

NEWSLETTER

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Program Supporter Awards Presented May 2017



Robert McKeveny

Superintendent of Seneca Falls Central SD

Bob was born in Brooklyn and eventually found his way to SUNY Geneseo where he majored in Elementary Ed and English. He began his teaching career in a Catholic school in Rochester and at Warsaw Central School District. Bob received his Master's Degree in Reading from Geneseo and eventually received his administrative certifications from SUNY Brockport. He also completed SUNY Oswego's Superintendent Development Program. He was hired by Seneca Falls CSD to become an elementary teacher. After 10 successful years there in the classroom, he became the principal where he spent 5 more years. His son, Colin said "I enjoyed having my Dad as my principal so much, I would be naughty in class in order to be sent to the principal's office." Bob also served as principal of the Seneca Falls Middle School where he remained until becoming Superintendent. He has spent 25 years dedicated to the education of the children and community of Seneca Falls. According to his wife Linda, "Every student in the district knows who he is. A few weeks ago we were having dinner at Friendly's in Geneva when a continuous flow of students from kindergarteners to high schoolers kept coming over to say hi or give him a high five. The people eating next to us finally asked him, Who are you? Are you a celebrity?"

Bob "goes at" his work with the same passion and purpose as he does all other things in life. He sets high standards for himself and has an intense desire to support future leadership. As a program supporter, Bob has "stepped to the plate" on EVERY occasion and for everything we have asked of him....from offering classes in his school, to working with interns, to teaching Independent Study classes that merit no pay, to coaching and mentoring future and current leadership. There is no better show of support than what Bob McKeveny does on a daily basis. His administrative team at Seneca Falls is almost exclusively graduates of the SUNY Oswego CAS program. Here is what his administrators have to say about him:

Jodie Verkey, Director of Instruction, Seneca Falls CSD:

“Mr. McKeveny exemplifies true leadership through his integral, positive, supportive and student- centered approach. He has the ability to develop leadership in others through big picture sharing and trustworthiness. Mr. McKeveny has impacted and continues to impact the educational community on multiple levels.”

Jim Bruni, Administrator of Business and Operations, Seneca Falls CSD:

“I was always taught through the Oswego program that when you become a leader, success is all about growing those around you. Bob understands this to the fullest. In order to grow a better tomorrow for leadership in school systems Bob consistently provides opportunities and fosters an environment of collaboration and learning.”

Janet Clendenen, Principal, Frank Knight Elementary School, Seneca Falls CSD:

“Mr. McKeveny promotes and supports his administrative team through actions, not just words. He is a strong advocate for finding that balance between personal and professional responsibilities and is always supportive of ensuring that his administrative team’s personal and family events are not sacrificed due to work commitments. He offers personal coverage to ensure that his team is able to attend important events and functions. Mr. McKeveny’s unique leadership style encourages and supports lifelong learning opportunities, professional development, and professional growth.”

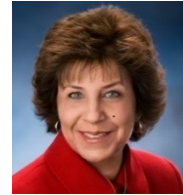
Amy Hibbard, Principal, Elizabeth Cady Stanton School, Seneca Falls CSD:

“Mr. McKeveny is an outstanding leader who leads with caring, compassion and consistency. His work with young

administrators will leave a long-lasting footprint in educational leadership.”

Thank you, Superintendent Bob McKeveny, for mentoring, leading, modeling, and supporting our future and current leaders. You make a significant difference for the better in the lives that you touch.

Submitted by
Angela Perrotto,
Chair



**Dr. Michael S. Ameigh
Recipient of the 2017
Program Supporter Award**



One of our Department of Educational Administration’s Program Supporter Awards for 2017 was presented to Dr. Michael Ameigh, who, until his retirement in June 2017, was

Assistant Provost for Budget and Operations at SUNY Oswego.

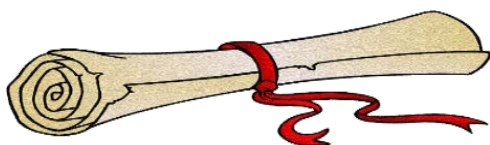
Dr. Ameigh truly exemplifies what it means to be a servant leader in today’s educational venues where creative and systemic change has become the norm rather than the exception. He is most certainly a collaborative team player in today’s higher education arena. For more than a dozen years, Mike Ameigh has expertly guided the budget and finance operations of our department’s highly regarded Superintendent Development Program. Given the complex nature of how certified educational leaders are accepted into this program, and often financed through a BOCES COSER, Dr. Ameigh’s oversight of deposits and fund transfers has been greatly significant to the success of the SDP as it evolved over the past

20 years! If you are a fan of WRVO Public Media, you have likely heard Mike Ameigh's voice announcing the call letters for this NPR station's many affiliate locations across Central New York. Dr. Ameigh was appointed General Manager of the WRVO Stations in 2010.

Prior to his current position which he assumed in August 2001, Michael served as Assistant Provost for Distance Learning & Information Resources, and as Executive Director of the Center for Community Journalism – both at SUNY Oswego. He is a tenured Associate Professor in the Department of Communication Studies. Dr. Ameigh holds his PhD in Mass Communication and MS in Public Communication, both from the S.I. Newhouse School of Public Communication at Syracuse University. He earned his BA in Economics & Business Administration from SUNY Fredonia.

