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SCHOOL OF EDUCATION
Centennial

1906
2006

GALA KICKOFF with NBC’s award winning journalist John Hockenberry
April 21, 2006
CENTENNIAL LECTURE SERIES
September 2006 - April 2007
THE 10/10 FORUMS: Exploring the Legacy of 10 Decades
September 2006 - April 2007
A Message from the Dean

Sharing Success Stories

First let me say what an honor it is to address you as the dean of the School of Education. It is my good fortune to assume this role on the cusp of our centennial. This spring, we'll be celebrating 100 years of education, making teaching and learning more effective, accessible, and equitable. This is our legacy, and we couldn't ask for a better platform on which to plan our next 100 years.

As a School of Education faculty member for more than 30 years, I take great pride in what this school has accomplished. At the same time, I know there is so much more we are capable of achieving. While I admit to being more than a little humbled by this wonderful opportunity, I want you to know I am profoundly committed to helping all members of the School of Education family—its students, faculty, staff, alumni, and community partners—make their unique contributions as educators or in support of our mission. And I am especially grateful to our former dean, Louise Wilkinson, for the leadership she provided; I am reassured by the knowledge that the school will benefit from her taking on her new position, particularly in regard to expanding our programs in New York City (see p. 3).

Our school has always tackled the difficult problems. We do this because we want to make a difference, to link research to practice, and to connect what we learn from inquiry to our own teaching. We constantly are looking for new approaches and techniques to make education more effective and inclusive—not just here in Syracuse, but in New York City, through Syracuse University's centers in London and Florence, and with research and training projects in Asia, Australia, Latin America, and Africa.

The fact is, we make a positive difference wherever we are involved, and we're proud to share our successes with our entire community through the pages of Education Exchange. In this issue, you'll discover how the school, through the Family Matters forum, celebrates the success of families who have helped ensure access to quality education and full community inclusion for individuals with disabilities; you'll meet some outstanding scholar-athletes who excel inside and out of the classroom—including our own Craig Forth; and we'll introduce you to some academic all-stars, our new faculty members.

Education Exchange is about the people who make up the School of Education. Their stories will make you proud to be a part of this wonderful institution, and may also inspire you to get even more involved with your school. However you choose to take part, please join us as we celebrate a century of exploration and continue to tackle the difficult problems to make a difference through education, in this country and around the world.

Sincerely,

Douglas Biklen
Dean
Family Matters

In the spirit of community engagement, the School of Education joined with a number of co-sponsors, including the Advocacy Board of the Center on Human Policy; the Center on Disability Studies, Law, and Human Policy; and the College of Law, to present the Family Matters forum in Syracuse in June.

The Family Matters forum reviewed the contributions of family members in advocating for the rights of people with disabilities and discussed the challenges of ensuring the rights of all children and adults with disabilities to participate in school and community life. Awards were presented to Central New York family members and leaders who improved the community through their advocacy on behalf of people with disabilities.

“This was an important event that recognized more than 30 years of collaboration between the School of Education and family leaders in advocating for the rights of people with disabilities in Central New York,” says Steven Taylor, co-director of the Center on Disability Studies, Law, and Human Policy.

“Our community has a well-deserved national reputation for school inclusion and innovative services for people with disabilities. This reflects the combined efforts of University faculty and community leaders.”

The forum’s speakers represented the leadership of the community and the University and included Onondaga County Executive Nicholas Pirro; Chancellor Nancy Cantor; Michael Schwartz, director, Public Interest Law Firm, College of Law; and Louise C. Wilkinson, special assistant to the Vice Chancellor for Academic Initiatives. Special guest speaker Sue Swenson, assistant director of The Arc of the United States and former commissioner of the U.S. Administration on Developmental Disabilities, discussed the efforts of her organization and others to address ongoing challenges facing people with disabilities. The event was moderated by Robert Goodfellow and Mary Kelly of the Advocacy Board.

The following individuals were presented with Family Pioneer awards: Jean and Donald Chatfield; Shirley and Tyrone Goddard; Diane Nappa; Hillery and Herbert Schneiderman; Josephine and Charles Scro; and Ro and Joe Vargo.

Also recognized was Burton Blatt (1927-1985), founder of the Center on Human Policy and former dean of the School of Education, who was honored with the Visionary Leadership Award.

—Patrick Farrell

Family Pioneer awards were presented at the Family Matters forum, held in Syracuse in June.
LEADERSHIP and Service

Louise Wilkinson named vice chancellor’s special assistant for academic initiatives

As of August 1, Louise Wilkinson, former dean of the School of Education, assumed new responsibilities as special assistant to the vice chancellor for academic initiatives. The new assignment allows Wilkinson to continue to serve the University in her field of expertise while giving her the flexibility to attend to family health matters.

Wilkinson’s new duties include working closely with the University-sponsored High School for Leadership and Public Service in New York City and developing program quality assurance procedures, including preparation for the Middle States Association review of the University. She resigned as dean on July 30.

During her tenure as dean, Wilkinson focused on helping the School of Education reassert its tradition of leadership in improving and informing educational practice for diverse communities of learners. Under her direction, the school saw increases in enrollment and charitable giving. Her priorities included developing diversity studies programs and improving faculty diversity with new appointments. Wilkinson also helped launch the groundbreaking interdisciplinary Center for Disability Studies, Law, and Human Policy, a University-wide initiative. A strong proponent of foreign study opportunities, she established new programs for the study of inclusive education at the University’s centers in London and Florence and developed a joint graduate program with the Singapore Institute of Management.

“I have dedicated 22 years to leadership in higher education, 19 of them as dean of two major AAU schools of education,” Wilkinson says. “Serving as dean for the past two years has been a rewarding experience. It has been a privilege to work with colleagues who share my belief that diverse learning communities create conditions that both enrich educational experiences and provide opportunities for all to realize their full potential.”

An internationally recognized leader in education, Wilkinson is best known for her extensive research on children’s language and literacy learning and has been published in 121 articles, chapters, and volumes. Her latest work, Language and Literacy Learning in Schools, was published in November 2004 by Guilford Press. Wilkinson came to Syracuse from Rutgers University in 2003 to serve as dean. She holds an academic appointment as Distinguished Professor of Education, Psychology, and Communication Sciences and looks forward to continuing her active research agenda at Syracuse.

“We’re sorry to lose Louise as a dean,” says Vice Chancellor and Provost Deborah A. Freund. “She was the right person at the right time. During her tenure, program quality, enrollment, faculty diversity and quality, and fiscal performance all improved. It is much to her credit—and our good fortune—that she has the expertise and willingness to continue to serve the University at this new level.”

For a personal message from Professor Wilkinson, visit soeweb.syr.edu/alumni/LetterfromLouise.HTML.
School News

Student ACHIEVEMENTS

School of Education students are remarkable people—winning awards, breaking records, achieving honors, and making a difference in ways that extend well beyond the classroom.

