



NEWSLETTER

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Multiple Pieces of Evidence/Multiple Forms of Assessment

Written by: Angela Perrotto, Chair

One need not go far to understand that in the United States at the moment, the political and educational climate surrounding assessment is highly debated and with lots of mixed emotions. Each article I read or conversation I have, I quickly get to the same conclusion – there exists a strong “disconnect” with understanding the purpose of each type of assessment given. Surely there are many different types of assessments (such as formative, summative, interim, standardized, criterion-referenced, norm-referenced, evidence-based, authentic, performance, etc.) and equally as many ways to create them. How they are created and what they assess is dependent upon what the creator needs to understand about the students.

For the purpose of this short article, a few basic assumptions need to exist:

1. a synonym for assessment can become any form of evidence of what students have learned – be it a project, simulation, performance, essay, traditional test, or presentation.
2. any assessment should be created for the purpose of informing and improving student performance.
3. assessments works best when they are balanced – meaning there should be multiple types and forms serving multiple purposes. – as there is no assessment that can reveal all we need to know about each student.
4. all forms of assessment should be aligned to what students need to know and be able to do.
5. this article does not address the quality of the assessment, but rather the purpose. (Obviously, both are necessary.)

To get to the heart of the PURPOSE of any assessment is to clarify:


- WHAT we need to know about student learning; and
- WHO needs to know it – Who are the decision makers- remembering that the result should always inform and improve student learning.

(continued on next page)



Multiple Pieces of Evidence (continued from page 1)
 Written by Angela Perrotto, Chair

If we think about gathering evidence of student learning from a micro level to a macro level, such as in the chart below, we begin to comprehend how results can be used to inform different layers of people and improve instruction (as each layer of people informed serves as a different layer of potential support).



MICRO	MACRO	FREQUENCY
One student in a class	All students in a class	Often/daily
One class-room at the grade/department level	All class-rooms of the same grade/department level	Often
One school in a district	All schools in a district	Often/Minimum every unit/topic/skill
One district in a state	All districts in the state	Once every Year
One state in the US	All states within the US	Once every Year
One country-United States	All countries	Once every Three Years

No one argues that classroom generated “assessments” are critical and necessary. Only the teacher in the classroom can delve deeply into what was taught and how each student learns. These types of teacher generated formative, summative, common, interim, and/or criterion-referenced assessments should happen often and inform the teachers about next steps with each student with regard to mastering the content/skills assessed. But assessment cannot stop here. If we only assessed inside the classroom, there would be no consistency from classroom to classroom; student to student – not to mention across all similar grade levels in a state or country. Education would make no attempt for consistency, equity or quality from classroom to classroom.

We certainly understand that the world has changed dramatically – that we live in a flat world. To prepare our students in the United States to be college and/or career ready in a flat world requires both a skilled workforce and a true understanding of emerging career fields. From

student to student, state to state requires, at some point, some form of consistency to ensure that what students are learning is free from bias, fair, and aligned to the skills needed for tomorrow. Without a standardized form of assessment, living in one state would offer higher expectations and quality than living in another. The Standards Movement begins to require that what we expect of students at each grade level is at the same minimum competency in order to provide a fair and equal education among all subgroups of students no matter where they live – no matter which state, and no matter urban, rural, or suburban. It is from this perspective that we see the relevance of a yearly state assessment from a macro level. This form of standardized assessment, is norm referenced – requiring that assessments are designed in such a way that the questions, conditions for administering, scoring procedures, and interpretations are consistent for all test takers. From a macro level, these norm-referenced assessment results indicate whether each test taker, each school, each district did better or worse than the others. What does this inform? How does it improve instruction? As we disaggregate the data, schools/districts can understand which students, groups, schools did well on identified skills and, more importantly, how to create and provide support to improve targeted performance. Support should be provided in the form of training, research, data analysis, curriculum revisions, and collaboration. Who provides this support? At the macro level, the federal government. The Title grants began in the 1960’s solely for this purpose – to provide needed support for the schools, cities, states where populations of students were underperforming on such assessments. This continues today. The purpose of these federal dollars to schools is to close the achievement gaps in whichever way each state and/or district deems appropriate – provided that evidence of accomplishment is occurring. If one has written these grants for a school or district, there is understanding that through these dollars, there is local control on how these dollars can be spent. Many districts hire intervention specialists or additional teachers with this money to support students and schools that are struggling.