Michael's optimism and positive attitude are infectious! Over the years, we have admired him most for his incredible humility, and consummate willingness to take on a variety of what might often be viewed as "thankless" tasks! Dr. Ameigh announced his intention to retire from his position at SUNY Oswego in July of this year, and is unfortunately not able to be with us tonight to accept this award in person. If your ears are ringing right now Mike, we send you our deepest gratitude for your support over the years.

Submitted by Dr. Linda Rae Markert



2017 SUNY OSWEGO COMMENCEMENT



A few of our graduates at Commencement



Recipients of the 2017 Linda Tinelli Sheive – Krystal Ward, Kristine Kaufman Barnes, Cary Burke, David Wise, Thomas Duncel, Matthew Burdick, and Sarah Matteson.



Recipients of the 2017 Marian Schoenheit Award, Nicki O'Donnell, Kristine Cameron, and Amanda Simmons

2017 READLING AWARD RECEPIENTS

The Readling 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. It was established in 1991.



Recipients of the 2017 Readling Award - Sarah Matteson, Jessica Ariola, Brandi Wallace

Sarah E. Matteson

Sarah is one of the three 2017 recipients of the Readling Award! Sarah is currently an Instructional Coach at Indian River High School and Middle School. In this role, Sarah experiences an opportunity to work with teachers daily, and, to hopefully inspire and empower them to make their classroom a place that students can't wait to go to. Sarah explains that by completing the Educational Administration Program it has facilitated her ability to "...become a greater influence in the lives of educators and students."



Sarah thanks the Educational Administration Program in providing her with a "pair of binoculars" in which to expand and highlight her viewpoint on the visible aspects of the program that deal with the experience and knowledge necessary to succeed as an instructional coach. The tools

and resources gained through this program, she states, are essential to become a greater influence in the lives of educators and students.

Sarah indicates that it's not just the academic facets of this program that have engaged her use of these "binoculars" effectively. "The CAS program offers more than just the classes, the books and papers; it brings a community. Throughout the program it helps connect you with seasoned administrators, those just starting out, and people [that] within your district offer a wealth of knowledge. The relationships you build throughout the program become your lifeline. The Readling Award seems like an award that is individual but I couldn't have done what I did without my team and mentors", she says.

And this team of colleagues, mentors, and administrators are the lifeline that Sarah describes, and the relationships that continue to develop the sense of community that Sarah cannot live without. These lifelines of relationship Sarah praises, specifically fellow colleagues in the Educational Administration Program became one of the "...best groups of educational leaders to work with." Proudly, Sarah admits that she can stand by any one of these colleagues and administrators and, to connect with all of them as valuable resources whenever the time arises when she would not want to do anything alone. She states, "we need each other to survive."

As Sarah continues on the early stages of her path of educational leadership she is providing a place where students feel like they can learn math and experience it within the Indian River School District. We know that Sarah will further her understanding of the "big picture" and the implications of certain decisions, that, will further cultivate the success of her career in educational leadership. Congratulations Sarah!

Jessica Piscitelli Ariola



Jessica is one of the three 2017 recipients of the Readling Award! Jessica is currently serving as an Assistant Principal at the Emerson J. Dillon Middle School in the Phoenix

Central School District

Previously, Jessica had the opportunity to work in the Hannibal Central School District and Mexico Academy and Central Schools. This she says, is truly credited to the Educational Administration Program, especially in acknowledgment of “the experiences and interactions that helped prepare me to tackle the challenges I am faced with every day, as well as provide me the knowledge to make the best decisions for students.” Additionally, Jessica shares that her opportunities to work within the various K-12 grade levels allowed her to “...grow as an educational leader and work with and learn from a number of educators and leaders who possess a wealth of knowledge.”

Jessica’s growth has continued through her participation and completion of the educational administration program which culminated with her receipt of the Readling Award. Jessica states that she is even more able to “...pursue my passion for making a difference to even more students and stakeholders in the educational world.” “I can also...” she states, “...continue to collaborate with a variety of professionals and grow as an educational leader toward a shared goal of student success.”

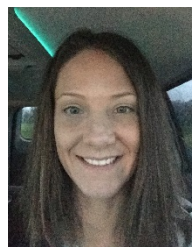
With a never-ending persistence and perseverance for this shared goal of student success, Jessica engages in what she describes as the most important and fun aspect of her current position within the Emerson J. Dillon Middle School – to visit classrooms on a consistent basis in order to facilitate the creation and strengthening of

relationships that support student learning and achievement.

Jessica’s investment in the lives of students is made clear in her belief system. She acknowledges the support of her husband, dog, and family members as integral to her ability to pursue her passion for education in a leadership role.

With humility, Jessica expressed “... what an honor it was to receive the Readling Award and to be voted by my own peers for this accomplishment.” Congratulations Jessica!

Brandi Wallace



Brandi Wallace is also one of the three 2017 recipients of the Readling Award! Brandi is currently an Assistant Principal at Spry Middle School, Webster Central School

District. Here, she is able to interact and influence students each and every day.

Brandi is thankful for the network that the Educational Administration Program has helped in establishing, especially, when this program had provided opportunities to foster professional relationships with a diverse group of leaders. “I am fortunate to have so many contacts who are willing to lend an ear, provide advice, and brainstorm solutions”, Brandi states.