LEAPING Beyond Expectations

She possesses an impressive talent for jumping—fast, far, and high enough to achieve a full SU athletic scholarship in track and field; but when it comes to excelling as a student-athlete, Tatiana Warren ’04 has both feet firmly planted on the ground. A five-time member of the Athletic Director’s Honor Roll and two-time Big East Academic All-Star, Warren earned a bachelor’s degree in exercise science in only three and a half years, even while coping with a series of family emergencies. Recipient of a McNair Fellowship and an NCAA Postgraduate Women’s Enhancement Scholarship, Warren is working toward a master’s degree at the School of Education and intends to pursue a doctorate. “I have a big family—seven sisters and one brother—and I am the oldest and the first to attend college,” says Warren, a Brooklyn native whose parents were born in Panama. “I want to progress and show them, ‘You guys can do it also.’ I know they are looking up to me, so I try to set the standard high.”

Warren originally planned to be a nurse, but her fascination with anatomy and physiology led her to explore a new path. “As an athlete, I knew about personal train-
ers and the body’s muscles, but I wanted to find out more about body function and how exercise impacts that,” she says. As a member of the Ronald E. McNair Post-Baccalaureate Achievement Program, which supports underrepresented students in overcoming class, social, and cultural barriers to higher education, Warren began conducting scientific research in the summer following her junior year. “I’m studying racial differences in heart rate variability,” says Warren, who presented her findings at the American College of Sports Medicine’s national conference in Nashville in June. “I want to know the components behind the fact that the African American and Latino communities are predisposed to different health risks—including high blood pressure and cardiovascular disease. I’m learning so much about how the body works!”

Exercise science professor and interim department chair Lori Ploutz-Snyder admires Warren’s work and calls her “superstar material.” “Tatiana has a remarkable ability to manage her time,” Ploutz-Snyder says. “She completed her undergraduate project early, while also doing an exemplary job with other responsibilities, including her coursework, athletics, and personal life. She has a level of maturity and professionalism that well exceeds her age and experience.” Scott R. Collier G’01, director of Healthworks Wellness Learning Laboratory and Warren’s research advisor, agrees. “Tatiana’s drive and unwavering focus establish her as an excellent student,” he says. “Her grasp on exercise physiology led her to be sought out by her peers to explain classroom and laboratory physiological concepts.”

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—SCOTT COLLIER

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Beyond the strength and dedication she demonstrates in meeting both academic and athletic challenges, Warren has exhibited extraordinary emotional fortitude during her Syracuse career. In a tragic sequence of events, she was called away from campus several times to be with family members during crises. “Every year since I’ve been here, I’ve had a death in my family,” she says. This past spring, one day after her 21st birthday, Warren’s grandfather died, requiring her to travel to Panama. “Losing my grandfather really hurt,” says Warren, who competes in the long jump, broad jump, and high jump. “It also meant I had to take time away from track at the height of my senior year, which is very hard. When I got back, my coach saw that I was still very flustered. Two weeks before the Big East champi-
School News

Committed TO CARING

Deirdre Gross G’06 knows that inspiration sometimes comes in unconventional ways. As a teenager growing up on Long Island, she endured the effects of her older brother’s drug and alcohol abuse and mental illness. She remembers the sessions she had with a social worker during these troubled times and how coping with her brother’s addictions helped build and maintain her own self-esteem. The time she spent in her social worker’s office helped inspire her to pursue a career as a school counselor. “I was fortunate to have a lot of good help then,” she says. “I want to be the person that provides that kind of support to others.”

Gross is working toward a master’s degree in school counseling in the School of Education while also working at the Huntington Learning Center in Fayetteville, New York. “A few days I am the assistant director of administration and a few days I work one-on-one with kids and do some teaching,” she says.

Her dedication and hard work were recently recognized by the New York State School Counselor Association (NYSCA). Gross was one of three students awarded $1,000 to go toward her studies. The competition was based on an application, transcripts, a letter of recommendation, and a personal essay.

Professor Janna Scarborough, who has worked with Gross through Chi Sigma Iota, a counseling honor society, as well as through her coursework, sees a great future for Gross as a committed and caring school counselor. “I appreciate her curiosity about what she's learning,” she says. “She really stands out as an interested and engaged student.”

—Christine Mattheis ’07

Math WHIZ

Beth Teska ’06 has known she wants to be a math teacher since she was in high school. “I had tutored for a long time and still do,” she says. “I had been thinking of engineering for a while, but I like working with people.” Teska moved closer to her goal of becoming a teacher in November 2004, when she was one of five students across the state awarded a scholarship from the American Math Teachers of New York State (AMTNYS) at their annual conference. “The conference was neat and a lot of it was technology-driven,” she says. “All different math teachers came in, some vendors came through, and I went to 30-minute workshops and got to meet the different directors.” To apply for the scholarship, Teska wrote a two-page letter about her accomplishments and involvement in math education. Her excellent academic record was also taken into account. “Beth is an outstanding student,” says math education professor Joanna O. Masingila, a Laura J. and L. Douglas Meredith Professor. “She is capable of succeeding at whatever area of study she would choose, and she has chosen mathematics teaching because she is passionately committed to helping students understand and make sense of mathematical ideas. I have no doubt that she will be an excellent teacher.”

—Christine Mattheis ’07
**SKATING to Success**

Synchronized skating is a demanding sport that requires balance, poise, precision, and athleticism, as well as the ability to stay in sync with up to 19 other skaters. The Orange Experience, Syracuse University’s club synchronized skating team, is one of the only collegiate teams that does not have a paid coach, says Rachel Kuhn ’05, a two-year member of the team. The team members handle everything themselves—from choreographing programs to running practice sessions and making travel arrangements. “We are one of the few teams in the country that does everything ourselves and don’t have anyone from the outside,” Kuhn says. The team also must raise enough money each year to go toward such expenses as costumes and competition fees.

Employing a strictly independent approach, the skaters have been able to keep costs low, thereby allowing any skater at Syracuse to try out for the team without having to worry about money. “We are the least expensive team to skate for that isn’t a varsity team in the country,” Kuhn says.

The Orange Experience has enjoyed increasing success since its formation in 2001. In 2005, the team had its best showing yet at the national competition in Lowell, Massachusetts, placing eighth out of 20 overall. “This year, it was a really big deal because we had to qualify to be in the final at nationals,” says Kuhn. “We got there on a Tuesday, and had to compete Wednesday. There were two groups, and you had to place in the top five in your group to move on to the final.”

Kuhn plans on being involved in synchronized skating for as long as possible, taking her enthusiasm for the sport into her career as an educator. She currently coaches the Genesee Express team in Rochester, New York, where she is seeking a teaching position. “For me, synchronized skating is the most exciting thing in the whole entire world,” she says.

