IN THIS ISSUE OF Education Exchange, you will read about how today’s School of Education is extending its tradition of public engagement. The school has renewed its commitment to addressing a host of crucial societal challenges, for example: how to bring outstanding young people into careers in teaching; how to improve access to technology in education; how to make schools successful and inclusive; how to ensure equity for children of poverty; how to advance literacy for all in the early school years; and how to make college attractive and accessible to students whose parents did not have the opportunity for higher education.

One of the exciting new ways the School of Education is making a difference in the lives of young students is through the Partnership for Better Education, a program that is charting new courses in strategic education policy nationally and even internationally.

The partnership represents a commitment by Syracuse University to improve the educational experiences for all students in the Syracuse City School District (SCSD). Designed to foster access to higher education, the partnership is a “Pre-K to 16” testing ground where our faculty and students are allied with SCSD teachers, parents, researchers, and policy makers.

This is not an entirely unselfish enterprise. The Partnership for Better Education provides immediate benefit to the School of Education by providing multiple venues to practice our craft. At the same time, our faculty and students are involved collaboratively with participants from other SU schools and colleges and from universities and colleges throughout upstate New York in such diverse fields as entrepreneurship, the arts and literature, math, science, and technology.

The School of Education’s commitment to the partnership includes multiple strategies:

- Creation of a scholarship program that reduces the cost of graduate teacher preparation for full-time students and some part-time students (those who are employed by the Syracuse City School District) in high needs fields such as literacy, special education, math, science, and rehabilitation by one third.
- Implementation of alternative certification programs to attract outstanding undergraduates and mid-career changers into one-year master’s programs in science and math, followed by mentored teaching in urban schools.
- Creation of Schools of Promise, a strategy of whole school reform that our faculty and students are initiating in three urban schools this year, with the goal of making them completely inclusive and of dramatically raising academic performance, for example in reading and math.
- Infusion initiatives to provide teachers with specialized resources and training, for example in professor Montero’s adolescent literacy projects (read about Soul Talk, her book of student poetry, in this issue).
- Participation in Early College, a program that provides 20 high school students with access to University courses this semester and will be expanded to serve 50 students this fall. (With the High School for Leadership and Public Service in New York City, we are launching a similar opportunity for 50 New York City students this summer).

Each of these initiatives draws on the intellect and creativity of our faculty and students, reaffirming the School of Education’s commitment to make a difference and to set a standard for public engagement. I know you will enjoy reading the stories in this issue of Education Exchange that address these and other forms of public engagement.

Sincerely,

Doug

DOUGLAS BIKLEN
DEAN
CENTENNIAL YEAR Report Card:

This year’s accomplishments set the pace for the next 100

WHILE CENTENNIALS TRADITIONALLY ARE SEEN AS periods of reflection on past accomplishments, they also help institutions discover their true passions and strengths, providing guidance for future development. Such was the case for the School of Education’s centennial year. During the course of the last year, the school’s centennial events helped the students, faculty, and staff reexamine and refocus the school’s institutional aspirations for the next century and start taking the actions necessary to achieve that vision.

A foundational year of accomplishments

The reinvigorated School of Education is on track to reclaim a position of prominence in the field of education. The school achieved its long-term goals. To that end, the school has taken the following measures to enhance the quality and effectiveness of its faculty members:

- Established the SOE Centennial Class, a distinguished group of tenured-line faculty hires that directly support Scholarship in Action;
- Continued to require diversity in hiring pools, resulting in 20 percent of tenured-line faculty members and 24 percent of total faculty members being persons of color;
- Implemented revised promotion and tenure procedures; and
- Renewed efforts to increase the volume of sponsored research through grants.gov submissions assistance, budget preparation and management, subcontracting with external evaluation groups, and summer grants to support proposal generation.

Access and support for students

The school implemented the following initiatives to increase student diversity in its undergraduate programs:

- Hired a graduate assistant/recruitment specialist to focus on diversity;
- Created an undergraduate organization focused on diversity (the Education Alliance);
- Participated in Operation Link-up and Today’s Students, Tomorrow’s Teachers;
- Targeted scholarship funding of applicants;
- Enhanced communication with alumni of color to build a network of support for recruitment of new students and placement of current students and alumni; and

Named a graduate scholarship program (1/3 reduction) for students studying in high-needs fields (science, math, special education, literacy, and rehabilitation counseling);

- Expanded graduate recruitment outreach efforts by visiting more than 25 job fairs and college and university campuses; and

The Department of Counseling and Human Services has established a fund to support graduate student participation in professional conferences.

Additional student-focused initiatives include the following:

- Created a quasi-endowment to support students participating in the School of Education’s Bridge to the City placements;
- Launched fund-raising efforts to support scholarships, including an annual direct mail appeal to alumni and a renewed appeal to alumni and donors to raise the Burton Blatt Scholarship fund principal to more than $1,500,000;
- Revamped the undergraduate Selected Studies Program, creating an academically challenging pathway for students interested in graduate studies in the fields of counseling and human services, higher education, reading and language arts, elementary and secondary teaching, exercise science, instructional design development and evaluation, cultural foundations, and international education;
- Initiated approval process for fast-track alternative certification for urban-focused science and math programs (implementation expected fall 2007);

- Formed a graduate council to improve the quality of doctoral studies in education by coordinating/standardizing graduate assistantship assignments, sequencing research courses, coordinating doctoral seminars, and recruiting and adequately supporting the highest quality students;

- Instituted the Warren Scholars Holocaust Program for Educators in concert with the Houston Holocaust Museum; and

- Co-sponsored the Beyond Compliance Coordinating Committee film series, Beyond Borders: The Illusion of Normalcy in film, part of the Partnership for Better Education (offerings included a premiere screening of the Hollywood feature film, Mozart and the Whale, featuring Josh Hartnett and Rhada Mitchell, as well as our own new, award-winning documentary, My Classic Life as an Artist, and many other films.

Engaging the world

The school has worked actively to engage the world, locally and globally, through the application of its unique resources as demonstrated by the following examples:

- Organized and sponsored the first annual New York City Education Forums at Lubin House (the event included a panel discussion on mentoring and featured faculty members from the School of Education and the School of Information Studies, a doctoral student in cultural foundations, and such prominent alumni as Nancy Schulman, director of the 92nd Street Y Nursery School, and Josie Burgos, chair of language arts and lead teacher at the High School for Leadership and Public Service);
- Initiated multiple Partnership for Better Education projects, including Schools of Promise (Bellevue, Robert, and Salem Hyde), the Adolescent Literacy Project (involved 1,000 students and led to the implementation of a national reading conference, and such others like the Adolescent Literacy Project (involved 1,000 students and led to the
publication of Soul Talk, contributed courses to the Early College, provided tutors for the Nottingham AVID program, and offered counseling services as part of an Enhanced Reading Opportunities program in the Syracuse city schools;

- Improved outreach to the world by launching a new web site, hiring a webmaster, and developing a communication plan, including web presence, mailings, public events, press releases, and newly designed publications;

- Upgraded the Office of Continuous Education and Global Outreach (CEGO) (Headed by Assistant Dean Sandy Trento, CEGO enables the school to touch the lives of 14,000 of the Syracuse City School District’s 21,000 students through pre-service teacher and counseling programs, grant research, and outreach projects);

- Designed Centennial-related events around the theme of engaging the world (events included the Centennial’s inaugural event, the Inclusion Imperative Conference, featuring Emmy Award-winning news reporter John Hockenberry and Academy Award-winning documentary film producer Gerardine Wurzburg; the “Landscape of Urban Education” lecture series, with inaugural lectures by Elisa Hyman, executive director, Advocates for Education” lecture series, with inaugural lectures by Elisa Hyman, executive director, Advocates for Education “Preserving the Role of Public Education in education, University of Wisconsin-Madison, and with other regional institutions, to bring new opportunities to students and community members, as the following examples illustrate:

- Provided leadership in collaboration with the College of Arts and Sciences, College of Visual and Performing Arts, and the School of Information Studies to secure accreditation by the National Council for Accreditation of Teacher Education (NCATE) for all school personnel programs at the University;

- Established a “3 plus 3” (three years at SU and three years at SUNY Upstate) leading to a B.S. in health and exercise science and a doctor of physical therapy degree;

- Co-drafted (with the College of Human Services and Education) the School of Education Centennial, including streaming video of her Hendricks Chapel address to the University Senate—disability rights and inclusion, educational opportunity, student retention, literature, and the arts, among others.

