

NEWSLETTER

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Fall 2014

Educational Administration Faculty

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Congratulations 2014 Educational Leadership Graduates!!



Welcome Assistant Professor Bonnie Finnerty!



Professor Finnerty joined the post-graduate Educational Administration Department as Assistant Professor this fall. She received her Bachelor's Degree from Regents College Albany New York; her Master of Science in Health Education from the State University at Cortland; and her Certificate of Advanced Study Educational Leadership from the State University of New York at Oswego.

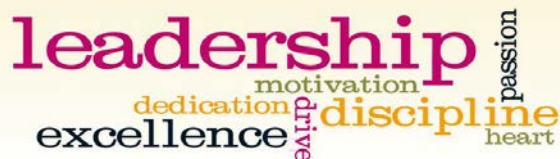
Professor Finnerty's full time duties will involve teaching inside the CAS program. We look very forward to Bonnie's contributions to not only our department, but to the field of educational leadership. She is a highly effective practitioner who understands quality education from the perspectives of both teaching and leading. She has the understandings and experiences that will complement the Educational Administration Department as we continue to implement paradigm shifts necessary for schools of tomorrow.

Ms. Finnerty's previous positions have included Superintendent of Schools for Schroon Lake Central School District; Middle School Principal at Oswego Middle School, Oswego City School District; and Director of School Improvement, Research and Data with Oswego County BOCES.

Welcome to the SUNY Oswego Ed Leadership Adjunct Faculty!

Mr. Robert McKeveny, Superintendent of Seneca Falls Central School District. Bob is an adjunct serving as a College Supervisor for a group of Rochester -Finger Lakes Interns.

Mr. Doug Hamlin, former Superintendent of Schodack Central Schools. Doug is serving the Director, of the New York State Superintendent Development Program



Award Winners 2014

Reading Recipients

Award presented to the SUNY Oswego Educational Leadership Graduate(s) who, by peer nomination is voted the one most likely to make a significant contribution to the field. Established in 1991.



Brian Read (FL), Kasey Dolson (CNY), and Jeffrey Ginger (NC)

Central New York Cohort Recipient - Kasey Dolson



Kasey Dolson found the Education Administration program to be authentic, current and focused on working collaboratively while allowing for personal growth. Dolson stated that she and her class developed leadership skills in communication, problem solving, and responsible risk taking, initiating change and acting with integrity. The majority of assignments, class discussions and learning experiences were designed through a student-centered lens. Kasey stated that her experience in the program helped develop necessary skills that she utilizes on a daily basis as a building leader.

Dolson is currently the Principal at Liverpool High School which includes a ninth grade annex and a tenth through twelfth grade main building. There are approximately 2,200 students in attendance and 240 staff members. As the principal, she teams with two school counselors and a caseload of approximately 500 students. She works collaboratively with an Executive Principal and three additional principals to ensure a safe, effective learning environment. Dolson provides discipline, enforces school policies and provides instructional

leadership in curriculum, instruction and assessments. This includes professional development and community relations.

As a new principal and a member of a new leadership group, she works conscientiously to create collaborative relationships and be visible to the entire community of Liverpool High School as a foreword-facing team. Dolson enthusiastically described their student connection project and that the team is dedicated to creating a school climate that connects to all students. Through this initiative, they will work to ensure that all students have one or more connections to a school team, club or extracurricular activity. She is also eager to support the district's initiative to create partnerships with community businesses to help develop college and career ready students.

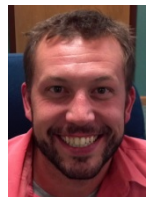
The greatest challenge she has faced thus far is the recent change to her career. In becoming principal of Liverpool High School, she left her former school district Middle School Teacher and Instructional Support Specialist position of six years. Each day Kasey encounters a new experience which requires an informed decision that is consistent with student needs and district goals.

The best advice Dolson offered for educational leaders is to learn to balance the daily demands in your career and in one's personal life: Prioritizing each day with a list of tasks to complete; This could include students to see, classrooms to visit and events to attend; Expecting the unexpected and remaining flexible on a daily basis as priorities can change; and stay organized, be honest with yourself, lead a balanced life, be honest and hold yourself accountable.

Building relationships is a key to success in education. Getting to know students, their families, and staff members takes time and requires patience, charisma, perseverance, resilience and knowing when to listen.

Dolson would like to take this opportunity to thank Dr. Linda Rae Markert and Ms. Angela Perotto for their support and encouragement as she matured into an educational leader. She would also like to thank her cohort members whom she viewed as more than colleagues or friends, but more like family.

