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For information about a full range of life income gift options contact: Victoria F. Kahl, Syracuse University School of Education 315-443-7773, vkkahl@syu.edu

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Invest in the educators of tomorrow by making a gift that offers a financially secure future for yourself and the School of Education. You can realize a level of giving you never thought possible and receive dividends throughout your lifetime. Every financial commitment—no matter how large or small—provides the gift of knowledge for generations to come.

“As a parent and former educator I knew just how vital it is to provide financial support to train tomorrow’s teachers. That’s why Bill and I decided to provide support to the School of Education with our charitable gift annuity.”

Jean Menner ’57 and Bill Menner

WE SHAPE TOMORROW’S CHILDREN BY WHAT WE DO TODAY

For Education Exchange: Syracuse University 230 Huntington Hall, Syracuse NY 13244.
AS YOU READ THROUGH this latest edition of *Education Exchange* you will quickly see our focus on development. The reason for that is simple: The entire history of higher education is founded on the notion of a society committed to sharing in the cost of education. At Syracuse, as at most leading universities, 65 percent of all undergraduates receive financial aid, and much of graduate education is also founded on a solid foundation of fellowships, grants, scholarships, and low-interest loans. In short, we need your help.

One of the funds you may want to contribute to is the Burton Blatt Scholarship. Our largest fund for supporting students, this fund is named for the remarkable, late Dean Blatt, whose testimony in *PARC v. Pennsylvania* (1971) was fundamental to establishing national policy recognizing the educability of all children.

Speaking of students, in late August, on the Friday before classes began, I had the pleasure of welcoming our entering first-year students. They enter our school on its 100th anniversary.

They come to a school known world-wide as a leader in inclusion. Here, they will be instructed by a wonderful array of scholars. For example, a leading scientist in exercise physiology will instruct those who have come to Syracuse University to study exercise science. Instructional technology students will have a NASA-funded professor to guide them. Those learning to teach reading will learn from the president-elect of the prestigious National Reading Conference. And for science education students, one of their professors was recently identified as Teacher of the Year and is the recipient of National Science Foundation funding to improve science teaching. Those are just a few examples of the talented faculty this school has attracted.

In my address to new students, I gave them this message:

“You have heard the phrase *Scholarship in Action*. It is a Syracuse theme. It is our Chancellor Nancy Cantor’s theme. You and we are its enactors.

Our work is in the world. For 100 years we have been engaged in making the world a better place. Because you have chosen a field in education, you will never have to wonder if you are making a difference. Your very work is always to make a difference. The only question is, how much of a difference? And we’ll help prepare you to make a big, big difference.

We are ready to teach you, to help you change, but all the time we know that you will change us. Welcome to the SOE.”

To support these outstanding new students, as well as our hundreds of graduate students, and to keep the School of Education in its position as a leader nationally and internationally, we need your support. As you read through this issue of *Education Exchange*, I hope you will see the many ways you can support the school and the multiple reasons to do so. And please remember, the history of American higher education is a tradition of individual philanthropy—with the sole purpose of making quality education available to each next generation.

Sincerely,

DOUGLAS BIKLEN
DEAN
Lori Ploutz-Snyder, Chair of the School of Education’s Department of Exercise Science, and Summer Cook, a Ph.D. degree candidate in exercise science and science education, have been awarded a fellowship in NASA’s 2006 Graduate Student Researchers Program (GSRP). Ploutz-Snyder will serve as principal investigator for a research training fellowship that will provide Cook an annual stipend of $18,000, plus $6,000 a year for direct research expenses. Depending on the progress of the research, the fellowship can be extended for as long as three years.

Under Ploutz-Snyder’s direction, Cook will focus her research on exercise countermeasures to muscle atrophy and strength loss caused by reduced physical activity. This is a concern for astronauts as well as individuals of all ages who undergo periods of reduced activity associated with injuries or diseases.

“These fellowships are very competitive at the national level, so we are particularly excited for Summer,” says Ploutz-Snyder. Cook was recently awarded a separate $5,000 grant to study resistance exercise and ischemia in simulated spaceflight under the NASA Space Physiology Research Grant category.

Class on Wheels

Students in Julie Causton-Theoharis’s class, Collaboration and Cooperation for Inclusive Schooling (SPE 634), enjoy a beautiful early-fall day in nearby Onondaga Lake Park while learning essential lessons in communications. Among the day’s unique exercises was an opportunity to tour the park on a seven-person “conference” bike. The students used biking and other exercises to better understand the fundamentals of collaboration, interpersonal communication, and teaming. A true example of community engagement, the class-in-the-park was made possible by the collaboration of Onondaga Lake Park and Tom Bull, a volunteer teaching assistant who also is a teacher at Long Branch Elementary School.
Elisa HYMAN
Kicks Off Centennial Lecture Series

ELISA HYMAN, EXECUTIVE DIRECTOR OF ADVOCATES FOR CHILDREN OF New York, launched the School of Education’s Centennial Lecture Series to a standing-room only audience in Eggers Hall.

Hyman’s lecture, “Combating the Culture of Exclusion in the Era of High Stakes Accountability in Urban Schools,” drew on her experience with Advocates for Children of New York (AFC), a not-for-profit organization with the mission of improving access to quality public education in New York City.

AFC focuses on children who are most at risk of school failure as a result of discrimination based on disability, poverty, immigration status, involvement in the juvenile justice and foster care systems, and exposure to family violence.

Hyman handles impact litigation in state and federal courts, supervises AFC’s attorneys, represents parents and children in the full range of school-related legal matters in administrative and court proceedings, conducts education policy analysis, works on program development and fund raising, and trains professionals on education law. Before coming to AFC, she was the assistant general counsel for Safe Horizon (1995-1998) and an associate in the litigation department of White & Case (1991-1995).

As part of its year-long centennial celebration, the School of Education has invited four leading intellectuals in the field of education to headline the first of what will become an annual Landscape of Urban Education Lecture Series.

“To celebrate more than 100 years of striving for excellence in preparing teachers and finding new ways to make a meaningful education available to all, the School of Education is proud to invite these four leaders in education scholarship to Syracuse,” says Dean Douglas Biklen. “These speakers stand out for their creativity and tenacity in addressing complex but important questions in education.”

The series will present the following speakers in the spring semester:

Kris D. Gutierrez
Professor of social research methodology, UCLA
“Looking for Educational Equity: Immigrants, Migrants, and the New Latino Diaspora”
March 1, 4 p.m.
Maxwell Auditorium

Julie Eizenberg, AIA
KoningEizenbergArchitecture
“Expectations Need to Change”
April 25, 4 p.m.
Maxwell Auditorium

For additional information about the Centennial Lecture Series, contact CEGO at 315-443-5836 or visit soe.syr.edu/cego.
AMONG THE STORIES OF COURAGE, RESILIENCE, AND JUSTICE EXPLORED AT THE Holocaust Museum Houston during a program for future teachers in May, Christina Valerino ’08 embraced many lessons, including a profound message from Holocaust survivor Naomi Warren about the importance of humanizing education. “Young people are becoming desensitized to violence by the frequency of it in our society and exposure through the media,” says Valerino, an inclusive elementary education major. “A way to connect students to the pain of what happened is through individual stories. In order to understand the millions of people who were lost, students have to realize the consequence of losing one.”

