WENDY HARBOUR TALKS ABOUT INCLUSION

NEW IDD&E INSTRUCTIONAL TECHNOLOGY MASTER’S PROGRAM

SAY YES TO EDUCATION UPDATE
ON THE RIGHT TRACK

DEAR FRIENDS,
Welcome to the newly designed Education Exchange. We are excited to deliver this enhanced content and layout to you annually each fall. We have also launched a monthly e-mail newsletter, the e-Exchange. Please join us in our new online community by visiting soe.syr.edu and stay connected to the work of our students, scholars, faculty, staff, and alumni.

As you know, the School of Education continues its tradition of excellence as a national leader in inclusive urban education. This year, we will host engaging lectures in our own Landscape of Urban Education Lecture Series and in partnership with the University Lectures and the Syracuse Symposium. This past spring and summer, the School of Education was engaged in many projects and events: hosting the Disability Studies in Education Conference, Say Yes Summer Institute, and Facilitated Communication Summer Institute; launching the Annual Summer Leadership Institute, and also a new Summer College course in education for high school students; and co-sponsoring scholarly events here and abroad (in Australia, China, Finland, Japan, Kenya, and Thailand). Growth in our centers and institutes is matched by the increased number of faculty publications and new appointments to national posts, research projects, and international conferences.

We continue in our commitment to technological advances in the classroom, local partnerships with the Syracuse City School District, and global citizenship and educational access. We look forward to sharing our work with you in Education Exchange and the e-Exchange newsletters.

As always, thank you for your continued support and we look forward to seeing you on campus soon.

Sincerely,

DOUGLAS BIKLEN, DEAN
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What began as a series of partnership exploration meetings in spring 2007 has become the largest educational and economic development program of its kind in the nation.
Say Yes Syracuse is a city-wide college-access movement linking public, private, and not-for-profit sectors to support students and their families in the city school district. Today, more than 700 graduates will be able to attend college with Say Yes assistance. By 2011, the programming and benefits of Say Yes will have expanded to all 32 schools in the Syracuse City School District (SCSD) and qualified graduates will be eligible for free tuition, fees, and books at more than 100 participating higher education institutions.

WHAT IS SAY YES SYRACUSE?
Say Yes Syracuse is the Syracuse chapter of the national, not-for-profit foundation Say Yes to Education, committed to dramatically increasing high school and college graduation rates for urban youth. What distinguishes the Syracuse chapter, based in the School of Education, from active chapters in Harlem, New York; Philadelphia; Hartford, Connecticut; and Cambridge, Massachusetts, is the implementation across the entire Syracuse City School District (SCSD), serving more than 22,000 students. By strengthening the model across the entire district, Say Yes demonstrates that with appropriate engagement, monitoring, support, and coordination, schools and the communities they serve can significantly alter the course of urban education.

HOW DOES SAY YES SYRACUSE WORK?
The long-term success of Say Yes rests largely on specially designed supports that are introduced early in a student’s educational career. Say Yes to Education and Syracuse University have designed two components to Say Yes Syracuse that address these needs: (1) comprehensive student support and enrichment beginning in kindergarten to help students reach their academic and social potential; and (2) free college tuition at participating colleges and universities for all SCSD graduates who meet residency, admission, and financial aid requirements.

Say Yes Syracuse provides SCSD students with the tools they need to overcome obstacles to post-secondary education. The district, in partnership with Say Yes and Syracuse University, has launched and committed to a system-wide process that provides the following supports for every student:

- Assessment, ongoing planning and monitoring to identify and build strengths, identify and address areas of improvement, and effectively coordinate and manage academic and socio-emotional supports.
STUDENT FOCUS

- Tutoring (small group and one-to-one)
- Evidence-based and validated, school-wide academic and socio-emotional programming with professional development for teachers and administrators
- Inclusive settings, curriculum, and individualized supports for students with disabilities and English-language learners
- Strong conditions for learning where students and teachers experience safety, support, challenge, and socially responsible behavior
- After-school/extended day programming
- Summer camp/enrichment programming
- Counseling and family engagement

WHAT IS THE SAY YES MODEL?
The Say Yes model has demonstrated that the persistent and well-documented achievement gap between urban and suburban students is directly related to issues of access. Too many students in the city schools have not had the opportunity to take advantage of the academic and social supports typically found in economically advantaged school districts. These gaps appear in grades, standardized test scores, course selection, dropout rates, access to curriculum and quality instruction, high school graduation rates, college admissions, and college completion rates. To that end, the Say Yes model aligns research-based supports and incentives for the four key barriers that exist in access to higher education: academic preparedness, social-emotional readiness, physical and mental health, and financial capacity.

During the past two years, Say Yes Syracuse has developed a step-by-step operational design for school, system, and community-based changes required to achieve dramatic results in the aforementioned four key areas. The operational design includes the following safeguards:

- Explicit benchmarks: Say Yes, in collaboration with the American Institutes for Research (AIR), has prepared benchmarks for student success built around programs proven to drive student achievement. Teachers, parents, students, and Say Yes staff can monitor when a student is off or on track to thrive across a set of evidence-based indicators.

Finding Success
Asomgee Pamoja is the site director for Say Yes Syracuse at Elmwood School. He is a doctoral student in the Cultural Foundations of Education program in the School of Education.

Say Yes has been active in six Syracuse schools for several months. What are the major differences you have seen from those first days in the program to now?

One of the major differences I’ve seen since my first day in January 2009 is a slow but sure shift in the culture of the schools. Children have another creative outlet for acquiring the “cultural capital” they need that will allow them to be more successful in school and in life. Each scholar and their parents realize they will have an opportunity to be more successful because Say Yes to Education (SYtE) is not solely about offering scholarship money to help with University costs, it is also about their child being academically successful, making appropriate decisions, getting into secondary educational institutes on their own merits, and completing university studies so they can go on to do bigger and better things in life.

Describe a typical day for a Say Yes student in your school.
A typical day now consists of children attending their classes from 9 a.m.-2:50 p.m. In the after-school program we have established rules that are more in line with student success, not behavior management. Our teachers are presenting project-based activities with significant differentiated teaching and learning opportunities. Children are engaged, excited, and enthusiastic during their two hours after school because we have them taking gardening, sewing, cooking, African drumming and dance, wellness and health, computer technology, art, and tutoring. With a broad spectrum of choices, children are able to test the boundaries of their potential. Ultimately, I see SYtE providing equality of opportunity to our children. We service the most marginalized and poorest community in the City of Syracuse, so I expect to provide this community with the best experiences I can offer. I know this is working when parents engage me at the supermarket or on the street and tell me how much their child loves the program and that is all they talk about. This is the best confirmation an educator can get, and the expectations of the families increase as their child’s confidence and competence increases.
Active Learning

Gregory Sides is a senior at Syracuse University, and will receive a dual degree in women’s and gender studies and advertising in May 2010. He is one of 200 on-site volunteers with Say Yes, assisting with the after-school program during the academic year and teaching Nature and Environment during the summer camp program.

What growth did you recognize in your students from your first days until school ended?

The most notable changes I recognized in the students I mentored were their willingness to participate and their enthusiasm to teach one another. Through the weeks I noticed a great change in many of the students, largely because as they received individual attention and help with their homework, they became more attentive and started doing better work. This boosted their self-confidence, which led them to be more active in their learning, running to get their homework instead of shying away. They were excited to share with their classmates, to point out what challenged them the most and how they could overcome it.

What did you find to be the most successful activities and why?

The most successful activities were those in which students got to reflect on their learning, teach their fellow classmates, and think aloud. Brainstorming, classroom circle time, show and tell, and other such activities really excited them. The classroom became a room full of ideas and imagination.

Say Yes School Reports: Prepared annually, Say Yes School Reports employ school review data, including sampling of individual interviews, surveys, and observations in order to identify areas of strength and need of each school.

