



State University of New York at Oswego

Department of Educational Administration

# NEWSLETTER

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Fall 2016

## Educational Administration Faculty

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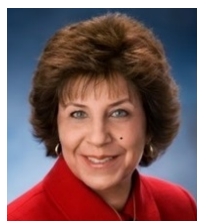
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~~Congratulations to our 2016 Graduates~~



# Spreading our Leadership Wings!



Submitted by Angela Perrotto, Chair

Certainly, we are all knowledgeable of our **Certificate of Advanced Study (CAS) in Educational Leadership**. This program continues to guide certified school personnel into building and district level leadership positions through our two and a half year very rigorous program of learning experiences. Our sense of pride is that our coursework and programming are not only current, but “ahead of the curve” - leading the national and international reforms forward. Our guarantee is that our CAS graduates will know and understand how to effectively lead P-12 schools to produce “world-ready graduates” that will have skills and knowledge to successfully compete in the global workforce. We are proud of the fact that we revise our syllabi every time we teach them in order to embed the most current mandates, initiatives, trends, research and best practices.

**Superintendent’s Development Program:** The participants of this program (January through November) have been serving as leaders in schools and are ready to take an in-depth look at whether superintendency is an appropriate “fit” for

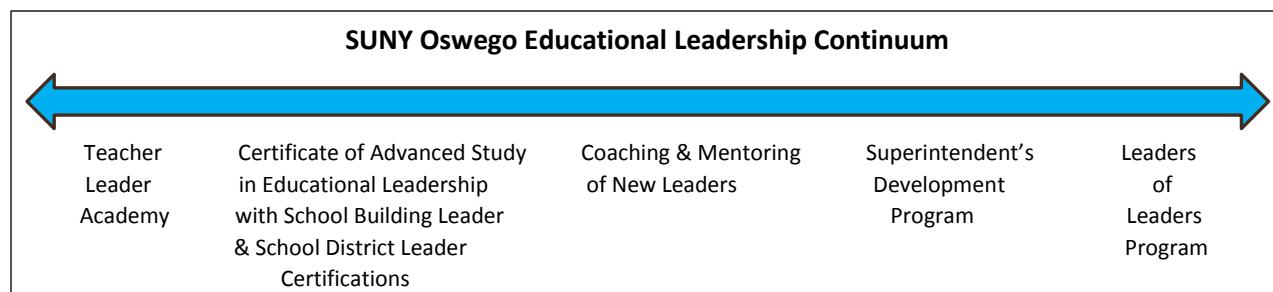
their next career move. Information on this program can be found on our Educational Administration homepage. Questions can be asked of the Director Doug Hamlin at [douglas.hamlin@oswego.edu](mailto:douglas.hamlin@oswego.edu).

We now have two new programs within our department – the Teacher Leader Academy and the Leader of Leaders Program.

**The Teacher Leader Academy** is a new 8 day program over a 9 month period that includes a differentiated and personalized approach to learning about leadership practices. The targeted audience is teachers and teacher leaders who have leadership strengths but who may not want to leave the classroom. The program consists of:

- learning about and diagnosing current instructional and curriculum best practices
- aligning to district and building level goals
- acquiring skills to work with adults as learners
- using balanced assessment practices
- facilitation skills, coaching and mentoring
- applying standards for subject content, teaching standards, and leadership standards.

We are proud of the fact that ALL of our programs are completely aligned to the Reform Agenda. At the core of everything we do are the principles of rigor, data, and accountability for improving student



achievement. To learn more about these programs, visit our Educational Administration homepage or email the department at [edadmin@oswego.edu](mailto:edadmin@oswego.edu).

**Leaders of Leaders Program:** This new professional development opportunity is designed specifically for leaders (superintendents, assistant superintendents and directors) who supervise other leaders. Leading schools for tomorrow's graduates is critical. The stakes are high. Accountability is critical. Educational leaders must be instructional leaders among all other responsibilities. They must have the skills and comfort to work with their leadership teams on being instructional. This Leaders of Leaders program is focused upon critical strategies that will improve student achievement and build systems of success across a district. This eight day program spanning nine months is differentiated and includes both large group and site-based learning.

To learn more about these programs, visit our Educational Administration homepage or email the department at [edadmin@oswego.edu](mailto:edadmin@oswego.edu).

## Welcome to Students Accepted into the Educational Leadership Program Fall 2016

Jordan Ashley	Stephanie Murphy
Lee Ann Cohen	Jessica Newby
Peter Colleluori	Andrew Nolan
Susanna Cook	Alyssa Olsen
Dawn Cooley	Christina Pagano
Melissa Daniels	Leigh Parry-Benedict
Shane Dehn	Erin Peck
Laurie Elliott	Vanessa Phillips
Carrie Felkner	Heather Puchta
Timothy Filiatrault	Deborah Ratcliff
Jorielle Finney	Heidi Robb
Chrystal Guarasci	Carol Scaccia
Daniel Hammond	Tara Simko
Phillip Helmer	Andrea Smith
Chad Johnson	Melissa Skopek
Jonathan Kilian	Natalie Sonnevile
Karrie LaMacchia	Michael Thurlow
Chelsey MacDougall	George Tomlinson
Everien Malone	Amanda Tripp
Daniel Mincer	Jennifer Valente
Chelsea Morse	Nicole Weaver
Amanda Mucedola	
Breana Mullen	

### 37<sup>th</sup> Annual Meeting and Reception for 2017 Graduates May 12, 2017

Holiday Inn  
441 Electronics Parkway  
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](http://www.oswego.edu/edadmin))

### First Annual REGIONAL Alumni Meetings!

Special thanks to all of our graduates who attended our recent Regional Alumni Meetings in Watertown, Rochester, and Syracuse. In all, more than 70 current educational leaders/ CAS graduates attended. The conversations were rich and the feedback was greatly appreciated as we work together to continuously improve our program. Keeping our connections strong and our collaboration and alignment between P-12 and higher education is critical as we strive to educate our CAS students with the skills necessary to lead our public schools. Many ideas were generated and many partnerships were strengthened. Meetings are already scheduled for further partnership suggestions!