If we take this same concept, and move to an even greater macro level, we understand why, in this global workforce, there exists a growing

movement to not only have some consistent form of national skills required of all graduates, but also to be informed as to how our students are performing with regard to workforce skills at an international level. More and more districts across the US, in an effort to prepare “world-ready graduates”, are now analyzing international assessment results of their students to inform them of how students are doing as compared to students around the world. As a result, they modify curriculum and programming, and provide support for leaders, teachers, parents, and students as identified through any data trends.

If we focus on WHAT we need to know about student learning, WHO needs to know it, and HOW the results will provide needed support from ALL levels (micro to macro), we begin to understand WHY micro to macro levels are important for our US students - for it is for them that we focus our work in schools.

CAS Candidates at SUNY Research Symposium in ALBANY

OSWEGO **HANNIBAL**
Central School District

A Model for a STEAM Curriculum at Hannibal's Kenney Middle School

CAS Program Candidates for SUNY Oswego
Faculty Mentor: Dr. Linda Rae Markert, Professor

Candidate	OSWEGO	HANNIBAL
Kristin Enright	Yes	Yes
Stephanie Griffin	Yes	Yes
Eric Feola	Yes	Yes
Jenny Hartnett	Yes	Yes

STEAM Education is Science & Technology interpreted through Engineering & the Arts, all understood with elements of Mathematics.

GOAL OF STEAM
KNOWLEDGE, EMPOWERMENT, CHANGE

IMPLEMENTATION
FLEXIBLE SCHEDULES & GROUPING

CROSS-CURRICULAR CONNECTIONS

PARTNERSHIPS

SUCCESS IN THE 21ST CENTURY

FLEXIBLE SPACES

KEY TO SUCCESS
TEAMWORK, TRANSPARENCY, EMPATHY, OPENNESS

A STEAM model supports and fulfills Hannibal's vision statement.

Members of Team Deintus, a group of four Educational Leadership (CAS) graduate students, presented their research study at the recent graduate research symposium in Albany. “Graduate Research: Making a Difference in New York – Partnering with SUNY and CUNY” was held at Albany’s Legislative Office Building on February 11, 2015, and was designed to allow SUNY and CUNY graduate students to discuss their research findings with university administrators and

members of our New York State legislative delegation and their office staff members. The Issue Analysis was conducted during the fall 2014 semester for Superintendent Donna Fountain and the Hannibal Central School District.



Team Deintus with Dr. Markert: From left, Dr. Linda Rae Markert, Eric Feola, Jenny Hartnett, Stephanie Griffin, and Kristin Enright.



Team Deintus: Members discuss their research findings with other attendees: Second from left, Stephanie and, third from left, Kristin Enright



Team Deintus: From left: Eric Feola, Jenny Hartnett, Stephanie Griffin and Kristin Enright

Developing the *COIL* Module for our CAS Capstone Course

Written by: Dr. Linda Rae Markert



In our Fall of 2014 Newsletter, we described the educational administration department's decision to implement a *COIL* Pilot Study in our CAS capstone course titled *Organizational Change for School Building and District Leaders*. As a reminder, *COIL* stands for collaborative online international learning. In early January of this year, we successfully established a partnership agreement with Dr. Katja Hericks, who is a faculty member at the Universität Potsdam in Germany. She is a member of the Social & Economic Sciences Faculty in the Department for Sociology of Gender. Together, she and I designed a unique teaching module for the graduate students in our respective courses. The title of her class is *Organizational Change, Institutional Change*.

In their discussion of "global learning," the Association of American Colleges & Universities (AAC&U) asserts the following:

Effective and transformative global learning offers university students meaningful opportunities to analyze and explore complex global challenges, and collaborate respectfully with diverse others . . . it is based on the principle that the world is a collection of interdependent yet inequitable systems, and that higher education has a vital role in expanding knowledge of human and natural systems, privilege and stratification, and sustainability and development to foster individuals' ability to advance equity and social justice at home and abroad. (2014, <http://www.aacu.org/value/index.cfm>)

Toward that end, SUNY Oswego leadership candidates will be partnered with Universität Potsdam sociology graduate students. Over the course of approximately 4-5 weeks, teams will engage in online discussions related to changes in educational systems, gender relations in organizations, organizational policies/ procedures, and contemporary European Union (EU) policies. Faculty members will provide guidance (case studies, videos, news reports, questions) within which the online discourse will be framed. We envision these teams will participate in a series of discussions related to how changes in social institutions (e.g., education, business, religion) propel the need or demand for systemic

change in organizations (e.g., schools, companies, places of worship). Dr. Hericks will visit our class via Skype to meet Oswego's candidates and tell us a bit more about her graduate students who are predominately majoring in Sociology. I will do the same and Skype into Hericks' class in an effort to describe the types of administrative appointments the SUNY Oswego candidates will soon be seeking upon completion of their CAS program.