The Warren Fellowship for Future Educators exposes student teachers to those stories and the means to teach youngsters about the Holocaust. Established six years ago, the Warren Fellowship is named for Naomi, whose children—Helen Spector G’72, Geri Roper, and Benjamin Warren—wanted to honor her on her 80th birthday. Born in Poland, Naomi Warren survived three concentration camps. She immigrated to the United States and married Holocaust survivor Martin Warren. “We wanted to do something special for her that would have perpetuity to it,” says Helen Spector, who is also on the School of Education Advisory Board.

Through discussions with survivors (including Naomi), liberators, and experts, as well as immersion in the museum’s educational program, the Warren Fellowship allows education students to examine the Holocaust and how to understand it in today’s world. “Hate, intolerance, and prejudice still exist,” Spector says. “There are very few vehicles to break that cycle. One of the most important ways is through our teachers, who can have such an impact on students.”

The program collaborated with the School of Education this year to establish a fellowship program at SU—The Holocaust: Lessons for the Classroom. Six SU students participated in the program, which includes the intensive learning institute in Houston and seminars at SU with a cohort of interdisciplinary faculty from across campus. Twenty SU students will take part in January. “The greatest challenge for students is how, as teachers, they can impart from their study of the Holocaust what has relevance for today while maintaining focus on how and why the mass murder of so many people could have occurred,” says Professor Emeritus Alan Goldberg, a coordinator of the program.

Support from the Syracuse-based Solomon Spector Foundation covers all of the SU students’ expenses. The Spector Foundation, started by Joseph Spector of Syracuse, is operated by Helen Spector’s husband, Andrew ’66, and his mother and sister, Elaine Spector ’42 and Suzanne Josef, respectively. “We thought this would be a good way to take the fellowship to another level,” Andrew Spector says. He sees the possibility of an even more enriching experience for students with additional funding from other sources.

“We are so fortunate to have benefited from the generosity of the Warren and Spector families,” says Corinne Smith ’73, professor of teaching and leadership. “This life-changing educational experience has already made a difference in our six participants’ aspirations as teachers.”

Valerino agrees. “Naomi Warren showed me the importance of my job as a teacher to build knowledge in a student,” she says. “This drives me to learn more about the ways I can become a more effective teacher.”

—Kathleen Haley
IN APRIL 2006, 13 UNDERGRADUATE students met with Dean Douglas Biklen to discuss issues regarding racial and ethnic diversity within the School of Education. Out of that first meeting a new student group, Education Alliance, was formed. The goals and aspirations of the alliance have arisen from dialog within the group, discussions with leaders in diversity initiatives, and needs assessed within the school. As a nascent organization, composed of a coalition of School of Education undergraduates, Education Alliance is first committed to the professional and personal development of students of color who aspire to be educators and to promote diversity awareness initiatives within the School of Education community. With an appreciation for the overwhelming under-representation of educators of color in American elementary and secondary schools, Education Alliance is also committed to recruiting prospective students from diverse backgrounds into the field of education.

To kick off the semester, alliance members participated in a professional development session led by cultural foundations of education graduate student Natalie Byrdsong, titled “Developing Your Personal Mission Statement.” Since that first successful session, several students have committed themselves to developing an executive committee to plan and execute programs that support student development, raise awareness of diversity-related issues in education, and draw attention to the need for a greater diversity of teachers. This year’s prospective programs may include a panel discussion with elementary and secondary school principals of color, a brown bag lunch with teachers of color regarding diversity issues and schooling, and initiating new relationships among alumni and current students. School of Education faculty, as well as various Syracuse University department leaders, have committed to supporting the efforts of the alliance, and the group has high expectations for its inaugural year.

Khuram Hussain is a doctoral student in the cultural foundations of education program.
THE READING AND LANGUAGE ARTS (RLA) PROGRAM celebrated the centennial with a Homecoming Weekend conference at the Syracuse University Sheraton Hotel and the Schine Student Center on the SU campus. “Celebrating Our History to Build Our Future: A Reading and Language Arts Center Celebration of the School of Education Centennial” brought together RLA alumni, faculty, and students and featured a number of speakers.

Noted author Laurie Halse Anderson was the featured dinner speaker. Other speakers included Allen Berger, professor emeritus, Miami University of Ohio; Jeanette Fanelli, Mid-State Regional School Support Center, OCM BOCES; Sharon Kane, SUNY Oswego, and Dorothy Troike, professor emeritus, SUNY Cortland.

The Department of Instructional Design, Development, and Evaluation (IDD&E) hosted an informative, fun-filled event for alumni and friends from across campus and around the world. The “60 Years of Excellence” weekend celebration was designed to bring IDD&E faculty, alumni, and friends together to share ideas on IDD&E’s curriculum.

The events took place in Huntington Hall and included presentations and panel discussions about “Celebrating the Past,” “Identifying the Present,” and “Anticipating the Future” of IDD&E. The event also included current student and alumni poster sessions highlighting student projects and dissertation research, class project activities, internships, and work with professional organizations.

Participants included IDD&E alumni from across the United States and from such distant places as Thailand, Indonesia, and Taiwan. Also present were a
group of professors and students from the Institute of Education, University of Freiburg, Germany, who presented current student projects in the areas of model-centered instruction and diagnosis of mental models. Dr. Fahad Saba, professor of educational technology at San Diego State University and IDD&E alumnus, led a panel discussion on “Anticipating the Future.”

The Department of Exercise Science sponsored a “Journey to Fitness” for all Syracuse University faculty and staff. The journey involved a month-long walking contest and a series of seminars and workshops covering a range of health and fitness-related subjects.

In the walking contest, teams of four challenged each other in a month-long competition. The walkers followed several routes mapped out with pre-counted steps. At the end of the four weeks, the teams’ steps were totaled to determine the winners, who received gift certificates from a local sporting goods store.

“It was really exciting to share our department’s expertise in exercise, health, and fitness with the entire campus,” says Lori Ploutz-Snyder, professor and chair of the Department of Exercise Science. “In addition to the walking contest, we had a great panel of experts lined up for the seminar series. There was something for everyone.”

For its centennial fete, the Music Education Department invited Dr. Alice-Ann Darrow, the Irvin Cooper Professor of Music Therapy and Music Education at Florida State University, to present two lectures on the impact of music therapy and the arts in inclusive educational environments. Darrow’s lecture, “Arts And Disability: What's So Wicked About Wicked?” explored how the arts can serve as a major information resource on the nature of disabilities. In her second lecture, “Inclusive Practices In The Music Classroom,” Darrow’s lecture examined how the inclusion of students with disabilities provides opportunities for teachers to use a variety of instructional skills. Several types of strategies were presented as a foundation for educators to create individualized, appropriate, and effective accommodations and modifications for their students.
Graduate student excels at college mountain bike racing

LINDSEY BISHOP, AN INCLUSIVE EDUCATION GRADUATE and current master’s degree student in reading and language arts, opened up a gaping lead from the start in the women’s “A” race in the Wompatuck Whatchamacallit collegiate mountain bike race, held last summer in Hingham, Massachusetts. Bishop, who a year ago couldn’t clear obstacles higher than four inches, attacked her technical weakness by placing a call to Alison Dunlap Adventure Camps to inquire about a possible student discount. Dunlap—an Olympian, National, and World mountain bike champion—returned the call herself, and invited Bishop to pre-ride the cross-country courses at any National Off-Road Bicycle Association (NORBA) races where Dunlap would be racing. Bishop took advantage of the offer, and thanks to Dunlap’s personal mentoring has since stepped up to the winner’s podium four times and placed second overall as an Expert in the 2006 NORBA series.