## Reading Award Winners 2016

The Reading Award is presented to the SUNY Oswego Educational Leadership Graduates who, by peer nomination, are voted most likely to make a significant contribution to the field. Established in 1991.



### **Jodie Verkey '16**

Ms. Verkey completed the Educational Administration program this past summer and she reflects on her past experiences while in the program. Through this program she was able to broaden her considerations regarding instructional decision making, community relations, and promotion of positive school culture. The program facilitated the alignment of values between her school and the district's vision.

Jodie's current position is in Waterloo as the Middle School Assistant Principal. She shared that her role entails supervision of students, evaluation of staff, as well as providing support to instructional practices. She expressed enthusiasm about helping students reflect on personal decision-making, working with families and supporting instructional practices. A challenge she has encountered in her role is providing an instructional framework to help target instruction at individual student levels. In addition, she finds that helping students overcome obstacles in order to focus on learning has also been a challenging reality she has faced. She believes that embracing the mindset that growth is continuous is one of many important factors in making positive contributions to the field. She believes her ability to collaborate and support others will allow her to make significant contributions to the field. Other important characteristics she noted were

using data to help drive instructional decision making as well as keeping student well-being as the focus.

Based on her experience, she considers that open discussions, honest feedback and networking opportunities were all significant aspects of the Educational Administration program. She advises future educational administrators to keep working hard, pay attention to those around you, and to gain acceptance that learning is continuous.



### **Tara Powless '16**

Ms. Powless believes completing the Educational Administration program has offered her new insights related to organizational change, data-based decision making, and instructional supervision. She expanded her understanding and better utilized her skills in problem-solving, intervention and advocacy in order to promote the social, cultural and educational development of children and adolescents.

Tara currently holds the position of K-12 School Psychologist in the LaFayette CSD. Within her role, she has the opportunity to work with school administrators, educators, students and families. Some of her duties ranged from improving school-wide systems and practices to consulting with educators and families as well as providing support and interventions to students. The goal is to improve student achievement and promote

positive behavior within the school community.

A specific accomplishment that she addresses is her participation within the Response to Intervention Design Team. This team was assigned the task of redesigning the Response to Intervention (RtI) plan within the district as well as disseminating it to other colleagues. She described feeling pleased about the increased consistency in practices within and across schools, the adoption of new instructional techniques and strategies as well as the increased communication and collaboration within buildings. One of the biggest challenges she addressed was not only towards her role, but to society at large is youth mental health issues. Today's youth are faced with unprecedented challenges such as poverty, single-parent households, and violence which cause significant amounts of distress and trauma. Another challenge she has faced has involved students in crisis. This includes ensuring adequate student support as offered both inside and outside of school. She believes skills such as, thoughtfulness, diligence, empathy and advocacy will allow her to make significant contributions to the field. She views her leadership style as coaching and supportive. She places a strong emphasis on both completing tasks and building interpersonal relationships. Ms. Powless, considers it is her natural tendency to be supportive and to help others.

While in the educational administration program she always felt the support of classmates, colleagues, internship supervisors and administrators. Their help was readily available, shared personal experiences in the field and offered her feedback and suggestions. She advises future educational administrators to build relationships with all staff, family and community members and to become an

active participant within the school. She suggests creating effective communication with all staff as well as celebrating others' successes. She also suggests finding a mentor or a support network and to prioritize self-care.

An additional thought that she would like to include is: The Masai people of East Africa often greet one another by asking, "How are the children?" The expected response is typically, "All the children are well." There is a heavy emphasis placed on the well-being of their youngest generation. This greeting emphasizes that we as communities all share a common duty of knowing how our children are doing, and we have a responsibility to act to improve the condition of any child who we deem is not doing well. The health of a society is determined by the welfare of its youngest generation. I want to leave the profession one day knowing that if I were asked, "How are the children?" I could say with certainty, "All the children are well"



**Christina Chamberlain '16**

Ms. Chamberlain believes completing the Educational Administration program allowed her to define the foundation of her leadership style. It encouraged her to dig deeper and help her decide what kind of educational leader she was meant to be. She considers every activity, every paper and every reading assignment was relevant to what she does every day in schools. She received support from administrators and professors, which allowed her confidence to grow in relation to decision making and leading others.

Christina's current position is as Assistant Supervisor of Special Education and Federal Programs for the Indian River

CSD. Within this position she has various roles such as, Chairperson for the Committee on Preschool Special Education (CPSE), Chairperson for the Committee on Special Education (CSE) K-5, the Academic Intervention Services (AIS) and Response to Interventions (RtI) coordinator for the school district and the McKinney-Vento Liaison for the school district. In addition, she conducts teacher and staff observations throughout the district as part of the evaluation process through the district's APPR. Her job within the schools is guided by State Regulations which assist her daily practice. Her position has also allowed her to work with community agencies in her area, which creates a networking opportunity for the families she works with.

A personal accomplishment she shared was being able to achieve a balance between her career and family life. A professional accomplishment she discussed was the acceptance of her new role. She shares this is her first job as an administrator and so far she is receiving positive feedback from colleagues. There is also an acceptance to the changes she is making within the district. In addition, she is enthusiastic about streamlining the district's AIS and RtI procedures. This included the development of a committee over the summer, in order to discuss what was successful and what needed to be changed within the district. This would then be expanded to all elementary schools in the district which would increase follow through and consistency. A challenge she discusses pertains to learning the details of each responsibility she is charged with. She must thoroughly review and interpret State Regulations which has proven to be challenging as well as a lengthy process. She also shares it has been challenging to work within so many buildings. The district

encompasses a large geographical region and has a transient population due to its location near Fort Drum, so there are many factors that are part of this district that other districts do not have. She is on the road a lot, traveling to each building and being a visible entity to parents and staff. She is not as frequently available as she would like to be, but hopes to overcome these challenges as she moves forward.