**DASA and Safe Schools, Healthy
Students information**
**[http://www.oswego.edu/extended
_learning/safeSchools.html](http://www.oswego.edu/extended_learning/safeSchools.html)**



North Country Cohort Recipient - Jeffery Ginger

Jeffrey Ginger is currently an Assistant Principal at Watertown High School. As with any position in education, Ginger stated, there is a responsibility to serve others. Completing the CAS in Educational Leadership allowed him the opportunity to provide greater support to students as well as guidance to the teaching staff. He shared that his favorite administrative book is titled: *"If You Don't Feed the Teachers They Eat the Students!"* With this in mind, he stated that he feeds the teachers and students as often as he can, any way he is able to. This idea contributes to his role in assisting with daily operations and curricular leadership within the building.

He serves as an administrative liaison with the social studies and foreign language departments. Ginger also assists with instructional data analysis and curricular supports in those areas. One-third of the teacher observations are his responsibility. Additionally, Ginger serves on the district's Olweus and PBIS committees in an administrative capacity. He is responsible for pupil management, discipline and providing support for half of the student body. Ginger's role changes hourly and he loves that about his work.

Mr. Ginger spoke with enthusiasm about the anti-bullying team which includes character education and awareness initiatives throughout the 2013-2014 year. The most challenging aspect of his work has been making the best choice out of a series of tough options. Relying on your ethics and judgment is difficult and when working with people because there are no "cookie cutter" solutions. Another challenge he faces is helping the student body and instructors to navigate changes with a positive attitude because resistance is often a factor.

Ginger's advice to future educational administrators is to never stop learning. Enrolling in the CAS program reminded him of his passion for learning about education, psychology and working with others. It's great to have theory to back up one's practical efforts in school. Mr. Ginger feels that the most important skills in this field are patience and perseverance.

Finally, he would like to take this opportunity to congratulate the entire 2014 cohort. It has been a pleasure to learn with everyone and he looks forward to working with those individuals again in the future.



Finger Lakes Area Cohort Recipient - Brian Read

Brian Read is currently an Assistant Principal at North Rose-Wolcott High School (NRW). He feels very fortunate to have worked with some incredibly talented people at Oswego. Those who are familiar with the program know that collaboration is a hallmark of its coursework and Read benefitted greatly from the knowledge and skills of his colleagues including Rich Colosi, Joelle Grifa, Erica Leach, Mike Pincelli, Hilary Ross, Casey Sanderson, Erin Simmons, and Pete Treasure. He also added that between Angela Perrotto's passion and Danny Dehm's expertise, the learning opportunities were extraordinary. Read stated that he and his cohort developed a deep understanding of the importance of perspective, particularly within the educational context. Also of importance is integrating the multifaceted components of a district-instructional, management, and community through systems and strategies that align to a clear and focused vision.

Read is part of a great building leadership team that includes Principal Paul Benz and Assistant Principal Kathy Hoyt. Their abilities complement the team in different ways; "Paul is a great mentor and an incredible leader, and Kathy is really good at remembering to bring chocolate to meetings (just joking, Kathy)" he added. Our goal is to support the members of the school community through actions that empower our students to succeed.

Mr. Read stated that the students at NRW are fantastic. In his short time as Assistant Principal, the student body has warmly welcomed him and he has had the pleasure of learning about their interests and abilities. He stated that the staff's instructional goals are focused on learning targets, formative assessments, and literacy strategies. Their management goals remain geared towards activities and services that will effectively and efficiently serve our families and community. Read also shared that they are utilizing a variety of specialized professional learning and community to construct action plans around this work.

Brian added that there is much to learn when entering a new district and he feels that one cannot contribute significantly until they truly understand the people, their history and culture. That being said, he has tried to learn as much about NRW as possible during these first few months. Additionally, Read also shared that he and the staff are always setting an example for their students. One of the most important lessons we can demonstrate is that it's

important to always keep learning. This is one of his favorite aspects of working in education because the instructors place great value on this component, particularly as professionals. He gains tremendous satisfaction from dedicating himself to a community of learners who are committed to helping each other grow.

Read always tries to be positive, fair and consistent each day. As he reflects back on decisions he made throughout the day and all three goals have been met then Brian feels good about the way he handled a given situation.

2014 Linda Tinelli Sheive Recipients

Presented to the EAD 601 Team, which listened to and applied feedback best. Established in 2003.