Program Implementation and Impact Evaluation: AIR, in partnership with researchers at Syracuse University and Johns Hopkins University, will evaluate the implementation of the Say Yes model in the community, identifying ways in which the partnership is successful and suggesting strategies for continuous improvement.

HOW IS SAY YES SYRACUSE SUPPORTED?

Say Yes cost analyses have determined that the approximate cost required to deliver the full program to an urban student is $3,500 per year. The Say Yes Foundation provides jump-start grant funding ($12 million over five years) as well as support and assistance in the creation of a dynamic development program to enable growth over the initial five-year period. More than $2.5 million in new scholarship gifts was recently announced at a luncheon for local corporate executives and Say Yes Leadership. Bob Pomfrey, CEO of POMCO Group, established a Say Yes scholarship in his parents’ names. The gifts of Pomfrey and SRC (formerly Syracuse Research Corp.), are the first major local corporate donations since the implementation of Say Yes in Syracuse. Several donations from local businesses have been in the $25,000 to $50,000 range. This surge in corporate support will continue to encourage other corporations and private foundations to get involved, making Say Yes Syracuse a self-sustaining enterprise.

—Jennifer Russo
The Inclusion Tennis Program (ITP)

VISITING INSTRUCTOR DELYNN ORTON’S GOALS AT THE SCHOOL OF EDUCATION ARE SIMILAR TO MANY EDUCATORS WHO EMBRACE THE SCHOOL’S LEGACY OF INCLUSION AND COMMUNITY ENGAGEMENT. UNLIKE OTHER FACULTY MEMBERS, THOUGH, ORTON’S INCLUSION TOOLS INCLUDE TENNIS RACQUETS.

Modeled after perceptual-motor programs, including the internationally known movement education program by Jack Capon, the Inclusion Tennis Program (ITP) began at Syracuse University this spring. Orton was encouraged by the suggestion from Corinne Smith, professor and chair of Teaching and Leadership, to design a physical activity course where all students were included as true participants and could participate in learning, teaching and demonstration activities. With assistance from Joe Lore, director of SU Recreation Services and Eliza Decker, assistant director, who accommodated off-campus individuals and provided gym space whenever needed, this innovative and collaborative program was launched.

The ITP’s goals were to allow students in Orton’s Adapted Physical Education (APE) course significant time with students with disabilities, and include all students in a six-week progressive and sequential tennis instruction program. APE students—many of them SU athletes and students interested in becoming coaches or physical education teachers—learned to teach various psychomotor skills while encouraging participation and demonstration through sports and fitness activities. APE students were included with students from On-Campus, a post-secondary education partnership program for students with disabilities from the Syracuse City School District hosted at Syracuse University. On-Campus program director Joseph Soule provided guidance for the inclusion model used. “Inclusion is not an interesting new development; it is important, just and democratic,” says Douglas Biklen, dean of the School of Education. “That it does not happen enough is cause for us to respond, as Delynn has.”

At the start of the ITP, all students’ tennis skills were assessed at the beginner level. Instruction was built on understanding and practicing agility, balance, coordination, spatial awareness, and fitness skills. Social development was also a large component. All participants developed relationship-building skills and realized the importance of creating a caring and nurturing environment for optimal learning. The program was designed to present challenges to all participants. For some, the physical demand of the curriculum was more challenging. The naturally stronger athletes in the class were forced to think critically about how adaptations could be made in order to teach skills and fitness concepts to others.

For the students who seldom have opportunities to be included in typical classrooms and sports, the social experience and team atmosphere may have held more value than the fitness skills learned. “The APE class got me off my behind,” says On-Campus student Scott Floyd, who communicates through typing with facilitation. “The students and Delynn care about students…I loved being included.” For future educators in the group, the experience demonstrated that everyone can be included in physical activity when properly designed. “I’ve learned how to adapt equipment, environment, and instruction to allow and encourage participation by a wider range of students,” says Ryan Weiss, a senior physical
education major in the School of Education. “For example, I might adapt the equipment and rules of a ball game by incorporating larger, easier to handle balls, and stipulating that each team member must touch the ball at least once before scoring.”

“The experiences I’ve had with the students we worked with opened my eyes to how easy it can be to include all students and improve their educational experience,” Weiss says. “Their appreciation and development eliminate the question of whether inclusion is important in physical education class; it clearly is.”

At the end of the semester, ITP classes focused on applying learning style differences and practicing tennis with modified equipment, nets, court sizes, and rules. All students demonstrated success hitting consecutive balls with a partner, serving and rallying, and determining whether or not a point was won. “When the On-Campus students first started, they struggled a lot with the skills, but by the end they became pretty proficient in hitting the ball back and forth,” says junior physical education major Erin Schirm. “I think the greatest benefit for the students was the sense of being part of the class. I think this is where we need to be with getting everyone involved and included.”

INCLUSION IS NOT A PLACE, IT IS AN ATTITUDE
Orton’s commitment to adaptive sport does not end in the classroom, or with tennis. APE students are assigned 20 hours of “outside experience,” supporting wellness activities with people with disabilities, though many did more. Students engaged in such activities as personal fitness training, attending SU sporting events, or taking advantage of planned activities, like volunteering in the community.

“THIS IS WHERE WE NEED TO BE”
Throughout the semester, APE students kept journals of their experiences learning tennis with the On-Campus students and participating in activities with members of the community with disabilities. Prior to APE, many of the students had never experienced learning or working in an inclusive environment. Consequently, each student’s log reflected an understanding of the meaning of inclusion, how creation of successful and inclusive classrooms are possible with simple adaptations to the curriculum, and how inclusion is worthwhile in sport and physical education. “Often, we judge others by their outward or physical appearance,” Orton says, “but while playing, we are free to dream who we want to be.”

—Jennifer Russo

ABOUT DELYNN ORTON
Delynn Orton has taught physical education classes in the Department of Health and Exercise Science since fall 2006. Orton has developed tennis programs for several national, regional, and local organizations, including Special Olympics, USTA, NYC schools, Challenger Tennis, Arthur Ashe Foundation, Syracuse VA Medical Center, and Say Yes to Education. Orton currently serves as a member on the United States Tennis Association National committee for Adaptive Tennis, USTA Eastern, chairperson for Adaptive Tennis; she provides clinics for adapted tennis instruction and pedagogy, and wheelchair tennis, and is the regional tennis trainer for New York Special Olympics. Orton recently began coaching a new wheelchair tennis team called Syracuse Alliance, composed of local elite paraplegic athletes from the Syracuse area. The Syracuse Alliance will be supported by Move Along Inc., a local not-for-profit organization dedicated to helping disabled individuals gain opportunities to participate in adapted sport.

Orton holds an M.S. degree in motor development/motor learning and a B.S. degree in health, physical education, and recreation from Michigan State University. She is an adapted physical education specialist certified by San Jose State University.
The annual Second City Conference on Disability Studies in Education made its way to the Salt City in May, bringing together Syracuse University’s strengths in both education and law. Speakers explored three areas: the history of disability advocacy; the struggles for disability rights in education; and theoretical and global perspectives on disability studies, law, and policy. “We had a nice mix of scholars, parents, adults with disabilities, and people who are doing different kinds of work in policy, law, and education,” says teaching and leadership professor Beth Ferri, a co-organizer. “That made for some exciting sessions.”

The ninth annual conference, titled “Righting Educational Wrongs: Disability Studies in Education, Policy, and Law,” was co-sponsored by Disability Studies in Education (DSE); the SU Center on Human Policy, Law, and Disability Studies; the SU College of Law Disability Law and Policy Program; and the School of Education. More than 200 people attended the conference.

For conference participants, who discussed this year’s location during the 2008 conference in New York City, SU was a logical site for this year’s event. The annual conference originated in Chicago, before being held in other U.S. cities. “Many people thought it only fitting that Syracuse host the conference because of the role SU has played in critical special education, inclusive practice, and the deinstitutional movement,” Ferri says.