Christina believes she is a hard worker, empathetic, kind, resilient and she has a desire to treat others with social justice. She believes in the value of education which she hopes is always reflected in her practice. She considers herself a people-person who enjoys getting to know people and learning about their lives. Through her background and experiences, she is able to relate to others. She believes these qualities will help her make significant contributions to the field, because she truly believes in what she does. In addition, it is her hope that every student who she has an impact on, has learned to be empathetic toward others, kind to everyone they meet and has learned that hard work and resilience are essential in reaching their goals.

She offered this advice to future educational administrators; take every opportunity to learn and experience all that you can. She says, make yourself uncomfortable, because you never truly know what you are capable of until you are put in unfamiliar situations. These experiences have shown her that she is adept at handling unfamiliar experiences and have also reassured her that she is a qualified individual to be in this role. Another word of advice is to find 'your person'. She suggests another administrator or mentor, but ultimately someone who will share the ins and outs of administration. This person also needs to be someone you trust to critique

you professionally. You want to have a person to run scenarios by and ask questions no matter how relative you may think they are. Reflecting on her past experience within the program she says class discussions, sharing experiences of professors and others within her cohort were of extreme help because they reassured her and gave her feedback about her own work. She found that being passionate about her work helped her gain experiences and insight that she did not previously have. In addition, she found that having the opportunity to work with other administrators, especially during internship was extremely valuable.

Some additional comments she would like to share were: a thank you for this opportunity to share some of her thoughts about SUNY Oswego's Educational Administration Program as well as to share some of her journey into where she is at today. The faculty she worked with in the program were monumental in helping her determine who she was as an Educational Leader and she will be forever grateful for their experience and leadership. She would also like to make mention of, and to her cohort as well she says; "together we climbed many mountains and we were met with many successes and life-long friendships. I am so glad we had each other to rely on and together we will continue to make a difference in our students' lives".

Articles written by Ms. Amy Tavico,  
Educational Administration Graduate Assistant



**Leading Schools  
For  
Tomorrow's Graduates**

## 2016 - 2017 INTERNSHIP PLACEMENTS

- **Alicia Alley**, Administrative Intern, High School, Victor CSD (09/01/2016 - 06/30/2017)
- **Shannon Babbie**, Assistant Principal, CiTi BOCES
- **Karissa Blamble**, Summer Adventure and Interactive Learning Program Principal, Clyde-Savannah HS, Clyde-Savannah CSD (06/01/2016 - 08/19/2016)
- **Matthew Burdick**, Assistant Coordinator of Special Education Intern, Watertown City SD District Office, Watertown City SD (07/01/2016 - 06/30/2017)
- **Cary Burke**, Assistant Principal, Canandaigua Academy, Canandaigua City SD (07/05/2016 - 06/30/17)
- **Kristine Cameron**, Assistant Principal, Greece Athena HS, Monroe 2 BOCES (03/01/2016 - 08/30/2016)
- **Kevin Casler**, PTECH Coordinator, District Office, Auburn Enlarged City SD (07/01/2016 - 06/30/2017)
- **Lisa Coleman**, Commencement Summer Learning Assistant Principal Intern, #58 World of Inquiry, Rochester City SD (07/01/2016 - 08/19/2016)
- **Joshua DeLorenzo**, High School Assistant Principal, Oswego High School, Oswego City SD (09/01/2016 - 06/30/2017)
- **Christie DeWald**, Rush-Henrietta MS Summer Program, Middle School, Rush-Henrietta CSD (07/01/2016 - 08/31/2016)
- **Karl Dubash**, Summer School Assistant Principal, High School, Rush-Henrietta CSD (07/01/2016 - 08/31/2016)

- **Thomas Dunckel**, Administrative Intern, High School/Middle School, Beaver River CSD (09/01/2016 - 06/30/2017)
- **Hope Foy**, Administrative Intern, Black River Elementary, Carthage CSD, (08/01/2016 - 06/30/2017)
- **Jennifer Granholm**, Administrative Intern, Donlin Drive, CHE, LSH, Liverpool CSD (03/01/2016 - 08/01/2017)
- **Alynda Haycock**, Administrative Intern/Elementary Principal, ACES Building - Extended Summer Year Program, Jefferson-Lewis BOCES (07/05/2016 - 08/17/2016)
- **Colleen Jackson**, PTECH Coordinator, Henniger HS, Syracuse City SD (07/01/2016 - 06/30/2017)
- **Kristine Kaufman**, Administrative Intern, Baker High School, Baldwinsville CSD (07/01/2016 - 06/30/2017)
- **Todd LaValley**, Principal, Exceptional Education, CITI - Oswego County BOCES (01/19/2016 - 06/30/2016)
- **Faith Lewis**, Administrative Intern, District Office, Penn Yan CSD (01/03/2017 - 6/30/2017)
- **Rachel Liberatore**, Summer Administrative Intern, ES, MS, & District Office, Williamson CS (07/11/2016 - 08/19/2016)
- **Amanda Masters**, Assistant Principal, Summer School Principal (K-12), High School, Palmyra-Macedon CSD (06/27/2016 - 01/31/2017)
- **Sarah Matteson**, Summer School Principal & Curriculum and Instruction, High School and District Office, Indian River CSD (05/10/2016 - 12/23/2016)
- **Sherri Monell**, Assistant Principal, Waterloo MS, Waterloo CSD (07/01/2016 - 06/30/2017)
- **Nicki O'Donnell**, Administrative Intern, Ogdensburg Free Academy, St. Lawrence-Lewis BOCES (07/01/2016 - 08/31/2016)
- **Jessica Piscitelli**, ESY Summer School Principal/Social Studies Department Coordinator, Elementary and High School, Mexico CSD (05/01/2016 - 08/30/2016) and Assistant ES Principal, Hannibal CSD (08/01/2016 - 06/30/2017)
- **Jennifer Poindexter**, Principal, Central Square MS, Central Square CSD (09/01/2016 - 06/30/2017)
- **Diana Radley**, Administrative Intern, School 29 ESY Program, Rochester City SD (03/14/2016 - 08/16/2016)
- **Robyn Ross-Squirrel**, Assistant Principal/Intern, Perkins Primary and Newark HS, Newark CS (09/01/2016 - 06/30/2017)
- **Laura Rundell**, Elementary Assistant Principal, Elementary School, Clyde-Savannah CSD (08/31/2016 - 06/30/2017)
- **James Santonastaso**, Special Education Principal, Middle/High School, Marcus Whitman CS (07/01/2016 - 08/19/2016)
- **Josh Schlageter**, Assistant Principal, TC Armstrong MS, Wayne CSD (08/31/2016 - 06/23/2017)
- **Amanda Simmons**, Administrative Intern, Solvay ES, Solvay UFSD (09/01/2016 - 06/30/2017)
- **Jeremy Smalline**, Turnaround Initiative Principal, District Office, Greece CSD (07/01/2016 - 06/30/2017)
- **Shawn Strege**, Instructional Technology Administrative Intern, Webster Schroeder HS & District Office, Webster CSD (07/01/2016 - 08/01/2017)
- **Jamie Sykut**, Director of Instructional Technology, Network Info, Multi-Media, Education Center, Oswego City SD (08/29/2016 - 12/15/2016)