—Christine Mattheis ’07

**Remembrance Scholars**

The following School of Education students were among 35 Syracuse University students selected as 2005-06 Remembrance Scholars: Melissa Fukushima, an exercise science major from Oshkosh, Wisconsin; Amanda Harris, a music education major from Summerville, South Carolina; Susan Horn, an inclusive elementary and special education major from Utica, New York; Amanda Musolino, an inclusive elementary and special education major from Moorhead, Minnesota; and Joseph Rinaldi, a music education major from Easton, Pennsylvania. The $5,000 Remembrance Scholarships are among the most prestigious scholarships awarded by Syracuse University and were established to honor the 35 SU students killed in the 1988 bombing of Pan Am Flight 103.
Syracuse University is one of a handful of universities profiled in a pair of recent reports from the leading education research group, Education Trust. The reports focus on the best practices of higher education institutions with outstanding retention and graduation rates, particularly for minority and lower-income students.

In the report, titled *One Step from the Finish Line: Higher College-Graduation Rates are Within Our Reach*, SU is cited as a “standout” institution, unique for maintaining a successful sports program while increasing its overall graduation rate for six consecutive years. The report credits SU administrators with launching a number of successful initiatives, including reducing class size in all introductory-level classes and researching the ways students spend time outside of class.

The report also recognizes the University’s efforts to put teaching and learning front and center by including student evaluations, observations, and peer assessments of teaching in the third-year review of tenure-track faculty. “The Syracuse model places great value on professors being accomplished researchers and teachers,” says Vice Chancellor and Provost Deborah A. Freund. “People who come here recognize that those two roles aren’t mutually exclusive.” Freund adds that emphasizing quality of teaching as part of tenure evaluation sends a forceful message that teaching is paramount at SU.

*One Step from the Finish Line*, the first report from Education Trust’s new research, highlights the strategies of some successful colleges and universities. The second report, *Choosing to Improve: Voices from Colleges and Universities with Better Graduation Rates*, offers a more detailed examination of these schools and outlines growing research on the importance of institutions’ policies—such as efforts to keep new students engaged and use of data to uncover obstacles to degree completion.

Vincent Tinto, Distinguished University Professor and chair of the higher education program in the School of Education, is cited by Education Trust as a key researcher in the field. Tinto has observed that, although retention programs abound on many campuses, most institutions have not taken student retention seriously—attempts to improve become only a laundry list of dutifully adopted “best practices,” out of sync with institutions’ missions and students.

Such efforts “have done little to change the essential character of college, little to alter the prevailing character of student educational experience, and therefore little to address the deeper roots of student attrition,” Tinto says. “As a result, most efforts to enhance student retention, though successful to some degree, have had more limited impact than they could or should.”
The Education Trust analysis finds that graduation rates overall are much worse for minority students, and that students attending the same colleges may experience very different graduation prospects. The data also reveal that, throughout the country, there are colleges and universities that have steadily increased overall graduation rates, that graduate minority students at nearly the same rates as white students, and that consistently outperform similar schools.

Education Trust highlights research done by SU’s Center for Retention Studies and the Center for the Support of Teaching and Learning (CSTL), which dispels many misconceptions about why students leave. According to Barbara Yonai, director of CSTL, “Many believed that financial need was an issue, but we discovered that that alone is not why students leave.” For example, Yonai and her colleagues have found that a significant number of students leave in the fourth year, only a few credits short of graduation, because they are unable to get their transcripts to reflect transfer credits or to clear up incomplete grades. By helping students cut through such red-tape problems, the University has improved its graduation rates. SU has also minimized the critical first-year dropout rate by focusing extra resources on new students, and has instituted a variety of programs through the Division of Student Support and Retention, Student Affairs, and other areas to meet student needs.

“For far too long, we have blamed low graduation rates only on the students. This sort of thinking has led us to believe that there is nothing that colleges and universities could do to help more students graduate,” says Kevin Carey, director of policy research at the Education Trust. “This thinking is dead wrong. As College Results Online shows us, some schools are doing a whole lot better than other, similar schools in serving their students.”

—Patrick Farrell

Forum Addresses Challenges to Affirmative Action

In response to a growing number of court challenges to affirmative action policies across the country, the School of Education sponsored a forum in March called “Affirmative Action: A Shared Responsibility” to explore the implications of these challenges.

The forum was moderated by Vincent Tinto, Distinguished University Professor and chair of the Department of Higher Education in the School of Education. “The gains we have made in closing the gap in college access are being threatened,” says Tinto. “If we are to succeed in addressing the issues at which affirmative action policies are aimed, we must all become involved—universities, schools, and communities.”

The forum brought together members of the community and University who have been involved in programs that helped low-income and underrepresented students in the Syracuse community enter and succeed in college. Forum participants included Virginia Donohue, executive director of On-Point for College; Darlene Williams, former principal, Syracuse City School District; and David C. Smith, vice president of enrollment management at SU.

“Affirmative action today is a very polarizing issue—socially, politically, and legally,” Smith says. “The concept of treating people evenly, taking into account their varying circumstances, is actively challenged by the concept of treating people equally in absolute terms. This division clearly poses a threat to the ideals of Affirmative Action.”

The forum explored the impact affirmative action programs have had on students in the Syracuse community. Audience members were encouraged to explore the importance of providing broad opportunities in higher education to all members of the community. “This forum was about dialogue,” Smith says. “Communicating on this issue provides the best chance of solutions.”

—Patrick Farrell
The School of Education and the Syracuse City School District (SCSD) received a grant to support the “Count On It” program. The grant is funded by the Wallace Foundation (formerly the Reader’s Digest Foundation) and the Bill and Melinda Gates Foundation through the New York State Education Department (NYSED). NYSED will receive approximately $1.2 million per year for the next three years for this project, which SCSD staff and School of Education faculty helped design.

“Count On It” is designed to improve the instructional and organizational skills of school leaders through in-school leadership development projects that focus on student achievement in middle-level mathematics.

“Leadership is the most important factor after teaching in whether schools succeed in raising student achievement,” says Christine DeVita, president of the Wallace Foundation. The SCSD/SU approach makes extensive use of research-based practices to ensure that resources are channeled to where they will have the greatest impact on student achievement.

NYSED’s goal is to develop a model for collaboration between urban school systems and institutions of higher education in support of project-embedded leadership development. The program initially will involve four cities: Syracuse, New York City, Binghamton, and Peekskill. The model that emerges from this phase of the program will eventually be shared with districts across the state. SU’s partnership with the SCSD is presently the only model of close collaboration between an urban system and an education leadership program in the state.
Beyond Access, to Math Achievement

The New York State Education Department awarded the School of Education and the Syracuse City School District (SCSD) a grant worth up to $3.6 million to fund the jointly developed “Beyond Access, to Math Achievement” (BAMA) project. An initial amount of $1.2 million was allocated to fund the first year of the project. Additional funding in the same amount will be provided in each of the following two years contingent on satisfactory progress and successful implementation.

“The BAMA Project is designed to increase the mathematical proficiency of grade school teachers and raise the mathematical knowledge of students while reducing achievement gaps among students,” says Patricia Tinto, associate professor in SOE and co-author of the proposal. The project will bring together SCSD, SOE’s Teaching and Leadership Program, and the Department of Mathematics in the College of Arts and Sciences to serve 300 SCSD teachers in grades three through eight.

