

# NEWSLETTER

## Educational Administration Faculty

**Professor Angela Perrotto**  
[angela.perrotto@oswego.edu](mailto:angela.perrotto@oswego.edu)  
Chair

**Dr. Linda Rae Markert**  
[lindarae.markert@oswego.edu](mailto:lindarae.markert@oswego.edu)  
Professor

**Dr. Glenn F. Wachter**  
[glenn.wachter@oswego.edu](mailto:glenn.wachter@oswego.edu)  
Associate Professor

## Support Staff

**Ms. Christina Taylor**  
[chris.taylor@oswego.edu](mailto:chris.taylor@oswego.edu)  
Secretary

**Ms. Jessica Brusgul**  
Graduate Assistant

## Office Address

307 Park Hall  
Oswego, New York 13126  
Phone: 315-312-2264  
Fax: 315-312-3062

Email: [edadmin@oswego.edu](mailto:edadmin@oswego.edu)

Website:  
[www.oswego.edu/edadmin](http://www.oswego.edu/edadmin)

## Annual Meeting & Commencement 2014

The Educational Administration *Annual Meeting & Reception for Graduates* returns to Oswego. To be held on May 16, 2014 at Riverside Banquet Room @ G.S. Steamers, Quality Inn & Suites. Download your registration form at: [www.oswego.edu/edadmin](http://www.oswego.edu/edadmin) (main page has a link).

May 2014 will feature, for the first time, three commencement ceremonies in an expansion designed to give graduates and their families the best experience possible. The May 17 ceremonies will begin at 9 a.m. for the College of Liberal Arts and Sciences; 1 p.m. for the School of Business and School of Communication, Media and the Arts; and **4 p.m. for the School of Education**, all in the Campus Center arena.

## The Educational Leadership Program in India

Submitted by: Angela Perrotto, Department Chair

Two years ago, we began a partnership with India. The current culture and focus in India is VERY ripe for learning. Upon arrival this excitement is immediately observable. Children will jump out of their school seats for the opportunity to carry the books of a professor. Teachers scramble to learn as much as they can about best practices and pedagogy. Principals are hungry for learning leadership best practices for high performing schools. They hope to have their photo taken with university professors as proof they are challenging themselves professionally. Their goal is to get their staff on board quickly so their students can be accepted at the world's best universities. Parents do not go on vacations, but rather save any extra money to send their children to the best of schools. In a moment's notice, they will present themselves at a



Sunday evening lecture by a university professor hoping to gain more insight into the university acceptance process and into the quality and reputation of the programs offered.

Since 2012, Oswego's Educational Leadership program has been training principals in Delhi, Chennai, Mumbai, Hyderabad, and

Jaipur. This work will continue - actually picking up the pace - as we continue these partnerships. "It truly is a collaboration - learning from each other as we tackle the educational global arena. Surprisingly, what we are struggling with in the United States does not differ very much in India. Preparing our students for the successful entry into the world of work is critical for all of us. Building and implementing a rigorous and aligned curriculum is a minimum requirement. The only difference I am observing is HOW the two countries are choosing to approach this work. The 400 plus educational leaders I have worked with are ready to accept the challenges of change as they see clearly what it can provide for India 'down the road.' They see the need for change. They see it in their country and across the globe.

An obvious second difference is that all Indian children are completely fluent in a second language - English. They begin a formal acquisition of English at the age of two or upon entry into kindergarten. Although everyone speaks Hindi (the official language of India), they also speak English fluently. What impresses me most is that I never hear a grammatical mistake when English is being spoken - from the young children to the elderly. When asked about how this occurs, the answer is that the children begin learning this second language at a very young and natural age and that they learn this language using formal books of grammar.

India is most definitely "standing itself up". From the people I have worked with across India over the past two years, it appears that they understand what it is going to take, have the motivation and determination to do it, and are finding their niche in the global market. They know what it will take to compete in a global market. You can feel the momentum - the energy and excitement of this thirst for learning - the hunger that will make it happen!