- **Megan Thackston**, Administrative Intern, West Side Elementary, Gouverneur CSD (07/01/2016 - 06/30/2017)
- **Jennifer Wall**, STEM Coordinator, Cayuga BOCES (10/2/2016 - 12/31/2016)
- **Brandi Wallace**, Assistant Principal, Spry MS, Webster CS (07/18/2016 - 06/30/2017)
- **Krystal Ward**, Alternative Placement Coordinator and Vice Principal, Fairley ES/Kenney MS, Hannibal CSD (09/01/2016 - 06/24/2017)
- **Deborah Wilkinson**, Administrative Intern, Lyme Central Schools (8/6/2016 - 6/30/2017)
- **David Wise**, Summer School Assistant Principal, Marion Jr/Sr High School, WFL BOCES (07/05/2016 - 08/19/2016)
- **Joanne Witt**, Administrative Intern, Jefferson Lewis BOCES, Jefferson Lewis BOCES (07/01/2016 - 08/30/2016)

## **EAD 601 Issue Analysis Presentations**

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*The Educational Administration Department along with the fall 2016 EAD 601 students and instructors would like to invite you to our **ISSUE ANALYSIS PRESENTATIONS**.*

*A complete list of the presentations and the RSVP google document can be found on our department website.*

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

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## **Congratulations to our Alumni Family on their recent Career Changes**

*Career Change Updates may be emailed to the department at [edadmin@oswego.edu](mailto:edadmin@oswego.edu) Please provide your name and year graduated. Thank you.*

- ❖ **Michele Alagna '14**, Exceptional Education Supervisor, CiTi Oswego BOCES (10/24/16)
- ❖ **Michael Augliano '12**, Educational Coordinator, Children's Home of Jefferson County (9/1/15)
- ❖ **Michael Bashaw '07**, Superintendent of Schools, Thousand Islands CSD
- ❖ **Micheal Bateson '12**, High School Principal, Pulaski CSD (9/10/15)
- ❖ **Julie Bearup White '14**, Supervisor of Professional and Program Development, Jefferson Lewis BOCES
- ❖ **Christopher Byrne '02**, Superintendent of Schools, Phoenix Central Schools
- ❖ **Tony Cardamone '05**, Director of K-6 Elementary Curriculum & Instruction, Baldwinsville CSD
- ❖ **Susan Centore '16**, CTE Program Coordinator, Syracuse CSD (7/1/16)
- ❖ **Christina Chamberlain '16**, Assistant Supervisor of Special Education and Federal Programs, Indian River CSD (4/11/16)
- ❖ **Jeff Craig '97**, Assistant Superintendent for Curriculum and Instruction, Cortland Enlarged CSD
- ❖ **Elizabeth Cross '11**, Elementary Assistant Principal, Dr. Charles T. Lunsford School #19, Rochester City SD (8/24/16)
- ❖ **Elizabeth Culbertson '09**, Principal, Antwerp Primary, Indian River Central
- ❖ **Dola Deloff '09**, Director, Instructional Support Services, Sullivan County BOCES
- ❖ **Nicole Donaldson '16**, High School Assistant Principal, Watertown City SD (7/1/16)
- ❖ **Stacey Eger '13**, Principal, Brewerton ES, Central Square CSD (9/28/16)
- ❖ **Kristin Enright '16**, Assistant Principal, Pine Grove MS, East Syracuse-Minoa CSD