Based on the premise that only confident, committed, knowledgeable, and professionally well-equipped teachers can be successful in motivating and preparing students for academic success, the BAMA Project will introduce an ongoing program of high-quality staff development within each participating elementary and middle school. The program is designed to provide staff development focused on project goals while allowing teachers to select a growth plan that meets their specific needs. Project criteria call for 60 hours of staff development per year for each teacher.

“This grant is very exciting and allows us the ability to offer much more professional development to our teachers in both content and teaching strategies,” says Nancy Zarach, field coordinator for SCSD. “As we focus on analyzing data to inform instruction, we should see great increases in achievement rates across the district.”

— Patrick Farrell

Collaborative Conference Explores Inclusion

After a three-year hiatus, the Conference on Inclusive Schools and Communities for Children and Youth returned to New York State under the theme of “Building Partnerships for the Future.” The conference, a collaborative effort among a score of regional and national partners, was held May 17 and 18, in Tarrytown, New York.

The conference, the 10th in a series on inclusive education, was cosponsored by the Office of Vocational and Educational Services for Individuals with Disabilities (VESID) of the New York State Education Department and the New York Higher Education Support Center (HESC) for Systems Change in the School of Education. Conference highlights included a screening of the Oscar-nominated film *Autism is a World*, presented by Zach Rossetti, a doctoral candidate in the School of Education’s disabilities studies program; a keynote address by Rebecca Cort, deputy commissioner of VESID; and an address by NYS Regent John Brademas in celebration of the 30th anniversary of the enactment of the Individuals with Disabilities Education Act (IDEA).

The conference brought together practitioners, families, students, teachers, future teachers, teacher educators, researchers, advocates, education officials, and others to participate in two days of presentations, workshops, and panel discussions. The expansion of inclusive practices was reflected in the broad range of conference strands that ranged from post-secondary education to the implications of the reauthorization of IDEA and No Child Left Behind.

The final session of the conference introduced a series of learning communities, bringing together participants to continue the various dialogues highlighted during the conference. The goal was to form a diverse learning community that will continue to work and learn together during the coming school year.

— Patrick Farrell
The crowd roars as Craig Forth '05 dribbles down the court. Catching a pass, he maneuvers into a reverse dunk, and the fans go wild. It was one of his most memorable games—but it didn’t happen on the Hill. “When he dunked, the whole gym would shake,” says Jamie, a fourth grader at Long Branch Elementary (LBE) school in Liverpool, New York, where Forth student taught during the 2004-05 school year and helped out both teams in the faculty versus sixth grade basketball game. “The game ended in a tie, thanks to Mr. Forth.”
Craig Forth, a leader in the classroom and on the court

To LBE students, “Mr. Forth” was more than just a star basketball player. “Many of the kids cheering for me that day were kindergartners and first-graders who knew nothing about SU basketball,” says Forth, an inclusive education and geography double major. “I was just another teacher to them—a very tall teacher.” In fact, the seven-foot Forth says he was better known for the game of “Zip Zap Zoot,” a clapping exercise he used to motivate and reward the class during lessons. “He made learning fun,” says fourth-grader Amy. “He was the kind of teacher who understood children.”

Forth says his passion for working with kids comes from growing up with a younger brother who has autism. “Watching the struggles my parents went through to get my brother the right education made me decide to get involved,” Forth says. “I want to create an environment where every student is able to learn.” Whether leading class meetings, facilitating sharing time, or entertaining students with stories, jokes, or even his Kermit the Frog impersonation, Forth focuses on building relationships and fostering a comfortable, safe environment in which students can grow and thrive. “I like to tell a joke halfway through the lesson when I don’t think kids are paying attention, or just break out into a silly voice for no reason,” Forth says. “Kids learn more when they’re having fun, and I make that my job every day—not just teaching, but making students smile.”

Special education teacher Tom Bull, who oversaw Forth at LBE, recognizes the positive impact Forth made in the classroom. “Craig is very tuned in to what the kids need,” Bull says. “He has a wonderful gift for interacting with people.” From working with reading groups to assisting in math, science, or spelling lessons, Forth says the key is capturing students’ attention. “When I’m teaching, I try to take students to a different world with me, whether I’m describing George Washington’s role in history, or how the equator goes...
Cover Story

Through Africa,” Forth says. “I try to find ways to keep them on their toes.”

THE LEARNING Game
A four-year starter with 205 career blocks to his name, Forth proved a major defensive asset for the Orange. With a 3.85 GPA, his excellence on the courts is paralleled only by his academic achievements. Last May, Forth received the Soladay Award, the most prestigious honor bestowed upon a student-athlete by the University, in recognition of his academic and athletic accomplishments, community service, and leadership. The first men’s basketball player in SU history to earn multiple Academic All-American honors, Forth was also named the 2004-05 Big East Conference Men’s Basketball Scholar-Athlete of the Year. “What he did is really rare,” says coach Jim Boeheim. “He came in very focused on what he wanted to do, and he never wavered. His commitment to both academics and athletics was incredible.”

History and political science professor Margaret Thompson witnessed Forth’s commitment firsthand during the Orange’s 2002-03 National Championship year. “There were more than 300 students in my class that semester, but Craig stood out—and not just because he played basketball. He participated in every class, and he was always prepared.” Thompson remembers opening the paper one day to find a photo of the team as they awaited the Final Four seedings in the Carrier Dome. In the picture, Forth was reading Claude Brown’s Manchild in the Promise Land—a required text for her class. “When it comes to dedication to schoolwork, that photo just says it all,” Thompson says. Former School of Education dean Louise Wilkinson
agrees. “Craig is an exceptional young man,” she says. “His talent on the basketball court is self-evident, and playing on a national championship team would be the accomplishment of a lifetime for most of us. That Craig was able to experience that exhilaration year after year and excel at his studies speaks volumes about his commitment to education. He has the potential to be as effective and inspiring in the classroom as he was in the Dome.”

BALANCING Act
According to Forth, earning the respect of his professors through hard work has always been a priority. That meant completing his coursework on time, despite the rigors of a jam-packed practice schedule and away game travel during basketball season. “Craig was always interested in making the most of his courses and field experiences,” says academic advisor Jerry Mager. “He never wanted to settle for the minimal requirements.” Forth credits his parents, coaches, and teachers for constantly encouraging a balance between school and basketball. It’s a message he frequently passes on to students. “I tell them to go home and practice their reading as much as they practice their sports,” says Forth, an active volunteer in the Syracuse youth community who has spoken at Camp Good Days and Special Times and Big Brothers Big Sisters events. “Do what you need to do in class just as hard as you would on the court or field.”