Ferri and co-organizers Christy Ashby, professor of teaching and leadership, and Alan Foley, professor of instructional design, development, and evaluation, also tapped into another area of SU’s expertise. “We quickly decided that it made a lot of sense to collaborate with the College of Law disability law program and Arlene Kanter (law professor, director of the Disability Law and Policy Program, and co-director of the Center on Human Policy, Law, and Disability Studies),” Ashby says. “There’s a lot of connection between the

SU HOSTS DISABILITY STUDIES IN EDUCATION CONFERENCE

BY KATHLEEN HALEY

>> ABOUT DSE

A special interest group of the American Educational Research Association, Disability Studies in Education (DSE) seeks to promote the understanding of disability by drawing on social, cultural, historical, discursive, philosophical, literary, aesthetic, artistic, and other traditions to challenge medical, scientific, and psychological models of disability as they relate to education.
The session topics focused on the conference’s four strands: history of exclusion and activism; discourses and practices that shift from inclusion to belonging; critical and theoretical perspectives; and global perspective. Some of the topics included the following: “Rethinking Reform: Race & Disability;” “Teaching the Teacher: Lessons in Belonging;” and “UN Convention on the Rights of Persons with Disabilities.” “We tried to build panels that were interdisciplinary,” Ashby says. “The idea was to set up conversations across disciplines to build community and coalitions.”

Along with the interdisciplinary nature of the conference, the conference gave voice to people with disabilities and their families, including a mother and daughter and a couple and their son, who presented at the conference. “When students with disabilities can be self advocates and talk back to the profession, that’s important knowledge for us to have and important voices for us to hear,” Ferri says.

Conference attendees also heard from keynote speaker Martha L. Minow, the Jeremiah Smith, Jr. Professor of Law at Harvard Law School, who spoke on “Universal Design in Education: Remaking All the Difference.” Plenary speaker Tom Skrtic, a professor of special education at the University of Kansas, received the Tolley Medal and Senior Scholar award. He discussed “Rights, Capabilities, and Disability Needs Politics: Institutional Barriers to Social Justice in School and Society.”

The conference also honored Phil Smith, a professor at Eastern Michigan University, with the Emerging Scholar award. The Commitment to Inclusion award was presented to three Syracuse city schools—Huntington, Roberts, and Salem Hyde—for implementing far-reaching change toward greater inclusion.

The program included several highlights: welcoming remarks by Chancellor Nancy Cantor; a book launch event for Acts of Conscience (SU Press) by Steve Taylor, Centennial Professor of Education and Disability Studies in the Cultural Foundations of Education and Teaching and Leadership programs and co-director of SU’s Center on Disability Studies, Law, and Human Policy; a performance by disability rights activist and hip-hop artist Keith Jones, sponsored by the Beyond Compliance Coordinating Committee; and a panel discussion facilitated by Dean Doug Biklen highlighting Autism World Tour, a documentary by Academy Award-winning documentary producer Gerardine Wurzburg, which was filmed in part at the conference (see related story, page 24).

To help organize many aspects of the conference, Ferri facilitated a professional seminar for graduate students. Students reviewed proposals for acceptance, organized panels, planned the Keith Jones event, and assisted with technical support during the conference, among other responsibilities. “They were an integral part of the conference,” Ferri says.

The conference wrapped up with a town hall meeting in which participants reflected on the conference and decided on Belgium as the site for the 2010 conference. “We are making a lot of strides in terms of having conversations about disability, about access and schooling,” Ashby says. “However, there are still a lot of folks who don’t have access to rich meaningful community life and academic instruction as we would like. Part of the conference was certainly about celebrating where we’ve come, but at the same time recognizing the areas we haven’t addressed yet.”
A CONVERSATION WITH

WENDY HARBOUR

This fall, with the support of the Taishoff family and the Syracuse University Board of Trustees, the School of Education welcomes **WENDY HARBOUR, LAWRENCE B. TAISHOFF ASSISTANT PROFESSOR OF INCLUSIVE EDUCATION**. In June, members of the Beyond Compliance Coordinating Committee student organization sat down with Professor Harbour in the Burton Blatt Lounge in Huntington Hall to discuss her thoughts on inclusive higher education, her role in the newly established Taishoff Center, and the experience of being a student with a disability.

**BCCC: What brought you to the School of Education? What are the areas of strength you are most eager to build upon?**

**WH:** The School of Education at Syracuse is very well known in the field of disabilities studies and inclusive education. It’s really nice to be here where so much is happening and where so much history has happened. There is not a lot happening on a national level in terms of inclusive higher education, so it’s exciting for me to be part of a model inclusive higher education center, the Taishoff Center, in a place where there is so much history.

**BCCC: We heard a story in which you asked the Taishoffs about the naming of the center? Could you tell us about that?**

**WH:** When we met in Washington, D.C., last month, I asked Captain Rob and Laurie Taishoff why they chose to name the center the Lawrence B. Taishoff Center for Inclusive Higher Education, when their purpose for developing it is to honor their daughter, Jacquelyn, who has Down syndrome. I tried to research Lawrence, in an effort to find a connection, but could not. Captain Taishoff told me the story that when his father, Lawrence Taishoff, was young, one of his cousins had a son with Down syndrome. Lawrence witnessed the child being sent off to an institution where there could be little chance for him to have a productive life. Captain Taishoff refers to that era as a time of darkness in America’s treatment of people with disabilities. When Rob and Laurie knew their daughter had Down syndrome, they didn’t know how family members and friends would respond. But when Lawrence met her at the hospital, he fell in love, and “they shared a special bond” until his death, about two years ago. Rob was struck by his father’s vision for what matters most in life, and wanted to name the center after him in hopes that the minds of others could be opened the way his father’s was.

**BCCC: How do you envision the support services for students? What is your image of an ideal program?**

**WH:** Centralization of resources and services are key. An example
on this campus would be the Office of Disability Services. In addition there are two very different programs on campus, Access and On Campus, which are funded differently, and operated separately. I think it would be interesting to talk about what it would look like if that were more centralized. One key to success is increasing peer supports in a way that is more natural than what we have seen in the past. Part of what we’re trying to do is not just open up the classroom to students with disabilities, but make the classroom attitudinally more accessible. The way you do that is to lessen the stigma of disability. Having peers provide some of the supports could really break down some barriers.

**BCCC:** How do these ideas intersect with issues surrounding disclosure of disability?

**WH:** In higher education, by law, you can’t disclose when someone has a disability or is receiving accommodations due to a disability. I always thought that was really funny because as a student with an interpreter, *everybody* knows. But still, the letters were
sent to my professors saying, “Dear so and so, you have a student in your class who is deaf and will be using an interpreter,” but not disclosing my identity. However, I have always encouraged my students to introduce themselves to their professors and disclose what their disabilities are. Depending upon the student’s wishes for privacy, or their wishes for peer support, that would determine at what levels disability would be discussed.

**BCCC**: In your experience, have you encountered a model of inclusive higher education that you thought really worked?

**WH**: As director of the center for the last year, Julie [Causton-Theoharis] has been busy doing research, so she can speak more to that. Julie?

**JCT**: We looked at programs that were inclusive, meaning students had the freedom to choose exactly which courses they wanted to take. Then, further down the continuum are programs for students with more significant needs offering very limited classes, or only with other people with disabilities. SU has one of 12 inclusive programs in the country, and that’s what we’re really focusing on: what these inclusive programs offer and what they don’t offer. OnCampus and Access have done a good job in offering students flexibility in course offerings and providing college experiences. There are still barriers to the supports we are able to provide, but we can look at the programs offered nationally and see that what’s happening at Syracuse is much further along the continuum than what’s happening in many other places. We know this work will be cutting-edge because not many people are doing it.