- ❖ **Eric Feola '16**, Instructional Team, Mohawk Regional Information Center, Madison-Oneida BOCES (9/1/16)
- ❖ **Brian Finn '07**, High School Principal, Lowville Academy (8/1/16)
- ❖ **Danielle Florio '16**, English (ELA) Department Chair, Fulton City SD (7/1/16)
- ❖ **Jennifer Gaffney '07**, Principal, Sackets Harbor CSD
- ❖ **Jeff Ginger '14**, Principal, Mannsville Manor ES, South Jefferson CSD (7/16/16)
- ❖ **Katherine Goolden '10**, Director of Special Programs, Norwich City SD.
- ❖ **Stephanie Griffin '16**, Vice Principal, Genesee ES, Auburn CSD (7/1/16)
- ❖ **Kathy Hoyt '10**, Executive Director of Section V Athletics
- ❖ **Williams Jones '16**, Arts-In-Education Coordinator, CiTi BOCES (7/1/16)
- ❖ **Michael Jorgensen '14**, Principal, Dana L. West Jr.-Sr. High School, Port Byron Central School District
- ❖ **Deanna Plath Kirk '15**, Coordinator After School Program, McGraw CSD (9/21/15)
- ❖ **Jenna Koskowski '15**, CPSE/CSE/504 Chairperson, Baldwinsville CSD (9/1/15)
- ❖ **Patti LaBarr '05**, Assistant Superintendent for Instruction, Watertown CSD
- ❖ **Larry Lang '11**, Assistant Principal K-12, Director of PE and Athletics, Athletic Director, Clyde-Savannah CSD
- ❖ **Todd LaValley '16**, Principal of 6:1:1 Program at CiTi BOCES, Oswego County BOCES (7/1/16)
- ❖ **Brenda Leddy '16**, Elementary Principal/District Data Coordinator, Cape Vincent ES, Thousand Islands CSD (8/22/16)
- ❖ **Shaun Merrill '12**, Principal, LaFayette Intermediate School, Waterloo CSD
- ❖ **Melissa Nabinger '16**, Assistant Principal, APW Jr./Sr. High School, APW Central SD (9/1/16)
- ❖ **Jennifer O'Malley '16**, Assistant Principal, Paul V. Moore HS, Central Square CSD (8/6/16)
- ❖ **Karen Ocque '05**, Director of Instruction and Pupil Services, LaFayette CSD
- ❖ **Ryan Oyer '16**, Administrator, Special Education Program, OCM BOCES (7/1/16)
- ❖ **Denise Pawlewicz '14**, OCM BOCES Staff Development Specialist/Cincinnatus Curriculum Coordinator, OCM BOCES & Cincinnatus School District
- ❖ **Megan Paliotti '12**, Director of Special Education, North Rose-Wolcott CSD (7/1/16)
- ❖ **Melissa Perkowski '16**, Director of Curriculum, Instruction and Assessment, Honeoye CSD (7/1/16)
- ❖ **Melissa Phelps '15**, CSE Chairperson/Intervention Teacher, North Rose-Wolcott CSD (7/1/16)
- ❖ **Erin Phillips '08**, Executive Director of Elementary Education, Central Square CSD
- ❖ **Diana Radley '17**, Coordinating Administrator of Special Education for Central Office, Rochester City Schools (8/25/16)
- ❖ **Brian Read '14**, High School Principal, North Rose-Wolcott CSD
- ❖ **Thomas Santangelo '95**, Associate, Education Improvement Services, NYSED
- ❖ **Jennifer Sawyer '15**, Assistant Principal, Baker HS, Baldwinsville CSD (6/15/16)
- ❖ **Rachel Schading '16**, Assistant Director of Special Programs (.5) and Assistant High School Principal, Canandaigua CSD (7/1/16)
- ❖ **David Scholl '13**, Assistant Principal, Cato-Meridan MS, Cato-Meridian CSD (7/1/15)
- ❖ **Erica Sinicropi '13**, Assistant Principal/Director of Special Programs, Port Byron CSD (9/22/16)
- ❖ **Pamela Smith '16**, Principal, Syracuse Academy of Science Charter ES, Syracuse City SD (7/1/16)
- ❖ **Samantha Spaulding '16**, Assistant Principal, Oswego Middle School, Oswego City SD (7/7/16)
- ❖ **Alicia Spitz '13**, Principal, Brookview/Seneca Schools, West Irondequoit CSD
- ❖ **Elizabeth Stoddard '16**, Supervisor, Fulton Alternative Education Program, Fulton City SD (7/1/16)
- ❖ **Tracy Strock '07**, Middle School Assistant Principal, Carthage MS, Carthage CSD

- ❖ **Carrie Tibbles '15**, Assistant Supervisor for Program for Exceptional Students/Principal of the Alternative Center for Educational Services, Jefferson Lewis BOCES (10/13/15)
- ❖ **Natalie Walters '11**, Dean of Students, Trumansburg CSD (3/2016)
- ❖ **Terry Ward '03**, Assistant Superintendent for Curriculum, Instruction, and Pupil Personnel Services, Cazenovia CSD (8/9/16)
- ❖ **Sheri Webber '15**, Assistant Principal, Eastridge HS, East Irondequoit CSD (9/1/15)
- ❖ **Jodie Verkey '16**, Assistant Principal, Waterloo MS, Waterloo CSD (5/2/16)

## Recipients of the 2016 Program Supporter Award SUNY Oswego's Department of Educational Administration

### Mr. Sean Patrick Fahey



One of SUNY Oswego's Department of Educational Administration's Program Supporter Awards for 2016 was presented to Mr. Sean Patrick Fahey, Director of Accountability and Instructional Support for the West Genesee Central School District. Mr. Fahey truly exemplifies what it means to be a leader in today's educational venues where creative and systemic change has become the norm rather than the exception. He is most certainly a collaborative team player in today's arena of P-20 public education. As an active and dedicated member of our department's Program Advisory Group, he has consistently given graciously of his time to provide insightful suggestions regarding necessary programmatic changes, and forward thinking assessments for our candidates. Whenever we call on Sean to

assist with various department tasks, he responds affirmatively with great enthusiasm. During the 2015-16 academic year, Mr. Fahey was one of two program alumni who we invited to serve on the national faculty search committee to recruit and select a new tenure track faculty member for our department. This was a demanding responsibility and Sean dutifully organized and rearranged his schedule so that he was able to participate in ALL of the screening interviews via Skype, on campus face-to-face interviews, and the finalists' formal presentations at the SUNY Oswego Metro Center.

Prior to his current position which he assumed in July of 2015, Sean Fahey served as an Assistant Principal and District Data Administrator in the West Genesee Central School District. He also held positions as District Data Coordinator for OCM BOCES and Assistant Principal at Oswego Middle School. Earlier in his career, he taught technology courses, primarily in pre-engineering, landscaping and small engine repair, to middle school students. He holds all of his degrees from SUNY Oswego including the Certificate of Advanced Study in Educational Leadership, Master of Science in Education and Bachelor of Science in Vocational Technical Education.