Through these connections and in completing the Educational Administration Program, Brandi continues to move forward, step by step, in her own search for knowledge. Here, Brandi references the words of Benjamin Franklin, where, “[a]n investment in knowledge pays the best interest.” This can be considered important when thinking of the impact that Brandi has on her students each and every day as an Assistant Principal, through the development of their own success.

She empathetically shares the significance of her own quest for knowledge in noting that “success is more than money or a title. Children are more than a test score or GPA.”

In receiving the Readling Award and in working within Spry Middle School, Brandi is undeniably thankful for her family. She shares that her husband is her best friend, and that her children are her world. “I would never want to be without their pure and unconditional love”.

With this unconditional love she shares and receives with her family, it is important to recognize that this same passion for relationships is an aspect of influence and interaction that Brandi encourages with and through her students in her role as Assistant Principal.

Congratulations Brandi!

Articles written by Jacob Quilty-Koval,
Graduate Assistant

Blast from the Past – Article from Readling Award 2003

Leueen Smithling was one of the three recipients of the Readling Award in the 2003 cohort! After teaching Home Economics and Health Education for twenty-six years, Leueen decided to follow through on her interest in becoming a Principal, Assistant Superintendent, and/or Superintendent in hopes that this would advance the excitement of pursuing new possibilities around the love held inside the classroom door. This led Leueen to complete the Educational Administration Program -- receiving School Building and District Leader certifications.

“Every day...” Mrs. Smithling starts in reference to her positions of Principalship and Superintendency within the Beaver River

CSD, “...presented something new to learn. I found that exciting and looked forward to going to work as I knew the job would never be dull or boring.” And through the 2007-2008 recession, Leueen found this sentiment tested.

During the 2007-2008 school year the GAP Elimination Adjustment Budget Assessment left Beaver River CSD with a six dollar per student assessment (the highest of any school district in the Jefferson-Lewis BOCES). Mrs. Smithling understood that this would mean a twenty-five percent layoff for her staff, along with other unintended and unidentified casualties. As a new Superintendent in this school district and at a time of crisis, Mrs. Smithling was about to experience not just “...helping students in a new way, but aiding other stake-holders as well.”

She recalls, “the day the union president and I met with each staff member to tell them of the anticipated lay-offs was akin to a mass funeral. The worse day of my life, and certainly not something I ever signed on for as a superintendent. Dealing with 550 frantic and heartbroken students the next day led to an impromptu two-hour assembly to explain lay-off notices, tenure rights and the Taylor Law. It also afforded the students with an open-mike process to tell the teachers and staff members how much the students loved and cherished them. From this day, our ‘save our school’ movement was born. Later the principals and I would face 400 community members to explain how we developed a plan to decide which educational programs had more priority over others and why..... In the end, with retirements, we only had to lay-off seven teaching positions down from a possibility of 25. Networking with other school superintendents, I was able to help all seven teachers secure positions in other school districts.”

Reflecting on this deeply difficult and unanticipated occurrence in the school

district, Mrs. Smithling references her time within the Educational Administration Program and the tools learned/utilized to reckon with this experience at the early stages of her new position as Superintendent at Beaver River CSD. “We used the tools we learned from our research projects in EAD 601 and 610 in the leadership course, Unison school project & special project for a school administrators” which, “...required critical thinking skills, using research to formulate a plan, presenting the information to large and small groups, acquiring school board approval and buy-in from many different stake-holders within the community, so that the best possible outcome could be explored and realistically put forth so as to curb the negative effects of the recession to hit Beaver River CSD.”

With dedication to finding employment for the faculty and staff that needed to be laid off and with the leadership in containing the lay-offs to fewer than anticipated, along with other strenuous and comprehensive decisions, Leueen became a true representation of a Readling Award recipient. One who will make the most important contribution to the field of educational administration through, in this instance, tackling complex economic challenges.

Respectfully and thankfully responding to her success in facing the implications of the 2007-2008 recession on her School District, Mrs. Smithling states that “to this day, I am very grateful to superintendents who gave our teachers a chance to work in their school districts” and that she is “...still proud of our administrative team, all SUNY Oswego CAS Program graduates, very new leaders at that time.” In relation to receiving the Readling Award, Mrs. Smithling adds that “I was hugely honored and humbled to receive this award from my peers.....there were truly many other equally and more talented candidates, many of whom have gone on to become principals and

superintendents. I am delighted to say that over the years many of them became personal friends as well.”

Well, it is safe to say that the Educational Administration program is extremely proud of Leueen’s resilience, strength, persistence, and optimism in overcoming challenges while supporting students and their learning.

Leueen concluded her reflection with the following; “I found the CAS Program to be excellent. The professors were outstanding and very approachable. After I finished the program they still continued to mentor me and always had a friendly word to say. I had the good fortune to serve as an adjunct professor for the EAD 610 course in Middle Level Leadership (Principalship) from 2006-2014. In addition, I had several graduate students do their internships with me. In these situations I truly enjoyed giving back to our profession as a form of service leadership. Many thanks to my fabulous professors, mentors, fellow administrators and colleagues.”

Mrs. Smithling, thank YOU, and congratulations in receiving the 2003 Readling Award. The Educational Administration Department wishes you the best in your future endeavors!