### Dates to Remember

- 05/16/2014 - Annual Alumni Meeting (Required attendance for interns completing the program.)
- 05/17/2014 - 4:00 Commencement "Walk" for those completing the program (actual Graduation is August 2014)
- 05/27/2014 - Summer 2014 Semester begins

## Reading Award Winner

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

## Reading Award Winner Christopher Klivak '13

Mr. Klivak credits the SUNY Oswego Education Administration program in helping him to gain a broader perspective of public education. While completing his coursework, Klivak focused on supporting the Regents Reform Agenda as a Professional Learning Coach with the Cayuga-Onondaga BOCES. These experiences, Chris said, combined with the Oswego classes increased his understanding of the impact made by state policies and local decisions. The connections to the class work provided Klivak with a venue which not only expanded his understanding of the big picture in the field of education, but also how to effectively lead positive change.

Since August, Chris has been working as a District Data Coordinator for the Central New York Regional Information Center (CNYRIC). Depending upon the data needs of the districts, the focus of Klivak's work can vary each day. His ultimate goal is to assist teachers and administrators as they strive to make efficient and effective use of data to improve their schools. He also works with districts to ensure that they house and report accurate data to the state.

Despite the title of his current position, Chris has found that the work is just as much about building positive relationships as it is working with data. He truly enjoys the opportunity to get to know the people and cultures of the different school districts. These factors have allowed Klivak to customize his work while being a part of the schools' achieving their educational goals. Regardless of the focus, he believes that the most important part of his job is to create the opportunity for productive conversation that may lead to change. In recent months, Klivak

has helped buildings work through their assessment data so they are able make more informed decisions pertaining to their immediate and future needs. Additionally, he has begun to help buildings collect data related to their current initiatives. For example, he is working with one district to assess the current state of their K-12 writing instruction, and another to gauge the pros and cons associated with the implementation of a math program.

Klivak feels that the most challenging part of his work is often the same as the successes. This is especially true when he may be in a district once a week or less. As a regional service provider, building personal connections in districts takes time. This limited interaction requires Chris to constantly be ready to adapt his work in response to the various needs of each district, or even the unique buildings within a district. This said variety keeps the work exciting as each day is different. Klivak realizes that this is a stressful time in public education, considering that instructors are adjusting to all of the recent changes and new demands. He aims to work with data pertinent to the success of teaching and learning.

Through the SUNY Oswego program, Klivak learned the importance of listening to the ideas and opinions from other professionals. Education is an extremely social field and collaboration is very important. This is especially necessary to bear in mind as they look to build productive relationships. The opportunities that Klivak has had to work on numerous initiatives in many Central New York districts provided him with an abundance of experience regarding school cultures and leadership styles. As new administrators continue to broaden their own experiences, the more opportunities they will have to learn from others. Klivak emphasized that culture is a key to success, and that leaders are in the position to influence that said school culture for the better.

Chris extended his sincere appreciation for this recognition to his cohort of peers in the SUNY Oswego program, as well as the faculty members. He also wished to thank all of the colleagues, teachers and leaders in CNY with whom he worked over the past nine years.

Submitted by:  
Ms. Jessica Brusgul, Graduate Assistant

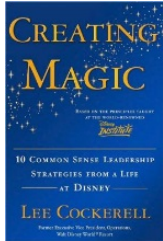
## Internship Paperwork

Appendix I and other important documents needed for Internship approval and navigating your internship can be found on the department website ([www.oswego.edu/edadmin](http://www.oswego.edu/edadmin)) under the “Internship Information link”