"Many Shades of Leading" Team members include Denise Pawlewicz, Michael Jorgensen, and Kasey Dolson (Central New York cohort)



"Vision Bridges" Team members include Brian Read, Erin Simmons, and Joelle Grifa. Missing from photo Richard Colosi. (Finger Lakes Region cohort)



“Mod Squad” Team members include Eric Luther, Emily Remington, Todd Burkner, and Chad Luther (North Country Region cohort)

2014 Schoenheit Recipients

Award presented to the SUNY Oswego Educational Leadership Graduate(s) who best demonstrates high standards and practices in supervision for the improvement of instruction in each region. Established in 1994.



Michael Jorgensen (CNY), Michael Pincelli (FL), and Julie Bearup (NC).









Where are the Interns?

- ❖ **Kathaleen Beattie**, CSE Chairperson, Jr./Sr. High School, (General Brown CSD) 09/02/2014-06/26/2015
- ❖ **Michelle Blain**, Summer School Coordinator, Midlakes Education Center @ Phelps Clifton Springs CSD, (Wayne Finger Lakes BOCES) 07/07/2014-08/15/2014
- ❖ **Michelle Burke**, Administrative Intern, Kelley IS, (Newark CSD) 08/28/2014-06/26/2015
- ❖ **Scott Cannan**, Administrative Intern, Dept. of Music and Visual Arts, District Office, (Rush-Henrietta CSD) 07/01/2014-08/31/2014
- ❖ **Richard Colosi**, Administrative Intern, @ Greece Athena HS, (Monroe 2-Orleans BOCES) 07/01/2014-08/15/2014 and Instructional Technology Specialist, District Office, MS/HS, (Spencerport CSD) 09/02/2014-12/15/2014
- ❖ **Marc Copani**, Assistant Principal, Hannibal HS/Kenney MS, (Hannibal CSD) 09/01/2014-07/01/2015
- ❖ **Joelle Decillis**, High School Administrative Intern, Middle School/High School, (Carthage CSD) 06/27/2014-06/30/2015
- ❖ **Kris Denton**, Administrative Intern, Cazenovia HS, (Cazenovia CSD) 09/02/2014-06/25/2015
- ❖ **Daniel Doore**, 6-12 Assistant Principal, Waterloo MS & HS, (Waterloo CS) 09/01/2014-06/30/2015
- ❖ **Danielle Dorsey**, Instructional Support Specialist, (Cayuga-Onondaga BOCES) 03/19/2014-06/30/2014
- ❖ **Tracey Dougherty**, Administrative Intern, Summer School Program, (North Rose - Wolcott CSD) 07/10/2014-08/15/2014
- ❖ **Janelle Dupee**, ES Principal, Starbuck ES, (Watertown City SD) 07/01/2014-06/30/2015
- ❖ **James Giancursio**, Dean of Students, Middle School, (Phelps Clifton Springs CSD) 03/28/2014-06/30/2014 & Assistant Principal, Midlakes MS/HS, (Phelps Clifton Springs CSD) 7/10/2014-06/30/2015
- ❖ **David Guertin**, Site Administrator, Dr. King ES, (Syracuse City Schools) 06/01/2014-08/07/2014 & Administrative Intern VP, Van Duyn ES, (Syracuse City Schools) 09/01/2014-06/30/2015
- ❖ **Amy Albanese**, Administrative Intern, AA Cole ES, Middle School, & HS, (Central Square CSD) 07/01/2014-06/26/2015
- ❖ **Ryan Arthurton**, Administrative Intern, Summer School - Auburn HS, (Cayuga-Onondaga BOCES) 06/30/2014-08/15/2014