The activities surrounding her visit included a series of events called “A Proud Past, A Promising Future—A New Century of Disability Access and Inclusion,” signifying both the culmination of the school’s Centennial Year Celebration and the threshold leading to our next 100 years. The signature event of the visit was President McAleese’s Hendricks Chapel address to the University and Central New York communities.

Mary McAleese, was inaugurated as the eighth president of Ireland in November 1997 and is the first president to come from Northern Ireland. She was re-elected in October 2004. The theme of her presidency is “Building Bridges,” and she has a longstanding interest in many issues concerned with justice, equality, social inclusion, anti-sectarianism, and reconciliation.

President McAleese is an experienced broadcaster, having worked as a current affairs journalist and presenter in radio and television with Radio Telefís Éireann. A barrister and former professor of law, she is married to Dr. Martin McAleese, an accountant and dentist. They have three children. Additional information about her visit to Syracuse University and the School of Education Centennial, including streaming video of her Hendricks Chapel address, can be found at http://soe100.syr.edu.

A Proud Past, A PROMISING FUTURE

IN CELEBRATION OF OUR CENTENNIAL YEAR, THE SCHOOL OF EDUCATION had the honor of welcoming President of Ireland Mary McAleese to Syracuse University on May 1, 2007. It was an immense privilege to host such a distinguished leader and educator who throughout her career has championed so many topics of importance to the school and Syracuse University—disability rights and inclusion, educational opportunity, student retention, literature, and the arts, among others.

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Words of WISDOM

Centennial Lecture series brings education experts to campus

THE CENTENNIAL LECTURE SERIES THIS YEAR continued to bring experts in education to campus to share their research with the students and faculty of the School of Education and the entire Syracuse University community.

In February, William F. Meinecke Jr., a historian in the Division of Education at the U.S. Holocaust Museum in Washington, D.C., lectured on the role of teaching in Nazi Germany.

Among the many lessons of the Holocaust explored by Meinecke, perhaps one of the most disturbing is the complicity of “normal” people from all segments of society in enabling Nazi atrocities. The tentacles of this brutal regime penetrated all of Germany’s institutions, and the German educational system was no exception.

Meinecke has devoted his professional life to examining the role of public institutions in Hitler’s Germany. He shared with an attentive audience in Eggers Hall how the actions of those institutions contributed to the manifestation of the Holocaust.

Meinecke joined the staff at the Wexner Learning Center of the United States Holocaust Museum in Washington, D.C., in 1992 and 10 years later became a member of the museum’s education division. He was on the design team for the center’s multimedia program on the Holocaust, the Historical Atlas of the Holocaust, and the student learning web site on the Holocaust. He currently is working on a publication called “The Holocaust and the Victims of Nazi Persecution.”

Kris Gutierrez, professor of social research methodology at UCLA’s Graduate School of Education and Information Studies, presented “Looking for Educational Equity: Immigrants, Migrants, and the New Latino Diaspora” last March. Gutierrez shared her current research interests, including the study of the acquisition of academic literacy for language minority students, with an audience in Eggers Hall. Her research also focuses on understanding the relationship between language, culture, development, and pedagogies of empowerment.


In April, architect Julie Eisenberg spoke on the topic, “Expectations Need to Change.” Eisenberg is founding principal of KoningEizenbergArchitecture, established in 1981. The firm pioneered—and continues to practice—socially conscious architectural design with emphasis on projects that include tight-budget affordable multi-unit housing, community buildings, recreation centers, schools, homes, hotels, stores, and work spaces. She brings design vision and leadership to the firm’s wide range of projects and takes responsibility for setting the ideological and conceptual framework for these designs. Her experience in reconciling various community interests while maintaining design excellence is demonstrated in many consensus-building, community-based projects involving cities, nonprofit agencies, community groups, and private developers. She teaches and lectures extensively throughout the United States and abroad and is frequently invited to serve on award juries.

Eisenberg is a peer reviewer for the GSA Design Excellence program and recipient of the Association of Women in Architecture 2004 Design Excellence Award. Under her and partner Hank Koning’s lead, the firm has earned numerous awards for their projects and was named the 2004 Residential Architect Firm of the Year. In recent years, as a result of Eisenberg’s design direction, KoningEizenberg has won two national competitions—Chicago Public School Northside, and the Children’s Museum of Pittsburgh, which opened in November 2004 to widespread acclaim.

Holocaust historian William F. Meinecke Jr. speaks on campus.

UCLA professor Kris Gutierrez addresses issues of educational equity.

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SOE Remembrance Scholars

Emily Luft McCaffrey
Evaston, Illinois
Inclusive Elementary and Special Education/History

As I reflect on my intellectual development at SU, I cannot help but look back to my Writing 195 course. My writing and thinking expanded as I learned how to take an idea and develop, contradict, restate, and redesign it. No longer do I feel I have to know the right answer at the beginning of a paper, because I understand that the development of an idea is as fascinating as its content. No longer do I read books and try to form the “perfect” argument, free from flaws and inconsistencies. It is clear to me that learning is a process, and our understanding develops with each bit of information we take in.

Malcolm J. Merrweather
Grand Island, New York
Music Education

I was initially drawn to Syracuse University by the beauty of Crouse College, but I soon found out that it is the beauty of Crouse College, but I soon found out that it is the people who truly make Syracuse the ideal place to learn. My music education major set me on the track of being like some of the inspirational teachers I had growing up. I want to be a choral conductor and work with students and pass on my knowledge and experience. I have expanded my musical experiences by performing with University Singers, Symphony Orchestra, Open Workshop, Orange Appeal, and the Hendricks Chapel Choir, which did a concert tour of China.

DanieGagnon
East Hampton, Connecticut
Inclusive Elementary and Special Education/Social Studies

My parents’ biggest goal in life was to raise their two daughters to realize the importance of education. Teaching and learning are my passions in life. Nothing makes my hard work more worthwhile than watching children learn, laugh, and love. I have worked with many children in my life through volunteering and job experiences. Each day brings something new and gratifying to me. When I become a teacher, I will work hard to instill the values of education and learning into my students, as my parents did for me.

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AN ADVENTURE in Understanding

Thanks to the generosity of School of Education Alumni donors, Khuram Hussain, a doctoral student in cultural foundations of education, traveled to Istanbul, Turkey, during spring break as part of the University's Interfaith Dialogue initiative. The idea for the trip, called “Three Faiths, One Humanity: Interfaith Travel Study Experience to Turkey,” was conceived by the Reverend Thomas V. Wolfe G’02, dean of SU’s Hendricks Chapel (see http://hendricks.syr.edu/turkey/backround.html).

Here, Hussain shares his impressions of this enlightening journey:

By the time we landed in Istanbul on Friday morning, I was optimistic that this experience would deepen my sense of humanity through dialogue with Jews, Christians, and Muslims. I had little idea of how that was going to happen, yet the high spirits of our cohort of 23 boosted my sense of purpose. Even more, I was going to have this experience in the context of historic Istanbul. As a high school teacher, I had imagined with my students what it is like in places like the Aya Sofya, the Blue Mosque, and Topkapi Palace; actually being there was at times overwhelming.