In keeping with his own advice, Forth has focused on basketball since graduating summa cum laude. He participated in various training camps throughout the summer, and hopes to play professionally either overseas or in the United States before returning to the education field. “I know that I’ll always be involved with helping young people somewhere,” he says. “I feel like I can really communicate a positive message to kids.” In the meantime, Forth’s former fourth-grade students have a few messages of their own for him. “I’d tell Mr. Forth it’s not the same at LBE without him,” says Amy. JT, another fourth-grader, says, “I’d wish him good luck, and tell him that I miss him. And to come back and visit soon.”
Faculty News

Achievements and Accomplishments

COUNSELING AND HUMAN SERVICES
➤ Dennis Gilbride, in conjunction with researchers from CUNY Hunter, Hofstra University, and Drake University, was awarded a five-year, $3.5 million ($612,000 to SU) grant by the National Institute on Disability and Rehabilitation Research.

CULTURAL FOUNDATIONS OF EDUCATION
➤ Huei-Hsuan Lin was awarded a Teaching Recognition Award, sponsored by the Meredith Professorship.
➤ Barbara Applebaum was nominated to serve on the editorial board of the Journal of Moral Education.
➤ Robert Bogdan received an honorary doctorate in social sciences in September 2004 from Stockholm University in Sweden.
➤ Steven Taylor’s article “Caught in the Continuum: A Critical Analysis of the Principle of the Least Restrictive Environment,” was reprinted in the winter 2004 issue of Research & Practice for Persons with Severe Disabilities (Vol. 29, No. 4).

HIGHER EDUCATION
➤ Catherine Engstrom received an Excellence in Graduate Education Faculty Recognition Award. She was named a Diamond Honoree by the American College Personnel Association and is director-elect of the Core Council for Generation, Dissemination of Knowledge, American College Personnel Association.

READING AND LANGUAGE ARTS
➤ Kelly Chandler-Olcott served as one of three jurors for Hofstra University National Research Award, to be awarded in 2005 for distinguished contributions to the field of teacher research in writing instruction. She served as chair of the Exemplary Reading Program Award Committee of the New York State Reading Association.
➤ Kathleen Hinchman was featured speaker at the annual meeting of the Ohio Literacy Institute, Dublin, Ohio.

TEACHING AND LEADERSHIP
➤ John Tillotson received an Excellence in Graduate Education Faculty Recognition Award. He also received the Outstanding Community Service Award from the Syracuse University Interdenominational Protestant Campus Ministry.
➤ Corinne Smith is president of the Board of Governors of the Winnick Hillel Center at Syracuse University.
➤ Diane Canino-Rispoli was named to the New York State Leadership Assessment Committee, a state panel, representing Syracuse University and the Syracuse City School District to develop the state tests for certification that will be implemented as a part of the new certification requirements for school leaders.
New Faculty

The School of Education is known internationally as a center of scholarly excellence in the field of education, which the school's faculty has helped to achieve through its innovative and groundbreaking work in all areas of education. In keeping with its tradition of fielding a strong and vital faculty, the school this year has recruited the following new faculty members, all rising stars in their respective fields. These talented professionals ensure that the school will continue to set the standard for achievement in teaching, research, and service.

➤ KAL ALSTON, professor, cultural foundations of education

Alston comes to the School of Education from the University of Illinois at Champaign-Urbana, where for the last five years she has been director of the women's studies program. In addition to her teaching duties, Alston will serve as assistant provost for academic affairs, working directly with Vice Chancellor Deborah A. Freund on academic-related administrative projects. She earned her Ph.D. degree from the University of Chicago.

➤ JULIE CAUSTON-THEOHARIS, assistant professor, teaching and leadership and special education

An expert in the field of behavioral disorders, Causton-Theoharis comes to Syracuse from Drake University. She holds B.S., M.S., and Ph.D. degrees from the University of Wisconsin at Madison.

➤ JING LEI, assistant professor, instructional design, development, and evaluation

Lei's dissertation, completed this past spring, focused on the dynamic interactions among the teacher, the student, technology, and the school to help determine better uses for technology. Lei has a Ph.D. from Michigan State University; an M.A. degree from Peking University, China; and a B.A. degree from Henan University, China.

➤ DALIA RODRIGUEZ, assistant professor, cultural foundations of education

Rodriguez recently completed her dissertation, which focused on the experiences of students of color in predominantly white universities. She earned doctoral and master's degrees from the University of Illinois at Urbana-Champaign. Her B.A. degree, in sociology and Spanish, is from the University of Michigan at Flint.

➤ RICHARD SHIN, assistant professor, counselor education

Shin's doctoral dissertation for the APA-approved counseling psychology program at Loyola University Chicago focused on the effects of peer support and positive ethnic identity development on at-risk middle school students. He completed his undergraduate work at Western Washington University, Bellingham, Washington, and received an M.A. degree in clinical psychology from West Chester University, West Chester, Pennsylvania.

➤ GEORGE THEOHARIS, assistant professor, social studies education

In addition to being an accomplished scholar, Theoharis has extensive field experience as a teacher, administrator, and principal in the Madison Metropolitan School District. Theoharis earned a Ph.D. degree in educational leadership and policy analysis at the University of Wisconsin-Madison.
Honoring an

Mathematics education professor Joanna Masingila received a 2005 Unsung Hero Award for her work in Africa.

Faculty News

If airport baggage screeners were to search Joanna Masingila’s suitcase during any one of her many trips to Kenya, they would certainly be puzzled by what they uncovered, despite the innocuousness of the discovery. Her luggage would be found packed to the brim, not with shirts, shorts, sunglasses, and sandals, but with children’s books—books bound for the children of Kamanzi, a small village about 100 miles from Nairobi, Kenya.

The Syracuse University Martin Luther King Jr. Celebration Committee selected Masingila as a recipient of a 2005 Unsung Hero Award. Masingila was chosen for her work, which advances King’s agenda in a significant way. She was honored during SU’s Martin Luther King Jr. Celebration Dinner in January.

Masingila, a professor of mathematics and mathematics education with a dual appointment in SU’s College of Arts and Sciences and School of Education, became interested in helping the children of Kamanzi after she was approached by one of her graduate students, Patrick Kimani, who was the first of many graduate students Masingila has helped sponsor so they could pursue degrees at SU. She met Kimani in 1998 while she was a Fulbright scholar at Kenyatta University. Kimani helped Masingila become familiar with his home village of Kamanzi and the struggles of the people who live there.

In addition to furthering his education, Kimani wanted to make a difference in Kamanzi. When he spoke to Masingila about his dream, she made his dream hers as well. “Kamanzi is a place where the children don’t wear shoes, because their parents can’t afford to buy new pairs every year for their growing feet,” says Masingila. “And the village primary school building was literally falling down.”

Masingila, through her association with the First Baptist Church of Syracuse, helped establish a sister-church relationship with the Iia-I tone Brotherhood.
Church in Kamanzi. Through that partnership, Masingila coordinated activities that raised more than $30,000 for the construction of a new school for the 460 or so children in Kamanzi. “Normally the money for a new building would have to come from the parents,” Masingila explains. “Because many Kamanzi residents are subsistence farmers, some children would not have been able to go to school because their parents wouldn’t have been able to pay the building fees.”

