LITERACY EDUCATION: Keeping Pace with a Changing World
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We would like to hear your comments. Please direct all correspondence to: Editor, *Education Exchange*, School of Education, Syracuse University, 230 Huntington Hall, Syracuse NY 13244.

**DEAN**
Douglas Biklen

**OFFICE OF THE DEAN**
315-443-4751

**ASSISTANT DEAN OF ADVANCEMENT**
Victoria Kohl
315-443-7773

**DIRECTOR OF COMMUNICATIONS**
Patrick Farrell, Editor

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**DESIGN**
Amy McVey

**PHOTOGRAPHER**
Steve Sartori

ON THE COVER: Melicia Edwards, a graduate student in literacy education, works with a student in the Say Yes Syracuse After School program at Roberts Elementary School. See story on page 20.
ADAPTING TO CHANGING DEMOGRAPHICS and New Technologies

WELCOME TO THE FIRST FULLY ELECTRONIC VERSION OF EDUCATION EXCHANGE. TO BE sure, this is a bit of an experiment, for we are concerned that this format might not reach as many people as would a print copy, yet we know that over time electronic formats may prove to be more rather than less accessible. Henceforth, the School of Education will publish one print copy (the fall issue) and one electronic issue (spring) annually.

It is perhaps fitting that the special focus of this issue is literacy and the work of the Reading and Language Arts faculty and students, as the work of literacy is now broadly defined to include all kinds of multimedia and especially electronic texts. In this issue you will learn about our leaders—Professor Kathleen Hinchman is president of the National Reading Conference—and about our ground breakers—Department Chair Kelly Chandler-Olcott has just co-authored a remarkable book on literacy work with children with autism: “A Land We Can Share.” And the department’s faculty have now launched a graduate program in teaching English language learners (TELL). Reading and Language Arts has a rich tradition at Syracuse, and the tradition continues, with research on phonemic segmentation, early childhood reading, adolescent literature in the age of the Internet, and more.

In addition to the special focus on literacy, this issue includes information about Chancellor Cantor’s initiative awards for School of Education projects, faculty teaching awards, a story about the Urban Teacher Training Program—a groundbreaking program when it was introduced in the ‘60s, a roundup of recent faculty publications, and much more.

Again, welcome to the first, wholly electronic Education Exchange.

Sincerely,

DOUGLAS BIKLEN
DEAN
ADVANCING the Vision
School of Education faculty members to play prominent roles in Chancellor's Leadership Projects

EARLIER THIS YEAR, CHANCELLOR NANCY CANTOR unveiled 19 Leadership Projects in her address to the Syracuse community. These faculty-led projects exemplify SU’s vision, Scholarship in Action, and are designed to connect the University’s academic excellence to emerging ideas, problems, and professions. The projects are funded by $2 million in grants, including a $500,000 grant from the Carnegie Corporation of New York and a $1 million grant from the John and Maureen Hendricks Foundation, in combination with support from the Ewing Marion Kauffman Foundation and an anonymous donor.

School of Education faculty and staff members will play prominent roles in the following Leadership Projects:

SMART KIDS-VISUAL STORIES
PROJECT LEADERS: Sari Biklen, Cultural Foundations of Education; Michael Schoonmaker, Television-Radio-Film

Work to revitalize urban schools is often responding to external evaluation or expectations rather than the voices within the community or the school building itself. Attempts to attend more carefully to those voices—particularly the voices of young and prescient students—bring narratives of change to the fore. Smart Kids-Visual Stories will foster partnerships between Syracuse City School District middle school students (Levy Middle School, grades 6-8) and students from the S.I. Newhouse School of Public Communications and School of Education to create youth-made digital videos that represent the experience of urban educa-
Adolescents will be encouraged to express their knowledge and perceptions about school through their own stories and to develop their visual storytelling and narrative skills, which can influence how communities, scholars, and educators envision and transform schools.