Through the course of a week we visited ancient sites and institutions that still carry great importance for religious peoples across the globe. We met with Rabbis, Priests, Imams, and academics who offered us a sense of how faith is lived in Turkey and how various traditions have come to find a place within this assertively secular state. Witnessing the resilience of longstanding religious minorities such as Jews and Armenian Christians were moving encounters. For those who recall the tragic 2003 attack on the Neve Shalom Synagogue, it was heartening to hear Neve Shalom’s Rabbis speak of the important role of Muslims, Jews, and Christians in laying a path of peace.

As for our Syracuse University group, I could not have predicted the challenges that arose throughout our activities or the ways we chose to meet them. We each made regular decisions about how to engage with religious practices such as daily Muslim prayer, the lighting of candles on the night of Shabbat, viewing the intimate service of a local group of Sufi Dervishes and standing in prayer at a Catholic church. Each of these moments offered me an opportunity to reflect on the space between being a guest and being a participant within a tradition and the significant responsibility that each entails. Our formal and informal evening dialogues allowed us to process these experiences in a safe space. It was wonderful to find people listening carefully and caring deeply about each other’s views. Interfaith work in Turkey has impacted my understanding of religious aspirations between and within religious communities; and I am reminded of the urgent need for myself and other SU students to participate in campus and community dialogue about religious communities in an effort to fully recognize the humanity of all persons.

—Khuram Hussain, March 2007
MEMBERS OF THE SCHOOL OF EDUCATION’S OFFICE OF ACADEMIC and Student Services assist graduating seniors from Syracuse University and other regional schools seeking teaching positions around New York State during Teacher Recruitment Days. The School of Education is a member of a 15-institution consortium that plans the annual Central New York Teacher Recruitment event. Participating colleges and universities include Binghamton University, Cazenovia College, Colgate University, Elmira College, Ithaca College, Keuka College, Le Moyne College, SUNY Cortland, SUNY Oneonta, SUNY Oswego, SUNY Potsdam, St. Lawrence University, and Utica College.

The Central New York Teacher Recruitment Days is a two-day event held in March in which school districts from across the country send recruiters to SUNY Cortland to conduct interviews for known and anticipated vacancies. Candidates from the Central New York consortium colleges and universities are invited to attend this entry-level employment event. This year, approximately 150 school districts from around the country—including Hawaii—participated in the interview and hiring process. Ninety-two Syracuse University School of Education students took part in the individual interviews scheduled by school district recruiters.

University Scholar Named

CHELSEA TRACY-BRONSON, A SENIOR FROM LISLE, NEW YORK, MAJORING IN INCLUSIVE elementary and special education and sociology, was named a Syracuse University Scholar for 2007. This is the highest undergraduate academic honor the University bestows. Tracy-Bronson will be recognized at Commencement exercises on May 13, 2007. “Chelsea is a truly outstanding graduating senior,” says Amie Redmond, School of Education dean of academic and student services. Redmond adds that Tracy-Bronson has achieved one of the strongest academic records ever in the School of Education, graduating with a 4.0 grade point average. She also participated in the Renée Crown University Honors Program.

The University Scholar awards were initiated 25 years ago to formally recognize outstanding members of each graduating class and to honor their substantial scholastic accomplishments. Tracy-Bronson’s performance stands as a model for all undergraduates. She demonstrated her ability to learn, to make good use of the resources available at Syracuse University, and to produce the highest quality academic work.

Tracy-Bronson and her fellow University Scholar recipients were presented their University Scholar medallions at a ceremony in the Chancellor’s residence in April. She will attend Teacher’s College, Columbia University for graduate study in the fall.

Student, Teacher, AND AUTHOR

Graduate student publishes first young adult novel

BENETTE WHITMORE, A DOCTORAL STUDENT in the Cultural Foundations of Education Program, recently published her first young adult novel, Shelter (Walker and Company, New York). Whitmore has published a number of well-received children’s books and scripted 35 episodes of the PBS children’s show Pappyland. She teaches writing at Syracuse University and SUNY College of Environmental Science and Forestry (ESF).

Last year, Whitmore was granted tenure at ESF, where she also was awarded the Outstanding Teaching Award and the President’s Award for Community Service. Her doctoral dissertation is an ethnographic study of the children’s book section at Barnes & Noble, looking at areas of consumerism/consumption, diversity, and the family outing.

In Shelter, Whitmore’s protagonist Skyler Baxter recalls her 16th summer, when her mother built a backyard bomb shelter. Writes Publishers Weekly, “Throughout the novel, readers feel the teen narrator’s growing sense of helplessness in fixing her family’s problems. Besides fearing that [her twin brother] Will is following in the footsteps of their estranged, drug-addict father, Skyler is also distressed about her mother’s relationship with a controlling new boyfriend. Spare narrative charged with emotion eloquently expresses the growing tensions in the Baxter household.”

Whitmore and her family live in Fayetteville, New York.

Chelsea Tracy-Bronson with two of her fourth-grade social studies students.

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Student, Teacher, and author

Chelsea Tracy-Bronson with two of her fourth-grade social studies students.

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ENGAGING the Community

These programs exemplify the School of Education’s commitment to meaningful public engagement.

NO BULLIES Allowed

Collaborative Program uses inclusive practices to create caring classrooms

Eff ective Inclusive Education Thrives on Trust, Acceptance, and mutual respect. Mara Sapon-Shevin, professor of inclusive education in the Teaching and Leadership Program, is acutely aware of how disruptive bullying—physical or psychological intimidation—can be to establishing inclusive learning environments. She devotes much of her time and energy toward understanding how children and teachers can work together to create caring communities that encourage kindness and decrease negative interpersonal behavior like bullying.

Sapon-Shevin’s approach to bullying evolved over years of studying the problem and is based on the premise that the most important thing in a classroom is establishing an atmosphere of acceptance and support. She sees bullying as evidence of underlying problems in the social structure and believes it is important to be pro-active in establishing a positive atmosphere, rather than simply responding when undesirable things happen. She has used children’s literature, cooperative games, dance, and music to help children establish norms of support, caring, collaboration, and positive social behavior.

This approach to working on classroom climate and eliminating negative interpersonal social behaviors led to an exciting collaboration with Lemoyne Elementary School in the Syracuse City School District. Rather than teaching a course on campus or doing in-service work with teachers, this project provided an opportunity to combine University students and classroom teachers in a collaborative, hands-on project in real classrooms, a course called Teaching Against Bullying and Exclusion.

“It’s problematic sometimes when we go in to deliver content to the schools without extended relationships,” says Sapon-Shevin. “Although the content may be excellent, there isn’t the time for the necessary give and take that creates change: We need chances to say to one another: ‘Try this out. Did it work? What could we try differently? How can we support one another’s efforts?’ Conducting the program over a prolonged period gives me, the in-service teachers, and my students an opportunity to get together and compare notes about what went well and to really build a culture of collaboration and support around the project.”

It was the promise of commitment from the teachers and administration that led to the selection of Lemoyne Elementary for the course. When Sapon-Shevin asked her contacts in the Syracuse City School District about schools with dedicated and motivated staff, they suggested she contact Deborah Meyer, Lemoyne’s principal. “We wanted a school where we could get enough teachers together to make a difference,” says Sapon-Shevin. “Deborah was very supportive and asked me to make what amounted to a sales pitch to an after-school teacher assembly.”

Sapon-Shevin talked for about an hour, then left so the teachers could vote on taking part. “After my presentation, 14 people said they were interested, and we ended up with 18 in the program. Interest came from all over the school—third-grade teachers, fourth-grade teachers, the reading recovery teacher, music teachers, special ed teachers...about half the faculty. It was very exciting to see that much commitment. The principal, Deborah Meyer, has done an amazing job of supporting her staff in this area and it shows,” says Sapon-Shevin.