**BCCC**: How can we create more higher education opportunities for students so they do not return to sheltered lives after enjoying full lives on this campus for a number of years, or prevent them from entering sheltered lives out of high school due to lack of opportunity?

**WH**: Last year, the Higher Education Act was reauthorized to become the Higher Education Opportunity Act. The bill includes new funding opportunities especially for people with intellectual and developmental disabilities, demonstration grants, and...
and financial aid. I think there’s an opportunity for us to become a model, not just in how we get these students onto campus, but how we transition students to life after campus. It’s a great time for the Taishoffs to fund a center. This is exciting, and I hope to collaborate with University College beyond the Access program to create these opportunities.

**BCCC:** Beyond programming, do you have thoughts about activities to increase awareness on campus? Are there plans for a sustainable, formal, and ongoing effort to increase awareness on campus?

**WH:** The BCCC has done incredible work doing just that, and with little funding. I would be interested in working with you to find funding to help the BCCC become more self-sufficient. The fact that your student group has persisted with no permanent staff, even as members have graduated, is pretty rare. What have you captured that other student groups have not, and how can we build on that success?

**BCCC:** When you, Dean Biklen and Professor Causton-Theoharis met with the Taishoffs last month in Washington, D.C., you compiled a list of questions and possible responses that may arise in relation to the news of the center’s launch.

“You have no idea how lovely the world is, that sees me as smart, and it is unusual that it sees me that way. I love that I am here. People respect me here.”

—HESHAM KHATER, ON CAMPUS PROGRAM GRADUATE
For example: If students with intellectual disabilities can attend college, what does the college experience mean?

**WH:** Students attend college for a couple reasons. One is to find employment: to become better educated to become better qualified for better paying jobs, in theory. Another reason for a liberal arts education is to create a more well-rounded individual who can better contribute to society. So I don’t see where there is any contradiction in having a student with intellectual or developmental disabilities have a college experience, because they too want access to better jobs and decent pay, and they too will become more well-rounded individuals with access to a liberal arts curriculum. There is a belief that college is this wholly intellectual place, but if students really want to be exposed to intellectual diversity, then they should welcome all types of intellectual diversity. As the fundamental reason for attending college, I see no conflict.

**BCCC:** How do you plan to connect your work in developing the Taishoff Center and researching other inclusive higher education programs to your teaching?

**WH:** I am a believer in universal design, which is where you design your courses to be accessible to the maximum diversity of learners. I design my courses with different types of learners in mind, including students with significant disabilities.

**BCCC:** What advice would you give to a young person with a disability, making a decision whether or not to pursue higher education opportunities?

**WH:** The first step is knowing their options. Many students with disabilities are unaware that higher education is an option, and that support, funding, and financial aid are available. Secondly, I would introduce them to someone with a disability who is in college or who has graduated from college, so they can get some direct answers and advice. It’s all within reach.
Instructional Design, Development, and Evaluation department gives students and teachers technology tools for the classroom.

As newer technologies are becoming a bigger part of our lives, schools are increasingly finding technology a critical player in their educational missions to prepare students for the future. Enter the Instructional Design, Development and Evaluation (IDD&E) Department, focused on developing instructional systems and educational technology as well as designing and evaluating learning interventions.

The IDD&E department offers dynamic graduate programs that embrace the idea that learning is about change and flexibility. Faculty and students in this internationally recognized department have progressive ideas and attitudes about learning environments and methods, courses and curriculum, instructional supports, and improving the performance of students and schools. Courses range from use of digital media and the development of computer-based research to computers as critical thinking tools and new instructional evaluation methods. At the department’s home in Huntington Hall, the IDD&E Interactive Lab includes multimedia workstations for students and faculty to work, often in teams.

In addition to technology, IDD&E maintains a strong focus on research and development, providing a variety of excellent opportunities for graduate students to become innovators in complex areas and to explore technology-focused solutions. Department members not only work on their own research, they are immersed in collaborative projects with other students, other departments, and groups beyond the university campus, including the business community. A long-standing international focus helps graduate students develop global awareness, gain real-world experience and learn about emerging areas, such as distance learning.

In the following pages, explore some of the projects developing in this unique department, including a new master’s degree program, making technology more accessible for students with disabilities, and partnerships with local K-12 schools.

—Sapna Kollali
AS OF FALL 2009, GRADUATE STUDENTS IN THE INSTRUCTIONAL DESIGN, DEVELOPMENT, AND EVALUATION (IDD&E) PROGRAM WILL HAVE A CHOICE TO MAKE.

Along with the traditional master’s degree in IDD&E, students can now pursue a degree in instructional technology. IDD&E Professor Alan Foley coordinates the new graduate program. “Students will be able to develop enhanced teaching practices using appropriate technologies,” Foley says. “And they will understand how to use technology to plan instruction, manage classroom activities, support student engagement in learning, and assess student achievement.”

Those who graduate from this program will receive more than just a set of new skills; they will be eligible for professional certification in their primary area (such as English or history) and an initial certification in educational technology. These additions are doubly beneficial to students, since there is no New York State certification tied to the earlier master’s degree in IDD&E. “We knew it was important to provide an opportunity for teachers to not just grow professionally, but to also take care of other issues related to certification,” Foley says.

The instructional technology master’s curriculum distinguishes itself from the similar IDD&E master’s degree program by adding a new practicum course. The practicum gives students hands-on experience by requiring them to complete 50 hours of work in schools—25 in the fall and 25 in the spring. This will allow them to introduce new instructional technology practices they have learned through the semester so they can see what works for them.

Students in the program will not only be taught new ways to use technology in the classroom, but they will also learn how to reinvigorate and improve outdated teaching methods. In fact, Foley says, one of the reasons the new program was developed was because many teachers who were interested in the IDD&E master’s degree program wanted to learn more about the effective use of technology in schools. “Whether the students enrolling in the program are early in their career or have been teachers for decades, the master’s degree in instructional technology will provide them with great opportunities to get certified, as well as learn new, valuable teaching techniques,” Foley says.

—Lindsay Stein
IDD&E Professor Alan Foley hopes to make online educational experiences more fulfilling for students with disabilities.

In the spring, Foley worked on a project to test the functional accessibility of a new web site being developed for Syracuse University, trying to determine how well the site works for people with disabilities. Since each disability has its own set of needs, it’s important to figure out which tools benefit different needs. “For example, a blind user may use a screen reader to read the content of a web page aloud,” Foley says.

After analyzing the study’s results, researchers should be able to determine how well different technologies help students with disabilities use and access web sites. This study will also be used to develop a framework evaluating the accessibility of online educational resources.

Foley’s interest in web accessibility didn’t stop after the project. This summer he taught a new course called Accessible and Usable Web Design for Instruction. The class, which is cross-listed with disability studies and IDD&E, explains accessibility guidelines and examines strategies for developing web sites using different web site development tools. Students learned how to use various software tools to create their own accessible web sites and modify existing ones. Some student teachers specifically developed sites to be used for different organizations and schools. Lessons are taught both in the classroom and online, giving students more flexibility in their schedules. “It is open to anyone interested,” Foley says. “I hope to offer it next summer, as well.”

—Lindsay Stein
For students at East Syracuse-Minoa Middle School (ES-M), technology classes are going straight to video. The school received nine video technology kits, purchased by the School of Education’s IDD&E program with a $23,800 grant secured by state Assemblywoman Joan Christensen. The kits are part of an initiative to increase digital literacy among middle school students. IDD&E professor Tiffany A. Koszalka defines digital literacy as using different types of technologies to understand, create, and share information. “It’s not just ‘Can you use PowerPoint?’ but, can you use PowerPoint, or any other program, to develop ideas, present information, and really engage an audience?” says Koszalka, who works with ES-M teachers to design instruction that engages students in producing videos, teaching them communication and technological skills.