## Congratulations to our Alumni on their recent Career Changes

- ❖ **Alfred Angeleri '12**, Primary Music Specialist, Ministry of Education Singapore, Anglo-Chinese School (Junior)
- ❖ **Kristine Cole '10**, Fellow for Educator Engagement and the Common Core, USNY Regents Research Fund
- ❖ **Nelly Collazo '12**, Principal, Beekmantown HS, Beekmantown CSD
- ❖ **William Crist '91**, Superintendent of Schools, Diocese of Syracuse
- ❖ **Joanne Dunkle '93**, Retiring from Cazenovia CSD in June 2014.
- ❖ **Janet Gillmeister '95**, Retired from Kenmore-Town of Tonawanda UFSD. She was the Assistant Superintendent for Instruction and Services.
- ❖ **Linda Goewey '06**, Assistant Superintendent, Central Square CSD
- ❖ **Carolyn Hirst-Loucks '02** and **Mr. Kim P. Loucks '02** published their first book, *Serious Fun: Practical Strategies to Motivate and Engage Students*, Routledge (November 10, 2013).
- ❖ **William Silky '78**, Retiring from Director of Educational Leadership at LeMoyne College (5/15/14)
- ❖ **Mari Ukleya '07**, Coordinator of Literacy and Adult Education, OCM BOCES
- ❖ **Marie Western '02**, Curriculum Coordinator, Lowville Academy & Central School
- ❖ **Marsha Wheeler Marcarian '97**, will retire from Oswego County BOCES in July. She is the Arts-In-Education Coordinator.
- ❖ **Michael Wurster '13**, Assistant Principal & District Data Coordinator, Union Springs CSD

# Faculty Book Reviews



## *Creating Magic*

by Lee Cockerell (2008, Crown Business)  
Reviewed by Dr. Glenn Wachter

As professional educators, we should always make time for professional reading. If a book “invites” the reader in with a lighter context, it is sometimes easier to seize the moment and start reading. Such is the case with the book selected for this book review, *Creating Magic* by Lee Cockerell, which is essentially a case study of how the Disney organization functions and is led. Having a “lighter context” is only one of the reasons for the choice for this review.

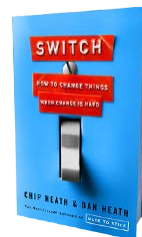
A second reason is that leaders, by their very definition, lead, entire organizations or groups within organizations and the study of a high functioning organization like Disney may provide insights for all of us. A third reason is that I had the ultimate joy of accompanying our granddaughters to Disney World for the first time two years ago and I was struck by the operational effectiveness and efficiency I observed. Untold numbers of questions were posed to Disney workers about how they saw their roles and how “it all worked” at Disney. I therefore, could not pass up this book.

The author essentially welcomes the reader to his book by providing the background on his early failures, limited successes and how he learned his leadership lessons on the way to becoming the person who ran the Walt Disney Resort Operations worldwide for more than a decade. With every story told in the introductory pages, groundwork is being laid for the chapters that follow that focus on his “Ten Common Sense Leadership Strategies from a Life at Disney.”

These leadership strategies include “Remember, Everyone is Important”, “Make Your People Your Brand”, “Be Careful What You Say and Do”, and “Burn the Free Fuel” to cite a few. Rather than attempt a cursory overview of each of the ten strategies, I will select two as illustrations. In the chapter, “Remember, Everyone is Important”, Cockerell shares his growth experiences on the topic via stories but then underscores how that life lesson taught him a particular leadership belief. He then explains why that particular leadership strategy is

important and how implementing that strategy will pay dividends for an organization. I must say I am still “twitching” about his statement to “forget about the chain of command”. However, just struggling with that notion and the rationale provided by the author does stimulate the reader to inspect and reflect upon past and current thinking and practices. The second illustration is the chapter on Strategy #9, “Be Careful What You Say and Do”. No real surprises here but just reading the subheadings reinforces what we should all have come to understand about exemplary leadership. If you accept the notion that great leaders are great teachers, then his comment “Whether we like it or not, we’re always being watched and evaluated, and we’re always teaching---not just when we’re giving speeches or running meetings, but also when we’re walking down hallways, or leaving parking lots, or talking on cell phones to our kids. That is why we have to conduct ourselves impeccably at all times.” From this reviewer’s perspective, truer words were never spoken.