Through this project, others have sprouted. A push to improve the medical services at the local clinic has led to the anonymous donation of a microscope, which was a requirement before the government would post a doctor at the clinic. A doctor is now forthcoming. Masingila also solicited support for the Kamanzi Project from teacher educators at other U.S. colleges and universities, who have visited the village and worked with Masingila to conduct teaching workshops for local teachers.

The children of Kamanzi take a national exam at the end of primary school to determine whether or not they can continue their education at secondary school. As there are not enough secondary schools to accommodate all children, performing well on these tests is imperative. Since the first block of classrooms was completed and the children of Kamanzi began going to the new school, the overall scores for the national exam have been rising.

Masingila says, “What the people of Kamanzi tell me is that the scores are higher because the new school has boosted morale in the students. They say the biggest thing we’ve done is to bring hope.”

—Kelly Homan Rodoski

Examining the Legacy of Desegregation

Beth Ferri, associate professor in teaching and leadership, is publishing an important book on an overlooked aspect of the struggle for racial equality in this country. In *Reading Resistance: Discourses of Exclusion in Desegregation and Inclusion Debates*, Ferri and co-author David J. Connor find that, 50 years after the Brown decision and 30 years after similar disability-related legislation, the promise of fully integrated schools remains largely unfulfilled. In *Reading Resistance*, Ferri and Connor explore how the entanglement of race and disability worked to create and maintain new mechanisms of exclusion. Ultimately, they explore the nexus of two questions: How has special education contributed to the failure of Brown? And, how did Brown fail to consider disability as a tool for resegregating students of color within otherwise integrated schools? The book will be available later this year from Peter Lang publishers.

—Patrick Farrell
Syracuse University’s Division of Undergraduate Studies named GRETCHEN LOPEZ as a faculty associate for diversity. In this new position, Lopez is responsible for extending and building intergroup dialogue offerings at SU. Her initial focus is on reviewing current offerings across the University that are closely tied to education through intergroup dialogues, in addition to advising the efforts underway in the Division of Student Affairs with residence-hall based intergroup dialogues focused on race and ethnicity. Her focus also includes development of a curriculum based on intergroup dialogue and programmatic efforts that bring together faculty, staff, students, and community members. She will also conduct research examining the educational benefits of intergroup dialogue for college students as part of a multi-university project seeking to better understand and share methods of teaching about racism, social issues, and change.

Intergroup dialogue is an educational model that brings students together from two or more social identity groups with a history of conflict to increase their understanding of intergroup processes and enhance their abilities and appreciation for working with others toward change. The dialogues are led by trained facilitators—undergraduate or graduate students, faculty, or staff—who guide student learning by providing a forum for individuals and groups to communicate in meaningful ways; analyze challenging social issues from multiple perspectives; and explore differences, common ground, and collaborative action. Each social identity group must be represented equally in the intergroup dialogues.

“The appointment of Gretchen Lopez as Syracuse University’s first faculty associate sends a very important message to our campus community, specifically our students, that we want to provide the opportunities for skill building in perspective taking and appreciation of differences that will help them become active engaged citizens,” says Ronald R. Cavanagh, vice president for undergraduate studies. “There are many ways to teach diversity, but we feel that intergroup dialogue is one of the best ways to bring students together for shared purpose and action.”

Lopez is currently an investigator and project director for the Creative Conflict Resolution Project, part of the SU Violence Prevention Project in the School of Education. In addition to holding an assistant professorship in the College of Arts and Sciences’ psychology department, Lopez has been an assistant professor with the Department of Psychology and Program in Africana and Latin American Studies at Colgate University. She has taught, written, and spoken on such topics as intergroup contact, conflict, and change; multicultural education; and ethnic and gender identities.

“I see this as an important opportunity to work together with committed others in studying and enacting effective ways to teach, learn, experience and explore difference, shared goals and the challenge of collaboration,” Lopez says. She recently shared her sense of the importance of dialogue as co-editor of a special issue of the Journal of Social Issues on the theme, “50 Years After Brown v. Board of Education: The Promise and Challenge of Multicultural Education.”

Lopez holds a Ph.D. in social psychology from the University of Michigan and a bachelor’s degree in psychology from Cornell University. Her professional affiliations include membership in the Society for Personality and Social Psychology, and the Society for the Psychological Study of Social Issues.

— Michele Barrett
OPENING New Ground

School of Education scholar receives NAE/Spencer Fellowship

STEPHANIE J. WATERMAN, Onondaga, turtle clan, was named a 2005-06 National Academy of Education/Spencer Postdoctoral Fellow. The fellowships are administered by the National Academy of Education, an honorary educational society, and are funded by a grant to the academy from the Spencer Foundation. The fellowship award of $55,000 will help underwrite Waterman’s research expenses for the fellowship period.

According to Professor Vincent Tinto, chair of the School of Education’s Higher Education Department, Waterman’s dissertation, “The Haudenosaunee College Experience: A Complex Path to Degree Completion,” opened important new ground in the study of the complex paths Native Americans follow to college completion. Employing qualitative methodologies, she demonstrated the important role of family, nation, and culture in the ability of Native American students to persevere in white institutions. In doing so, she showed how existing theories of student persistence in higher education had to be revised to account for the experience of Native American students.

“In this way, her dissertation makes an important contribution to the literature on student persistence and to theories that have sought to account for the persistence of non-Anglo students,” says Tinto, who was Waterman’s dissertation advisor. “At the same time, it has helped me better understand how my own work needs to be modified to include the experiences of non-Anglo students. The student becomes the teacher.”

Waterman’s research is unique in that she demonstrates an ability to provide a powerful portrait of student lives while carefully negotiating the interface between herself as a Haudenosaunee and her role as researcher. Her voice as a Haudenosaunee never waivers, nor does her willingness to stand aside in her role as researcher.

Waterman is among 20 fellows who were selected from a competitive pool of nearly 200 applications from scholars of education. During spring 2005, Waterman taught two graduate level courses for the School of Education: Race and Gender in 20th-Century Higher Education (CFE/HED/WSP 700) and U.S. Policy and Indigenous Education (CFE/EDU 600), which she developed.

—Patrick Farrell
Supporting the School

Making Gifts that Count

By Lil Breul O’Rourke, Vice President and Chief Development Officer, Syracuse University

I hope you will join me in welcoming Douglas Biklen as dean of the School of Education. Doug brings to his deanship many years of service to the school and Syracuse University and I know his leadership will continue to move the school forward.

As we embark on the centennial year of the founding of the school there will be many reasons to come together to celebrate our proud history and accomplishment, as well as plan for our future.

The positive energy of the School of Education is evident in the way even tragedy and disappointment can be embraced as opportunities to make the world a better place through teaching and learning. An example of this can be seen in the recent, untimely death of Professor Peter Mosenthal, a much beloved and respected faculty member. Already in response to this tragic event, a graduate scholarship has been created: Thanks to a challenge grant from one of Peter’s former doctoral students, more than $50,000 has been raised to establish a scholarship fund in his name.