The video kits come in orange backpacks and contain lightweight laptops (complete with digital editing software), digital video cameras, wireless microphones, lights, and tripods. Students use the kits during sixth-grade technology class to script, shoot, and edit videos. “They are built so kids can take them and explore their surroundings,” Koszalka says. On a recent visit to the school, Koszalka saw students hurrying through the halls with the equipment, directing and shooting videos they envisioned.

The first group of students to use the equipment showcased their work at the district’s May Expo, which draws teachers, parents, administrators, and students from across the district. The videos focused on helping younger students transition from elementary to middle school, and included tips on how to use the library, work the lockers, and get around the building. A second group of students showcased videos in early June for Christensen and also taped and edited video as she observed.

“At East Syracuse-Minoa, they’re rebuilding their school system around the 21st-century disposition for learning: developing good communication skills, generating ideas, and problem solving,” Koszalka says. “Students have to get their knowledge base, but they also have to have the technological skills to work in this rapidly changing world.”

The kits have been incorporated into ES-M’s curriculum to be used for years to come. Koszalka is pleased with teachers’ and students’ responses to the equipment, and she sees opportunities for expansion. “The possibilities are endless,” she says. “Maybe we can start an after-school program, maybe a summer program—who knows? ES-M used the kits as a test this past year and, hopefully, after seeing their value, the school can secure and/or reallocate money to buy more.”

—Courtney Egelston
WHEN THE LAST BELL RINGS AT FRAZER SCHOOL IN SYRACUSE, THE DAY IS FAR FROM OVER. Instead, middle-school students head to the Digital Entrepreneurship and Excellence Program (DEEP) designed to teach students how to use and benefit from new technologies. Whether they’re making movies or learning to blog, students are exposed to resources that are not typically available in urban schools like those on Syracuse’s South Side. Addressing issues of technological inequity is of utmost importance to Jing Lei, a professor in the Instructional Design, Development, and Evaluation department. “The digital divide is a serious issue for many students,” Lei says. “We talk about the digital haves and have-nots. Some students have the technology and can reap the benefits, and students without them will lag behind.”

Lei recently co-wrote a book on emerging technologies with Paul Conway and Yong Zhao called The Digital Pencil: One-to-One Computing for Children (Routledge). “The digital pencil means every student having one device that can be connected to the Internet,” she says. “The use of digital devices such as laptops and PDAs in schools is on the rise. Our book examines how mobile devices are shifting the context of the classroom, and how schools can take advantage of that shift.”

A Chinese native, Lei earned a bachelor’s degree in education from Henan University and a master’s degree in comparative and higher education from Peking University. During her research in China she became aware of inequities in education throughout the world. Upon her acceptance into the Ph.D. program of learning, technology, and culture at Michigan State University, Lei began studying the issue of educational technology. Having earned a Ph.D. in 2005, she joined the SU faculty, a decision she’s never looked back on. “I felt like it was the right place for me,” she says. “I’m lucky to have such a supportive work environment, for myself and my research.”

It was through the University that Lei was awarded a grant from the Syracuse Campus-Community Entrepreneurship Initiative (Enitiative). Enitiative stems from a five-year, $3 million grant given to the University by the Ewing Marion Kauffman Foundation to promote entrepreneurship in education. Lei used the money she received to buy video cameras, iPods, and software and pay graduate students to work for DEEP. As principal investigator and e-professor of the program, with the help of graduate students, she observes and collects data from the project for a research paper in the works. She also linked DEEP to Instructional Technologies for Educational Settings, a graduate course offered every fall semester. The course explores how the use of technologies can be used in educational settings to improve teaching and learning.

Lei’s devotion to equity in schools and how technology can level the academic playing field is driven by her personal beliefs about what it means to be a teacher. “In China we always say a teacher is not only one who teaches you the knowledge and the skills, but most importantly one who teaches how to be a good person,” she says. “Being a good person and a good scholar go together.”

—Hanna Dubansky

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USING Enitiative
As someone who has worked in theme-based after-school programs, IDD&E professor Tiffany A. Koszalka, knows there’s not enough time during the school day to explore every topic that interests students. For three years, Koszalka ran a NASA-themed after-school computer club, two of those years in the City of Syracuse at Cathedral Academy at Pompei. When that program ended last spring, she decided to revamp the computer club and change its focus to Curiosity Creek, an environmentally themed web site designed for K-2 students by School of Information Studies professor Marilyn P. Arnone.

Curiosity Creek uses its trademarked characters and interactive activities to spark young children’s interest in the environment. The Curiosity Creek site features “your information guide” Mimi, a cartoon version of Arnone; classmates Tanisha and Timmy; and helpful critters like Muff, Scruff, and Teenie Geenie. Children can color, read, and solve puzzles with these characters online or in printable workbooks.

“When I saw Marilyn’s product, I thought it was so interesting and engaging,” Koszalka says. “I wanted to develop a way to motivate middle school students to use it.” To do this, Koszalka introduced the idea of community service. Middle school students develop their knowledge of environmental topics, reading and writing skills, and technological skills by creating new materials for Curiosity Creek that will help K-2 students.

The club, which consisted of 11 fifth- and sixth-grade students, met once a week for 18 weeks, from October through May. During meetings, club members picked an area of interest in the environment (such as nature, endangered animals, or global warming), researched their topic, then used technology to create story-based projects that teach K-2 children. Projects included story or poetry puzzles and videos. The club members presented their work to younger students and showcased it at the school science fair (view their projects at curiositycreek.org). By the end of the program, Koszalka says students, many of whom typically needed additional assistance with their work, were proud of what they had created and learned. “They developed confidence in their abilities to use technology and share their work,” Koszalka says.

“The technological skills they learned will be skills they’ll always use,” says Ashley Poor G’09, one of four graduate students who volunteered with the club. “The students learned social aspects, how to collaborate on projects, and how to explore things they’re interested in.”

Koszalka and Arnone hope to obtain grant money to expand and improve the club. “This was a prototype,” says Koszalka. “We’re continuing to build the club curriculum a little at a time, and once we get more funding, we have big visions.”

Possibilities include making the Curiosity Creek characters into a TV show, developing an accompanying summer camp, and working with a colleague in Thailand to start a similar club there. Recognized as an outstanding example of instructional design in practice and a promising program for students’ development, it was selected by the Association for Educational Communications and Technology (AECT) to be showcased at their annual convention in Kentucky this October.

—Courtney Egelston
Dean Douglas Biklen and Academy Award-winning director Gerardine Wurzburg explore autism, communication, and independence on four continents

On the heels of their Academy Award-nominated 2005 documentary *Autism Is A World*, Dean Douglas Biklen has again teamed up with Academy Award-winning director Gerardine Wurzburg and State of the Art Inc. to create a documentary about the experiences of individuals with autism. With support from the Hussman Foundation, Biklen and Wurzburg have traveled to Sri Lanka, Japan, and Finland following the film’s subjects, Larry Bissonnette and Tracy Thresher. Bissonnette and Thresher are two gentlemen in their 40s from quiet towns in Vermont; they have autism and communicate through typing on a portable computer or device. In their travels, while exploring the sights, sounds, and flavors of each destination, Bissonnette and Thresher meet up with younger adults with autism who also communicate by typing. They share stories about independence, the freedom of communication, and the experiences of inclusion, exclusion, or even seclusion.

In Sri Lanka, the men traveled in tuk-tuks, small, three-wheeled vehicles that navigate the crowded streets at breakneck speed. They attended a cricket match, swam in the Indian Ocean, and toured a Buddhist temple. Bissonnette and Thresher were also reunited with their friend, Chammi, a writer and poet. Chammi and his mother, Anoja, lived in Syracuse for a time, where Chammi learned to communicate with facilitated communication—a form of communication in which the individual points and types—before returning to their native Sri Lanka.