If you choose to read *Creating Magic*, you may not be surprised by the author’s premises or the assumptions they are built upon. But, I might suggest you will be surprised at how well he integrates all his key points into overall leadership lessons; lesson from which we can all continue to grow as leaders.



## *Switch: How to change things when change is hard*

by Chip Heath & Dan Heath (2011, Random House) Reviewed by Dr. Linda Rae Markert

The capstone course for SUNY Oswego’s CAS in Educational Leadership is titled *Organizational Change for School Building & District Leaders* (EAD 660). It is taken during the final spring semester of the two-year program, and generally completed simultaneously with the final segment of our candidates’ *Internship* appointments. Historically the reading list for this course was quite lengthy, but each book was only studied in depth by one or two persons who later delivered an oral presentation that summarized the work for their classmates. We decided to select one book this semester that all candidates were required to read, and chose *Switch*

which many practicing school administrators had already reviewed since its release in 2011. The leadership candidates in all three sections of the course loved the selection; a majority commented that they could completely identify with many of the concepts and theories illustrated throughout the book.

These co-authors use a familiar style to discuss both the challenges and successes that accompany the process of planned, systemic organizational change. They pose this guiding question to frame their investigation of numerous case studies across the globe: *Why is it so hard to make lasting changes in our companies, in our communities, and in our own lives?* From movie theatres, to hotels, to remote villages in Vietnam, to a failing elementary school in Chattanooga, Tennessee, the Heath brothers weave a series of illustrative stories to bring life to their basic three-part framework in an attempt to answer this question.

Early in the book, readers are introduced to the framework alongside three glaring surprises about change:

1. **Direct the Rider:** This aspect of their framework describes the reasons many of us have difficulty with change; while our mind or rational side may recognize the need to change behavior, our heart or emotional side may disagree. Heath and Heath create a picture of a human being riding an elephant to explain this inner struggle – therefore, they argue that the rider needs direction. Leaders must provide crystal clear direction to those affected by planned change. The first surprise about change states: *What looks like resistance is often a lack of clarity!*
2. **Motivate the Elephant:** The second component of the *Switch* framework builds on the first to partially explain the reasons many change efforts take time to take hold and build momentum among all stakeholders. Small riders will rarely get their way by sheer force against a five-six ton elephant. Leaders, in addition to rationally explaining the benefits of making changes, must therefore engage people's emotions to get them on board with proposed new methods or policies. The second surprise about change states: *What looks like laziness is often exhaustion – self-control is an exhaustible resource!*

3. **Shape the Path:** The third and most comprehensive component of the Heath & Heath framework introduces readers to several strategies regarding a leader's ability to modify or "tweak" the environment to make it easier (less frustrating) for both riders and elephants to navigate the course toward organizational change. This segment of the book emphasizes the need for leaders to shape and transform organizational culture as they seek to build new habits among persons who either readily accept change or resist it fervently. The final surprise about change states: *What looks like a people problem is often a situation problem!*

This publication covers a lot of ground in a straightforward and often humorous manner. Our EAD 660 candidates found it enjoyable and enlightening to read as they learned about numerous other researchers' perspectives on organizational change and the organizational change process. The co-authors include a variety of "Clinics" which can be used in class to challenge leadership candidates to think about how to apply the *Switch* framework to implement change. Dr. Maureen Patterson noted this about our decision to select this as a common textbook for the course: "We used the *Switch* book last week, the next to last class. At that point, the vocabulary and concepts of change were making sense and could easily be embedded into applications of the theories and real issues. A YouTube video complemented the instruction, and set the stage for considering what key phrases and examples jumped at us from the chapters - what could we use to motivate and innovate?" In a similar vein, Ms. Danielle Dehm commented: "Everyone in the class really enjoyed this book and referenced the connection to the work in this class. It was a great 'switch' for the class read and I would recommend keeping it as part of the syllabus."