- ❖ **RJ Hartwell**, Assistant Principal, Cicero-North Syracuse CSD, (OCM BOCES) 04/15/2014-08/15/2014
- ❖ **Erica Hawkins**, RTI Coordinator, Westmoreland MS, (Westmoreland CS) 08/04/2014-06/30/2015
- ❖ **Colleen Hill**, Intern to the Principal, Varick Campus School, (Hillside Children's Center) 07/07/2014-12/07/2014
- ❖ **Dawn Kivlehan**, Assisting Admin Team, Twilight Academy, (Syracuse CSD) 07/01/2014-07/01/2015
- ❖ **Jane Kobos**, Summer School Coordinator, Sodus HS, (Sodus Central Schools) 07/09/2014-08/15/2014
- ❖ **Jenna Koskowski**, Administrative Intern, Paul V. Moore HS, (Central Square CSD) 07/07/2014-06/30/2015
- ❖ **Susan Lohret**, Principal ESY Special Education, Liverpool CSD, (Liverpool/OCM BOCES) 06/26/2014-08/31/2014
- ❖ **John Lombardi**, Dean of Students K-6, Midlakes Primary/ Intermediate Schools, (Phelps-Clifton Springs CSD) 09/08/2014-06/26/2015
- ❖ **Kylee Monroe**, Regional Coach, LaFargeville Central & Lyme Central, (Jefferson-Lewis BOCES) 07/01/2014-06/30/2015
- ❖ **James Nieves**, Administrative Intern, Fowler HS (Syracuse City SD) 07/01/2014-08/30/2014 & Vice Principal, Westside Academy at Blodgett, (Syracuse City SD) 09/02/2014-06/30/2015
- ❖ **Timothy Patterson**, ESM High School and District Office (East Syracuse-Minoa CSD) 07/01/2014-08/30/2015
- ❖ **Denise Pawlewicz**, Intern at OCM BOCES, PBL Teacher Trainer and Coach. Administrative Intern @ Center for Instruction, Technology, & Innovation, formerly known as Oswego County BOCES.
- ❖ **Anthea Perry**, Assistant to Vice Principal, Auburn HS, (Cayuga-Onondaga BOCES) 06/30/2014-08/16/2014
- ❖ **Melissa Phelps**, Summer School Principal K-5, North Rose-Wolcott ES, (North Rose-Wolcott CSD) 06/26/2014-08/14/2014 & Coordinator of Pupil Services, (North Rose-Wolcott CSD) 09/01/2014-12/30/2014
- ❖ **Deanna Plath**, Teacher on Special Assignment (Summer School), Fulton Junior HS, (Fulton City SD) 07/07/2014-08/01/2014 & Administrator Overseeing the Community School, Fulton Jr. HS, (Fulton City SD) 10/01/2014-06/30/2015
- ❖ **Angelina Pound**, Administrative Intern, District Office & Jr./Sr. HS, (Marion CSD) 09/02/2014-06/30/2015
- ❖ **Matthew Priest**, Director, Project Challenge/RTI Coordinator, District Office, (LaFayette Schools) 06/30/2014-09/14/2015
- ❖ **Cheryl Rogers**, Principal ESY Special Education, Program at North Syracuse CSD, (OCM BOCES) 06/26/2014-08/31/2014 & Principal, Special Education @ McEvoy Educational Campus (OCM BOCES) 09/01/2014-06/30/2015
- ❖ **Jennifer Sawyer**, Administrative Intern, District Office & Durgee JHS, (Baldwinsville CSD) 07/01/2014-06/30/2015
- ❖ **Nickolas Scholz**, Vice Principal, H.W. Smith PK-8 School, (Syracuse City SD) 07/01/2014-06/30/2015
- ❖ **Jessica Silsby**, Administrative Intern, Dept. of Science & Tech., District Office, (Rush-Henrietta CS) 07/01/2014-08/31/2014
- ❖ **Carrie Tibbles**, Administrative Intern/Principal (Jefferson-Lewis BOCES) 07/07/2014-08/15/2014
- ❖ **Valarie Torrence**, SCSD Summer Program Administrator, Seymour Academy, (Syracuse CSD) 07/07/2014-08/07/2014 & Vice Principal, Delaware Academy, (Syracuse CSD) 08/28/2014-06/30/2015
- ❖ **Sheri Webber**, Administrative Intern, District Office, (Palmyra-Macedon CSD) 09/01/2014-06/30/2015
- ❖ **Ashleigh Wilson**, Building Level Admin./Dept. Chair, MS/Sr High School, (Pulaski Academy & CS) 09/01/2014-06/30/2015