### Ms. Jill Pippin



Jill Pippin, Dean of Extended Learning at SUNY Oswego, was given the Educational Leadership Program Supporter Award at the 2016 Annual Banquet in May. Jill was given this award based upon her consistent support for ideas and programs being developed through the Educational Leadership Program at SUNY Oswego. There has never been a time that Jill did not work diligently to promote and support some new branches of our

program. She was instrumental in the application and subsequent approval of our Educational Leadership Program becoming a part of the consortium of Higher Education opportunities in the Jefferson Higher Education Center on the Jefferson Community College (JCC) in Watertown. With this approval, SUNY Oswego's Educational Leadership Program now joins a list of many universities both in and outside of New York State that offer graduate and undergraduate programs at the JCC. Jill sees possibilities and opportunities for traditional and non-traditional students and she is open and dedicated to thinking "outside the box". In this manner, she is approachable to new and different ideas and offers her expertise and support in developing these ideas. Thank you, Dean Pippin!

### ***The Legacy of Authentic Applied Learning***



Submitted by: Dr. Linda Rae Markert

Serving as the Department of Educational Administration's Faculty Assembly representative, I have the great fortune to listen regularly to a variety of reports given by campus administrators over the course of the academic year. These keep us informed about the institution's current policies, projects, celebrations, and new initiatives. One example is titled the *SUNY Applied Learning Campus Plan*. On October 10<sup>th</sup> earlier this semester, I listened intently as members of the assembly offered both insights and inquiries about what constitutes "applied learning" in various courses across an array of disciplinary majors. For the purpose of this system-wide initiative, applied learning refers to: *an educational approach whereby students learn by engaging in direct application of skills, theories and models ...*

*where they apply knowledge and skills gained from traditional classroom learning to hands-on and/or real-world settings, creative projects, and independent or directed research studies.* The Associate Provost explained that SUNY Oswego is being asked to provide a response (to the SUNY System Administration) for two somewhat compelling questions: (1) Do we currently assess or measure the impacts campus-approved applied learning projects have on the local community and workforce? And (2) what opportunities and challenges would the campus face if approved applied learning activities were to be included as a local graduation requirement?

And, while these questions are largely directed at undergraduate degree programs, I could not help but sit back and contemplate the fact that our CAS program in Educational Leadership is replete with authentic, applied learning activities. Within each of the courses in our 33-credit program, candidates complete complex, in-depth assignments that require them to become fully immersed in the contemporary issues and challenges being confronted by school and district level educational leaders. Over the past several years alone, it is easy to site evidence showing these projects are positively impacting our local P-12 school districts. We are extremely proud to highlight a few of our candidates' authentic applied projects in this newsletter, noting the types of changes that have occurred as a result of their completion.

During the gateway course for our CAS program (EAD 601), candidates complete an Issue Analysis that is conducted over most of the 15-week semester. Candidates are assigned to work in teams as they carry out an issue analysis study for a school district superintendent. The team begins by identifying a superintendent with whom to work; most teams start by contacting the superintendents in the districts where they are employed as teachers or other educational

professionals. From superintendents, candidates elicit a list of current issues they want analyzed for future action. The issues must be authentic and pertain to a concern the superintendent has not yet resolved for the stakeholders in her/his district. The issue can generally be viewed from more than one perspective, and therefore several possible resolutions will be identified. The charge to the team is to conduct a comprehensive/thorough investigation and research multiple aspects of the district's current reality. They ultimately determine several courses of action, and recommend the one(s) they believe has (have) the best potential for success in the school district. The team gives a formal presentation of its findings to the superintendent and other members of the district's leadership team, which is followed by an open forum for discussion and critique. Three examples of Issue Analyses that have left a lasting mark include the following:

- **Analysis, Research & Recommendations for Pulaski's Mentoring Program:**

This team (in 2013) sought to answer this essential question: *What are the critical elements of a school based mentoring program?* They ultimately created a new Mentoring Program Handbook, which delineates a program coordinator's responsibilities, and describes selection procedures for new mentors. The district adopted the handbook and implemented many of the team's recommendations. Specifically, the program coordinator position was established, and a training program was implemented for mentors to ensure a consistent process is in place for all new teachers when they are first hired into the district.

- **Student Satisfaction with the Marcellus School Lunch Program:**

This district's superintendent asked his team (in 2014) to answer this essential question: *How can the school lunch*

*program be adjusted to satisfy students in our district?* They

collected considerable data regarding: student satisfaction with the current lunch options, various regulations for school lunch programs, and possible alternatives to accommodate students' requests. This team was invited to present its findings at a Board of Education meeting, and several of their recommendations have now become a reality. Specifically: the BOE voted to opt out of the federal school lunch program for this school year at the high school level; many new choices are now offered for lunch; and the district launched a breakfast cart to be open during the first two periods of the day stocked with healthy grab and go items students can take to class.

- **Assessing the Effectiveness of the District's Blended Learning Initiative:**

Most recently (in 2015) an Issue Analysis was completed for the newly hired superintendent in the Mexico CSD. His team was charged to respond to this essential question: *To what extent is the district's Blended Learning Initiative having an impact on student achievement and engagement?* These team members spent time observing teachers, and analyzing data from STAR and NYS Assessments. They conducted several surveys to ascertain teachers' current perceptions regarding blended learning opportunities. At this point, Mexico is continuing to offer Blended Learning Academies that introduce, train, or provide further support for the implementation of blended learning in classrooms. The team aggregated two years of data, and the current superintendent will assess the effectiveness of this program when a

third year of information has been added to the data set this year.

During the second full year of our CAS program, candidates are required to engage in a field-based Internship (EAD 695). One of the many assignments they complete within this capstone course is a significant leadership project. This project must be approved by the district superintendent, a director, or building level leadership, and should significantly impact programming, reporting, or district-level policies and procedures. In this capacity, the candidate should serve as facilitator, or co-facilitator of a committee of multiple and diverse adult stakeholders. This is an opportunity to demonstrate the candidate's collaborative leadership style, develop new competencies, and add substance to her/his comprehensive portfolio. We also believe it enables each candidate to leave his/her legacy in the district as the internship comes to an end. Titles assigned to four leadership projects recently completed, and currently underway include:

- Revising an Outdated (c. 1986) Faculty & Staff Handbook (2015)
- Fostering a Community-wide Culture of Diversity Awareness (2014)
- Creating a Peer-to-Peer ION (Instructional Observation Network) (2016-17)
- Alternative Education Options for Suspended Students in Grades 7-12 (2016-17)

Beyond these two short lists of authentic applied learning projects are hundreds more, all of which have had varying degrees of impact on the professional education communities where they reside. As a department, we continually celebrate the results of this important work aspiring leadership candidates accomplish as they move through our highly regarded educational leadership program. We also retain copies of all completed Issue Analysis

projects in our department office; regional school and district administrators are able to review them at any time, thereby further extending the outcomes (and legacy) of this research.