The duo’s next destination was Tokyo, Japan, where Bissonnette and Thresher were invited to participate in a panel discussion at an international conference on autism at Tokyo University. The conference was organized by Maho Suzuki, a doctoral student in special education, and Masahiro Nochi G’97, a School of Education graduate and now faculty member at Tokyo U. Suzuki introduced the American travelers to Naoki, a young
man who, like Bissonnette, is a talented artist, and has authored and illustrated many children’s books and volumes of poetry. Because of his label of autism, though, he has not been allowed to attend a regular high school; instead, he is pursuing his high school education through an online program.

The travelers were welcomed to Finland by School of Education alumna Eija Karna-Lin G’93 of the University of Joensuu. In Finland, Karna-Lin works with Henna, an artist who lives independently in her own home. Antti is a young man working toward an independent lifestyle and also a student of Karna-Lin’s. Bissonnette and Thresher’s visit marked Henna and Antti’s first meeting with other people with autism who type to communicate, and the foursome gained media attention, as Bissonnette and Thresher have at every stop on their world tour.

On Saturday, May 23, 2009, at Tokyo University, one of the most prestigious universities in Japan, a major conference on autism titled “The World of Autism Narrated by People with Autism” was held, attracting more than 300 people. The keynote speakers of the conference included School of Education Dean Douglas Biklen, as well as featured panelists from the United States, Larry Bissonnette and Tracy Thresher, and Naoki Higashida from Japan. Bissonnette, Thresher, and Higashida all live with a label of autism and communicate using facilitated communication.

The conference was the first of its kind in validating the subjective narratives of marginalized people whose competence has long been doubted and discredited. Conference presentations also exposed the contestability of dominant knowledge about autism and ability/disability. Indeed, I felt shaking deep inside of myself being a part of it.

It was a rare resistive space in the time when Japanese society increasingly privileges, trusts, and invests in the autism knowledge constructed based on the interpretations of non-autistic professionals. The conference provided an important opportunity for its Japanese audience to witness how those who have been defined as “mentally retarded” thrive as literate and engaged citizens and challenge the social constructions of intelligence. This was also poignantly demonstrated by the presence of Naoki Higashida, Larry Bissonnette, Tracy Thresher, and their communication assistants at the conference and at other events.

The journey is far from over. Bissonnette and Thresher will continue to work with Biklen, Wurzburg, and the team from State of The Art Inc. to edit and provide commentary for the film. The men will continue to share their stories from the road at national conference presentations, as they did at the Disability Studies in Education Conference in Syracuse in May. The film will be released in the United States in 2010.

—Jennifer Russo
in the title of Dean Biklen’s presentation, “Not being able to speak is not the same as not being able to think!” The panelists and Dean Biklen, whose “Presumption of Competence” framework was much discussed, dramatically opened new doors for many who attended the conference. On a conference evaluation sheet, a school teacher commented, “It was something I always knew in my gut existed through the years of working with individuals with autism, but that I had never been able to see before. I am thrilled to be presented with the world that I have imagined.”

As its title promised, the conference provided a space where the experiences of autism could be interpreted and narrated by people who live their lives with that label. Bissonnette, a professional artist from Vermont, displayed his artwork at the conference and spoke of “dealing in artistic sipping of fine wine of creativity rather than drowning in sorrows of autism.” Thresher, a self-advocate also from Vermont, talked about life before typing and not having a way to communicate. “Most people take their ability to talk for granted,” he said, “I take my inability to talk quite seriously. I live with it every day; it is always there each time someone wants to read my thoughts.” Higashida, a high school student who has published numerous books, including poems, children’s stories, and autobiographical accounts on autism, explained that writing about his experiences was a way to help people understand him better and thus to better “connect with the world.” All three panelists advocated for “social contact, relationship, and conversation” (Thresher, 2009), defying the socially constructed image of autism as “the Person Alone” (Biklen, 2005).

I have been inspired by Syracuse University’s ability to draw people in, get them involved, and have them stay connected. I feel that it shall be one of my biggest missions to further nurture and empower the human network, working toward social justice and ensuring that all people’s rights to communicate are validated. Since I returned to Japan almost three years ago, I have been blessed with various opportunities to write, speak, and plan events through which I could share what I had learned at Syracuse University whether its writing pieces for a journal published by a school teachers’ union on the importance of such frameworks as “presuming competence,” “multiple intelligences,” and “universal design for learning” or working toward inclusive education. I have also been fortunate to be involved in a project to translate Dean Biklen’s book, Autism and the Myth of the Person Alone (Biklen, 2005), into the Japanese language. The book, in which seven co-authors with the label of autism contribute rich autobiographical accounts and analysis of their experiences, is now available in Japan.

The Tokyo University Conference, in my mind, signifies (among other things) the power and the beauty of human connections and networking. The sense that “I am not alone” always reminds me to be humble, and to recognize and appreciate the contributions of every person. It gives me courage not to give up and motivated me to be part of the synergistic power in imagining what is yet to be achieved.

Naoki Higashida has authored and illustrated several children’s books, volumes of poetry, and works of fiction. However, because of his label of autism, he has not been allowed to attend a regular high school and must complete his studies online.
When Joanna Masingila, professor of mathematics and mathematics education, was a Fulbright Scholar at Kenyatta University near Nairobi, Kenya, in 1998, she did not know that she would eventually serve as the catalyst for a partnership between the School of Education at Syracuse University and Kenyatta University. “In 1998, I was hoping to perhaps recruit some graduate students in mathematics education, and we’ve gotten some, but the bigger connection is a wonderful surprise,” Masingila explains.

In 2000, Syracuse University and Kenyatta University established a formal institutional linkage through their respective Schools of Education, demonstrating the commitment by both universities to improving teacher development through educational and cultural interchange. Objectives of the relationship include supporting teacher preparation efforts by collaboratively investigating current capacities at both institutions, and developing new capacity that will support teacher proficiency and continued professional growth. One of the capstone results has been the jointly sponsored International Conference on Education, held July 8-10, 2009, at the Kenyatta University Conference Centre. Masingila; John Tillotson, associate professor of science education; Melissa Luke, assistant professor of counseling; and Dennis Kwaka, doctoral student in teaching and curriculum, all presented research papers at the conference. Additionally, Tillotson was a keynote speaker at the conference, supporting the conference theme of “Innovative Teacher Education and Classroom Practice in the 21st Century.”

Through this institutional linkage with Kenyatta University, 12 former Kenyatta University students have come to Syracuse University for graduate studies. Several are currently in doctoral programs. Several have completed master’s degrees and five have earned doctoral degrees and have gone on to teach at colleges and universities in New York State and around the country.

Masingila has been working with colleagues at Kenyatta University on professional development workshops for teachers in rural eastern Kenya. “I’m involved in a collaborative project in Patrick Kimani’s [G’09] rural village, Kamanzi, where we have worked with the community to build a new primary school, hold workshops for teachers, supply the local health clinic with a microscope and other necessities, basically building capacity in that community,” Masingila says. Faculty members from Kenyatta University’s School of Education have worked alongside Masingila in leading workshops for approximately 120 teachers from 13 primary schools. Faculty members at both universities are working together to seek funding for collaborative research projects in teacher education, strong in their commitment to global partnerships in an effort to become more informed as educators and to provide students with the highest quality learning experience. “I learn so much from my colleagues in Kenya, for example using locally available materials in learning tasks,” says Masingila. “I find it exciting to be involved with teacher education in Kenya, and share my experiences with my colleagues and students in Syracuse.”

—Jennifer Russo
The American School is a required course for every undergraduate student majoring in education, though it’s also popular with students outside the School of Education. The course is supposed to introduce future teachers to schools as institutions in American society—to get students talking about social, historical, and cultural issues about schools so that future teachers see their work in classrooms in a larger context. School of Education graduates who compare notes about their semester in EDU 310 may find that they had different experiences. A mainstay of the Cultural Foundations of Education department, over the years the course has been taught by philosophers, sociologists, anthropologists, and historians, each with their own pedagogy in the examination of “The American School.” Historians in the department who have taught the course may emphasize historical issues while sociologists might foreground institutional relations. But it is always interdisciplinary.