Congratulations to our Alumni Family on their recent Career Changes

- ✚ **Michele Alagna '14**, CSE Chairperson at Belleville-Henderson PreK-12, Jefferson-Lewis BOCES (8/26/14)
- ✚ **Alfred Angeleri '12**, Primary Music Specialist, Ministry of Education Singapore, Anglo-Chinese School (Junior)
- ✚ **Marjory Ball-Williams '14**, E-Learning Coordinator, Jefferson-Lewis BOCES (8/26/14)
- ✚ **Julie Bearup '14**, Instructional Specialist-Mathematics, Mexico CSD (8/26/14)
- ✚ **Doreen Bergman '14**, School Library System Coordinator, OCM BOCES (8/26/14)
- ✚ **Anne Marie Bertram '14**, Regional Coach for Curriculum, Instruction, and Assessment, Jefferson-Lewis BOCES (8/26/14)
- ✚ **Lisa-Marie Carter '09**, Interim Director of Special Education, OCM BOCES (McEvoy Campus)
- ✚ **Lora Champlain '13**, Assistant Principal, Fayetteville-Manlius HS, Fayetteville-Manlius CSD (8/2014)
- ✚ **Hilary Chaya '10**, Assistant Principal & Instructional Coach, High School, Williamson CSD (8/2014)
- ✚ **Rebecca Chynoweth '13**, Vice Principal, McKinley Brighton ES, Syracuse City SD (6/24/14)
- ✚ **Jamie Coppola '97**, Director of PE/Health/Athletic, Altmar-Parish-Williamstown CSD (9/1/14)
- ✚ **William Crist '91**, Superintendent of Schools, Diocese of Syracuse (3/1/14)
- ✚ **Dola Deloff '09**, ELA Content Specialist, Sullivan County BOCES (10/1/14)
- ✚ **Howard Dennis '04**, Interim Superintendent, Penn Yan CSD (7/1/14)
- ✚ **Necebbia DeTaeye '13**, Assistant Director of Children's Programs, Happiness House (9/1/14)
- ✚ **Kasey Dolson '14**, High School Principal, Liverpool CSD (6/20/14)
- ✚ **Stacey Eger '13**, Supervisor - Program & Professional Development, Jefferson-Lewis BOCES (8/1/14)
- ✚ **Dawn Fargo '09**, Regional Coach, Jefferson-Lewis BOCES (7/1/14)
- ✚ **Maren Farney '14**, Regional Coach, Jefferson-Lewis BOCES (Watertown Campus)
- ✚ **Thomas Finnerty '02**, Director of Management and Finance, FEH BOCES (9/1/14)
- ✚ **Lisa Freitag '14**, Elementary Principal/CSE Chairperson, Thousand Islands CSD (8/26/14)
- ✚ **James Giancursio '15**, 7-12 Assistant Principal, Midlakes Middle/High School, Phelps-Clifton Springs CSD (7/10/14)
- ✚ **Jeffrey Ginger '14**, Assistant HS Principal, Watertown City SD (8/26/14)
- ✚ **Carrie Goodell '12**, Victor Senior HS Assistant Principal, Victor CSD (2/1/14)
- ✚ **Erica Leach Hasselstrom '14**, WRC Director and Curriculum Coach, Marcus Whitman CSD (7/1/14)
- ✚ **Amy Hibbard '13**, Principal, Seneca Falls (7/1/14)
- ✚ **Michael Jorgensen '14**, Assistant Principal, Director of Special Programs, AA Gates ES and Director of Special Programs, Port Byron CSD (7/1/14)
- ✚ **Joanne Keim '14**, PBL Coordinator, OCM BOCES (8/26/14)
- ✚ **Jennifer Kelly '13**, Interim MS Principal & Director of Electronics, Clyde-Savannah CSD (7/1/14)
- ✚ **Julie Kimmel-Gorman '11**, Principal, Minetto ES, Oswego City Schools (9/1/14)
- ✚ **Chad Luther '14**, High School Principal, South Lewis CSD (8/26/14)
- ✚ **Eric Luther '14**, Elementary Principal and CSE Chairperson, Harrisville CSD (8/26/14)
- ✚ **Kerry Macko '10**, Principal, Ninth Grade Academy, Rush-Henrietta CSD (7/1/14)
- ✚ **Melanie McGuire '05**, Director of Special Programs and Compliance, Central Office, Victor CSD (7/1/14)
- ✚ **Dale Munn Jr. '10**, Director of Student Services and District Treasurer, Copenhagen CSD (9/1/14)
- ✚ **Jason Nephew '14**, Assistant Superintendent for Human Resources, Cicero-North Syracuse CSD (8/26/14)
- ✚ **Pamela Ratliff '14**, Assistant K-12 Principal, Copenhagen CS (9/1/14)
- ✚ **Brian Read '14**, Assistant Principal, North-Rose Wolcott CSD (7/1/14)
- ✚ **Emily Remington '14**, Assistant Principal, Carthage CSD (8/26/14)
- ✚ **Jeanette Rushford '14**, Assistant Supervisor, Jefferson-Lewis BOCES (8/26/14)

-  **Heather Silvia '14**, Principal, Donlin Drive ES, Liverpool CSD (7/10/14)
-  **Erica Sinicropi '13**, Director of Pupil Personnel Services, Waterloo Central School District (9/4/14)
-  **Alicia Spitz '13**, K-12 Curriculum Supervisor for Social Studies, West Irondequoit CSD (7/1/14)
-  **David Tauro '11**, District Data Coordinator, CNYRIC (7/1/14)
-  **Mari Ukleya '07**, Interim Director, Adult Education, Career Training Center, OCM BOCES (9/1/14)
-  **Jennifer Whipple '09**, Director of Special Education, Tubman Administration Bldg, Auburn Enlarged CSD (7/1/14)
-  **Michael Wurster '13**, Assistant Principal and District Data Coordinator, Union Springs CSD (12/1/13)
-  **Eric Vaillancourt '13**, Assistant Principal, Oliver MS, Brockport CSD (5/30/14)