Article written by Jacob Quilty-Koval,
Graduate Assistant



2017 - 2018 INTERN PLACEMENTS

- **Sharon Pernisi Archer**, Blended Learning Coach, Grant MS, Syracuse CSD (08/22/2017 - 06/30/2018)
- **Jordan Ashley**, Dean of Students, Dansforth MS, Syracuse CSD (08/27/2017 - 06/23/2018)
- **Peter Colleluori**, Administrative Intern, Webster Schroeder HS, Webster CS (08/30/2017 - 06/22/2018)
- **Susanna Cook**, Administrative Intern, Roxboro MS, North Syracuse CSD (07/01/2017 - 06/30/2018)
- **Kristi Curtin**, Dean of Students K-6, Primary/Intermediate Schools, Phelps-Clifton Springs CSD (09/05/2017 - 06/22/2018)
- **Melissa Daniels**, Coordinator of Distance Learning, Regional, CiTi BOCES (07/01/2017 - 06/30/2018)
- **Cayla DeFren**, Administrative Intern/Assistant Principal, Kenney MS, Hannibal CSD (09/01/2017 - 06/26/2018)
- **Shane Dehn**, Tech Coach/Mentor, District Office, Phelps-Clifton Springs CSD (09/01/2017 - 06/30/2018)
- **Carrie Felkner**, High School Administrative Intern, PV Moore HS, Central Square CSD (7/10/2017 - 8/03/2017)
- **Jorielle Finney**, Administrative Intern/Spec. Ed., Longbranch ES, Liverpool CSD (09/01/2017 - 08/18/2019)
- **Meredith Furlong**, Administrative Intern, Hannibal HS, Hannibal CSD (09/01/2017 - 06/30/2018)
- **Chrystal Guarasci**, Administrative Intern, BOCES/Auburn HS, Cayuga Onondaga BOCES (06/28/2017 - 08/18/2017) and Intern Dean, Southside Academy Charter School, Syracuse CSD (08/28/17 – 06/30/18)
- **Daniel Hammond**, Administrative Intern, High School, Alexandria Bay CSD (09/05/2017 - 01/26/2018)
- **Phillip Helmer**, Intern, Professional Horizons Program and Summer Youth Employment, Madison-Oneida BOCES (9/1/2017 - 8/31/2018)
- **Jonathan Kilian**, 7 - 12 Principal, Stockbridge Valley CSD (7/1/2017 - 5/30/2018)
- **Karrie LaMacchia**, Administrative Intern, Reynolds ES, Baldwinsville CSD (07/05/2017 - 06/30/2018)
- **Chelsey MacDougall**, Administrative Intern, Franklin ES, Syracuse CSD (07/13/2017 - 06/30/2018)
- **Everien Malone**, Interim Assistant Principal, Creekside School, Monroe 1 Educational Services (06/26/2017 - 09/01/2017)
- **Daniel Mincer**, Summer School Coordinator, Jefferson-Lewis-Hamilton-Herkimer BOCES (7/3/2017 - 8/31/2017)
- **Corey Mitchell**, Assistant Principal, Regional Summer School Program/Fayetteville Manlius HS, OCM BOCES (04/27/2017 - 08/17/2017)
- **Chelsea Morse**, Associate Director, ARC of Yates Keuka Lake School (06/30/2017 - 06/22/2018)
- **Breana Mullen**, MS Principal for Regional Summer School (Waterloo HS, Waterloo, Seneca Falls, Romulus) (07/10/2017 - 08/18/2017) then Assistant Principal, Mynderse Academy, Seneca Falls CSD (09/05/2017 - 06/22/2018)
- **Stephanie Murphy**, Administrative Intern, Camillus MS, West Genesee CSD (09/01/2017 - 06/30/2018)
- **Jessica Newby**, Summer School Assistant Principal, High School, Victor CSD (07/05/2017 - 08/17/2017)

- **Andrew Nolan**, Dean of Students, Porter ES, Syracuse CSD (08/2017 - 08/2018)
- **Alyssa Olsen**, Administrative Intern, Roxboro Road MS, North Syracuse CSD (7/1/2017 - 6/30/2018)
- **Christina Pagano**, District Data Coordinator, District Office, Clyde-Savannah CSD (09/06/2017 - 06/21/2018)
- **Leigh Parry-Benedict**, Fine Arts Department Intern, Central Office, Syracuse CSD (06/26/2017 - 06/22/2018)
- **Erin Peck**, Summer School Principal, Prattsburgh CS (07/05/2017 - 08/18/2017)
- **Vanessa Phillips**, P-12 Special Programs Chairperson/Assistant Principal, Lura Sharp ES, Pulaski CSD (7/7/2017 - 6/30/2018)
- **Heather Puchta**, Administrative Intern, Cicero-North Syracuse HS, North Syracuse CSD (09/01/2017 - 06/30/2018)
- **Deborah Ratcliff**, Special Ed Summer School K-12, Administrative Intern, Longbranch ES, Liverpool CSD (07/10/2017 - 08/18/2017) and Assistant Principal, Genesee ES, Auburn Enlarged CSD (09/1/17 – 06/30/18)
- **Heidi Robb**, Elementary Math Coach, Victor IS, Victor CSD (09/01/2017 - 06/30/2018)
- **Carol Scaccia**, Assistant Principal, Central Square MS, Central Square CSD (07/01/2017 - 06/30/2018)
- **Tara Simko**, Summer School Principal, Calcium Primary, Indian River CSD (07/10/2017 - 08/04/2017)
- **Melissa Skopek**, Multi-Classroom Leader Intern, Dr. Weeks ES, Syracuse CSD (8/30/2017 - 6/22/2018)
- **Andrea Smith**, ESY and Gen Ed. Principal, Primary ES, Canandaigua CSD (07/10/2017 - 08/18/2017)