I read this book in one afternoon, and fully concur with my colleagues about its usefulness and application to educational leadership that guides systemic organizational change in today's schools.



**Recipient of the 2013 Program Supporter Award,  
SUNY Oswego's Department of Educational Administration**



**William W. Crist**

Mr. William W. Crist received our department's Program Supporter Award in May 2013. At the time he received this recognition for his long-term support of SUNY Oswego's School of Education, Mr. Crist was finishing out his term as Superintendent of Schools for the Oswego City

School District.

Mr. Crist truly exemplifies what it means to be a collaborative team player in the arena of P-20 public education!! For five years (2008-2013), Bill served as a fully engaged member of the Team Sheldon Executive Committee; he worked diligently to foster new partnerships among Oswego County's P-12 schools and SUNY Oswego's School of Education. **Team Sheldon** is a unique long-term (36 years) partnership among the public schools in Oswego County, SUNY Oswego's School of Education (SOE), and the Oswego County BOCES. Through its lifetime, it has been a vehicle for collaboration to improve P-12 student & 13-20 candidate achievement throughout the county. Mr. Crist was also an enthusiastic supporter of the Oswego Summer Writing Institute, and SUNY Oswego's Mentor-Scholar Program. He championed internship opportunities for several of our recent CAS program completers, two of whom are Project BLEND Scholars.

Submitted by:  
Dr. Linda Rae Markert, Professor

**Course Listings**

The Educational Administration Department website ([www.oswego.edu/edadmin](http://www.oswego.edu/edadmin)) has up-to-date information about classes that we are offering for summer and fall 2014.



**Joggeshwar "Jogy"**

**Das**, Associate Dean,  
School of Education

The Department of Educational Administration was pleased to award Jogy Das the 2013 Program Supporter Award for his constant support and leadership throughout the NCATE process for reaccreditation. Mr. Das is the Associate Dean for

Accreditation and Assessment for the School of Education. He came to SUNY Oswego in August of 2011 from Ohio State University. He provides leadership for all accreditation and assessment initiatives and oversees data management systems. Jogy's leadership style is one of quietly supporting from behind the scenes. We are always aware that he is there- gently "nudging" us forward. He knows what needs to be done and understands how to provide us with the proper guidelines, skill sets, or feedback that assures us that we are making progress toward our goals. As the NCATE visit draws near, we are truly aware of how much Jogy has accomplished in such a short time on campus. Thank you, Jogy!

Submitted by:  
Angela Perrotto, Department Chair

**Project BLEND (*Building Leadership  
Excellence for Needs-based Districts*) – Year 5**

Building on the first phase of Project BLEND (2009-2012) for which we received nearly \$900K, we are well into our fifth year of work with aspiring educational leaders. We have implemented three new initiatives for phase two (2012-2015) which include:

1. Peer Mentoring Through BLEND: Mentor Leader Scholars are allowing new aspiring leaders to shadow them in their current

- positions, or including them in their interview planning as they seek new positions;
2. Deepening Connections with Families & Community Agencies: emerging leaders and their mentors are receiving professional development related to parent engagement, family education, and the many challenges persons who live in poverty face on a daily basis; and
  3. Arts & Sciences College Faculty at SUNY Oswego are currently learning about the APPR experience in teachers' classrooms in several of our P-12 partner schools; essentially, new leaders or interns are teaming with A&S faculty to visit various teachers' classrooms to use *The Thoughtful Classroom Teacher Effectiveness Framework (TTC)* in authentic observations of teaching. Reflective conversations about topics such as presenting new learning, reflecting on and celebrating learning, and establishing positive relationships with students are flourishing through this aspect of BLEND.