In the Wompatuck race, Bishop used her newly sharpened technical skills to jump, hop, huck, and accelerate her way to the top of the podium once again. “The first few miles were all roots and a lot of little rock gardens, so you needed to be focused the whole time,” she says. Bishop rode a fluid race that she said was “good practice” for the technical terrain typical of East Coast racing.

Bishop has her sights set on performing well at the Collegiate Nationals this fall. After that, she’s looking forward to next year’s NORBA Nationals on the Mount Snow, Vermont track, considered the “gold standard” of East Coast single-track racing. While Bishop will have enough points to enter the pro ranks in 2007, she’s committed to finishing her master’s degree first. Talent scouts, take note: Bishop will be hunting for a team for 2008.

Collegiate cycling is the fastest growing division of USA Cycling, the official cycling organization recognized by the United States Olympic Committee. USA Cycling is responsible for identifying, training, and selecting cyclists to represent the United States in international competitions. The Wompatuck Whatchamacallit, presented by MIT Cycling, is part of the Eastern Collegiate Cycling Conference (ECCC) racing circuit. The ECCC includes college teams from Delaware, New England, New Jersey, New York, and Pennsylvania. MIT Cycling is the student-run cycling team of the Massachusetts Institute of Technology.

— Wendy Booher
STUDENT Highlights

Jeff Craig, a doctoral student in education leadership and principal of Jamesville-Dewitt Middle School, was named the regional director and director of research and technology for the New York State Middle School Association (NYSMSA). He is also the web master for NYSMSA’s web site. Craig works with individuals, schools, and districts across New York State on leadership, understanding the Essential Elements standards, and the development of flexible block schedules.

Michelle Grice, a senior at the College of Arts and Sciences and the School of Education, recently won one of four Association of Mathematics Teachers of New York State (AMTNYS) Scholarships for Future Secondary Mathematics Teachers and Elementary Teachers with a Mathematics Concentration. She accepted the award at the AMTNYS annual fall meeting in Saratoga Springs, New York in October. Grice is the second Syracuse University recipient of an AMTNYS scholarship in the past five years.

Antonio Olimpio Jr., a visiting post-doctoral student from the State University of Sao Paulo at Rio Claro, Brazil, joins the mathematics education department for one year. His dissertation focused on the concept of differentiability and the understanding of function, limit, continuity, and derivative by full-time first-year students. Olimpio is teaching Math 295, Calculus I.

Joanne O’Toole, a doctoral student in teaching and curriculum, was recently named the New York State Foreign Language Teachers Association (NYSALFT) president and is past president of the New York State Foreign Language Teachers Association of Central New York (FLACNY). NYSALFT and FLACNY aim to promote the study of languages and cultures as outlined in the state and national standards and serve all areas of language study, including the classics, heritage languages, English to speakers of other languages, bilingual education, Native American languages, and American sign language.
SUMMER INSTITUTE 2006, SPONSORED THIS
July by the School of Education and the Facilitated Communication Institute (FCI), introduced some new twists to the traditional conference format. “Of course, we’ve done conferences in the past,” explains Summer Institute coordinator and FCI assistant director Marilyn Chadwick, “but this year’s was really something special.”

What made this year’s conference stand out was the fact that it was built around giving participants a chance for hands-on experience using facilitated communication (FC) tools and techniques. “We created environments in which people would have the opportunity and time to experiment with new techniques,” Chadwick says. “That was the brand new piece we introduced with our afternoon workshops.”

The organizers also were determined to create an environment in which people could learn from each other and build networks. “We wanted to give people who were new to augmentative and alternative communication (AAC) and FC a chance to meet some of the veterans and become a part of this community,” Chadwick says.

Chadwick and her colleagues at the FCI had a powerful motive for being innovative: They saw the conference as an opportunity to create something the AAC and FC communities have long needed—a sustainable model for promoting these critical communications techniques on a national scale. “We have long recognized the need for a forum for people to come and see and even use what was new and cutting edge relative to facilitated communication,” she says. Chadwick convened a committee that worked for the better part of a year to develop a program and identify experts from around the country—and as far away as Australia—who would be AAC and FC trainers at the conference. These experts would not only present lectures; they also would participate in the various workshops.

“We wanted a combination of people who were going to convey some of the important basic information around facilitated communication, and we wanted to highlight people who are really important in the work—people like Doug Biklen and Rosemary Crossley,” Chadwick says. “We also wanted to introduce new approaches and techniques, which is why we invited music therapy expert Susanne Oliver to be a keynote speaker. Many people aren’t aware of the impact that music therapy—particularly neurological music therapy—can have on this work.”

Oliver, a board-certified music therapist, is the founder and executive director of Neurologic Music Therapy Services of Arizona. She was trained in AAC and FC at Syracuse in the early 1990s and has followed developments at Syracuse ever since. “What
Syracuse is doing for people with disabilities and in particular people with autism is very unique and difficult to find anywhere else,” Oliver says. “That’s really what drew me there.”

“The conference certainly shaped my thinking about FC,” says Joel Smith, a part-time user of non-traditional communication techniques and one of the Summer Institute presenters. “Syracuse University is clearly one of the leading centers of research on facilitated communication. The Summer Institute was one more example of the cutting-edge work being done at SU.”

As a user of non-traditional modes of communication, Smith has acquired valuable insight into functioning in a world designed for real-time speech when real-time speech is not an option. Smith says he was impressed by the tremendous effort the participants put into developing their communication skills at the conference. “I’m sure it was very exhausting for the communicators themselves, but the desire to communicate was evident.”

Also new at this year’s conference, each of the keynote speakers was introduced by an FC user. Another new element was the granting of certificates to the FC trainers and the introduction of a master trainer process. “We had been talking about the possibility of certification for probably 10 years,” Chadwick says. “It was important to finally take a step in that direction, and it was enjoyable to identify those people and surprise them.”

Among the conferences’ many highlights, Chadwick particularly enjoyed the art workshop. “The art workshop gave our participants a chance to work in the same studio with artist Larry Bissonnette,” Chadwick says. “This was a wonderful way of taking artistic expression, which we know is important to a lot of people in facilitated communication, and extending it to a different part of the University community—the art facility—and making that connection with them.” Chadwick notes that Bissonnette’s art work from the conference will be framed to hang in the FCI conference room.

About 200 people took part in this year’s conference, which caught organizers somewhat off guard. “I was a little surprised that we had so many attendees,” Chadwick says. “We had to move some of the events because the rooms were too small, which is a nice problem to have.”