The program also offered Lemoyne teachers an opportunity to earn professional development course credit at no cost. Sapon-Shevin explains: “I really saw this as a win-win solution: the teachers got an in-service without cost to the district; I got to teach a course I really wanted to, because it involved real kids in real schools with real teachers; and the Syracuse University students got to be part of an exciting collaborative project that stretched their understanding of schools and their own skills.”

“I thought it was a great experience,” says Lemoyne principal Deborah Meyer. “I wanted to get together with Mara on this program because our school uses Susan Kavlik’s LIFESKILLS and Lifelong Guidelines—programs that address ‘character’ education, so I thought we had something to offer to the Syracuse University students. Our staff learned from the way Mara presented bullying and inclusion, and we shared some of the ways we address character and caring for people.”

Meyer adds that her staff really enjoyed working with the college students. “I thought it was very appropriate and a good learning experience to have them come to our school and work and engage with our kids and some of their activities. They could see firsthand how building community makes a difference in the classroom and in the school.”
peer support in their own school. This way, the teachers even if teachers get excited, they often don’t have the districts, so it’s much harder to make systemic change; the same project. “Typically, when we teach an education
targets to having a group of teachers dedicated to the
same merged coursework and continuing the prin
ciples of Scholarship in Action that allow faculty and students to apply what they are learning to create posi
tive changes in their own community.

Sapon-Shevin looks forward to continuing this work both at Lemoyne and with other schools, using the same merged coursework and continuing the prin
ciples of Scholarship in Action that allow faculty and students to apply what they are learning to create posi
tive changes in their own community.

“Just by doing these exercises in the classroom, you can set a standard where the kids realize from day one that their classmates are their friends, they are people just like me, they hurt like me, and they feel like me. Hopefully, you can get them to remember that for the rest of their lives.”

Sapon-Shevin says that there are distinct advan-
tages to having a group of teachers dedicated to the
same project. “Typically, when we teach an education
course at SU, we have teachers from many different
districts, so it’s much harder to make systemic change; even if teachers get excited, they often don’t have the peer support in their own school. This way, the teachers were really working together; not only were they learning the content together, but they were sharing with one another, watching one another teach, and building relationships that would enhance future collaborative efforts. And, because the students progress within the school, the consistency of the approach makes the change even more significant.”

Sapon-Shevin had no trouble recruiting an enthusi-
astic group of students within the School of Education. Equally exciting, however, was that students from out-
side the School of Education participated; the project drew students from psychology, communication sci-
ences, social work, and other departments who were delighted by the opportunity to make a difference in schools, even though they weren’t officially “educa-
tors.” After a few introductory classes on campus to discuss the implications of kids treating each other with respect in the classroom, Sapon-Shevin and her SU students dived into the program. Working with the Lemoyne Elementary teachers for a period of weeks gave the SU students a unique opportunity to see a real school close up. “This let us ground their understand-
ing of things like prejudice, diversity, and making the world better in an actual site, as opposed to being an abstract, theoretical thing,” says Sapon-Shevin.

The program was organized around teams made up of two teachers and one SU student. The students worked with their teacher “mentors” on developing three in-class activities for the same group of students. “This really let students see how a group can change over time, and they often were excited by the carry-over and progress they saw,” explains Sapon-Shevin.

“We met with Mara on the Syracuse campus two or three times to go over what we were going to be doing, discussing the principles of inclusion and the reasons behind bullying,” says Juliane Castro, a junior in psychology with an education minor. “Then we went to Lemoyne Elementary School and met all the teachers who were going to be participating in the project. After two classes there, Mara matched each SU student with two teachers, who helped us design lesson plans for the class.” Castro adds that each class would last about an hour. “Each week we would focus on something different—first music, then litera-
ture, and finally, art.” The students had to find ways to address bullying in each of the three subject areas. “In the literature class, we talked about a book by Katie Couric called The New Kid, because by October, there already were three new kids in the third-grade class I was working with,” says Castro.

“I was teamed with a second-grade teacher and a reading specialist. The teacher wanted to plan a class to teach the difference between what we call tattling and telling and identify issues that could lead to a real problem in the classroom,” says Scott White, a junior psychology major interested in school psychology. “In another project, the kids looked at a book about the colors of the rainbow, and we talked about how all the colors of the rainbow are different and unique but work together. We went through the book with the kids and talked about differences and similarities, then the stu-
dents paired up to make a pamphlet about what they had in common and what were differences. It helped them realize that we all have differences that might lead someone to think someone is different, but there always are similarities. They would go through and say, oh, I celebrate Christmas or I celebrate Hanukkah, but we all have celebrating in common, we all have people who love us.”

While it may not be possible to measure quanti-
tatively the influence of the program, there is plenty of anecdotal evidence to suggest Teaching Against Bullying and Exclusion has had a positive impact. “Each time I went in, the students were still bringing up the teasing and the tattling, and they really remembered the rainbow,” says White. “Just by doing these exer-
SCHOOLS of Promise
Improving Elementary Schools for ALL

Schools of Promise is a higher-education/public schools partnership designed to improve elementary schools for all students, especially students who have traditionally not been successful in schools, including students with disabilities, students learning English, students of color, and students from low income families. The research on children and schooling is clear. There is a strong connection between belonging (school climate and inclusive services) and how students feel about and perform at school. In study after study, students with and without disabilities benefit both socially and academically from inclusive services. It has also been found that students who are not native English speakers learn more when they are included as an integral part of their school classrooms and communities. This important research demonstrates the essential need for schools to provide each student, regardless of ability or background, with a positive and inclusive classroom and school climate. Drawing on this research, the Schools of Promise approach is designed to build a sense of belonging and connection to the school community for all students and staff, thereby creating deeply inclusive schools.

While new to Syracuse, the concept behind Schools of Promise is in fact a proven approach to successfully enhancing schools. Schools of Promise was introduced to Central New York by Julie Causton-Theoharis and George Theoharis, both School of Education faculty members. Before coming to Syracuse University, the Theoharises used the Schools of Promise approach in four diverse urban elementary schools in Madison, Wisconsin, achieving reduced tardiness to school and significantly fewer behavior issues and school suspensions. Students also displayed much greater enthusiasm about their schools and demonstrated a commitment to their school communities.

Perhaps the single most persuasive measure of the effectiveness of the Schools of Promise philosophy is the fact that student achievement increased significantly in the Wisconsin schools where the Theoharises worked. The statistics are impressive: At one school, the number of students reading at grade level increased from 50 to 86 percent during the program’s tenure. In another school, 90 percent of English as a second language students were able to read at grade level while working with the Theoharises. These schools maintained their achievement gains even after the Theoharises’ involvement formally ended.

Schools of Promise is a true partnership between Syracuse University’s School of Education and the SCSD—a partnership in which both parties have a vested interest in creating deeply inclusive schools, which the Theoharises define as places where students feel a connection to their peers and school, have access to and collaborative support for a rigorous and meaningful general education curriculum, and are integral members of the elementary classrooms, regardless of ability/disability, race, language, and income.

While Schools of Promise is founded on the principles of inclusiveness with the goal of creating inclusive services for every student, what distinguishes it from other, similarly inspired programs is that it deliberately moves away from the conventional model of “inclusive classes” to focus instead on developing inclusive schools. “It is common even within schools that consider themselves inclusive that students leave the classroom and learning community to receive services,” says George Theoharis. “Under this philosophy, services are brought to the child. This reduces the number of transitions for the children who need the most support during the school day.”

“What tends to happen with inclusive practices is that they become localized into individual classrooms or groups of classrooms,” says SCSD superintendent Daniel Lowengard. “This is an attempt to really take the initiative school-wide and represents a major shift for the educators in the building.”