This fall, the course is being taught by cultural foundations doctoral student Mark Stern; it is his third semester teaching the course. “Stern is a lively and engaging teacher who consistently receives superlative reviews from students about his classes,” says cultural foundations of education professor and department chair Sari Biklen. “They appreciate how he uses popular culture as an avenue to engage questions about schools in a democratic society, his ability to listen carefully and closely to each student’s ideas and to build curriculum around them, and his casual but demanding classroom style. Students always write in their evaluations that...
Mark Stern got them to think more deeply about things than they ever thought they could.”

In Stern’s course syllabus, he writes, “The American School seems to be the product of adding two institutions together, that of America(n) (the state) and School (a functioning apparatus with ties to different modes of teaching and learning).” Stern’s interest in The American School is in studying the complex relational issues of education in each situation, from standardized tests and lesson plans to what’s available in the lunchroom vending machine. “In a time when America is in a state of war and economic recession, we need to closely analyze the role education can, and maybe must, play in the pursuit of democratic ideals,” he says.

How does the pursuit for democratic ideals connect to a popular weekly radio program? Stern developed the idea of imagining The American School as “This American School,” modeled after the radio show, This American Life. On the air since 1995, This American Life reaches 1.7 million listeners over 500 public radio stations. Each episode has a theme, and features three or four “acts,” stories that are true first person accounts, or the fictional works of notable writers, that address the theme from different perspectives. Acclaimed host and director Ira Glass was recently presented with the 2009 Edward R. Murrow Award, the broadcast industry’s most prestigious honor.

“The best educators are often really good storytellers,” Stern says. “Through stories we can learn a lot about politics, language, religion, and history.” Much of Stern’s teaching attempts to bring in the students’ own stories and have them explore how their experiences are related to the various discursive worlds around them. “This is what This American Life does so well: it explores the relational structure of existing in a world through people’s stories,” Stern says. “And so I wanted to bring This American Life into the classroom both as a text and a project in order to think about teaching and education as a mode of storytelling.”

Over the course of the semester, EDU 310 students will listen to streams or podcasts of selected episodes of This American Life. Their final group project is to create their own version of an “act” concerning issues that have been covered in the course. Groups are assigned to go out into the field and create an eight-minute piece on a topic (for example, a story about a child’s experience with standardized testing, free and reduced lunches in Syracuse City Schools, or how high school students understand the purpose of sex education) and collect sound bytes from people, places, and events that will be edited into the story. Stern is hoping to make arrangements for podcasts to play on Syracuse’s WAER 88.3 FM radio and stream on Redhouse Art Radio. “This project is about both the types of stories that are told in education and also about the way stories get told,” Stern says. “There is both a political and aesthetic dimension.” Part of Stern’s interest is to make students in his class aware of the vocabulary that communities toss around when they talk about schools and the work of educating students. At the same time students become more self-conscious about their own perspectives about education—perspectives that are visible in the stories they tell about kids, teachers, and schools.

In spring 2009, Stern wrote to Ira Glass’s agent at This American Life, describing his pedagogy and inviting Ira Glass to Syracuse University. Glass accepted the invitation. With the support of the University Lectures, Syracuse Symposium, S.I. Newhouse School of Public Communications, and the School of Education’s Landscape of Urban Education Lecture Series, Ira Glass will present “This American Life” to the Syracuse University community in Hendricks Chapel on November 17. “The American School is about teaching and pedagogy and also about an approach that asks students (future teachers) to reflect on what they are teaching. Lesson plans come from an interrelated web of relations that continually affect our lives” Stern says. “An important part of being a teacher is opening up space for questions and reflections that connect us to the greater world. Ira Glass does this so well and I look forward to hearing him talk about his work in November.”

—Jennifer Russo
APPOINTMENTS, HONORS, AND PRESENTATIONS

Christine Ashby, assistant professor of inclusive education in Teaching and Leadership programs, was appointed as co-director of Schools of Promise. Ashby joins current co-directors Julie Causton-Theoharis and George Theoharis. Schools of Promise (SOP) is a partnership between Syracuse University School of Education and local school districts. The goal is to improve elementary schools through inclusion for all students, especially those who have traditionally been marginalized, including students with disabilities, students learning English, and students from low-income families.

Douglas Biklen, dean and professor, was appointed to the National Down Syndrome Society (NDSS) Board of Directors and will serve on the Educational Advisory Board. The mission of the NDSS is to be the national advocate for the value, acceptance, and inclusion of people with Down syndrome.

Rachel Brown was promoted to associate professor with tenure in the Reading and Language Arts department. Brown’s work focuses on elementary and middle school literacy instruction. Her specific areas of expertise include comprehension strategies instruction, self-regulated learning, teacher professional development, and technology and literacy. Brown has published in research and practitioner journals, including *The Reading Teacher*, *Reading Research and Instruction*, *The Journal of Educational Psychology*, and *The Elementary School Journal*.

Kelly Chandler-Olcott, associate professor and chair of the Reading and Language Arts department was elected to the executive board of the National Conference on Research in Language and Literacy, as the membership and elections chair.

Benjamin Dotger, assistant professor of teaching and leadership, has received a three-year grant totaling $498,849 from the U.S. Department of Education’s Institute for Education Sciences to support development of the School Leader Communication Model (SLCM). The SLCM is a professional development intervention that prepares school leaders to effectively communicate with parents, teachers, and students. This project is based on the logic that extended school leader professional development in communication skills will directly impact both school climate and student achievement. View a video of a SLCM interaction at http://soe.syr.edu/video.

Helen M. Doerr, professor of mathematics and mathematics education, was invited to give the plenary lecture at the 14th International Conference on the Teaching of Mathematical Modeling and Application on July 31, 2009, at the University of
Hamburg, Germany, titled “Models and Modeling: Perspectives on Teaching and Learning Mathematics for the 21st Century.”

Philip Doughty, Associate Professor Emeritus, was appointed interim chair of the School of Education’s Department of Exercise Science.

Timothy K. Eatman, assistant professor of higher education and director for research for Imagining America, has been invited by the Carnegie Foundation and the Council for the Advancement and Support of Education (CASE) in Washington, D.C., to serve on a seven-member panel to select four national winners of the 2009 U.S. Professor of the Year Award. Eatman was chosen as a strong voice from a leading doctoral and research university.

Alan Foley, associate professor of instructional design, development, and evaluation, was appointed to a three-year term on the editorial board of Disability Studies Quarterly, the peer-reviewed journal of the Society for Disability Studies.

Melissa Luke, assistant professor of counseling in the Counseling and Human Services department, and Kristopher Goodrich, a recent doctoral graduate of the department, received the 2009-10 CSI Excellence in Counseling Research Grant for a project titled “Preparing School Counselors-in-Training to Work with LGBTQ Students: An Outcome Study of a Multicultural Group Co-Leadership Training in an Introductory School Counseling Course.”

Louise Wilkinson, Distinguished Professor of Education, Psychology, and Communication Sciences in the Reading and Language Arts department, presented the Daxia Forum Lecture for the Humanities and Social Sciences at East China Normal University in May. The title of her talk was “Challenges and Opportunities for Literacy Learning in American Schools.”

**BOOKS**


GETTING TO KNOW NEW FACULTY

Our faculty members are involved in a range of research and discovery. Read about the interests of some of the newest members of our faculty.

CHRISTINE ASHBY, Assistant Professor of Inclusive Education

Education  Ph.D., Special Education, Syracuse University
            M.S., Special Education, Syracuse University

Syracuse facts  Christy has been teaching in the School of Education since fall 2002. She is a co-director of Schools of Promise and research director for the Facilitated Communication Institute, both housed at the School of Education.

