelle Blain	John Lombardi
Michelle Burke	Anthea Perry
Scott Cannan	Melissa Phelps
Daniel Doore	Angelina Pound
Danielle Dorsey	Jessica Silsby
James Giancursio	Sheri Webber
Colleen Hill	

Effective December 31, 2013, all applicants for certification are required to complete six clock hours of coursework or training in accordance with Article 2 Sections 10-18 of the Education Law. For more information please visit our website: www.oswego.edu/edadmin under “Links of Interest” DASA Requirements.

Spring 2014 Course Listing

www.oswego.edu/edadmin website

EAD 610-800 School Principalship (6 sh)

Mondays: (4:30 - 10:00) 1/27; 2/3; 2/10; 2/24; 3/3; 3/10; 3/17; 3/24; 3/31; 4/7; 4/14; 4/28; 5/5; and 5/12.
Location: PAL-MAC MS
Instructor: Perrotto, A.
CRN# 14678
12463

EAD 610-810 School Principalship (6 sh)

Mondays: (4:30- 9:45) 1/27; 2/3; 2/10; 2/24; 3/3; 3/10; 3/17 (location to change); 3/24; 3/31; 4/7; 4/14; 4/28; 5/5; 5/12
Location: METRO
Instructor: Craig, J.
CRN# 12463

EAD 610-820 School Principalship (6 sh)

Thursdays: (4:30 - 10:00) 1/30; 2/6; 2/13; 2/27; 3/6; 3/13; 3/20; 3/27; 4/3; 4/10; 4/24; 5/1; 5/8; 5/15
Location: Carthage CSD
Instructor: Smithling, L./Steckly C.
CRN# 14679

EAD 660-800 Organizational Change (3 sh)

Mondays: (4:15 - 10:00) 1/27; 2/3; 2/10; 3/3; 3/10; & 3/17
Location: PAL-MAC MS
Instructor: Dehm, D.
CRN# 17907

EAD 660-810 Organizational Change (3 sh)

Wednesdays: (4:00 - 9:45) 1/29; 2/5; 2/12; 2/26; 3/5; 3/12; & 3/26
Location: METRO
Instructor: Patterson, M.
CRN# 17908

EAD 660-820 Organizational Change (3 sh)

Wednesdays: (4:30 - 10:00) 3/5; 3/12; 3/19; 4/2; 4/23; & 5/7.
Location: Carthage CSD
Instructor: Markert, L.
CRN# 17909

Educational Administration Dept.
SUNY Oswego
307 Park Hall
Oswego NY 13126

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