“Schools of Promise has all the elements the research says is the best way to go about creating change,” says Brian Pulvino, SCSD director of special education. “Schools of Promise involves all the stake holders step by step. Each party knows its roles and responsibilities, but everyone is working collaboratively as a team. That’s what makes this initiative exciting.” Pulvino adds that with Schools of Promise, the school drives what it’s interested in pursuing. “It’s not like a grant that mandates using Reading First and dictates how you’re going to teach reading. This is about gathering information about what all the kids need, then agreeing on a primary focus so you can reorganize your plate in a way that makes sense, not just add more to the plate.”

“Students learn best when they feel part of a community,” says Julie Causton-Theoharis. “The theme of belonging must pervade the very fabric of a school, taking in English language learning, scheduling, the playground, relations between traditionally divided racial, ethnic, ability, and a number of other factors.” She adds that the goal of the initiative is to establish multiple inclusive schools throughout the district by developing a replicable model for schools that nurture and engage each and every child.

“We’re excited about having the Theoharises work with our staff to make what has always been sort of a theory into reality,” says Lowengard. “The way they work with the staff is really collaborative, versus the traditional sort of professional development where an expert comes in and tells you what to do.” In addition, Schools of Promise does not demand the school provide additional resources (such as hiring new teachers). Instead, it works within the school to use existing resources more effectively. “Schools of Promise establishes an aura of inclusiveness around an entire elementary school by addressing issues of climate,
achievement, services, playground activities, special education and a variety of other programs and activities,” says Julie Theoharis. “All students benefit by feeling that they truly belong.”

Mutual Commitment

The Schools of Promise partnership is based on three-year commitments by School of Education faculty members to work closely with teachers and administrators in three SCSD elementary schools. Because Schools of Promise is so demanding, candidate schools within the district were carefully screened to make sure leadership support and teacher and staff interest were strong, and that all involved were willing to rethink current practices and models involving inclusive education. That level of commitment was available in abundance from a number of schools in the Syracuse district. The first three SCSD schools selected for Schools of Promise are Bellevue, Salem Hyde, and Roberts elementary schools.

“Everyone at Bellevue was passionate about making sure we were addressing the needs of all the students in the building, which is the theme behind integrated comprehensive services,” says Kathy Dempf-Aldrich, the Bellevue Elementary School reading coach and a graduate student in the School of Education education leadership program. “George and Julie came and talked to our staff and it was pretty much unanimous that this was something we wanted to do. Schools of Promise is really about addressing the culture in our building. It involves everyone in our building—teachers, students, and administrators—so we all feel like we belong.”

“Once the schools are selected, we work with the staff to develop individual school plans,” explains George Theoharis. “Once the plans are in place, we provide assistance, support, and development that aims to create a greater sense of belonging and improve inclusive services for all students.” The school plans are highly detailed, focusing on service delivery models, school structures, climate, planning, and issues of race/ethnicity with regard to leadership assistance. Plans for staff development cover such topics as classroom strategies for inclusive settings, working with diverse learners, and addressing challenging behaviors. The plans also designate “friendly observers” to visit the schools and provide objective feedback, as well as assistance from a variety of experts and consultants as needed.

With Schools of Promise, participating schools benefit from exposure to a range of new ideas and approaches to inclusive education, and the School of Education gains by forging deep, trust-based relationships with the schools. In building this partnership, the school district has committed to hiring a pool of exemplary Syracuse University graduates each year as teachers in these schools, and the best student teachers will be offered early contracts to encourage them to stay within the Syracuse community.

According to Lowengard, the future of Schools of Promise in the SCSD is already being considered. “After three years, we should have a clear idea about how to move forward. If something is good for a small group, we need to be thinking about how to extend the initiative beyond just these three schools. We’re already looking into how to do this district-wide.”

The hoped-for legacy of the Schools of Promise initiative is that it will become institutionalized after the partnership officially ends, because the focus of this effort is on raising teacher and administrator capacity to reach all children. This raised capacity—along with re-structuring how services are provided—will allow these schools to continue successfully after the partnership has formally ended, establishing a sustainable, replicable, national model.


The Partnership for Better Education

The SCHOOL OF EDUCATION HAS A LONG HISTORY OF ENGAGEMENT WITH THE SYRACUSE community through a variety of programs, including in-school student-teacher placements and professional development programs for teachers. With this long tradition of support for local schools, it was only natural for the School of Education to take a leadership role in developing and implementing the Partnership for Better Education.

The partnership, a consortium of Central New York colleges and universities and the Syracuse City School District (SCSD), is committed to the common goal of mobilizing the resources of higher education to make learning more effective and rewarding for students in Syracuse public schools. The partnership was inspired by Chancellor Nancy Cantor’s Scholarship in Action initiative and serves as an effective conduit for community engagement for Syracuse University and other institutions of higher education in the region.

Since the program’s official launch last summer, the School of Education has come forward with a range of programs in support of the partnership. The school’s initial involvement includes the following projects:

- School of Education assistant professors Julie Causton-Theoharis and George Theoharis are partnering with the SCSD to create Schools of Promise at Bellevue, Salem Hyde, and Roberts elementary schools (see page 16). Schools of Promise is a holistic approach to inclusive education designed to establish a sense of belonging for all students within a given school. This is accomplished by addressing comprehensively the core issues of school culture, such as climate, achievement, health and wellness, special education, and English language education. The Schools of Promise approach is a move away from the existing model of inclusive classes and toward creating inclusive schools in which inclusive services for all students help to raise achievement levels.

- Jeff Mangram, assistant professor in teaching and leadership, is collaborating with the SCSD to create the Levy Partnership School. This innovative K-8 initiative will consolidate the current Levy Middle School and Solace Elementary School to form Levy School. A key element of the Levy Partnership School will be an infusion of School of Education faculty expertise in thematic instruction, mathematics, science, literacy and language arts, critical media literacy, global awareness, and the arts.

- The School of Education has submitted proposals for alternative certification programs for science and math in urban education to the University Senate. These programs will enable undergraduates to move into fast-track programs and to take positions in the SCSD to meet teacher shortages in these high-needs fields. The school also has launched an innovative scholarship program designed to attract teachers to high-needs fields in elementary and secondary education. The Professional Preparation for High-Need Fields Graduate Student Scholarship identifies these areas as science, mathematics, special education, and literacy, and offers graduate students in those areas scholarships covering 33 percent of the cost of tuition. The scholarships are available to all qualified full-time master’s students and part-time master’s students who are SCSD employees.

- Professor Kathy Hinchman and associate professor Kelly Chandler-Olcott, both in the reading and language arts program, have presented the SCSD with a recommendation for literacy intervention in the middle school/junior high years. Their proposal builds on their expertise in adolescent literacy and the strength of the School of Education’s reading and language arts program.
Montero's 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 along-side English language literacy development. She has explored the use of international and global children's literature to promote culturally responsive teaching contexts and has examined the use of inquiry-based learning methods with pre-service teachers. She is the co-author of Content Area Literacy Instruction for the Elementary Grades, a textbook written for pre-service and in-service teachers. She earned her Ph.D. degree from the University of Georgia.

The Meredith Teaching Recognition Award is an especially significant honor, given the exceptional teachers who were nominated. A tribute to Montero's unique talent and selfless dedication as an educator, the award entitles her to an expense account of $3,000 to be used for professional development.

In recognition of her outstanding achievements as a teacher at Syracuse University and on the recommendation of a committee of Meredith Professors and students, Kristiina Montero, assistant professor in reading and language arts was honored this spring with a Meredith Teaching Recognition Award. The award recognizes Montero's outstanding accomplishments as an educator at Syracuse University and within the Syracuse community.