WELCOME TO STUDENTS ENTERING THE EDUCATIONAL LEADERSHIP PROGRAM – FALL 2014

Central New York Region

Shannon Babbie	Jennifer Kelly
Susan Centore	Jennifer Kirchoff
Danielle Crisafulli	Melissa Nabinger
Erin Deaver	Jennifer O'Malley
Jennifer Dorschel	Ryan Oyer
Kristin Enright	Tara Powless
Eric Feola	Nicole Quatrone
Stephanie Griffin	Melissa Scerbo
Jenny Hartnett	Pamela Smith
Tara Ingerson	Jennifer Smolnik
John Jeffries	Samantha Spaulding
William Jones	

Finger Lakes Region

Michiel Ciaburri	Carol Nicholson
Andrew Hart	Melissa Perkowski
Marcel Jennette	Rachael Schading
Addie Klaehn	Jodie Verkey

North Country Region

Christina Chamberlain	Christian Normile
Nicole Donaldson	Sarah OYong
Brenda Leddy	

Spring 2015 Course Listing

*(as of 11/13/14 – visit department website
www.oswego.edu/edadmin for most recent listings)*

EAD 610-800 School Principalship (6 sh)
Mondays (4:30 - 10:00) 1/26; 2/2; 2/9; 2/23; 3/2;
3/9; 3/16; 3/23; 4/6; 4/13; 4/20; 4/27; 5/4; & 5/11
plus one class TBD
PAL-MAC MS (LGI Room)
Instructor: Perrotto, A.
CRN# 14678

EAD 610-810 School Principalship (6 sh)
Mondays (4:30- 9:45) 1/26; 2/2; 2/9; 2/23; 3/2; 3/9;
3/16; 3/23; 3/30; 4/13; 4/20; 4/27; 5/4; & 5/11 plus
one class TBD
SUNY Metro Center
Instructor: Craig, J.
CRN# 12463

EAD 610-820 School Principalship (6 sh)
Wednesdays (4:30 - 10:00) 1/28; 2/4; 2/11; 2/25;
3/4; 3/11; 3/18; 3/25; 4/8; 4/15; 4/22; 4/29; 5/6; &
5/13
Watertown BOCES (1/28 Board Room, then
Conference Room A/B)
Instructor: Finnerty, B.
CRN# 14679

EAD 660-800 Organizational Change (3 sh)
Mondays (4:30 - 10:00) 1/26; 2/2; 2/9; 3/2; 3/9;
3/16; & 3/23
PAL-MAC MS
Resource Rm (Library)
Instructor: Dehm, D.
CRN# 18704

EAD 660-810 Organizational Change (3 sh)
Wednesdays (4:30 - 9:45) 2/25; 3/4; 3/25; 4/15;
4/22; 4/29; & 5/6
SUNY Metro Center
Instructor: Markert, L.
CRN# 18705

EAD 660-820 Organizational Change (3 sh)
Thursdays (4:30 - 10:00) 3/5; 3/12; 3/26; 4/16; 4/23;
4/30; & 5/7
Watertown BOCES
Instructor: Finnerty, B.
CRN# 18706



A Pilot Study for *COIL* in CAS Capstone Course

by Dr. Linda Rae Markert

In 21st century global and digital learning environments, the principal's role may be to expose students to a wide range of teachers in and out of school and to create opportunities for students to use their knowledge locally and globally. (Stewart, 2013, p. 54)

COIL = Collaborative Online International Learning. The SUNY *COIL* Center was created in 2006 to encourage faculty members to design and develop cooperative online international learning and instructional partnerships. Several years later in 2011, SUNY Oswego committed itself to supporting the development and implementation of collaborative online international courses as a format for experiential cross-cultural learning, and our campus' *COIL* initiative was launched.

A central tenet found in the Conceptual Framework for SUNY Oswego's School of Education is an intense commitment to authentic learning and teaching. Educators and educational leaders are expected to develop and ultimately exhibit enthusiasm, initiative, and dedication to the task of providing a safe, inclusive, equitable environment for **all** students to learn at high levels. They are given many opportunities to seek new and innovative ideas, diverse perspectives, and relevant information to develop continuously as leaders for social justice.