In January 2013 we welcomed seven new Project BLEND Scholars into the CAS program in Educational Leadership and they have now (nearly) completed their first full year of intensive coursework; all but one are preparing to launch into their internship experience later in the summer. Some of the authentic professional development opportunities provided for these Scholars through BLEND include: workshops on the use of the *TTC* observation tool facilitated by Dr. Harvey Silver; and seminars on the *Multidimensional Principal Performance Rubric* and Formative Assessment delivered by Joanne Picone-Zocchia & Jennifer Borgioli from *Communities for Learning*. Mary Pagan from *Bridges Out of Poverty* and Mary Beth Debus & Catherine Romano from *Every Person Influences Children (EPIC)* are some of the other consultants who are contributing incredible knowledge and expertise to Project BLEND.

At the time of this writing in March 2014, we are in the process of recruiting a new cohort of seven additional Project BLEND Scholars who will begin their CAS program in Year 6. We received more than two dozen nominees for these seven slots, and the process of selecting the finalists has been both intensely challenging and ultimately rewarding. We will introduce these new Scholars to you in a future issue of our Department Newsletter. SUNY Oswego is one of only six institutions of higher education in

New York State to receive TLQP (Teacher Leader Quality Partnerships) funding for the NYSED's Leadership Enhancement Initiative.

Submitted by:  
Dr. Linda Rae Markert, Director for Project BLEND

---

## Superintendent Development Program Update

---

The 2014 NYS SDP Cohort is "up and running" since the weekend session held in Central Square, January 24-25. There are seven teams statewide, including teams in the North Country, Albany, Buffalo, Finger Lakes, Southern Tier, Central New York, and Utica regions with 40 participants overall. We continue to be pleased at the large numbers of participants who aspire to district level positions or the Superintendentcy. We continue to be especially pleased with the caliber of superintendents who choose to participate on the program faculty. Their willingness to participate as faculty is a reflection of the SDP quality but it is also a reflection of current superintendents' commitment to preparing the next generation of superintendents.

During the 2013 Cohort, a transition in SDP leadership was begun with Mr. Douglas Hamlin serving as Associate Director. Mr. Hamlin has served in a variety of leadership positions in districts across the state and recently retired as superintendent of the Schodack Central School District. Beginning with the 2014 cohort, Doug is taking the program "lead" as I will be retiring from SUNY Oswego in May.

I have been privileged to serve these past years as director of the program and sincerely hope I have carried on the tradition of excellence established by Dr. Silky and others who founded the program. It has been a remarkably rewarding experience and I will treasure the memories of working with the SDP faculty and Associates.

Submitted by:  
Dr. Glenn Wachter, Associate Professor





SUNY Oswego – Department of Educational Administration  
34<sup>th</sup> ANNUAL ALUMNI MEETING & RECEPTION FOR GRADUATES  
4:30 – 7:30 PM on May 16, 2014

Registration Form

Friday, May 16, 2014

- 4:30 – Networking & Cash Bar
- 5:00 – Light Buffet
- 5:30 – Program & Awards  
Keynote Address
- 6:30 – Networking Continues

Riverside Banquet Room  
@ G.S. Steamers  
Quality Inn & Suites

70 East First Street  
Oswego, NY 13126



- Name: \_\_\_\_\_
- Position: \_\_\_\_\_
- Name(s) of Guest(s) for Name Tags:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- Telephone: \_\_\_\_\_
- Email: \_\_\_\_\_
- Fee for Attendance:  
\$33 for you; \$27 each additional family member or guest  
# @ \$33 \_\_\_\_\_ # @ \$27 \_\_\_\_\_
- Total Amount Due: \_\_\_\_\_
- Please make checks payable to:  
Oswego College Foundation
- Please return completed form with payment to:  
SUNY Oswego, Dept. of Educational Administration  
307 Park Hall  
Oswego, New York 13126
- Registration Deadline: May 10, 2014