Montero was at the heart of an innovative collaboration with Los Angeles-based poet Luis Rodríguez last year that gave Syracuse City School District (SCSD) students unprecedented access to a poet of international stature. In anticipation of Rodríguez's visit as a University Lecture series speaker, Montero coordinated a series of workshops in which SCSD teachers were presented with the poet's work. Following these professional development sessions, the teachers presented Rodríguez's poetry to their students, mainly from his collection titled The Nature of Hunger. When Rodríguez visited the SU campus in April 2006, nearly 1,000 middle school students were invited to Hendricks Chapel to hear him talk about the creation of community. Selected high school students had the opportunity to meet with Rodríguez in more intimate surroundings and share the poetry they had created and hear him talk about his own writing. In these intimate settings, before addressing questions about writing and poetry, Rodríguez fielded questions about gang life—entering and exiting gangs, drug and alcohol abuse, violence, faith and religion, fatherhood, and family. Much of the tremendous creative output inspired by Rodríguez's visit has been captured in a new publication called Soul Talk: Urban Youth Poetry (New City Community Press), published this spring and available online at www.newcitypress.org.

Montero's objective with the project was to create learning opportunities in which students participated in authentic reading and writing experiences with Rodríguez's poetry. "In order for students to engage with Rodríguez's texts and the task at hand, it was crucial that they experienced the authenticity of the assignment from the beginning," she says. "The writing tasks had to be authentic—ones in which students had an intended audience and a purpose for writing that extended beyond the classroom setting while still being connected to the context."

Exceptional EDUCATOR
Meredith Award recognizes reading professor's exceptional dedication to teaching

Poet Luis Rodriguez visited campus in April 2006.

Why Does It Still Happen?
by Alen Jusic

Why do our classmates drop out of school
When they know education is the best way to succeed?
Why do our friends kill each other
When we all can help prevent that?
Why does our country go to war
When war is the darkest piece of a solution?
Why do we want to be different from each other
When we are all the same in front of God?
Why are things the way they are
When we can make the world a better place?

—Excerpt from Soul Talk: Urban Youth Poetry

Alen Jusic is a 17-year-old junior at Nottingham High School who moved to Syracuse in 2001 from his native Bosnia.

POWER
Anonymous

Community is people coming together for a purpose of good,
Regardless of color, race, religion, or gender.
Change has to come from the heart, the mind will follow.
Art can communicate.
Communication is power.
Power can change.

—Excerpt from Soul Talk: Urban Youth Poetry
WIDENING THE CIRCLE
MARA SAPON-SHEVIN

PUBLISHED EARLIER THIS SPRING, Widening the Circle (Beacon Press), a new book by Mara Sapon-Shevin, professor of inclusive elementary and special education, argues strongly for a broader implementation of inclusive education in all communities. In the book, Sapon-Shevin uses powerful storytelling and argument to support a bold, even radical vision for full classroom inclusion, laying out a moral and educational case for creating school communities in which all students—regardless of race, family background, disability, special needs, or other perceived “differences”—are welcomed as full and valued members from the very start.

She argues that only through inclusive schooling can children grow into caring, responsible citizens who connect deeply with others and see themselves as change agents in the world. The author defines full inclusion as a matter of social justice. “Understanding—and believing—that the only way for young people to learn about living in diverse, democratic communities is by being part of one,” writes Sapon-Shevin. At the same time, the book takes a stand against traditional special education models where children with special needs are often isolated in designated tracks until they are deemed “ready” to join their peers in the classroom.

Sapon-Shevin addresses head-on the many challenges and objections to the concept and implementation of inclusion in schools, from practical—space, time, teacher training, resources—to ideological. She also explores the myths and beliefs that often impede inclusion and inclusion practices. Finally, she provides examples and strategies for making full inclusion successful, addressing issues of diversity, curriculum, pedagogy, and classroom climate.

Advocating FULL INCLUSION
Book makes strong case for inclusive classrooms

REAL-WORLD Counseling
Hackney publishes seventh edition of classic

HAROLD HACKNEY, PROFESSOR OF COUNSELING AND human services, and co-author Sherry Cormier recently published the seventh edition of Counseling Strategies and Interventions (Pearson/Allyn and Bacon).

Since its first publication in 1973, Counseling Strategies has become a standard text in counseling courses in universities and colleges across the United States. The book is described as a practical, highly readable text that focuses on basic counseling skills within a multicultural context and is rooted in contemporary issues and the diversity of real-world counseling.

Hackney, doctoral program coordinator in counseling and human services, is a national certified counselor, licensed professional counselor, approved clinical supervisor, and fellow of the American Counseling Association. He is a past president of the Association for Counselor Education and Supervision, member of the ACA Governing council, and a board member of the Center for Credentialing in Education. His writing draws from his experiences as a school counselor and marriage and family counselor, and his research on counseling processes and spirituality in counseling.

Before coming to Syracuse, Hackney was a professor at Fairfield University and Purdue University.
Celebrating FEMINIST SCHOLARSHIP

Works by School of Education faculty members featured at Women's History Month book signing

Biklen’s book, A Practical Guide to the Qualitative Dissertation, has just been published by Teachers College Press. Co-authored with Ronnie Casella, the book is a how-to guide for writing successful qualitative dissertations and offers advice about and examples of the primary tasks and hidden complications in writing a qualitative dissertation. A Practical Guide takes readers through the long process of bringing a dissertation to completion, from the first formulation of the topic and selection of a committee to the development of an argument, and finally, preparation for the defense. Biklen is a Laura J. and L. Douglas Meredith Professor for Teaching Excellence and chairs the Cultural Foundations of Education Program.

Ferri, associate professor in teaching and leadership, cultural foundations of education, and disability studies, recently published Reading Resistance: Discourses of Exclusion in Desegregation and Inclusion Debates (Peter Lang Publishing). In the book, Ferri and co-author David J. Connor trace the interconnected histories of race and disability in the public imagination through a nuanced analysis of editorial pages and other public discourses, including political cartoons and eugenics posters.

Ferri coordinates the School of Education’s master’s program in secondary inclusive education and the doctoral program in special education and serves on the advisory board for the University’s Women’s Studies Program, where she also is an affiliate faculty member.

Remembering TOM GREEN

Professor Emeritus Thomas Franklin Green passed away on December 20, 2006. He was educated at the University of Nebraska and at Cornell University, where he earned his Ph.D. in philosophy in 1952. In 1964, he was recruited to Syracuse University from Michigan State to join the newly founded program in cultural foundations of education. In 1979, he became department chair and co-founder and co-director of the Educational Policy Research Center. In both these endeavors, Tom worked to realize the goal of bringing to the attention of the whole University the importance of the study of education as a fundamental human activity. He attracted faculty and students in economics, political science, sociology, and religion, as well as education, and engaged them in developing education theory and policy.

Tom published five books, three monographs, and more than 60 articles and chapters. He was president of the Philosophy of Education Society, a member of the National Academy of Education, both a Guggenheim and a Whitehead fellow at Harvard, a senior research fellow at Princeton Theological Seminary, and a fellow of the National Institute of Education. He lectured at dozens of universities in the United States and abroad. His contributions were acknowledged by a Chancellor’s citation for academic excellence in 1980. He was made the Margaret O. Slocum Professor of Education in the same year. He retired in 1993.

Tom’s contributions to philosophy of education and educational policy and practice were wide-ranging. He approached philosophy with a love of the deep questions about human life entertained in theology and with an unusual (at least for a philosopher) interest in empirical data and what they reveal about our social structure and what we really value. He sought to address questions that are of concern to ordinary men and women in the conduct of everyday life. He had an extraordinary capacity for formulating questions from a new perspective and for providing new interpretations of problems that were remarkably creative and generative.