We have identified four topics for critical inquiry in the *COIL* module; they are found within the following guiding questions:

- 1. How are acts of bullying, mobbing and harassment dealt with inside organizations?** In many cases, persons resist change for reasons that are not easy to explain or articulate. They may resort to satire in the form of political cartoons or humorous caricatures, or become slanderous through more harshly spoken hate speech. In more extreme scenarios, individuals or groups of angry citizens may demonstrate negative feelings through overt aggressive behaviors, or even acts of terrorism.
- 2. How are evaluation and performance measurement handled within tertiary sector organizations?** The process of performance measurement varies from one organization, agency or institution to the next. The methods chosen to evaluate workers are very different as we move from one sector of the economy to another. Farm workers (primary sector) are evaluated based on their crop yield within a given time period. Laborers in manufacturing firms (secondary sector) are given positive reviews if the measured quality indicators of their work is high (tolerances



are given) and their productivity meets expected targets. The evaluation of work performed by those in the service industry (tertiary sector) is seemingly more qualitative since employees

produce “intangible goods” as opposed to end products.

3. **How do policies regarding gender equity and parental leave influence change in organizations?** Legislative policy may be in place to enforce gender equity, but organizational practices suggest this is still a significant social dilemma in both the United States and Germany. Similarly, laws governing parental leave are quite different for working men and women in Germany (Elternzeit) when compared to legislation in the United States (Family & Medical Leave Act).
4. **To what extent does the claim for lifelong learning require change in educational organizations?** Lifelong learning is valued in both nations. For Germany the European Employment Strategy (EES) provides orientation on this issue. The European countries are supposed to implement the EES into national policies, soft laws and/or legislation. Lifelong learning is considered as a vital part for providing employability in the EES. Both are targets to ensure that European citizens are ready to face the future work world, which is expected to change faster socially and technologically, and jobs are supposed to be less stable, thus employees have to change their employment more often. The educational systems shall change to provide opportunities for lifelong learning within the European Union. In the United States, lifelong learning is viewed through many lenses including: extended learning, continuing

education, 21st century skills, college and career readiness standards, and online opportunities for certificates.