Beginning with our candidates' initial (gateway) involvement in action research related to a serious issue proposed by a superintendent, to delivering a school improvement plan to a panel of administrators, to conducting genuine clinical supervision within actual classroom settings, these prospective leaders are engaged in myriad rich school and district contexts. They routinely use and revise current school and district plans and policies, and their capstone course (recently modified) requires them to analyze authentic data documents

from a school district other than their own in order to create a framework for a 3-5 year strategic plan.

These examples illustrate a variety of signature pedagogies faculty members are using to reach intended learning outcomes for school building and district leaders. Our department was both intrigued and incredulous when SUNY we first heard about *COIL*. On one hand, this innovative instructional platform created an opportunity for our department members to think critically about transforming a component of the CAS to allow NYS leadership candidates to link with graduate students in another country who would bring diverse geo-physical perspectives and insights to the table. On the other hand, we had to acknowledge the fact we tend to be firm believers that face-to-face delivery of our courses trumps online delivery of the required course material. Realistically though, while our candidates largely perform very well on the aforementioned assessments, they often report feeling a bit less than well-prepared to tackle issues related to collaborating with family and community members, especially those who are not from the same cultural or ethnic background.

Our leadership candidates typically hear about how this nation's P-12 students perform relative to international counterparts on measures like the TIMSS and the International PISA Test (Programme for International Student Assessment). However, they don't normally have an opportunity to encounter in-depth conversations with their leadership counterparts abroad about how the data are used, and the reasons students perform the way they do on these internationally standardized tests. We therefore agreed *COIL* represents a powerful instructional tool to meet these learning outcomes for future educational leaders. Our next step was to identify an optimal point in the CAS where a *COIL* experience makes the most sense, and will positively enhance candidates' learning. Given the iterative and recursive nature of the courses and applied assignments completed within the CAS, we decided to focus our attention on the newly revised capstone course titled *Organizational Change for School Building and District Leaders*.

This course is set up to allow leadership candidates to pull together all of the learning activities they completed during their previous coursework and administrative internship. They learn about and practice the essential elements of the strategic planning process as used to bring about desired change(s) in educational institutions, organizations and districts. They are expected to

include multiple perspectives, use/apply various change structures, and discuss the cultural relevancy embedded in organizational change that is equitable and fruitful for all stakeholders. In its current format, candidates work in teams to conduct a series of interviews with practicing administrators who have developed (or are currently developing) a long-range strategic plan. The team is required to analyze why change was necessary, the stakeholders involved, the time frame, and the parameters considered. Candidates review the planning process through political, cultural, ethical, financial, global, and instructional perspectives. They create partnerships to create the framework for a district-wide strategic plan using local existing data documents. A few of these might include: school report cards, enrollment trends, changing demographics in the region, and school building floor plans. They prepare an executive report to accompany this strategic plan framework.

A pilot study for this innovative *COIL* structure is planned for Spring 2015 within our Central New York cohort, and will partner SUNY Oswego faculty and students with colleagues abroad* to grapple with these inquiries, and engage in the aforementioned research activities (*The specific IHE is presently being confirmed). We envision professors at both institutions might jointly plan a few shared discussion activities for their students, and these could occur through written or videoconferencing communication. The faculty members might then develop a mutually agreed upon project to link the two courses allowing graduate students in both countries to examine how they are sensitized to the global arena of education by deepening understanding of themselves and their culture. We anticipate this jointly completed project will give candidates a vastly different glimpse of how they are perceived as aspiring leaders, and how they perceive others in the international profession of educational administration. As preparers of tomorrow's educational leaders, by committing to the *COIL* model and making a concerted effort to infuse a *COIL* experience into Oswego's CAS program, we are astutely following the advice Vivien Stewart (2013) offered to future school principals in the quote used to introduce this essay.

Stewart, V. (2013) School leadership around the world. *Educational Leadership*, 70(7), 48-54.

Book Review



Creating Innovators: The Making of Young People Who Will Change the World

by: Tony Wagner

Reviewed by Bonnie Finnerty

Bestselling author and world renowned speaker, Tony Wagner, has conducted extensive research on how to develop the creative and entrepreneurial capacities of young people in an attempt to create a new means of stimulating our economic growth for the twenty-first century. Wagner contends that innovation, specifically created by our young people, could be the solution to our nation's current economic and social woes. According to Wagner it is essential that the United States become the country that produces ideas, ideas and solutions for all different types of problems not the least of which are sustainability of our planet and affordable health care.