Over the course of his career, Tom served on numerous University committees, including the Board of Editors of Syracuse University Press and the Board of Directors of Hendricks Chapel. He chaired the Senate Committee on the Future of the University at the beginning of Chancellor Eggers’s tenure. In all his activities, Tom worked to establish connections, whether among programs within the School of Education, or between the School of Education and other schools and colleges, or among researchers, practitioners, and policymakers. He sought to avoid the reduction of education to schooling, to remind us all that education is a social necessity. And as a colleague, he helped us realize the educative potential of our interactions with each other.

At faculty retreats, in the assembly, at lectures and doctoral defenses, he could be relied upon to lay out the arguments, to remind us of the point of our activities, to draw our attention to nuances of meaning that had escaped our attention.

I was Tom’s student and eventually his colleague and friend for more than 30 years. I knew him to have been not only a scholar and university citizen but also a man of faith, a fine clarinet player and lover of music, an excellent ballroom dancer, a gentleman farmer, husband of Rosemary Cass Green for 56 years, a father of four, and grandfather of nine. He was known among his students for certain aphorisms that I discovered at his memorial service he shared with his children as well. “When human beings learn something, their normal reaction is to laugh,” he frequently said. And, he added, that proves Aristotle’s claim that the exercise of theoretical wisdom is the highest form of happiness—which, of course, made us all laugh.

Those of us fortunate enough to have known Thomas Franklin Green will miss his frequent chuckle, his insight into the human condition, and his talent for providing new ways of thinking about education.

—Emily Robertson, April 1, 2007
UNYIELDING Commitment to Excellence

Irvine recognized for a distinguished career in art education

ON THE CUSP OF HER RETIREMENT, ART EDUCATION

professor Hope Irvine was selected by the National Art Education Association (NAEA) to receive the Distinguished Service Within the Profession Award. The honor recognizes Irvine’s outstanding achievements and contributions to the field of art education. Irvine, professor and chair of art education in the College of Visual and Performing Arts and the School of Education, was presented the award at the NAEA National Convention in New York City earlier this year. Irvine retires from SU at the close of the spring 2007 semester.

“This award is given to recognize excellence in professional accomplishment and service by a dedicated art educator,” says Susan Gabbard, NAEA president. “Dr. Irvine exemplifies the highly qualified individuals active in the field of art education today: leaders, teachers, students, scholars, and advocates who give their best to the profession.”

“I can only hope that some of the thousands of students I have taught and learned from over the years teaching junior high art in Manhattan and at Syracuse University would agree that I deserve this honor from my NAEA colleagues,” says Irvine.

A native of New York City, Irvine spent 24 years teaching junior high art school in Manhattan, from 1970 to 1994, when she was consultant to the New York City Department of Cultural Affairs as part of its Museums Collaborative, developing ways for schools and museums to work together. As president of the Upper Manhattan Artists’ Cooperative, she was a founder of the Metropolitan Museum of Art’s Cloisters Community Art Workshops. She also served as chair of the Northern Manhattan Bicentennial Corp., which organized a re-enactment of the Battle of Fort Washington and successfully led the fight to have the park drive named for Margaret Corbin, the last person to fire a cannon in the battle. The Manhattan Borough president proclaimed June 22, 1982, as “Hope Irvine Day in the Borough of Manhattan” and legislative resolutions were passed in the New York State Assembly and Senate “noting her unyielding commitment to excellence in the service of others.”

Since 1982, she has been chair of SU’s Department of Art Education. In 1985, she developed the Art Seven and Eight New York State Syllabus and Teacher Guide and turnkey training to implement the syllabus statewide. She has served on the Commission’s Advisory Council for the Arts and the New York State Council on the Arts funding panel for Arts in Education. She was co-chair of the New York State Committee for Curriculum and Assessment in the Arts and Humanities, which produced New York State’s Learning Standards for the Arts in 1995. In 1992, she was president of the New York State Art Teachers’ Association; in 1995, she was named Art Educator of the Year. In 1996, she was inducted into the City University of New York’s Hunter College Alumni Hall of Fame.

Irvine is a painter of sedimentary landscapes. She has written numerous articles and published A Thinking Approach to Interdisciplinary Experience (Trillium Press, 1993). Through hundreds of presentations and keynote addresses, she has garnered a national reputation as an energizing and humorous speaker on the topic of art education.

Irvine will continue her affiliation with Syracuse University and the School of Education as an emeritus professor.

Acts of Conscience: A Commemorative LECTURE

STEVEN J. TAYLOR, PROFESSOR OF CULTURAL FOUNDATIONS OF EDUCATION and co-director of SU’s Center on Human Policy, Law, and Disability Studies, presented “Acts of Conscience: World War II Conscientious Objectors and Institutional Exposés” at this year’s Martin Luther King Jr. Commemorative Lecture on Development and Developmental Disabilities. Taylor’s lecture focused on WWII conscientious objectors (COs) who, while performing alternative public service at state mental hospitals and training schools, helped expose the appalling conditions found in those institutions. Shocked by what they observed, the COs led a series of major exposés in leading newspapers and news magazines and convinced major public figures to support their cause. Taylor explored the acts of conscience performed by the COs and addressed broader issues of civic responsibility and the illusive quest for social justice—themes related to the memory and legacy of Dr. Martin Luther King Jr.

Taylor specializes in qualitative research methods, the sociology of disability, disability studies, and disability policy. He is the author or co-author of seven books and serves as editor of Intellectual and Developmental Disabilities. The lecture, sponsored by Vanderbilt University’s Kennedy Center Lectures on Development and Developmental Disabilities, took place on Martin Luther King Day at the Kennedy Center/MRL Building on the Vanderbilt campus in Nashville.

On Policy and Practice

LOUISE C. WILKINSON, DISTINGUISHED PROFESSOR OF EDUCATION, Psychology, and Communication Sciences, presented the keynote speech for the opening of the new Center for International and Multicultural Education at Philippine Normal University in Manila in January. Wilkinson’s lecture was titled “Policy and Practice in Comparative Teacher Education.”

Wilkinson was invited by Angelita D. Romero, vice president for academic affairs at Philippine Normal University and a Syracuse University School of Education alumna. The U.S. Cultural Affairs Officer for the Philippines was also invited to take part in the opening activities. The Philippine Normal University (PNU) formally opened on September 1, 1901, as an institution for the training of teachers. Since its foundation, PNU’s dynamism has been vigorously sustained. It continues to serve as collaborative partner in various government and private-sector educational projects. In further recognition of its leadership role, the University has been designated as a Center of Excellence in Teacher Education for the National Capital Region and Center of Excellence in Filipino at the national level. PNU is dedicated to developing teachers and educational leaders as valued contributors in the social transformation of the Filipino for a better world.
A Culture of ENGAGEMENT

THERE IS NO DOUBT WE ARE ENGAGED WITH OUR COMMUNITY.
As our students and faculty reach out to the City of Syracuse and beyond, our alumni and friends are reaching out to us. With your tremendous support this year, we were able to develop innovative projects that impacted not only the Syracuse schools, but also the wide landscape of urban education.

Among the many types of support that can make a difference in the years ahead, gifts for scholarship and those that provide opportunities to conduct research, study abroad, and community engagement are crucial in promoting leadership in education for our closest constituency, the School of Education students and faculty. For example, gifts made in memory of late School of Education professor emeritus Tom Green made it possible for Khuram Hussain, a graduate student in cultural foundations in education, to take part in the Interfaith Dialogue trip to Turkey (see page 9). Through the generosity of another donor, School of Education students who would not have been able to afford to study abroad will have financial help.

Already, more than a thousand of you gave to the Dean’s Fund this year, making it the most successful fund-raising drive for the discretionary needs of the school so far. Gifts to the Dean’s Fund help make it all happen, including: the recruitment and retention of the best faculty and a diverse student body; seed money for community-based initiatives; deploying technology in the classrooms; and subsidizing the cost of placing student teachers in local and New York City schools.