“It’s so easy to go to hear something, then go back to your life,” says Oliver on the impact of the conference on the attendees. “But to have the families involved and practicing techniques, getting the input from practitioners and just doing the real work right there—that’s truly remarkable. When they left, you just knew they were taking home something of real value.”

Chadwick is pleased with the feedback to date. “People liked every component of our new format—they loved the keynote speakers and the concurrent sessions, and they particularly loved the workshops. I never had such positive feedback about anything I’ve organized.” Still, not letting this year’s success go to her head, she considers the conference a good “first effort” and promises to make next year’s even better.
THE SYRACUSE UNIVERSITY SCHOOL OF Education is committed to the principle that diverse learning communities create conditions that enrich the educational experience and provide opportunities for all to lead fulfilling lives. Led by special education professor and former dean Burton Blatt (1927-1985), the school pioneered the inclusion movement in the United States, making way for all learners to participate fully in mainstream classrooms and other learning opportunities. Blatt was a leader in humanizing services for people labeled mentally retarded and a staunch advocate of deinstitutionalization. He was well known for *Christmas in Purgatory*, a highly visible national exposé that documented atrocious conditions in state mental retardation institutions. In 1971, he created the Center on Human Policy at the School of Education to seek positive, humanistic alternatives for addressing the issues his research had uncovered. “Blatt was an outspoken advocate of what we now call inclusion,” says Dean Douglas Biklen G’73. “He took what was at the time a very radical position, saying that not only are all children educable, but that they ought to be educated together. Years later, the right to education for all children became federal policy. It also became a centerpiece of Syracuse’s work.”

Among his many accomplishments, Blatt will long be remembered for the scholarship fund he started as dean of the School of Education. Legend has it that he launched the fund with a $34 contribution, the contents of his pockets at the time. This initial seed money brought almost immediate results, inspiring the school’s faculty to contribute $50,000—a great deal of money then—to get the fund started. “Burt took a very personal hand in seeking funding for the scholarship, going to corporations, leading donors, and alumni,” Biklen says. “He understood the idea that if you are going to go out and ask other people to contribute, it
To have a decent society we must behave as decent
Ultimately our society will discover

Steven Taylor G’77, professor of cultural foundations and co-director of the Center on Human Policy, Law, and Disability Studies, recalls being impressed with Blatt’s philosophies, his ability to raise important questions, and his sense of humor. “He strongly believed that the field of education needed people with a variety of perspectives,” says Taylor, who was a sociology doctoral student at SU when he met Blatt. “I was really inspired by Burt. To me, his work became another social justice movement—like civil rights and the antiwar movement. It asked, ‘What does the fact that institutions can abuse and dehumanize people say about our society?’ And even though I was a sociology student, I realized I couldn’t just study what was happening in institutions. I felt responsible for doing something about it.”

As with any great leader or professor, Taylor says, Blatt’s impact extends well beyond his own work, to that of the countless students he motivated and influenced, directly or indirectly, through his research, writing, and teaching. “Burt had a lot of students over the years, and so many continue to carry out his work in their own ways,” Taylor says, “at universities, at state and federal levels, and in national organizations.”

The things Blatt stood for, and the leadership he provided to the nation regarding inclusion, educational opportunity, and the presumption of competence, remain very much a part of the School of Education today. “We think honoring the legacy of Burton Blatt
individuals.

that it is actually easier to meet than to avoid
the responsibilities we have as human beings.

— BURTON BLATT

by raising scholarship money in his name is a good way of reaching out to our alumni,” Biklen says. “We feel his presence is strong within the ranks of our alumni. And it is certainly still central and visible here in the school, even though many of our current faculty didn’t know him or have him as their dean.”

Contributing to the scholarship fund, Biklen says, serves as a way of celebrating the school’s centennial anniversary. It also provides an opportunity for “paying it forward”—making a positive difference in the world by investing in higher education and the futures of tomorrow’s teachers and leaders, and all those affected by their careers. “Giving to a scholarship fund is the most secure investment anyone could make in higher education, because you know you are touching someone’s life,” Biklen says. “This scholarship is even more meaningful, because it is associated with the vision of such a remarkable person. How many people can we point to who have the dramatic impact that Burt Blatt had on society—of really being at the center of establishing the right to education for all children? That was such a fundamental transition—a transformation for our society. In his name, let’s do all we can to create opportunity and bring outstanding people into careers in education.”

FOR MORE INFORMATION or to learn how you can make a gift to support the Burton Blatt Scholarship Fund, please contact:

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vfkohl@syr.edu
IMPPACT is a longitudinal, five-year study that will follow 120 teachers from across the United States through the early stages of their careers,” says Tillotson. “We’ll look at teacher candidates just starting their in-class work, follow them through the field placement phase, and stay with them as beginning and experienced teachers.”

The study will investigate five major research questions:

- **How do specific interventions within preservice science teacher preparation programs (e.g. multiple science methods courses, diverse field placements, nature of science coursework) impact the development of secondary science teachers’ content and pedagogical knowledge?**

- **What impact do these specific interventions have on secondary science teachers’ beliefs about effective instruction as they progress through the stages of the teacher professional continuum?**

- **To what extent do secondary science teachers demonstrate classroom practices that are consistent with their beliefs about effective instruction as they advance through the preservice preparation program and into full-time teaching?**

- **How closely do the knowledge, beliefs, and practices of secondary science teacher graduates of these preservice programs correlate with the science achievement gains of their 7-12 grade students; and**

- **What changes occur in secondary science teachers’ beliefs and practices when they are confronted with external factors (e.g. standardized testing, school culture) during the early stages of their careers, and how do these factors influence ongoing professional development needs and retention rates?**

Tillotson hopes this study will provide a glimpse into what factors affect recruitment and retention, which have been identified as ongoing problem areas for the field of science education. The project participants include science teachers from across the country, and in particular teachers who are in critical
developmental stages of the teacher preparation continuum. At each research site, data will be collected from 10 teachers at each of the following four career stages:

- preservice teachers who are at the beginning of the science teacher education program;
- preservice teachers who are at the completion of the university sequence and completing the associated field experiences;
- inservice teachers who are in the early induction years as new science teachers (first four years); and
- inservice teachers who are in the post-induction stage of science teaching (5+ years).

“The results of this research study will have broad implications for science teacher educators, science content faculty, administrators, practitioners, and professional development providers at all academic levels,” says Tillotson.

Research at all three universities will look at all aspects of the preservice science teacher preparation program, including science content coursework, science teaching methods courses, and general education courses. “The rich array of program features in common across these three institutions will allow for strategic on-site and cross-site comparisons to be made related to each research question,” says Tillotson.

A wide range of data will be collected from participants over the next three years. All participants will complete a set of online questionnaires that inquire about the teacher’s preservice program experience, the teacher’s beliefs about reformed science teaching and learning, and the curriculum the teacher uses in the classroom. Teachers will also be observed or videotaped in their classroom as a means to compare their actual practice to their beliefs expressed in the questionnaire. The researchers will use a set of three interview protocols to garner further in-depth information about a small sample of teachers.

“What’s really important about this program is that it is trying to get quantitative information about why science teachers have such a large attrition rate,” says Syracuse University geology professor Scott Samson, the project’s co-P.I. and science faculty representative.