## The Mission and Vision of Coaching



Submitted by Tamara Lipke

Having joined the Educational Administration Department as its newest member at the end of August, I have received a warm welcome and introduction by Department Chair, Professor Perrotto and colleague, Dr. Linda Rae Markert. It has been a great pleasure to meet both current leadership candidates and alumni in the North Country where the majority of my students live and work. I am very excited to join and contribute as a member of the Oswego family! Through my transition to the department and the university, I am afforded many opportunities through formal and informal meetings, the courses I teach, and conversations with many of you to learn what is significant to the mission and vision of the program. I understand that our collective work is focused on preparing forward-thinking leaders to work in innovative schools where students excel to become world-ready graduates. In addition to gaining an appreciation for the program's student-centered, experiential leaning focus, I am learning that a significant mission of the program is to serve both our current candidates and graduates in a coaching role as you take the next steps along your educational leadership career path.

At our recent regional alumni meetings, Professor Perrotto shared this

continuing vision for the program as an extension of its tradition of progressiveness and service. This coaching is designed to be a partnership to support you in your pursuit of a new leadership role. There are several forms that the coaching process can take and that you may access. We are available to:

- serve as a sounding board during the discovery phase as you evaluate whether a position is of interest and a potential match for which you would like to apply,
- coach during the preparation phase of your initial interview,
- assist as you research and analyze the data on a particular job/district,
- offer support through interview preparedness at all phases,
- facilitate processing and debriefing of various interviews/events,
- coach through presentations and site visit, and;
- work with you through the stage of being a finalist.

We are committed to our students, past and present, as they consider entering the educational leadership arena or as they prepare to move from one leadership position to another.

This work is in concert with the focus we have as P-21 educators working to address the rapidly changing social, economic and educational landscape. In all of our efforts in schools we strive to prepare students for the growth of alternative work and wide-ranging jobs that exist now and have yet to be imagined. We understand the importance of leading the reform agenda forward and know that innovative leaders are needed to provide the curricular and instructional programs that will meet the needs of students to prepare them for the changing face of the world of work and society. In order for that to occur we stand ready to assist you

as you take the next steps and aspire to new and ever-changing roles in our educational system.

## Spring 2017 Course Listing

**Visit our department website for up-to-date information on course listing(s).**

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

EAD 610-810 School Principalship (6 sh)  
Class Meets: (4:30 - 9:45) 1/23; 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  
Location: PAL-MAC MS  
Instructor: Perrotto, A.  
CRN# 10796

EAD 610-800 School Principalship (6 sh)  
Class Meets: (4:30 - 9:45) 1/23; 1/30; 2/6; 2/13; 2/27; 3/6; 3/13 (at OCM BOCES); 3/20; 3/27; 4/3; 4/10; 4/24; 5/1; & 5/8  
Location: METRO  
Instructor: Craig, J.  
CRN# 10587

EAD 610-820 School Principalship (6 sh)  
Class Meets: (4:30 - 10:00) 1/25; 2/1; 2/8; 2/15; 3/1; 3/13 (Monday); 3/8; 3/22; 3/29; 4/5; 4/12; 4/26; 5/3 & 5/10.  
Location: Jefferson Community College  
Instructor: Lipke, T.  
CRN# 10797

EAD 660-920 Organizational Change (3 sh)  
Class Meets: (4:30 - 10:00) 1/23; 1/30; 2/6; 2/13; 2/27; 3/6; & 3/13  
Location: PAL-MAC MS  
Instructor: Dehm, D.  
CRN# 12839

EAD 660-900 Organizational Change (3 sh)  
Class Meets: 3/1; 3/22; 3/29; 4/5; 4/12; 4/26; & 5/3  
Location: METRO  
Instructor: Markert, L.  
CRN# 12838

EAD 660-910 Organizational Change (3 sh)  
Class Meets: 1/26; 2/2; 2/16; 3/02; 3/9; 3/23; & 3/30  
Location: Jefferson Community College  
Instructor: Slater, S.  
CRN# 12840

**EAD 601 Issue Analysis Teams ❖ Central New York – Fall 2016**  
**All Presentations at SUNY Metro Center**  
**The Atrium, 2 Clinton Square, Syracuse, New York 13202**

RSVP at <http://goo.gl/forms/M3ND66RZ33>  
or via our Department website [www.oswego.edu/edadmin](http://www.oswego.edu/edadmin)

**Team Name: North Stars**

***FACE: Families As Collaborators in Education***

Christopher Staats, Superintendent, Hannibal Central School District

**November 30<sup>th</sup> at 4:00 PM**

Cayla Defren, Hannibal (Superintendent: Christopher Staats)  
Meredith Furlong, Hannibal (Superintendent: Christopher Staats)  
Richard King, Syracuse (Superintendent: Jaime Alicea)  
Phil Helmer, Madison-Oneida BOCES (Superintendent: Jacklin Starks)  
Chrystal Guarasci, Southside Academy Charter School (Director of School Quality: Michael Stack)

**Team Name: Charismatic Coaches**

***Promoting a Consistent District-wide PLC Framework to Improve Student Achievement***

Thomas Colabufo, Interim Superintendent, Central Square Central School District

**November 30<sup>th</sup> at 6:00 PM**

Stephanie Murphy, West Genesee (Superintendent: Christopher Brown)  
Karrie LaMacchia, Baldwinsville (Interim Superintendent: Matthew McDonald)  
Jon Kilian, Stockbridge Valley (Superintendent: Cindy Stocker)  
Carol Scaccia, Central Square (Interim Superintendent: Thomas Colabufo)