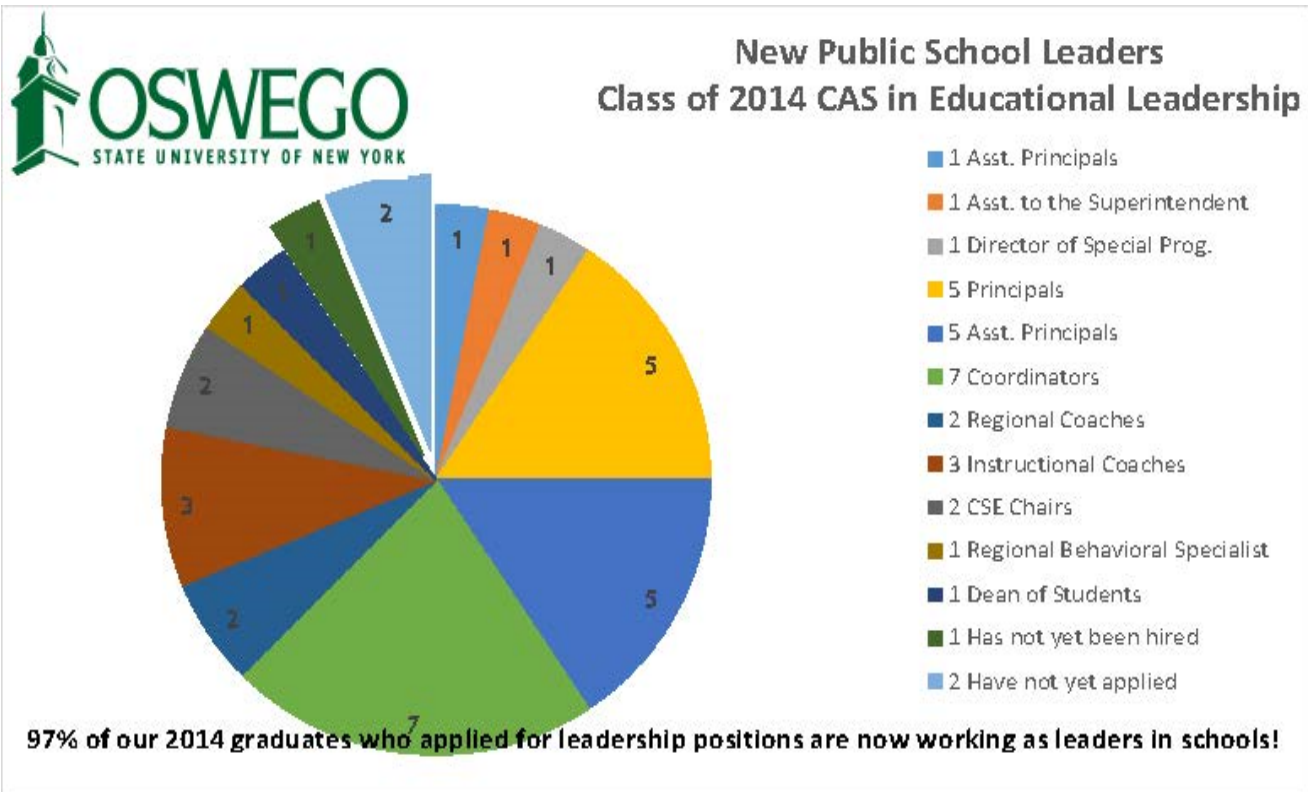
Dr. Markert introduced this learning module as a potential signature pedagogy at the recent 7th Annual COIL Conference in New York City. We anticipate that the ultimate objective of these discussions, beyond giving all students opportunities to develop a deeper understanding of these organizational change topics through varying cultural perspectives, will be for each team to publish a BLOG for public view and commentary.



DASA and Safe Schools, Healthy Students

DASA 1020 (Dignity for All Students Act): professional development workshop administered through the Division of Extended Learning in support of degrees conferred through the School of Education.

http://www.oswego.edu/extended_learning/safeSchools.html



Working Smarter Not Just Harder: A Lifestyle Choice of Highly Successful, “Balanced” Leaders

Written by: Bonnie Finnerty



One area of leadership that is often overlooked is the concept of “balance.” By balance I am referring to an idea, a concept, or a place where we as leaders have a sense of harmony or stability between all facets of our lives. The official definition given by “The American Century Dictionary” refers to balance as “stability of body or mind.” It is listed as a noun. As a former school leader, I always viewed “balance” as a destination, someplace I was constantly striving to get to.

In my personal study of highly successful leaders from various organizations within education, business, politics, and entrepreneurship, I discovered common characteristics that nearly all possessed. One of these characteristics involved working smarter not just harder. As a former building level principal and superintendent the idea of “smarter work” and not just “harder or more work” resonated with me. Within this concept I discovered certain lifestyle choices that highly successful leaders consciously and deliberately made in an effort to work smarter and achieve the ever-elusive balance in their lives.

Two such lifestyle choices I found especially intriguing focused on the idea of creating and maintaining a morning ritual and our beliefs and behaviors regarding sleep. The idea of creating a morning ritual was foreign to me. As a wife, mother of three children, and highly committed school leader, mornings were often a bit chaotic to say the least. And sleep was a luxury. I spent considerable time researching, reading, and trying to determine why so many highly successful leaders made mention of or prioritized these two areas of their lives and were convinced that a focus on these was critical to their success. In my quest I came across two books that I feel provide an enlightened perspective on these two areas. The books were written by highly successful leaders in their respective industries and are valuable resources for all aspiring or practicing school leaders.

The Miracle Morning: The Not-So-Obvious Secret Guaranteed to Transform Your Life Before 8AM was written by Hal Elrod, a highly successful entrepreneur, keynote speaker, success coach, and high achiever extraordinaire. After suffering a near death experience as a result of a traumatic car accident at age 20, the author made a conscious choice to not accept his condition but rather to take responsibility for his own life and future. In doing so he created the “Miracle Morning,” a set of daily routines and actionable steps designed to lower stress, increase productivity, clarify purpose, enhance one’s ability to maintain focus, experience gratitude, and develop a sense of empowerment. He explains the rationale for engaging in the “Miracle Morning” in the AM as opposed to any other time during the day. I found his recommendations and rationale in alignment with many of the reasons shared by other highly successful leaders. The key is to set the tone you desire at the start of each day and create your optimal state first thing in the morning. We cannot often change situations that arise throughout the day or change other people but we can always change ourselves. We can always choose our attitude, choose to engage in healthy activities that help maintain balance in our lives and seek to foster the development of lifelong, successful habits.