“The number of teachers who leave the profession after five or six years and go into something else is enormous. That’s critical, because we’re losing well-seasoned teachers who have gained a tremendous amount of valuable experience.” The study should help determine why turnover occurs and why it occurs in some places more than others.

Syracuse University will coordinate the research of the three participating campuses. Tillotson, project principal investigator (P.I.), and research project coordinator Monica Young will serve as program administrators, with the help of doctoral associates Kevin Holtz and Paul Prezewski.

The SU team members work closely with their counterparts and co-P.I.s Robert E. Yager at the University of Iowa and John E. Penick at North Carolina State University, along with the doctoral associates at each site. In addition to the full-time project staff, a seven-member advisory panel representing the fields of science education and the sciences oversee inter-university cooperation through annual summer meetings.

In addition to its comprehensive, longitudinal database, the IMPPACT project will include a multimedia, DVD-based dissemination piece that interactively will link major findings. Tillotson also is planning to publish a book featuring participating faculty members, doctoral students, student teachers, and their students at the completion of the study (in 2009-10).
ACHIEVEMENTS
and Accomplishments

The School of Education recently received funds from the Teacher Opportunity Corps (TOC) to fund two students in a grant partnership with Le Moyne College, Onondaga Community College, SUNY Cortland, SUNY Oswego, and the Syracuse City School District. The TOC’s primary objective is to enhance the preparation of teachers and prospective teachers in addressing the learning needs of students at risk of truancy, academic failure, or dropping out of school, and to increase the participation rate of historically underrepresented and economically disadvantaged individuals in teaching careers.

Patricia Tinto, associate professor of mathematics education, received funding for a third year of the Beyond Access to Math Achievement (BAMA) program in partnership with the Syracuse City School District. This project focuses on improving mathematics achievement of grade 3-8 students in urban schools.

Tinto’s New York State Teacher Leader Quality Partnership (TLQP) program was also funded for a fourth year. The program uses assessment and supportive technologies to strengthen mathematical learning and teaching. This project is focused on data-driven instruction in mathematics for teachers in grades K-6 in urban schools.

Tinto and assistant chair for field relations Jerry Rispoli received funding for the third year of the Title IID technology grant with the Syracuse City School District. Title IID aims to improve student academic achievement through the use of technology, assisting students in becoming technologically literate, and to aid teachers in integrating technology into the curriculum to improve student achievement.

Kristiina Montero, assistant professor of reading and language arts, recently published her first post-doctorate article, “Teachers Can’t Teach What They Don’t Know: Teaching Teachers About International and Global Children’s Literature to Facilitate Culturally Responsive Pedagogy.” The paper will appear in the Journal of Children’s Literature and was co-written with reading and language arts doctoral student Joanna Calogero Robertson.

Rachel Brown, assistant professor of reading and language arts, was awarded the Elva Knight Award from the International Reading Association. The $10,000 grant will go toward Brown’s research on professional development that enhances teachers’ explicit teaching of multiple comprehension strategies and students’ effective use of them.

Marvin Druger, Laura J. and L. Douglas Meredith Professor for Teaching Excellence and chair of the Department of Science Education, can now be heard on the radio! His 90-minute program, Science on the Radio, is designed to enhance public science literacy. It airs on WAER-FM 88 on Tuesdays and Thursdays at 10:30 a.m. and 2:30 p.m.

Druger has also recently published a book of poetry, Strange Creatures and Other Poems. The book is designed for children of all ages (including adults) and helps readers think about life in a new way and conveys positive messages and images about life. At the end of the book, he says, “This is not really the end of this book. Poetry is endless. So, write your own poems and add them to the book,” and provides a few blank pages for doing so. Druger has been doing readings at local elementary schools, and has had a great response. The book is available at the Follett’s Orange Book Store, at Borders Books and Music in Syracuse, at Creekside Books & Coffee in Skaneateles, and by direct order through Druger.
The Centennial Class for Scholarship in Action: OUR WORK is in the World

AS PART OF ITS CENTENNIAL CELEBRATION, THE SCHOOL OF EDUCATION AT SYRACUSE University is proud to present its newest tenure-track faculty members—all recruited over the last 18 months—and welcomes them to participate in our commitment to Scholarship in Action.

Through Scholarship in Action, Chancellor Nancy Cantor has set Syracuse University on a remarkable course, charging students and faculty—enabled by the power of research and inquiry—to address difficult, highly complex, and sometimes contentious social issues. By linking the future of the University to engagement in the world, Chancellor Cantor reaffirms a tradition, long since established in the School of Education. Our work is in the world.

From its ground-breaking Student Deans Program of the 1930s, when the School of Education advanced the idea and reality that women could be leaders in college and university administration, to today’s leadership in inclusive education and commitment to universal literacy, the Syracuse University School of Education has earned a reputation for generating bold concepts and transformative ideas in education.

Of course, behind these great concepts and innovations are people—the talented, dedicated, and highly skilled academics who have been a hallmark of this school since its inception. In this centennial year, the School of Education has renewed its determination to play a leadership role in education by recruiting an exceptionally talented class of young faculty.

We welcome this new group of faculty, our Centennial Class, to continue the work we have embraced for a century—Scholarship in Action.

Douglas Biklen
Dean

KAL ALSTON
Professor, cultural foundations of education
Trained in philosophy of education, Kal Alston spent her early career at the University of Illinois at Urbana-Champaign in educational policy studies and as director of the Gender and Women's Studies Program. Her scholarly interests center on intersections of popular culture/media with American experiences of race, class, and gender. Alston’s Ph.D. degree is from the University of Chicago. She also serves as associate provost for Syracuse University.

Scholarship in Action: Alston is working on analyses of contemporary girlhood, early adolescent culture and education, and race and fatherhood, as well as the development of women’s leadership in academia and in other social contexts. Her most recent publications focus on ethics and community responsibility, the phenomenal experience of race in philosophical practice, and the connection of the landmark Brown v. Board of Education decision to contemporary educational experience.
JULIE CAUSTON-THEOHARIS
Assistant professor, teaching and leadership

Julie Causton-Theoharis, assistant professor in the inclusive education program, teaches courses in academic curricular adaptations for graduate and undergraduate students. Her work is heavily guided by an interest in inclusive education from the legal realm to the classroom level. She holds B.S., M.S., and Ph.D. degrees from the University of Wisconsin at Madison.

Scholarship in Action: Causton-Theoharis’s scholarship has focused on paraprofessional influences on inclusive education, curriculum differentiation, professional collaboration in inclusive settings, and inclusion as social justice. Her published works have appeared in such journals as Exceptional Children, Teaching Exceptional Children, Journal of Research in Childhood Education, and Behavioral Disorders.

KALENA CORTES
Assistant professor, higher education

Kalena Cortes comes to the School of Education from Princeton University, where she was a postdoctoral research associate. She completed her Ph.D. degree in economics at the University of California at Berkeley. Her fields of specialization are labor economics and the economics of education, and she has a strong background in applied econometrics and economic demography.

Scholarship in Action: Cortes has conducted extensive research on the subject of labor economics, focusing on such issues as immigration, income inequality, and health. Her publications have appeared in the Review of Economics and Statistics and the Economics of Education Review.