**Team Name: Carpe Diem**

***Implementing a Pre-Educator Program for Potential Teachers***

Jaime Alicea, Interim Superintendent, Syracuse City School District

**December 5<sup>th</sup> at 4:00 PM**

Vanessa Phillips, Pulaski (Superintendent: Brian Hartwell)  
Susanna Cook, North Syracuse (Superintendent: Annette Speach)  
Sharon Archer, Syracuse (Interim Superintendent: Jaime Alicea)  
Deborah Ratcliff, Liverpool (Superintendent: Mark Potter)  
Melissa Daniels, CiTi (Superintendent: Christopher Todd)



**Team Name: M(AC)<sup>2</sup>**

***RE-Inventing Alternative Education: A District-wide Analysis for Reform***

Jaime Alicea, Interim Superintendent, Syracuse City School District

**December 5<sup>th</sup> at 6:00 PM**

Carrie Felkner, Central Square (Interim Superintendent: Thomas Colabufo)

Chelsey MacDougall, Syracuse (Interim Superintendent: Jaime Alicea)

Andy Nolan, Syracuse (Interim Superintendent: Jaime Alicea)

Alyssa Olsen, North Syracuse (Superintendent: Annette Speach)

Michael Thurlow, Fulton (Superintendent: Brian Pulvino)

**Team Name: EDU-Gators**

***Best Practices for an Effective Staff Mentor Program***

Mark Potter, Superintendent, Liverpool Central School District

**December 7<sup>th</sup> at 4:00 PM**

Jordan Ashley, Syracuse (Interim Superintendent: Jaime Alicea)

Jorielle Finney, Liverpool (Superintendent: Mark Potter)

Heather Puchta, North Syracuse (Superintendent: Annette Speach)

Jennifer Valente, Cazenovia (Superintendent: Matthew Reilly)

Michelle Walker, OCM BOCES (Superintendent: J. Francis Manning)

**Team Name: Leaders of the New School**

***How Does OCM BOCES Recruit & Retain High Quality Teachers & TAs?***

J. Francis Manning, Superintendent, OCM BOCES

**December 7<sup>th</sup> at 6:00 PM**

Dawn Cooley, OCM BOCES (Superintendent: J. Francis Manning)

Corey Mitchell, North Syracuse (Superintendent: Annette Speach)

Leigh Parry-Benedict, Syracuse (Interim Superintendent: Jaime Alicea)

Melissa Skopek, Syracuse (Interim Superintendent: Jaime Alicea)

## EAD 601 Issue Analysis Teams ❖ Finger Lakes Region – Fall 2016

### All Presentations at the Palmyra-Macedon MS (CSD)

163 Hyde Pkwy, Palmyra, NY 14522

RSVP at <http://goo.gl/forms/M3ND66RZ33>

Or via our Department website [www.oswego.edu/edadmin](http://www.oswego.edu/edadmin)

#### **Team Name: Team K.I.D. Implementing Personalized Learning in the Canandaigua City School District**

Lynne Erdle, Superintendent, Canandaigua City School District  
November 28th at 5:00

Chad Johnson, Hillside Children's Center (Director: Colleen Hill)  
Christina Pagano, WFL BOCES (Superintendent: Scott Bischooping)  
Andrea Smith, Canandaigua (Superintendent: Lynne Erdle)

#### **Team Name: Full House Building a Bridge to Student Success**

Robert McKeveny, Superintendent, Seneca Falls Central School  
November 28th at 6:00

Peter Colleluori, Webster (Superintendent: Carm Gumina)  
Kristi Curtin, Phelps-Clifton Springs (Superintendent: Jamie Farr)  
Breana Mullen, Seneca Falls (Superintendent: Robert McKeveny)  
Amanda Tripp, Victor (Superintendent: Dawn Santiago-Marullo)

#### **Team Name: True Grit Evaluating Practices to Implement When Recognizing Student & Staff Who Have Passed Away**

Roni Puglisi, Director of Educational & Support Services, Victor Central School District  
December 5th at 4:30

Chelsea Morse, Keuka Lake School (Director: Deborah Fabris-Coon)  
Jessica Newby, Victor (Superintendent: Dawn Santiago-Marullo)  
Erin Peck, Prattsburgh (Superintendent: Jeffrey Black)  
Carol Nicholson, Canandaigua (Superintendent: Lynne Erdle)

#### **Team Name: Kids First Redesigning Curriculum: Changing Our Approach**

Kristin Swann, Associate Superintendent, Victor Central School District  
December 5th at 5:30

Shane Dehn, Phelps-Clifton Springs (Superintendent: Jamie Farr)  
Everien Malone, Monroe 1 BOCES (Superintendent: Dan White)  
Heidi Robb, Victor (Superintendent: Dawn Santiago-Marullo)  
Natalie Sonnevile, Victor (Superintendent: Dawn Santiago-Marullo)

## EAD 601 Issue Analysis Teams ❖ North Country – Fall 2016

### All Presentations at Jefferson Community College

1220 Coffeen Street, Watertown, New York 13601

RSVP at <http://goo.gl/forms/M3ND66RZ33>

Or via our Department website [www.oswego.edu/edadmin](http://www.oswego.edu/edadmin)

#### **Team Name: Full Sail ahEAD**

#### ***Investigation into Improving School Climate in the General Brown Central School District***

Ms. Cammy Morrison, Supt., General Brown Central School District

**November 29<sup>th</sup> at 4:30 PM**

Tim Filiatrault, Thousand Island CSD (Superintendent Michael Bashaw)

Dan Hammond, Alexandria CSD (Superintendent John Slattery)

Dan Mincer, General Brown CSD (Superintendent Cammy Morrison)

Tara Simko, Indian River CSD (Superintendent James Kettrick)

Refreshments for all Issue Analysis Presentations will be served 30 minutes prior to the start of the presentation. RSVP's are required. RSVP at <http://goo.gl/forms/M3ND66RZ33> or via our Department website [www.oswego.edu/edadmin](http://www.oswego.edu/edadmin)