The memory of the Holocaust, one of the greatest human tragedies in all of history, presents opportunities to honor those lost in the horror of that event and to teach humankind how to prevent such terrible human atrocities. The Syracuse University Spector Fellowship for Future Teachers, established by gifts from Helen Warren Spector G’72 (School of Education) and Andrew E. Spector ’66 (College of Arts and Sciences) and their families, will prepare future classroom educators to teach the important and universal lessons of the Holocaust to their students. Through in-depth reading, multidisciplinary study, travel, reflection, interviews, and projects, the fellowship will examine the many historical and contemporary issues linked to the Holocaust—including civic responsibility, ignorance, hatred, social justice, resistance, atrocities, genocide, and oppression—preparing the fellows to become informed and reflective practitioners through firsthand experience.

Through these examples and many others, let me personally assure you—you are part of a very special institution that prepares talented individuals to make a difference. You can be very proud of the work our students and faculty are doing to make the world a better place.

We’re counting on your loyalty and support to continue this good work by making a gift that really counts. I hope you will give serious consideration to how you might support the School of Education, particularly on the eve of our milestone centennial anniversary. Your annual gift is invested well and much appreciated, and we have many gift planning tools and techniques that can assist you in doing something even more transformational with your financial assets, your influence, and your volunteerism. Please contact the Office of the Dean at 315-443-4752.
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ALLEGRO YOUTH WIND ENSEMBLE PERFORMS

The Allegro Youth Wind Ensemble, a group of high school musicians from across Central New York, performed its final concert of the 2004-05 season last April in Crouse College’s Setnor Auditorium. The ensemble has completed three seasons of performances at SU under the direction of music education professors John Gaggioli and Terry Caviness, instrumental director at G. Ray Bodley High School.
Every morning for 10 years, then principal DONNA DESIATO G’04 greeted her students at Syracuse’s Meachem Elementary School in exactly the same way. Over the loudspeaker, DeSiato’s clear, convivial voice expressed her optimism. “The sun is shining, and it’s a beautiful day in the valley,” she said. This daily salutation was DeSiato’s way of assuring each child: no matter what happened before you arrived, in my school and in my care, you are safe.

DeSiato’s morning quote was commemorated on a bronze plaque in the Meachem playground shortly before she left to become director of elementary education in the Syracuse City School District in 1994. It was neither the first nor the last time DeSiato made a lasting impression on students. She has been doing it for 31 years, navigating the complex inner workings of the Syracuse city school system. In fact, DeSiato, who grew up in Syracuse, has never really stopped attending school, either to teach or to learn. After earning an associate of arts degree from Onondaga Community College in 1969, and a bachelor of education degree from the University of Miami in 1971, DeSiato knew she wanted to teach. “I loved school and early on I had a passion for education,” she says.

She spent two years teaching elementary school in Fairfield County, Iowa,
before returning to the Syracuse area, where she earned a master of science in education in 1977 from SUNY Cortland while team-teaching at the Elmwood Elementary School. DeSiato adhered to this rigorous schedule of work and school—of teaching and learning—for years. She earned a certificate of advanced study in instructional administration from SUNY Oswego in 1984 while simultaneously working as an instructional specialist, essentially a consultant on curriculum and classroom procedures throughout Syracuse elementary schools.

It was during this time that her idealistic view of student achievement met with the realities of the classroom. “I realized both the ability and inability to meet each kind of need,” she says. DeSiato was determined to broaden her circle of influence, and began her career in school administration with the intent to reform outdated school policy. After a one-year stint as vice principal of Franklin Elementary School, she moved to Meachem. She refers to the decade she spent as principal there as the most inspirational time of her life. “I left there with tears of sadness, but with joy in my heart,” she says.

During her time as principal, the number of active parents involved in supporting the school and the Parent Teacher Organization ballooned from 10 or 12 to 120, and the number of students grew from 350 to 667—with 100 on the waiting list to get in. DeSiato revitalized an urban community, and her accomplishments remain highly visible. She was the primary impetus for a series of renovations, including a significant structural expansion and the building of a state-of-the-art playground, for which the community raised $70,000 and supplied 350 volunteers. “Play, especially in elementary school, is such an important part of a child’s learning. It’s where they learn to share, to be respectful of others, and to be part of a team.”

Donna DeSiato’s greatest gift has been her ability to remain focused on her mission to improve the education of each student. This was true of her seven years as director of elementary education for Syracuse city schools, as well as her doctoral studies at the Syracuse University School of Education. In particular, DeSiato’s completion of a landmark dissertation on the effect of pre-kindergarten on a child’s subsequent educational development earned her the Phi Delta Kappa International award for outstanding dissertation among professional educators.

Professor Joseph Shedd, chair of teaching and leadership programs and DeSiato’s dissertation advisor, thoroughly enjoyed working with her. “Her dissertation was an exciting example of scholarship that has practical and important implications, on both schools and policy,” he says. “It was clear her work would make a valuable contribution.”

DeSiato received her doctorate in educational leadership in 2004, while she was simultaneously working for the Syracuse City School District as an assistant superintendent of curriculum and instructional services. DeSiato says she wanted to earn a doctorate, in large part to serve as an example to her daughter Danielle, now 26, and her hundreds of other surrogate children. “I wanted to take every opportunity to demonstrate personal and professional goal achievement,” she says. In July, DeSiato began her latest role as the superintendent of the East Syracuse-Minoa School District. “I hope to apply my experience in learning, to continue my unrelenting focus on learning, and to lead a system from good to great,” she says.

― Elizabeth Van Epps G’05
Alumni Exchange

Class Notes

50s
William Reynolds ’52 (M.A., English education) of Brookhaven, N.Y., was a teacher and chair of the English department at Bellport High School from 1952 to 1983 and a member of the Writing Program at SUNY Stony Brook from 1984 to 1995. He wrote a book titled The Ringalievio Tree. Check out www.publishamerica.com/books/6512 for more information and reviews.

Sara Goodman Zimet ’52 (M.A., education), after 20 years as professor of psychology at the University of Colorado Health Sciences Center, is enjoying a second career as a writer of children’s books. Her books include The Monster Solution and Hannah and the Perfect Picture Pony, published by Discovery Press Publications, Inc. in Denver.

William Mutschler ’55 (B.S., social studies education) ’57 MAX, and wife Barbara celebrated their 50th wedding anniversary in Hammondsport, N.Y. William retired from IBM after 34 years of service, and Barbara retired as director of intensive outpatient treatment for Mental Health Services in Henderson, S.C. They reside in Wake Forest, N.C., and have four children and seven grandchildren.

60s
Allen Berger ’66 (Ed.D., reading education) of Oxford, Ohio, was named to a six-person task force to evaluate the current and future relationship between the International Reading Association and program accreditation bodies such as NCATE (National Council for Accreditation of Teacher Education). He is a co-complier of the History of Reading special interest group presentations at the annual conventions of the International Reading Association, 1976-2004.