- **Natalie Sonnevile**, Principal for Extended Year Program, John Kennedy IS, Batavia CSD (06/26/2017 - 08/11/2017)
- **Michael Thurlow**, Work-Based Learning Coordinator, G. Ray Bodley HS, Fulton CSD (09/01/2017 - 06/25/2018)
- **Amanda Tripp**, District-Wide School Intern, Victor CSD (09/05/2017 - 06/21/2018)
- **Jennifer Valente**, Summer School Principal Intern, Cazenovia HS, Cazenovia CSD (7/1/2017 - 8/30/2018)



2017 Graduates in Leadership Positions

- **Jessica Piscitelli Ariola**, Assistant Principal, Phoenix CSD (Emerson MS)
- **Karissa Blamble**, Speech-Language Pathology, Clyde-Savannah CSD
- **Matthew Burdick**, Assistant Coordinator of Special Education, Watertown City SD
- **Cary Burke**, Assistant Principal, Canandaigua CSD (Canandaigua Academy)
- **Kevin Casler**, P-Tech Coordinator, Auburn CSD (HS)
- **Christie DeWald**, Assistant Principal, Churchville Chili CSD (High School)
- **Karl Dubash**, Assistant Principal, Brockport CSD (AD Oliver Middle School)
- **Thomas Duncel**, Assistant Principal, Watertown City SD (Watertown HS)
- **Hope Foy**, Assistant Principal, Carthage CSD (Carthage MS)

- **Jennifer Granholm**, Principal, Mexico CSD (New Haven ES)
- **Colleen Jackson**, Work Based Learning Coordinator, Syracuse City SD (Henniger HS)
- **Faith Lewis**, Assistant Principal, Seneca Falls (Mynderse Academy HS)
- **Rachel Liberatore**, Director of Pupil Personnel Services, Williamson CSD
- **Amanda Masters**, Assistant Principal, Palmyra-Macedon CSD (Pal-Mac MS)
- **Sarah Matteson**, Instructional Coach, Indian River CSD (Indian River HS/MS)
- **Sherri Monell**, Director of Pupil Personnel Services, Waterloo CSD
- **Diana Radley**, Coordinating Administrator of Special Education for Central Office, Rochester City SD (Vanguard Collegiate HS)
- **Robyn Ross-Squirrel**, Dean of Students, Newark CS (Perkins HS)
- **Laura Rundell**, Assistant Principal, Clyde-Savannah CSD (ES)
- **James Santonastaso**, Director of the Whitman Teacher Resource Center, Marcus Whitman Central SD
- **Josh Schlegeter**, Dean of Students, Wayne Primary, Wayne CSD
- **Amanda Simmons**, Principal, Auburn Enlarged (Genesee ES)
- **Shawn Strege**, Assistant Principal, Webster CSD (Webster Schroeder HS)
- **Jamie Sykut**, Director of Technology, Oswego City SD (District)
- **Brandi Wallace**, Assistant Principal, Webster CSD (Spry MS)
- **Krystal Ward**, Assistant Principal, East Syracuse-Minoa CSD (HS)
- **David Wise**, Science Teacher/Department Chair, Marion CSD (Marion Jr/Sr. HS)

Learning to Lead For Social Justice

Submitted by Dr. Linda Rae Markert



Years ago, when I arrived on the San Jose State University campus as a young, sanguine Assistant Professor, two things were immediately apparent. First, I was delighted to learn that my twenty-plus years of formal education had prepared me very well in subject matter content, curriculum development, and pedagogical strategies. Secondly however, I was quite dismayed to discover I was ill prepared to successfully navigate the sea of diverse learners who had registered for my courses, and appeared before me in my laboratories. Further, it took considerable time for me to develop effective ways to meet the socio/emotional, cognitive, and cultural needs/interests of all students with whom I found myself interacting. While this was indeed MY reality decades ago, I am confident SUNY Oswego's current leadership candidates are not finding themselves in my shoes as they obtain new administrative appointments in schools – attempting to learn, on their own, an ability to see the world through the perspective of others.

In our Department of Educational Administration, we believe that in addition to employing the very best research-based pedagogical practices and the most relevant curriculum, educational leaders must value **social justice** if they want to ensure all individuals will grow as learners. Educating a diverse society remains a critical issue in all academic venues. Educational leaders must therefore have the dedication and demonstrate competence to create and sustain

academic environments where excellence is cherished and social justice flourishes. The millennium generation is highly diverse. Educational leaders must equip their faculty members to teach in ways that respond to students' diverse approaches to learning, different ability levels, varied cultural expectations and widely disparate backgrounds.