KEITH DERUISSEAU
Assistant professor, exercise science

Before coming to Syracuse, DeRuisseau was a post-doctoral associate in the Department of Applied Physiology and Kinesiology in the University of Florida’s Center for Exercise Science. He earned B.S. and M.S. degrees in exercise science from the University of Massachusetts, Amherst, and a Ph.D. degree in movement sciences from Florida State University.

Scholarship in Action: In addition to teaching courses, advising graduate students, and continuing his own research, DeRuisseau will be responsible for setting up an exercise biochemistry lab on SU’s South Campus.

BENJAMIN DOTGER
Assistant professor, teaching and leadership

Benjamin Dotger recently completed a doctorate in the curriculum and instruction department at North Carolina State University. He taught for four years as an English teacher at Mt. Pleasant (North Carolina) High School before moving to Raleigh to continue his graduate education. He has a B.A. degree in English education from Elon University, an M.A. degree in English education from the University of North Carolina, Charlotte, and a Ph.D. degree from North Carolina State University.

Scholarship in Action: Dotger’s current research is focused on teacher mentoring and novice teacher retention, including in under-resourced schools.
SHARON DOTGER
Assistant professor, teaching and leadership/science teaching

Sharon Dotger earned a B.A. degree in biology from the University of North Carolina at Chapel Hill, then taught high school chemistry, physical science, and earth science in North Carolina for five years. During that period, she earned a teaching certificate at the University of North Carolina at Charlotte and an M.S. degree in science education from Montana State University. She completed a Ph.D. degree in science education at North Carolina State University.

Scholarship in Action: Dotger’s research interests include the development of pre-service science teachers and the effective use of constructivist teaching strategies in science classrooms. Her dissertation research focused on how young children conceive of evidence.

DAWN JOHNSON
Instructor, higher education

Dawn Johnson’s career experience includes multicultural affairs, admissions and recruitment, and academic advising. She has a B.A. degree in anthropology from Bowdoin College, an M.Ed. degree in student personnel administration from Springfield College, and is completing a Ph.D. degree from the University of Maryland. She joins the School of Education faculty in January 2007.

Scholarship in Action: Johnson’s research interests include the experiences of women of color in math, science, and engineering programs, and the impact of social justice education courses on attitudes toward diversity.

JING LEI
Assistant professor, instructional design, development, and evaluation

Jing Lei is an assistant professor of instructional design, development, and evaluation. Her dissertation concerns how the use of technology influences and is influenced by teachers, students, and school systems. Her papers have appeared in such journals as Education Review, Teachers College Record, and Computer and Education. Lei’s Ph.D. degree in learning, technology and culture is from Michigan State University.

Scholarship in Action: Lei’s research interests include educational technology integration, meaningful technology use in schools, social-cultural and psychological impact of technology, educational technology and professional development, and international and comparative education.

GRETCHEN LOPEZ
Assistant professor, cultural foundations of education

Gretchen Lopez’s research focuses on the social psychology of intergroup relations and social identities, multicultural education, pro-social behavior and violence prevention. She holds a Ph.D. degree from the University of Michigan, Ann Arbor.

Scholarship in Action: Lopez is the project director for the intergroup dialogue research project, part of a multi-university collaboration that brings together teachers and researchers from 10 institutions of higher education to develop, implement, and research intergroup dialogue courses for college students. An article on intergroup dialogue co-authored by Lopez in the Journal of Social Issues was recently identified as the most cited work in that publication in 2004. She also served as the project coordinator for Syracuse University’s Violence Prevention Project.
JEFFERY MANGRAM  
Assistant professor, teaching and leadership

In addition to his Ph.D. degree in teaching and leadership, Jeffery Mangram holds a B.A. degree in policy studies/political studies and an M.A. degree in social studies education, all from Syracuse University.

Scholarship in Action: Mangram distinguished himself in the classroom as a social studies teacher (including being named a finalist for the New York State Teacher of the Year award) before returning to the School of Education to complete a Ph.D. degree. His recent research concerns how teachers read youth and popular culture, and its implications for how students experience education.

KRISTIINA MONTERO  
Assistant professor, reading and language arts

Kristiina Montero is an assistant professor in reading and language arts. Her research interests focus on sociocultural dimensions of literacy acquisition of English language learners in general, but specifically on the development and maintenance of heritage language literacy alongside English language literacy development. Montero earned a Ph.D. degree from the University of Georgia.

Scholarship in Action: Montero’s research has explored the use of international and global children’s literature to promote culturally responsive teaching contexts. She has examined the use of inquiry-based learning methods with pre-service teachers. Additionally, she has worked with middle and high school teachers to create an authentic writing outlet for students by collecting their creative expressions (poems, narratives, art, and/or photography) about urban life experiences and publishing them in an edited volume titled Soul Talk: Inner Voices, soon to be published. She is the co-author of Content Area Literacy Instruction for the Elementary Grades, a textbook written for pre-service and in-service teachers.

DALIA RODRIGUEZ  
Assistant professor, cultural foundations of education

Dalia Rodriguez, assistant professor of cultural foundations of education, is a specialist in the area of sociology of education. Currently, her main interests focus on issues of access to education, racial/ethnic inequality, and policy studies. She holds a Ph.D. from the University of Illinois Urbana-Champaign.

Scholarship in Action: Rodriguez’s scholarship has focused on institutional racism and issues of access and opportunity for students of color. Her publications have appeared in a number of journals, including Qualitative Inquiry and Cultural Studies/Critical Methodologies. In addition to her scholarly work, Rodriguez has developed college recruitment programs and worked for the New Mexico State Senate.

EMMA RODRÍGUEZ SUÁREZ  
Assistant professor, teaching and leadership/music education

Born and raised in the Canary Islands, Spain, Emma Rodríguez Suárez earned B.A. and M.A. degrees in music education from the Hartt School of Music in West Hartford, Connecticut. Her Ph.D. degree in music education is from the University of Toronto. She holds a Level III Orff Schulwerk Teacher Training certificate and a Kodaly Certificate from the Kodaly Musical Training Institute.
Scholarship in Action: The author of numerous articles on music education, with strong interests in world music, Rodríguez Suárez is a contributing writer to Strategies for Teaching: K - 4 General Music (Rowman & Littlefield), Performance Standards for Music: Grades Pre K - 12 (Music Educators National Conference), and Strategies for Teaching Elementary and Middle-Level Chorus (Rowman & Littlefield).  

RICHARD SHIN  
Assistant professor, counseling and human services

Richard Shin is an assistant professor in the counselor education program. He is also the coordinator of the community counseling concentration. His scholarly interests have focused on the emphasis of social justice in the education and training of counselors and counselor educators. Shin teaches courses in group counseling, practicum, and social and cultural foundations. His Ph.D. degree in counseling psychology is from Loyola University, Chicago.

Scholarship in Action: Shin recently served two terms as the president of the Washington Association for Multicultural Counseling and Development. He has conducted extensive research to identify the risk and protective factors that contribute to the academic achievement of early adolescents of color.