**Syracuse Say Yes to Education Community Outreach**

**PROJECT LEADERS:** Douglas Biklen, Dean, School of Education; Steven Masiclat, New Media; Mary Anne Schmitt-Carey, Say Yes to Education

Increasingly, the road that our children must follow to participate fully in the global economy runs through college, yet for many students in urban schools the goal of college attendance remains at the far edge of their vision. Syracuse Say Yes to Education is building a bridge across this yawning opportunity gap. A coalition of partners catalyzed by Say Yes to Education and Syracuse University aims to alter the life course of students in an entire urban school district—Syracuse—by dramatically increasing the rate at which they go to college. A pivotal strategy in this multi-faceted program is cultivating a pervasive, college-going culture in urban neighborhoods. The Syracuse Say Yes to Education Community Outreach project aims to do this through a coordinated, city-wide program of awareness assessment, education, coalition building, and cross-sector engagement that will help fix the gaze of Syracuse families and neighborhoods on the attainable and affordable goal of earning a college degree. The project will draw upon a community of experts led by faculty, staff, and students of the School of Education and the S.I. Newhouse School of Public Communications, integrating educators and communications professionals from across the city.

**Regional Holocaust and Genocide Initiative: Resistance, Resilience, and Responsibility**

**PROJECT LEADERS:** Alan Goldberg, Counseling and Human Services; Rachel Brown, Reading and Language Arts

The human catastrophe of genocide scarred the 20th-century world and tragically continues to open wounds old and new in the 21st, but it remains conspicuously understudied in K-12 curricula. The Regional Holocaust and Genocide Initiative seeks to enhance education, cultural production, and public memory about the incidence of genocide—past and present. Faculty and graduate student participants will conduct curriculum research and develop coursework for grades K-6, and implement existing curriculum in grades 7-12, with support from the Spector/Warren Fellowship, which prepares SU students to teach about the Holocaust and genocide. Music, visual, and dramatic arts events, including collaborations with the College of Visual and Performing Arts, will broaden the project beyond the curriculum into public dialogues on law, justice, and ethics. This phase of the project will culminate in a master symposium, titled “Resistance, Resilience, and Responsibility,” that will showcase student and faculty projects and performances.
Staying ACTIVE

Exercise science faculty member develops program for veterans

BY TERRI RAFFERTY

STEVIE WONDER’S “SIGNED, SEALED, DELIVERED”

I'm Yours” plays on the radio, filling the silence of the large common room as six World War II veterans sit in a circle. Four of them are wheelchair users and one requires the use of oxygen as they stretch their arms as far forward as they can. Most of the men are permanent residents of the Syracuse VA Medical Center.

This is the most exercise the veterans will get all week, one hour in the afternoon on Tuesdays and Thursdays. The rest of their days are filled with activities to keep them socially interacting with each other and getting out of the confines of their rooms.

The fitness program was started in 2007 by Delynn Orton, an instructor and physical education coordinator in the exercise science program. Orton believes that people in the teaching profession should stay active in the community. Her volunteer program builds on that belief by getting students involved with the veterans. In turn, the students gain field experience in their majors and become pre-certified in physical education.

Orton first became associated with the veterans as a tennis coach working with paraplegic veterans in a U.S. Tennis Association partnership program with the Veterans Administration, part of the U.S. Department of Veterans Affairs. She saw an opportunity for exercise science students to collaborate with the local VA Medical Center by using their knowledge and skills to interact with veterans and engage them in physical fitness exercises and other activities.

“Many of the veterans have some form of disability,” says Orton. “Veterans may have Alzheimer’s, traumatic brain injury, or be in a medically fragile state. These individuals have lived long lives, and they still yearn for opportunities to compete or stay physically active.”

One of the veterans’ physical activities is strength building using small, hand-held weights. They also engage in modified sports, such as adaptive tennis, volleyball, and fuse ball, which help develop basic skills.

Scott DePutron, a sophomore physical education major, starts the physical education hour by having the veterans clap their hands to music while simultaneously stomping their feet. The veterans work at their own pace; if they grow too tired, they are free to return to their rooms with the help of a recreational therapist or a nurse.