Describe your research interests. Are there themes that you are most passionate about that you hope to explore as a tenure-line faculty member?

My research agenda focuses on socially constructed notions of competence for individuals considered to have significant disabilities. While I approach this topic from a variety of perspectives and using differing qualitative methodologies, my commitment to research that privileges the voices of individuals with disabilities is unwavering. A current study explores the experiences of individuals with disabilities who type to communicate participating in higher education. Recent work has explored the experience of autism and the construction of competence through the autobiographical accounts of individuals so labeled. Another study considered how notions of ableism and enforced normalcy serve to limit the access students with disabilities have to the academic and social experiences of middle school. My hope is to further develop this line of research and potentially facilitate a more expansive understanding of competence and participation.

TOM BRUTSEART, Associate Professor of Exercise Science

Education  Ph.D., Biological Anthropology, Cornell University
            M.A., Biological Anthropology, Cornell University
            M.S., Human Nutrition, Cornell University

Prior to Syracuse  Held a position as associate professor of anthropology at SUNY Albany

Describe your research interests. Are there themes that you are most passionate about that you hope to explore once you settle in at Syracuse?

I am interested in human variation in physical performance, which includes the genetic, environmental, and developmental determinants of human phenotypic variation. I’ve spent years researching high altitude populations in the Andes, focusing on the genetic and developmental aspects of increased gas exchange during exercise in high-altitude native groups. I have various projects planned on arrival to SU, but would especially like to begin research on the determinants of physical activity pattern in children and adolescents.
ZALINE MAKINI ROY-CAMPBELL, Associate Professor of Reading and Language Arts

Education Ph.D., University of Wisconsin-Madison

Describe your research interests. Are there themes that you are most passionate about that you hope to explore as a tenure-line faculty member?

My research interests center around ways of improving the educational experiences and academic achievement of students who have been traditionally disenfranchised in the educational system, including the growing population of English language learners. I have become focused on seeking effective means of preparing pre-service teachers and other educational personnel to effectively work with the wide range of pre-K-12 English language learners, ranging from students with interrupted formal education to students who may be literate and on or above grade level in their first language.

WENDY S. HARBOUR, Assistant Professor of Inclusive Education

Education Ed.M., Learning and Teaching, Harvard Graduate School of Education
M.A., Educational Policy and Administration, University of Minnesota

Prior to Syracuse Held an adjunct lecturer position at Harvard Graduate School of Education

Describe your research interests. Are there themes that you are most passionate about that you hope to explore once you settle in at Syracuse?

My research interests explore the ways disability is constructed in K-12 and higher education—in policy, instructional practice, and theory. I plan to pursue my interests through my appointments in both Teaching and Leadership and Disability Studies, as well as the Taishoff Center.

EUNJOO JUNG, Assistant Professor of Inclusive Early Childhood Special Education

Education Ed.D., Curriculum and Instruction, Illinois State University
M.A., Educational Psychology, Ewha Womans University

Prior to Syracuse Held a position as assistant professor of educational psychology at the University of Louisville

Describe your research interests. Are there themes that you are most passionate about that you hope to explore once you settle in at Syracuse?

The focus of my research is investigating the kinds of factors that affect students’ learning and development. I am particularly interested in predicting educational factors that influence academic achievement and social development of young children.
JEFF ROZELLE,
Assistant Professor of Science Education
Education Ph.D., Curriculum, Teaching and Educational Policy, Michigan State University

Describe your research interests. Are there themes that you are most passionate about that you hope to explore once you settle in at Syracuse?

My interests are in beginning science teacher learning and socialization, both at the pre-service and induction levels. I find particularly interesting the ways new teachers take up “programs” (like teacher education or induction programs) while also interacting with the day-to-day experiences of K-12 school sites during student teaching or the first few years of teaching. My research documents new teachers’ work in these programs and schools in an attempt to help explain why, despite reform efforts of the last 50 years in science education, science teaching in schools remains relatively unchanged.

MELISSA LUKE, Assistant Professor of Counseling
Education Ph.D., Counselor Education, Syracuse University
M.S., School Counseling Services, SUNY Oswego
M.A., Liberal Studies, SUNY Brockport
Syracuse facts Has taught in the Counseling and Human Services department since fall 2007 and is coordinator of the School Counseling program

Describe your research interests. Are there themes that you are most passionate about that you hope to explore as a tenure-line faculty member?

My research interests involve the preparation of school counselors to be effective mediators and systems change agents within urban schools. I am specifically interested in exploring the role of school counselors in school-family-community partnership efforts. In addition, I would like to use my perspective and experience as a new tenure-line faculty member to assist in developing, implementing, and investigating formalized instructional practices and supported inter-professional collaboration experiences across the SOE’s school personnel preparation programs.

SHARIF BEY, Assistant Professor of Art Education
Education Ph.D., Art Education, Pennsylvania State University
M.F.A., Studio Art, University of North Carolina Greensboro
Prior to Syracuse assistant professor of art education position at Winston-Salem State University

Research interests: He has a particular interest and scholarship in African-American art history, art education of former communist Europe, and contemporary crafts.
Dear Alumni and Friends,

By now you have received notice by postcard that the School of Education is going digital with its communications. With that postcard we asked you to get us your current e-mail address, so we can send you the newsletters, point you to our Facebook and other web pages, and communicate with you. If you get something you do not want again, you have the option of removing your address from that mailing list by responding as such or you can always contact me.

If you have not already received an e-Exchange newsletter from us, that means we do not have an e-mail address for you. You can go online to soe.syr.edu, follow the link to the e-Exchange, and subscribe by entering your e-mail address.

I know you will like this new way the school will be communicating with you. We will continue to mail out a hard copy of Education Exchange—just as informative and attractive as this one, once a year. And we expect to be sending you our annual letters, postcards, and invitations by mail for the foreseeable future. In the meantime, help us get greener and greater by updating your information and joining our e-mail address list for the School of Education.

If you have any questions or concerns, please contact me at vfkohl@syr.edu or at 315-443-7773. I look forward to hearing from you.

All my best,

Victoria Kohl
Assistant Dean for Advancement and Alumni Relations
In June 2009, Ruth Schlesinger Sherman ’73 was elected president of the Friends of the High School for Leadership and Public Service (HSLPS), a Syracuse University Alumni Association that advises and supports the mission of the high school serving more than 600 students in Manhattan’s financial district. HSLPS is recognized for its rigorous, high quality academic program and service-learning opportunities. The School of Education partners with the Friends of HSLPS to support programming, including professional development courses and Summer College for high school students, and to provide laptop computers to HSLPS graduates, who are accepted to and attend Syracuse University. School of Education students also have the opportunity to student teach at the school.

As board president, Sherman works alongside representatives from the high school, Syracuse University, and the SU Alumni Association to advance educational opportunities and achievement in civic, academic, and social sectors. “I am excited to be taking on the leadership of such a vital group at the High School for Leadership and Public Service, dedicated to educating New York City youth through the support of an urban high school created by Syracuse University,” Sherman says. “Our task is straightforward: to help students achieve their best and become educated, thoughtful adults and responsible citizens. The board and membership of our association is exceptional and I am honored to be working with them.”

Sherman earned a B.A. degree in political science from Syracuse University, graduating with honors. She went on to earn a J.D. degree from Rutgers Law School in 1977, and has spent the last 30 years in government service and private legal practice. A lifelong public servant, Sherman served as a board member and executive committee member to the Middlesex County Human Relation Commission for the State of New Jersey and co-chair of the Commission’s Law Enforcement Committee. She is currently a member of the Advocacy Committee of Sanctuary for Families, a New York City agency that offers legal services, shelter, and counseling to victims of domestic violence. Sherman, her husband, Michael ’73, and their three children currently reside in Manhattan.

—Jennifer Russo
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