Paula Gallup Little ’65 (B.S., education) of Clearwater, Fla., is the international vice president for alumnae of Alpha Gamma Delta Fraternity.

Barbara B. Clarke ’67 (M.S., higher education) of Cazenovia, N.Y., is director of academic review at SUNY Empire State College.

70s

Sharon Haines Jacquet ’72 (B.S., elementary education) of Scarsdale, N.Y., was one of 12 women honored with the Distinguished Women’s Award by Northwood University in Rancho Mirage, Calif. The award was established to recognize the contribution women make to communities, businesses, volunteer agencies, and public and private sector services worldwide.

Bruce W. Fisher ’74 (B.A., social studies education) just completed his 28th year of teaching and coaching at McFarland High School (Wisc.). He teaches history and world geography and is the head cross-country and track coach. In April, he received the Wisconsin Daughters of the American Revolution Teacher of the Year Award.

Rebecca Rector ’76 (M.S., rehabilitation counseling) of Santa Fe, N.M., director of counseling services at the College of Santa Fe, developed a model of family therapy titled “The Family Chores Model” (American Journal of Family Therapy, 89). Kane applied this model of therapy to the unsolved Lizzie Borden murder case of 1892 and appeared in Unsolved History on the Discovery Channel with his findings.

80s
Stephen Kane ’83 (Ph.D., counseling and guidance) of Santa Fe, N.M., director of counseling services at the College of Santa Fe, developed a model of family therapy titled “The Family Chores Model” (American Journal of Family Therapy, 89). Kane applied this model of therapy to the unsolved Lizzie Borden murder case of 1892 and appeared in Unsolved History on the Discovery Channel with his findings.
James S. Vacca ’83 (Ph.D., reading education) was named chairman of the Department of Special Education and Literacy at C.W. Post College of Long Island University.

Mary Jane Nathan ’89 (M.S., adult education), executive director of the SU Office of Special Events, was one of a team of four to receive the Service Excellence for a Group or Team Award for their production of the installation ceremony for Chancellor Nancy Cantor, who presented the award.

Ellen S. Goodman ’90 (M.S., elementary education) and her colleagues at Syracuse University Press received the Quality or Process Improvement for a Group or Team Award at the Exemplary Achievement Award ceremony in April.

Hanna Richardson ’90 (M.S., higher education), assistant dean of undergraduate programs in Syracuse University’s Martin J. Whitman School of Management, was among the performers who recently staged a humorous revue of the uneasy side of love, Mean to (All of) Me: A Codependent Songbook. The performance was a benefit for The Redhouse, a new art house located in downtown Syracuse.

Elizabeth Tarr ’90 (M.S., educating children and adolescents with special needs) of Rosemount, Minn., is an early childhood special education-autism team member with the Rosemount-Apple Valley-Eagan School District.

Carl Sipari Elsolo ’92 (M.S., counselor education) was director of the Christian Institute of Counseling at Goroka, Papua New Guinea until 2001, where he was also their principal instructor to teach an advanced certificate in counseling and counselor education. For the past four years he’s worked with the University of Papua New Guinea as a student counselor. He has also conducted national HIV/AIDS counseling courses for teachers, health workers, church pastors, policy officers, etc., under the sponsorship of the Australian Government Support AIDS.

Sharon Rose Kilmer ’97 (B.S., inclusive elementary and special education) is a special education teacher at South Hunterdon, N.J., Regional High School and coaches varsity field hockey. She and her husband Kyle own Pierson Creek Kennels and reside in Lambertville, N.J., with their children, Kayla and Jackson.

Barbara Williams ’97 (B.S., inclusive elementary and special education) is a student and families service coordinator for the The Redhouse, a new art house located in downtown Syracuse.

Celebrating a Distinguished Alumna

Each year, Reunion Weekend provides an opportunity to celebrate the accomplishments of School of Education graduates who have distinguished themselves in many ways, including those who have contributed years of dedicated service to their communities. This year, the honor of Distinguished Alumna went to Carole Fabend Watrel, who graduated in 1955 with a degree in education.

A North Dakota resident since 1977, Watrel has been a longtime advocate of community volunteer service and was a social worker at St. Luke’s Home in Dickinson, North Dakota, for more than 13 years. She has a long history of involvement with the American Association of Retired Persons (AARP) in North Dakota. From 1987 to 1992, she chaired AARP North Dakota’s Health Advocacy Services, and then served as state director from 1992 to 1996. She recently was appointed to AARP North Dakota’s Government Affairs Committee, where she represents the greater Bismarck area. She also served on the North Dakota Governor’s Committee on Aging from 1992 until 2001 and was instrumental in encouraging the state to recognize and honor its centenarians.

After transferring to Syracuse from Skidmore in 1952, Watrel found SU a “balanced” school with lots going on all the time for men and women. “I lived in Shaw my first year with the most amazing bunch of gals that I had ever met, from all over the world,” she recalls. “Our corridor was the best and many of us have been in touch all these years.”

Watrel met her husband, Al Watrel, while taking botany in Lyman Hall. He was the lab instructor but already had achieved a degree of fame as an Orange football star. He was inducted into the SU Hall of Fame in 1987. Al Watrel retired as president of Dickinson State University, North Dakota, in 1997. The Watrels have four children.

“Carole exemplifies the good our graduates bring to their communities, whether as teachers or in other important ways,” says former dean Louise Wilkinson. “What’s significant about Carole is that she found a place for her expertise and made a commitment to make a difference.”

—Patrick Farrell
Alumni Exchange

Paul Zuckerman ‘97, ’66, ’51 (Ph.D. instructional design, development, and evaluation) of Salt Lake City, Utah, presented a guest lecture titled “Survival at High Altitude: Tips of Mountain Medicine,” at the annual meeting of the Intermountain Universities Outdoor Leadership Seminar at Utah State University in Logan, Utah.

Scott J. Patrillo ’98 (M.S., social studies education) of Nauvut, N.Y., is a teacher at Dobbs Ferry Union Free School District.

Kristen Wold Skodras ’98 (B.S., inclusive elementary and special education) married Michael C. Skodras. She is a special education teacher, tennis coach, and beverage company owner in Rhode Island.

’00s

Cherlyn Johnson ’00 (Ph. D., English education) of Chesterfield, Va., is an assistant professor at Virginia State University.

Kathryn Dooley ’01 (M.S., higher education) of New York City is a class dean at Columbia University.

Jennifer Ford ’02 (B.S., social studies education) of Glenmont, New York, is a global history and geography teacher at Shaker High School in the North Colonie School District, after completing a master’s degree in adolescent literacy at John Fisher College in Rochester, N.Y.

Radha Ganesan ’04 (Ph.D., instructional design, development, and evaluation), is assistant director at the Center for European Studies and the Outreach Program coordinator for the South Asia Center and the Center for European Studies. She received the Chancellor’s Award for Public Service during an award ceremony in March 2005.

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Cover photographs by John Douling and courtesy of SU Athletic Communications
Craig Forth, a leader on the court and in the classroom.