GEORGE THEOHARIS  
Assistant professor, teaching and leadership

George Theoharis is an assistant professor in educational leadership and elementary social studies and teaches graduates in the educational leadership C.A.S. and doctoral programs. Theoharis also teaches elementary social studies methods for undergraduates in the Inclusive Elementary and Special Education Program. He completed a Ph.D. degree in educational leadership and policy analysis at the University of Wisconsin at Madison.

Dear Alumni and Friends,

This is the School of Education’s (SOE) year to celebrate a number, and a number of its people and programs who made a difference in education in the last century. We are doing our very best to reach out to all our alumni, asking every one to be involved with SOE at the start of its next 100 years! At one point in September, more than 7,000 pieces were in the mail to our alumni and friends, inviting them and you to special events, receptions, and lectures and giving you news of what was going on at the school. Now this magazine is being read by almost all of our approximately 18,000 living graduates, bringing the stories and work of a few of the many people who support SOE in developing innovative programs, launching groundbreaking research, and aiding our cadre of students and faculty in advancing SOE’s scholarship in action. Everyone who gave to the school last year, whether it was $10 to the Dean’s Fund or $50,000 to endowment, made a difference.

And speaking of numbers, I will mention a few more. In the U.S. News & World Report rankings, SOE appears in the top 50 for overall assessment of schools of education, 17th among private institutions, and 12th in special education. Funds raised for the SOE last fiscal year increased 59 percent over the previous year. The average gift from alumni was $750. That is all wonderful indeed and was accomplished with only five percent of our alumni giving to the school last year.

SOE alumni are active and successful. Each of you is contributing to education and giving back to your community in some measure. Whether your time and money is directed to the SOE, it all counted in our success and enabled what we have done. For those of you who have given directly to SOE, thank you! Your gift made a difference in every facet of SOE and to every one of its students. I hope we can count on you again this year. If you are interested in making your first gift or renewing your support, and I can help, please do not hesitate to call me or go to our web site’s information on alumni and giving. Imagine what the school will be able to do and what heights it can attain when even 20 percent of our alumni and friends give this year!

Thank you again for your help and consideration. With your support, the SOE’s excellence in providing quality education to all learners will continue to be celebrated next year and throughout the next century.

Yours truly,

Victoria F. Kohl

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The following named funds are among the School of Education's scholarships for undergraduate and graduate students:

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- **Schupak Fund for the High School for Leadership**—to support academic and scholarship initiatives related to joint ventures with New York City high schools
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Carol H. Sours
Matthew L. Spear
Adrienne M. Spencer
Alice A. and John C. Spinello
Phyllis W. Spisak
Gene A. Staffiere
Ava H. Steiner
Robert W. Stevens
Jane Osky Stewart
Lori J. Stock
Joshua W. Stratton
Frank T. Stritter
Margaret S. Stuart
Lois E. Stutzman
Eugene Y. Sul
Patricia W. Sullivan
Lee B. Sundsted
Elaine S. Suskin
Barbara H. and William H. Sutro
Janice H. Symons
Linda S. and Terry L. Tarver
Ann H. Taylor
Annabelle C. Teeps
Irene L. Thames
Michael Theall
Michelle P. Theodore
Robert Thurlow
Eleanor Thurston
Yanfeng Tian
Jan K. Tighe
Robert C. Tinkham Jr.
Jacqueline V. Tompkins
Meredith A. Torrisi
Barbara L. Townsend
Debra E. Trees
Alaine E. Troisi
Noelle A. Troller-Laurita
Doris M. Tuttle
Alexandra I. Umbria
Joan L. Valent
Mary S. Vandyk
Sarah E. VanLiew
Andres Velazquez Acevedo
Harold A. Vine, Jr.
Andrew D. Virgilio
Kenneth Vivlamore
Sally and Carl E. Vogt
Norman J. Votraw
Newell F. Wagoner
Christina M. Walker
Sara J. Waltamath
Judith Raucci Walters
Donna R. Walton
Kathleen G. Wasserman
David L. Watkins
Brenda M. Weaver
Betsy J. Webb-Bronzetti
Virginia Perl Webber
Dorothy C. Wehmarn
Carol L. Weir
Helene M. Weisman
Gayle K. Weiss
Dorothy E. Weitz
Harriet B. Westonfelder
Tamara S. and Evan Robert Westlake
Kerry Ann Whaley
Marcus W. White
Jeanne A. Wickham
Merryl M. Wilbur
Margaret E. Williams
John W. Williamson
Lisa H. Willsey
Michelle A. Wilson
Arthur M. Wilson
Susan M. Wilson
Virginia F. Winters
Arleen Phyllis Wohl
Cary E. Wood
Theodore P. Woolschlager
Jevada Mauzy Wright
Stephen Harding Wright
Timothy R. Wright
Yolanda A. Wright
Moira S. Yardley
Leona P. Yarrington
Linda M. Yarwood
Sylvia I. Yasgur
Derfla W. Yarrington
Suzanne Margaret Zawitkowski
Kenneth M. Zeichner
Christine Zarins
Suzanne Margaret Zawitkowski
Kenneth M. Zeichner
Susan C. and William H. Zogg
M. Douglas Zoller
Carolyn R. Zumbrun
Robin L. Zwick
Robert Demperio ’50 (M.S., biological sciences and education) recently retired to Florida after teaching physical education and coaching football, baseball, and basketball in the Syracuse area. He was also a supervising principal in the Southern Tier, Stratford, and Long Island areas of New York.

Marcia F. Cohen ’53 (B.S., special education) has recently published (under the pen name Marcia Baltimore) Inner City Angels: A Story from the L.A. Riot—April 29, 1992 (AuthorHouse, 2006), a story of hope in a time of chaos. It follows a young boy’s struggles with gangs, the seedy side of Los Angeles, and his subsequent introduction to the positive aspects of life. Cohen was a school psychologist in Los Angeles for 30 years and was working at a school four blocks from the epicenter of the riots when they erupted after the Rodney King verdict was handed down. She received an Annenberg Fellowship from the University of Southern California’s Department of Instructional Technology and Cinema, where she studied media’s effects on children’s learning, received an award for a multimedia educational presentation, and earned a doctorate in education.

Randolph Pohl ’53 (M.S., school psychology), currently an associate professor of education emeritus at South Connecticut State University, lectured and shared moon rocks (on loan from NASA) with 61,815 elementary and high school students in 32 states and nine Canadian provinces.

Lorraine Hansen Russell ’59 (B.S., speech and language pathology and early childhood education) retired after 43 years on the communication sciences faculty at Temple University in Philadelphia.

Salvatore Parlato ’61 (M.S., education technology) is a volunteer who tutors English as a second language (ESL) for refugee Americans at the Rochester (New York) Catholic Family Center. He is in his 12th year of “hearing repairment,” and recently contributed an article to Hearing Loss Magazine. The article was excerpted from his latest manuscript, Neither Hear (sic) Nor There: A Sharing of the Hearing-Limited Experience. He has authored many textbooks on ESL, deaf education, and film. He has also written Uphill Both Ways: Confessions of a Catholic College Alum and A Marine Corps Boot in Cold-War Parris Island (Infinity Publishing, 2003) under the pen name Chris Madeira Jr.