I also have had the opportunity to engage with the community as I have met many alumni across the United States this past year. I will continue to travel and plan to visit Florida, the Midwest, and all parts of New England in the coming months. I hope on one of these trips I may be able to visit with you and tell you more about what our students and faculty are accomplishing and how much your support to education means to all our communities. It would be my pleasure to hear from you as well.

Yours truly,

Victoria F. Kohl

Newly Established Funds

- The Margaret Anne Charters Award — Provides financial assistance to a graduate student in the literacy education program at the School of Education.
- The Margaret A. Charters Education Abroad Award — Provides financial assistance to undergraduate students in the School of Education who are enrolling in the Syracuse University Abroad program.
- Dean’s Scholarship Fund — Established with an estate gift, this fund provides a graduate student of merit and need with tuition assistance for studies at the School of Education.
- Diana Bush Mautino Scholarship Fund — Provides financial assistance to an undergraduate student of merit and need who is preparing for a teaching career at the School of Education.
- Summer College Program in New York City — During summer 2007, this program will bring the benefits of Summer College, an outstanding Syracuse academic program, to NYC Region Nine high school students, which includes the High School for Leadership.
- The Lawrence B. Taishoff Center for Inclusive Higher Education — The center will build on the recognized success of the School of Education in supporting students with developmental disabilities and establish a national center of excellence in inclusive higher education.
- Cultural Foundations in Education Student/Faculty Support Fund — Established in memory of Tom Green, this fund supports the professional and educational development of faculty and graduate students in cultural foundations of education.

Donation Form

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Class NOTES

‘30s

Jane Tinker Thibado ’36 (B.S., education and home economics) reports that she is 93 years old and in good health. She enjoys reading, walking, raising roses, attending church, and the Pull City Library book club. She taught home economics in Indian Lake Central School. She has lived with her son and his family in Alabama since her husband’s death in 1993.

‘60s

Donald C. Smith ’60 (Ph.D., special education and education psychology) retired from teaching at Ohio State and Florida International University. He and his wife (Jodi) recently had the pleasure of compiling and editing the letters of his curmudgeonly father-in-law, written over more than 30 years. The letters have been published in book form as Letters from Dr. Bob ( Trafford/Markree Press).

Ruth H. Franklin ’65 (B.S., education) and husband (Jack) have funded an endowment for geriatric nursing at the New Mexico Center for Nursing Excellence. The gift will provide annual support for geriatric nursing education and the study of gerontology. Franklin is professor emerita at the University of New Mexico College of Nursing and president of the Nightingale Scholarship League.

Allan Berger ’66 (Ed. D.) was Heckert Professor of Reading and Writing at Miami University of Ohio from 1988 to 2006. In 1998, he created the Teens for Literacy program, which enables inner-city middle and high school students to create programs and activities that promote literacy in their schools and communities. He has authored hundreds of articles, co-authored or co-edited more than 50 books on reading, and was named the College Reading Association’s 2006 Laureate Award winner. He recently co-authored “Robert Sessions Woodworth (1869-1952): Dean of Psychological Science,” a chapter in Shaping the Reading Field: The Impact of Early Pioneers, Integrative Ideas (2007, International Reading Association). He lives in Savannah, Georgia, and is the vice president of the Ohio Council of the International Reading Association.

Patricia Goldiner Dixon ’67 (B.S., elementary education) has been the director of educational outreach at the National High Magnetic Field Laboratory in Tallahassee, Florida since 2003. She earned an M.S. degree in science education in 1995, and a Ph.D. degree in educational foundations and policy in 1999. She considers her work as an advocate for enhancing science education “the best of all worlds” because she helps teachers, students, and the general public understand the science conducted at a national laboratory. She also is an adjunct faculty member at Flagler College’s elementary education program.

Marilyn Zwang Rossner ’67 (M.A., special education) retired from teaching special education and now serves as president of the Spiritual Suenu Fellowship. Married to Jacobs J. Leeman ’78 (B.S., B.Arch.), she has six children and five grandchildren.

‘70s

Tracy E. Leeman ’77 (B.M.Ed., ’89) (M.M.Ed) was awarded the Phi Beta Mu 2006 Outstanding Contributor Award for her contributions to music education in South Carolina. She is director of sales and marketing for Pecknel Music Company and chair of the South Carolina Coalition for Music Education. She also serves on the South Carolina Music Educators Association Executive Board as technology representative. Married to Jacobs J. Leeman ’78 (B.S., B.Arch.), she has six children and five grandchildren.

Jon Jay DeTemple ’88 (Ph.D., higher education) has been named president of Harcum College in Pennsylvania. He is the former president of Post University in Waterbury, Conn., and will become Harcum’s 11th president beginning June 1. At Post, DeTemple implemented a revitalization plan that changed the college from nonprofit to for-profit, made it the largest provider of online programs in the state of Connecticut, and helped it raise more than $1 million. Prior to joining Post, he was vice president of Mitchell College in New London, Conn., from 1998 to 1999. Before that, he worked at Paychex Inc., a Rochester, N.Y., provider of payroll, human resources, and employee-benefits services, from 1998 through 1998. In addition to his doctoral degree, DeTemple holds an M.B.A. (also from Syracuse University), and a B.A. degree from Cornell University.

Geraldine "Jeri" Muoio ’83 (Ph.D., education leadership) was appointed commissioner for District 4 on the West Palm Beach (FL) City Commission. Muoio was selected by the Mayor of West Palm Beach to fill a commission seat that was vacant prior to the March 2007 election. Muoio is currently a vice president for education policy and services for A3 Education Software. She has recently been an educational consultant for Florida Atlantic University. She chaired the Mayor’s Education Advisory Committee, participated in the Citizen’s Education Program in 2004, served on the selection committee for the City Center project, and recently served on the

Davila Named to Leadership Role

SYRACUSE UNIVERSITY ALUMNUS ROBERT DAVILA G’72 was named interim president of Gallaudet University in Washington, D.C. Davila, 74, a nationally known deaf leader, returned from retirement to take the helm at Gallaudet at a turbulent time in that institution’s history.

Davila began serving as Gallaudet’s interim president in January for a term that will last at least 18 months. As acting president, he will face a range of divisive issues at Gallaudet, including racial tensions and debates over the importance of American Sign Language to the school. The university also is under close scrutiny by both the federal government, which provides about two-thirds of its funding, and the Middle States Commission on Higher Education, because of declining graduation rates.

Davila is the child of migrant farm workers who became a teacher, administrator, and assistant secretary at the U.S. Department of Education. After graduating from Gallaudet in 1953, he began his career in teaching. He earned a master’s degree at Hunter College and a doctorate in instructional design, development, and evaluation at Syracuse University’s School of Education. After teaching at Gallaudet for 17 years, Davila accepted an appointment as assistant secretary of education in the first Bush administration. From 1996 through 2004, he served as vice president of the National Technical Institute for the Deaf at the Rochester Institute of Technology.
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‘90s

Robert A. Persing ’90 (B.S., physical education) coached the Loch Raven High School (Baltimore County, Maryland) lacrosse team to its first-ever state title. Persing was named 2006 Baltimore County coach of the year. He teaches elective classes and weight training at Loch Raven High School.

Nora Carrol ’91 (M.S., adult education) journeyed from Phoenix to visit her former long-time home of metro Washington, D.C., to show six works of abstract art made of aquarium sand at the Touchstone Gallery. Carrol says the images are derivative, emanating from existing forms, whether organic, architectural, or geologic.

David Watkins ’96 (M.A., social studies education) is proud to announce the birth of a son, Sean Alexander Watkins, on November 17, 2006. Watkins is the assistant principal at the Whiddon Rogers Education Center in Sunrise, Florida.