All institutions of higher education should routinely be asking "What makes a powerful environment for learning?" Certainly we can agree that human interaction is a critical feature of a vibrant learning community. I believe students who have ongoing real life experience with diverse persons and activities will be eminently better prepared to deal with a huge assortment of professional challenges later in life. Essentially, spending time interacting with persons who are not exactly like you forces you to question your lifelong assumptions and values about the world.

My Oswego colleagues embrace this assertion in their belief that leading for social justice is neither a pedagogical practice, nor a curriculum to be delivered to learners. Instead it is both a principle (a stance from which education professionals can operate) and a goal (a vision of a society that is just). When our candidates operate from a social justice stance, they develop styles and employ leadership approaches that are reflective of the following set of commitments:

- ❖ Acknowledging, valuing, and affirming diversity in ideas and people;
- ❖ Understanding issues of bias, discrimination, and oppression;
- ❖ Identifying injustice within and beyond the classroom;
- ❖ Addressing issues of social injustice within and beyond the classroom; and

- ❖ Creating a safe, inclusive, equitable, and academically rigorous learning environment.

In an effort to nurture these commitments among a group of administrative internship candidates this year, we developed a COIL (*Collaborative Online International Learning*) assignment that created partnerships for them with undergraduate education candidates who are studying at the Universität Potsdam and preparing to be English teachers in Germany. Doreen Bannasch-Grigoleit's course is a seminar titled – *Teaching English in Inclusive Primary Classrooms*.



The seminar aims to introduce students to the various issues of inclusive education in the "English speaking inclusive classroom". Each of my five interns were partnered with four or five of Bannasch-Grigoleit's teacher candidates to have collaborative discussions about the topics of diversity, inclusive education, equity, differentiated instruction, students at risk, and the rights of persons with disabilities. Together they created platform statements titled "Meeting the Needs of Diverse Students" several of which were published to a blog site. The German students also created posters to illustrate their learning during this collaborative conversation; one of these illustrations is included here! We anticipate this COIL module will be completed by a new cohort of administrative interns next year. We are extremely proud of

our aspiring leaders who will soon become socially conscious and ethically responsive catalysts for change in educational institutions that celebrate diversity in all forms and at all levels.

Welcome to Students Entering the Educational Leadership Program Fall 2017

Shawn Akley
Amber Allenbrandt
Ashleigh Barnhart-Burto
Matthew Barr
Jennifer Bartlett-Prati
Stephanie Bowers
Elizabeth Brown
Elizabeth Carpenter
Toby Coleman
Katrina Davenport
Karen Dotson
Karin Dykeman
Trisha Fogarty
Joseph Folino
Kristin Fox
Paul (PJ) Fritzler
Carrie Smith Gault
Katlin Ginney
Corey Graves
Michael Groth
Greta Johnston
Debra Kasmer
Lyndsey Keil
Jennifer Kelsey
Christal Kent
Daniel Killenbec
Cristina Knapp
Jonathan MacKerchar
Christopher Mathes
Patrick McNamara
Paul Moskal
Amanda Ianiro Mucedola
Peter Neeves

Michael Newman
Chelsea Nohle
Laura Palmisano
Jared Plantz
Catherine Reeve
Megan Rohlin
Sarah Skopelitis
Laurie Smith
Julie Suber
Christine Taylor
Christa Tolbert
Laurie Turton
Adel Valdes
Stephanie Widrick
Kristin Youngs

Culturally Proficient Leadership



Submitted by Dr. Tamara Lipke
The principle and vision of **social justice** leadership is integral to our educational leadership program. To develop this framework and build upon leadership candidates' experiences in the field with a social justice stance, we also devote time and opportunity within our coursework to deepening candidate's capabilities related to cultural proficiency. Cultural proficiency is critical to leadership for tomorrow's students through curriculum, instruction, and professional development practices that are responsive to differences and provide for input and perspective-taking from a variety of stakeholders in our schools and community.

Through our examination of culturally proficient leadership we identify what it is and what it is not. We explore where we are personally on a continuum of proficiency and determine ways in which, as leaders in schools, we can support movement from left to right on the continuum through

the implementation of policies, practices and systems that support **ALL** students' access to an equitable, socially just education.

What is Cultural Proficiency?

In identifying cultural proficiency we focus on the culture and mindset within a school and district rather than the implementation of a single structure or agenda item. Cultural proficiency is not a theory or a “canned” program around which some professional development is provided or a periodic agenda check-in is used. It extends beyond celebrating different holidays or enjoying the ethnic foods of a culture. It is a way of being that uses a variety of tools to support individual and organizational development so that people can effectively interact with people who differ from them (Lindsey, Robins, Terrell, 2003, p. xvi). As leaders focus on policies and practices at the organizational level coupled with the reflection on values, beliefs, and behaviors at the individual level effective cross-cultural interactions between faculty, students, leadership and community are fostered (Lindsey, Robins, Terrell, 2003).

The Cultural Proficiency Continuum

There are six points across the cultural proficiency continuum that represent unique ways of responding to and representing differences. The use of the continuum orients individuals and a collective staff and focuses on ways to move from left to right in the conversations that occur across the school, district and community. As we study each point on the continuum we discuss what this looks like and sounds like within the context of the schools in which we work.



Starting at the opposite ends of the continuum and moving toward the middle a comparison and contrast of the stages is made. The end goal is cultural proficiency.