Wagner describes characteristics of an innovator and how parents may support, encourage, and generally parent such a young person. He shares insights from parents on the importance of unstructured play in the lives of their "innovator" children. Fostering and following one's passion is equally as important. He provides examples of how young innovators move from passion to purpose and the sets of experiences they had that helped them develop their sense of purpose, learn new skills, and ultimately be successful in whatever they were focused on at the time.

The author shares his insights on how unconventional teachers are creating a culture of innovation within their classrooms. In such environments, empowerment, team work, intrinsic motivation, creativity, and risk-taking are far more important than grades and GPA. Wagner commits entire chapters to specific kinds of innovators. He profiles various STEM, social, and educational innovators at both the high school and college levels and how they foster innovation in young people. Wagner stresses that, "for students to become innovators in the twenty-first century, they need a *different* education, not merely *more* education."

Wagner concludes by explaining how the nature of innovation is disruptive to our traditional models and definitions of authority such as the authority of parent, teachers, employers, and military officers

and why we must rethink our views on authority. He uses the word *coach* to describe the new model of authority that is needed to support, encourage, and mentor innovators and states that such coaching is required at every age and stage of development for innovators. The author's final entry is a generic letter to a young innovator. It is powerful!

Issue Analysis Presentations

Finger Lakes EAD 601 Issue Analysis Presentations Palmyra-Macedon MS

Destination Graduation: An Alternative Education Program for At Risk 9th and 10th Grade Students at Penn Yan CSD

For: Howard Dennis, Interim Superintendent, Penn Yan CS

By Team H.A.P.P.Y.: Hart, Jennette, Schading, Verkey
Monday, December 1st @ 4:45 PM Pal Mac MS

Closing the Gap: Analyzing K-6 ELA Assessments at Victor CSD

For: Kristin Swann, Associate Superintendent, Victor CS

By Team W.E.L.L.: Ciaburri, Klaehn, Perkowski
Monday, December 1st @ 6:00 PM Pal Mac MS

North Country EAD 601 Issue Analysis Presentations Jefferson-Lewis BOCES (Watertown)

Response to Intervention and Academic Intervention Services at the K-5 Level

For: Mary Beth Denny, District Superintendent
South Jefferson Central School District

Location: Jefferson-Lewis BOCES, Conference Building, Room A/B

Tuesday, December 9th @ 5:00 PM

[Presentation at 5:30 PM]

By Team Spartans: Chamberlain, OYong

Increasing Student Achievement through Data Driven Instruction

For: James Kettrick, District Superintendent
Indian River Central School District

Location: Jefferson-Lewis BOCES Conference Room

By Team SCAWS: Donaldson, Leddy, Normile

December 10th @ 5:00 PM Hors d'oeuvres [Presentation at 5:30 PM]

Central New York EAD 601 Issue Analysis Presentations SUNY Oswego Metro Center, Room 129

Improving Performance for All Students in Port Byron

For: Neil O'Brien, Superintendent, Port Byron CSD

By Team Precision: Ingerson, Kirchoff, Nabinger, Quatrone

Wednesday, December 3rd @ 4:00 PM [Presentation at 4:30]

A Model for a STEAM Curriculum at Hannibal Middle School

For: Donna Fountain, Superintendent, Hannibal CSD

By Team Deintus: Enright, Feola, Griffin, Hartnett

Wednesday, December 3rd @ 6:00 PM [Presentation at 6:30]

Characteristics of Non-Completers in Central Square CSD

For: Joseph Menard, Superintendent, Central Square CSD

By Team Central Stars: Deaver, Jeffries, Smolnik

Wednesday, December 10th @ 6:00 PM [Presentation at 6:30] (Revised 12/1/14)

An Examination of Various Credit Recovery Programs

For: Ben Halsey, Superintendent, Oswego City SD

By Team FOUR: Centore, Dorschel, Oyer, Spaulding

Wednesday, December 10th @ 4:00 PM [Presentation at 4:30] (Revised 12/1/14)

District-wide School Lunch Program Review in Marcellus

For: Craig Tice, Superintendent, Marcellus CSD

By Team SOUL: Babbie, Crisafulli, Kelly, Smith

Thursday, December 11th @ 4:00 PM

[Presentation at 4:30]

Examining Traditional HS Model for Success of At-Risk Students

For: James Froio, Superintendent, Jordan Elbridge CSD

By Team Black Collar Leaders: Jones, O'Malley,

Powless, Scerbo

Thursday, December 11th @ 6:00 PM [Presentation at 6:30]

If you would like to attend any of the Issue Analysis Presentations, please RSVP from our website www.oswego.edu/edadmin to our GOOGLE form under UPCOMING COURSES/ EVENTS. RSVPs are required so our students can plan accordingly.

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