The author outlines six practices or actionable steps that make up the essence of the “Miracle Morning” and presents them through the acronym, S.A.V.E.R.S. The six practices include:

- S = Silence (reflection)
- A = Affirmations
- V = Visualization
- E = Exercise
- R = Reading
- S = Scribing

He provides readers with several resources designed to support the habit formation of a morning ritual process (a.k.a. the Miracle Morning). The resources are extremely helpful in customizing the Miracle Morning to one’s personal work schedule and supporting the long-term success of this new lifestyle change. The book is an easy read, is filled with life changing, valuable information, and clearly outlines how one may adopt with fidelity this lifestyle choice practiced by so many highly successful leaders.

The second resource I encourage school leaders to read is, [Sleep Smarter: 21 Proven Tips to Sleep Your Way to a Better Body, Better Health, Bigger Success](#) by Shawn Stevenson. As we know sleep is an essential but often neglected aspect of a happy, healthy, and successful life. Unfortunately, as school leaders high quality sleep that refreshes, invigorates and rejuvenates is often elusive and infrequent. Sleep deprivation is directly linked to decreased productivity, memory loss, decrease in energy and performance, cancer, numerous chronic diseases, autoimmune issues, and obesity. It is often a result of leaders trying to balance home, work, family, and life in general. Over time, burning the candle at both ends simply results in a decline in the quality of one's life and work. Working harder (or more) is NOT working smarter.

The author contends that the quantity of sleep is not of utmost importance but rather the quality of sleep one obtains is essential to overall wellbeing and success. Topics such as: Getting more sunlight, avoiding electronic screens before bed, having a caffeine curfew, identifying the "right" time to go to bed relative to sleep cycles (very informative!), creating a sleep sanctuary, darkening your room at night, and getting your "friends" out of your bedroom (the dangers of electronic and cellular devices) provide the reader with information related to sleep and its impact on success and wellness. In the short but value-packed chapters the author explains the value and significance of high quality sleep and specific, practical strategies and actionable steps designed to improve the quality of your sleep, all of which are easily assimilated into one's current routine and can be implemented almost immediately.

Working hard is without question a significant aspect of what makes people successful. Highly successful school leaders exemplify this. However, success does not have to come at a price. Working smarter, and establishing healthy, lifestyle habits designed to promote and maintain balance is essential to one's long-term success. Developing a morning routine and validating the importance of high quality sleep by implementing sleep favorable strategies will not only improve effectiveness and productivity but also move you forward in your quest toward balance.

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35th Annual Meeting and Reception for 2015 Graduates

May 15, 2015

*Laurel Grande Room at the Maplewood Inn
400 7th North Street
Liverpool New York 13088*

4:30 – Networking & Cash Bar
5:45 – Light Buffet
5:30 – Program, Keynote Address & Awards
6:30 – Networking Continues

Registration form available for download from department website (www.oswego.edu/edadmin)

Course Listings

The Educational Administration Dept. website (www.oswego.edu/edadmin) has up-to-date information about classes that we are offering for summer and fall 2015.

~ Newly Earned Doctorate ~

Congratulations to **Renee A. Williams, Ed.D '01**, Assistant Superintendent for Instruction, Honeoye Falls CSD who earned her doctorate in March 2014 from the University of Rochester.

Seeking an Internship?

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) under the **Internship Information/Documents** topic.

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Dates to Remember

5/01/2015 - Interns: Registration deadline for the final three hours of your internship is due!

5/15/2015 - Annual Alumni Meeting (Required attendance for 2014-2015 interns)

5/16/2015 - 12:15 line-up for Commencement - School of Education Candidates for the mid-day ceremony will assemble in Marano Campus Center

http://www.oswego.edu/student/services/college_store/graduation.html

5/16/2015 - 1:00 Commencement "Walk" for those completing the program (actual 'graduation' for outgoing interns is August 2015)

8/24/2015 - Fall 2015 Semester begins! Register at <http://www.oswego.edu/myoswego.html>