In a **Culturally Proficient** classroom the addition of a student from a distinct cultural or ethnic background is welcomed, celebrated, and the student is actively called upon to share his/her experiences and integrated into the class. Effort is also made to translate and communicate in multiple, alternative ways with parents and community members. Whereas **Cultural Destructiveness** is reflected in classrooms where no varying viewpoints are taught or allowed and the school cultural perspective may sound like, “If we could get rid of (*name the group*) students, our test scores would be much improved.”

Expressions and actions reflecting **Cultural Competence** generate sincere interest in learning about another’s perspective through another’s lens. There is an emphasis on “we” rather than “you or me” and recognition that having differences in the school can “make a difference” in powerful

ways. **Cultural Incapacity** is disempowering to another's culture and leads to a lack of representation to reflect the diversity of the population of a school and statements such as, "The apple doesn't fall far from the tree."

Cultural Pre-Competence represents the initial recognition of differences. However, at this phase there is not yet the knowledge and skill to respond appropriately. Organizations in this stage may opt for seemingly quick-fix programs and creating a committee to address diversity needs. **Cultural Blindness** precedes cultural pre-competence because at this stage differences are recognized but people pretend that they do not. This inadvertently signals that differences do not matter. It can be identified in statements such as, "I don't see color in my students." Or "Everyone learns the same."

As an educational leadership department, we are encouraging the cultural proficiency of our students. We collaboratively grapple, through our coursework, with the effective practices that leaders employ to demonstrate and ensure social justice for their own students through their individual and schools' collective cultural proficiency. In closing, our leadership candidates share how they are identifying practices and mindsets to foster social justice as they work to become culturally proficient leaders.

Effective...leaders are first and foremost aware of their own predilections and biases. Therefore, they work to minimize bias in their decision making and directives. They advocate for minority voices, and support ongoing education and training so that staff members may be more fully empowered to do the same. They are aware of the effects of institutional marginalization, so they work to ensure that appropriately high standards are expected of

all learners. (D. Hammond, course journal, February 13, 2017)

Instructional leaders can ensure social justice by creating a schoolwide culture of respect and compassion for all. Leaders should provide ongoing education to ensure teachers address the unique needs of minority students. They should have a culturally-responsive curriculum that supports the social and emotional learning of all students. Effective leaders are self-aware of their values and beliefs. They value diversity and community participation. They have high expectations for all learners. An effective leader will advocate for minority students to prevent practices that create disparities and discriminate. They support policies and practices that ensure cultural responsiveness. (T. Simko, course journal, February 13, 2017)

References

- Cecil County Public Schools. (n.d.) *Cultural Proficiency Continuum*. Power point presented at professional development, www.csun.edu/sites/default/files/Cultural%20Proficiency%20Continuum.ppt
- Lindsey, R. B., Robins, K. N., & Terrell, R. D. (2003) *Cultural proficiency: A manual for school leaders*. 2nd ed. Thousand Oaks, CA: Corwin Press, Inc.
- National Center for Cultural Competence. (n.d.) Georgetown University Center for Child & Human Development <https://nccc.georgetown.edu/>





Submitted by Mr. Douglas Hamlin

The 2017 Cohort of the New York State Superintendent Development Program will gather at West Genesee Central School District on November 4 for its Culminating Session presentations and final send-off. The cohort of thirty-six Associates includes seventeen women and nineteen men; six currently are assistant superintendents, twenty now serve as principals, eight are directors or assistant directors, one is an administrator/instructional coach, and one a BOCES executive coordinator. Ten have already applied for superintendent positions; two have been appointed and are now leading their chosen district.



Across the 10 month program schedule, Associates met weekly in regional teams with their superintendent faculty members: Ms. Michelle Spasiano in the Buffalo area, Dr. Brian Schmitt in the Cattaraugus-Allegany region, Drs. Jason Andrews and Suzanne MacLeod in the Southern Tier, Dr. Marie Wiles in the Capital District, Dr. Chris Brown in Syracuse, Dr. Brian Hartwell in Oswego County and Mr. Jeramy Clingerman and Dr. Bob Ike in Western New York. In these meetings, superintendent leaders guide the Associates through the 11 component tasks designed to immerse them in the world of superintendent level decision-making and leadership. As examples, Associates submit initial Educational Platforms as the basis for their start in the SDP, then revise them as they finish their work. They interview a number of superintendents, organize and present panels of superintendents to discuss specific topics, engage to resolve real-time authentic

issues and present their analyses and options to various real audiences, including boards of education. They attend the NYSCOSS Fall Leadership Summit, complete a scan of district with a superintendent opening as well as prepare an entry plan as the successful candidate. In addition, Associates receive on-going individual critiques and career counseling from their superintendent faculty and submit written reflections on their growth and progress along their career path.

The current cohort could be characterized by its active interest and curiosity about the role and responsibilities of the superintendent of schools. They are aggressive in their search for clues to success, in their work schedules and productivity, and in their questions to superintendents, search consultants, attorneys, etc. who have donated their time and support to work with the SDP. Our thanks and appreciation go out to all of them.

As the 2017 NYSSDP nears its conclusion, formation of the 2018 Cohort has begun. Information and application materials are available on the SDP website, www.nyssuperintendentdevelopmentprogram.com and by contacting the Program Director at douglas.hamlin@oswego.edu.