Cordelia (Dolly) Danser ’68 (B.S., education) retired from Fairfax County (Virginia) Public School in July 2004 after 23 years of teaching grades K-4. She and her husband Brian Kudis have moved to Marco Island, Florida, where they are enjoying the sun, sand, and golf fairways.

Barbara R. (Ambuske) Sadowski ’69 (M.A., education) was named interim vice president for academic affairs at Marywood University in Scranton, Pennsylvania. She has been chief planning and research officer at Marywood since 1994, and was director of academic computing from 1987 to 1993. Before coming to Marywood, she was a faculty member and director of academic computing at Marist College, where she was named New York State Educator of the Year in 1986 for her work with computing education in the parochial elementary schools in Dutchess County. She also served as a faculty member in the College of Education at the University of Houston.

Leah Klungness ’70 (B.S., elementary education) is the co-author of The Complete Single Mother, Third Edition (Adams Medium Corporation, 2006), a comprehensive book for single parents. Klungness is the single mother of two, as well as a psychologist specializing in single parents and their families, especially those facing divorce. She is a regular contributor to City Parent, Canada’s largest parenting publication, as well as a consultant and frequent contributor to single-rose.com.
Barry Glick ’72 (Ph.D., counseling psychology) published his seventh book in the area of youth aggression and violence and juvenile justice, *Cognitive Behavioral Interventions for At-Risk Youth* (Civic Research Group, 2006). He consults nationally and internationally in the areas of organizational development, program development, and staff development for justice and human services systems.


Robert Brown ’73 (M.A., guidance and counseling) is the senior counselor at Immokalee High School in Immokalee, Florida. He concentrates on building bridges to the community and higher education through an interactive program called College Reach Out, a state of Florida endeavor intended to facilitate the selection process for first-time collegians. His chapter has been selected as chapter of the year for two of the past three years.

Thomas B. Neveldine ’75 (M.S., education) was awarded a doctoral degree in educational leadership from Syracuse University on May 14, 2006. The title of his dissertation was “The Influence of Mentoring on Beginning General Education Teachers Providing Instruction to Students with Disabilities.” He is the deputy superintendent for the East Syracuse-Minoa Central School District.

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Glenn R. Showalter ’76  
(M.S., instructional design, development, and evaluation) was a judge in the 2006 International Exposition of Photography sponsored by the Delaware Photographic Society at the Delaware National Golf Club and University of Delaware. He is a part-time photographer specializing in aerial photography and an occasional substitute teacher in K-5 private schools. He was also a faculty member in photography at the S.I. Newhouse School of Public Communications from 1972-74.

Jeffrey S. Baker ’78  
(M.S., counseling and guidance) has completed a Ph.D. in psychology with a specialization in educational psychology at Capella University. He presented a paper titled “Extended Testing Time and GPA for College Students with Learning Disabilities” in August at the annual meeting of the American Psychological Association in New Orleans. He currently is an adjunct instructor at Rochester Institute of Technology and Monroe Community College in Rochester, New York.

’80s

Deborah Knoblock ’88, ’90  
(B.S., elementary education; M.S., instructional design, development, and evaluation) is a second-grade teacher at Mount Pisgah Christian School in Alpharetta, Georgia. In 2005 she was given the Teacher of the Year Award at the Celebration School in Celebration, Florida.

’90s

Amy K. Rancier ’94  
(B.S., inclusive education; M.S., special education) volunteers at the Living Word Academy in Syracuse, where she enjoys working with children in grades k-12 who have a variety of special needs.

Kristin  
(Mina)  
Aylward ’96  
(B.A., inclusive elementary and special education) and her husband Michael welcomed their second baby, Jeremy Michael, on May 4, 2006. Big sister Madison turned 2 on June 1. Jeremy weighed 8 lbs. 14 oz. and was 20 inches long.

Shannon Ellis ’99  
(M.S., school counseling) received the High School Counselor of the Year Award for Henry County Schools and the Student Services Employee of the Year Award, which is given to counselors, social workers, nurses, and special education employees. She is counseling department chair at Dutchtown High School in Hampton, Georgia.

Teacher of the Year

CHRIS WHEATLEY, a 1997 graduate of the School of Education’s master's degree program in science teaching, was named the National Career Academy Coalition (NCAC) Teacher of the Year. Wheatley, who teaches at Hixson High School in Hamilton County, Tennessee, was chosen from a field of 200 nominees from around the country. He received the Teacher of the Year Award at the November NCAC conference in San Francisco. Wheatley was nominated for the award by colleagues at Hixson High School for his outstanding performance as the school’s MASH (Math, Science, and Health) Academy director, and for guiding that program through its creation and developmental stages.
JOINING THE SCHOOL OF EDUCATION BOARD OF
Visitors only last year, Lynn Kreischer’s leadership and long-running support of the school amply qualify her to serve as the board’s new chair.

Kreischer sees her appointment as part of a convergence of new personalities, and in that she sees opportunities. “We have a new dean, a new development person and a new board chair all coming on board within a matter of months,” says Kreischer. “This gives us a common starting point to look things over and say, ‘This is what we really want to focus on and how we want to support and promote the school.’”

One of Kreischer’s first goals will be to establish committees to focus on two of the board’s fundamental duties. “We will convene two standing committees, one to focus on development and the other to find and bring forward the names of prospective new board members,” says Kreischer. “The chairs of those committees will be charged with pushing those two areas forward on behalf of the school.”

Kreischer’s focus on the nominating process reflects her and the board’s commitment to getting the right mix of people on the board. “Of course you want recognized experts in a variety of areas in the field of education,” says Kreischer. Kreischer’s goal is to bring a variety of perspectives to the mission of supporting the school, including alumni, parents of students, and others with a demonstrated commitment to the school.

In broader terms, Kreischer and her colleagues have identified three key purposes for the board, which are defined in the board’s new guidelines. Those purposes are (1) to support the dean in implementing his vision for the direction of the school; (2) to participate in fundraising for the school with personal commitments and to assist the dean and the Office of Advancement in identifying other potential sources of support; and (3) to represent the school to the larger community, including alumni, donors, University leadership, and the general public. “Our role is not to tell the dean what he ought to be doing,” says Kreischer. “Instead, we are here to support his goals and objectives for the school.”

Kreischer’s relationship with the school began when she was a student here, but she married at the end of her junior year and moved to Philadelphia. After earning a degree in liberal arts, she worked at her husband’s accounting firm, and then pursued a career in retail.

Although events in her life directed Kreischer away from a career in education per se, what she learned at the school served her well. “I recognized the fact that we use the process of education every day in every area of our lives.”

Kreischer and her husband, Syracuse University Trustee John L. Kreischer III ’65, have remained involved with the University since their student days here. “We have a passion for the University (daughter Jennifer ’88, son Brian ’91), and we have a passion for education,” says Kreischer. “Although Jack graduated from the School of Management, his commitment to the School of Education is informed by his understanding that funding coming here is tremendously valued and appreciated.”

The coming year promises to be a busy one for Kreischer and the board. “Within the next six months, we would like to get our two committees up and running,” says Kreischer. “We have to reach out to our alumni and encourage them to support the school and engender a sense of ownership and pride in what is happening here. We need to better communicate what we do and what is so worthwhile about our school. We need to tell the world what makes us unique.”
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