SAVE THE DATE

38th Annual Meeting and Reception for 2018 Graduates May 11, 2018

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

Fall 2017 EAD 601 Presentations

The Educational Administration Department along with the fall 2017 EAD 601 students and instructors would like to invite you to our **ISSUE ANALYSIS PRESENTATIONS**.

A complete list of the presentations are included and will be available on our website www.oswego.edu/edadmin. RSVP's are required to ensure our students have enough materials for handouts.

Central New York Cohort SUNY Oswego in Syracuse 2 Clinton Square, Syracuse

Integrating Technology in Classrooms (Blended Learning)

Presented to: Thomas Colabufo, Superintendent,
Central Square CSD
By Team ORBIS: Ginney, Knapp, Graves, &
Fritzler
November 29th at 4:00 p.m.

Student Achievement – Graduation Rate

Presented to: Dean Goewey, Superintendent,
Oswego City SD
By Team LOTT – Leaders of Today &
Tomorrow: Akley, Kasmer, Smith, &
Valdes
November 29th at 6:00 p.m.

Staffing – Recruitment of Excellent Teachers, Administrators and Substitute Teachers

Presented to: Gerard O'Sullivan,
Superintendent, Norwich CSD
By Team STRECH: Dotson, Dykeman, Fox, &
McNamara
December 4th at 4:00 p.m.

Improving Attendance/Reduce Tardiness Rate

Presented to: Cindy Stoker, Superintendent,
Stockbridge Valley CSD
By Team Moving Forward-The New Standard:
Fogarty, Mathes, Neeves, Suber, & Tolbert
December 4th at 6:00 p.m.

Alternatives to Suspension – Elementary (K – 4)

Presented to: Annette Speech, Superintendent,
North Syracuse CSD
By Team Innovation Squad: Moskal, Reeve,
Rohlin, & Turton
December 6th at 4:00 p.m.

Partnering with Families to Ensure All Students Reading in Grade 2

Presented to: Jaime Alicea, Superintendent,
Syracuse City SD
By Team eduCARE: Allenbrandt, Bowers,
Killenbec, & Skopelitis
December 6th at 6:00 p.m.

Finger Lakes Cohort Palmyra-Macedon MS (CSD) Large Group Instruction Room 163 Hyde Parkway, Palmyra

Meeting the Rural Student's Needs Beyond the Classroom

Presented to: Martin Rotz, Superintendent,
Romulus CSD
By Team The Cultivators: Bartlett-Prati,
Carpenter, MacKerchar, & Palmisano
November 27th at 4:30 p.m.

Penn Yan ES: Lifestyles of the Enriched and Famous

Presented to: Howard Dennis, Superintendent,
Penn Yan CSD
By Team Supermodels: Barr, Brown, & Kelsey
November 27th at 6:00 p.m.

P-TECH: The Best School You've Never Heard Of!

Presented to: Erin Fairben, Director of K-12 Education, Wayne-Finger Lakes BOCES
By Team Journey: Johnston, Kent, Newman, & Taylor
December 4th at 4:30 p.m.

Restorative Practices: Fostering Healthy Relationships & Promoting Positive Discipline in Schools

Presented to: Dawn Santiago-Marullo, Superintendent, Victor CSD
By Team The Keys: Coleman, Davenport, Keil, & Mack-Elliott
December 4th at 6:00 p.m.

North Country Cohort
Jefferson Higher Education Center
East Hall – Room H116B
1220 Coffeen Street, Watertown

How can a culture of learning be fostered in a K-12 setting to maximize student success?

Presented to: Terry Fralick, Interim Superintendent, Alexandria CSD
By Team Triad of Inspiration: Nohle, Plantz, & Smith
November 28th at 4:00 p.m.

An Analysis of South Jefferson Central School District's Elementary Health Curriculum Implementation

Presented to: Mary Beth Denny, Superintendent, South Jefferson CSD
By Team Pay It "Four" ward: Barnhart-Burto, Folino, Widrick, & Youngs
November 28th at 6:00 p.m.

PLEASE RSVP FROM OUR WEBSITE
www.oswego.edu/edadmin USING OUR
GOOGLE FORM UNDER UPCOMING
COURSES/EVENTS

Career Changes

- **Stacey Eger '13**, Assistant Superintendent for Curriculum & Instruction, Watertown City SD (9/14/17)
- **Bonnie Finnerty '02**, Executive Director of Regional Success, CiTi BOCES (7/17/17)
- **Jennifer Gaffney '07**, Superintendent of Schools, Sackets Harbor (7/1/17)
- **Dawn Kivlehan '15**, Vice Principal, Franklin ES, Syracuse City SD (7/17/17)
- **Patricia LaBarr '05**, Superintendent of Schools, Watertown City SD (7/1/17)
- **Todd LaValley '17**, Principal of 6:1:1 Program, Citi BOCES (6/26/17)
- **Kylee Monroe '15**, CSE Chairperson, General Brown CSD (1/2017)
- **Eric Vaillancourt '13**, Principal/Lead Learner, North Street School, Geneva City SD (7/5/17)
- **Heather Wieland '06**, Director of Instructional Technology and Data, Camden CSD (7/1/17)