While DePutron plans on becoming a physical education teacher, he’s developed an interest in geriatrics, disabilities, and the handicapped as a result of his involvement with the program and is considering work at a VA center after graduation.

“It makes you feel good about yourself,” DePutron says. “All of the vets are so appreciative that you take the time to work with them—they have fun and you have fun. It is a great experience.”

Ten to 15 veterans generally participate in the program on a given day. The program is funded by the American Legion, Disabled American Veterans, and Veterans of Foreign Wars.

Terri Rafferty is a graduate student in the S.I. Newhouse School of Public Communications.
SCHOLAR ATHLETES Recognized

A number of School of Education students have been recognized this semester for their athletic excellence as Scholar-Athletes of the Week.

BERNARD BUSH, a senior health and exercise science major, was named SU Male Scholar-Athlete of the Week for the week of January 26. Bush won the long jump competition at the Cornell Upstate Challenge in January with a leap of 7.02 m. Earlier that month, he took home the long jump crown with an IC4A-qualifying leap of 7.04 m. Bush comes to Syracuse from Tacoma, Washington.

JAKE PRESUTTI, a master’s degree student in instructional design, development, and evaluation, was named SU Male Scholar-Athlete of the Week for the week of March 2. Presutti, a guard on the men’s basketball team, has played in more than 11 games this season. He has put the exclamation point on two of Syracuse’s wins this season, nailing a three-pointer in the final 10 seconds of both games. The first came against Colgate, when he sank a trifecta at the six-second mark; the second came in the final three seconds against St. John’s. He joined the team his sophomore year and completed his undergraduate degree in child and family studies last year. Presutti is from Belmont, New York.

Freshman EMILY HARMAN, a health and exercise science major from Petersburg, West Virginia, was named SU Female Scholar-Athlete of the Week for the week of March 16, 2009. Harman and tennis teammate Christina Tan recently earned their 11th doubles win at the University of South Florida. The pair came away with a 9-8 (2) victory after a marathon tiebreaker, SU’s lone victory of that event. Harman and Tan are 11-2 so far this season in doubles.
is important (self-perception/transfer). Then imagine you are a refugee or a child with low self-esteem and poor reading and writing skills, in a school that struggles to provide the basics yet seeks to give you more. You do not have to imagine this: you can see overcrowded, resource-poor classrooms and disinterested faces in many of the nation’s poorest schools.

BACKGROUND
We were invited to help an inner-city, faith-based K-6 school in the City of Syracuse that is severely underserved. There is no funding for enrichment programs, and in many cases, even for the most basic student needs. With extremely limited resources and graduate student volunteers, we are currently running a highly motivating after-school computer club, one day per week.

Based on our preliminary research on children’s technology proficiencies, curiosity and information literacy, 21st-century dispositions for learning, and findings from our previous NASA-funded after-school program, we revised and repurposed a NASA-themed club. This club helps young students learn the inquiry, technical, and critical thinking skills they need to investigate and seek solutions to local and global environmental problems.

We engage the students using Curiosity Creek® (CC), our interactive web-based and child-friendly learning environment. CC has fun characters and interactive activities that help young children (K-2) develop the skills and dispositions necessary to become successful learners. In our club, fifth- and sixth-graders form a design team to create new CC resources for younger children (K-2) while learning new skills and developing subject knowledge.

CC design team members:
• choose a topic of interest in which they will develop expertise (e.g., endangered species, global warming)
• acquire digital literacy skills that help them explore their topic (e.g., questioning, information-seeking)
• design/develop technology-based products

IMAGINE BEING A YOUNG CHILD IN AN ENVIRONMENT in which you are expected to develop literacy and thinking skills, build competencies with new technologies, and most importantly, develop a love of learning and the skills to facilitate lifelong learning. However, this environment — although populated with caring educators — is resource-poor, strictly scheduled and rushed, and focused on testing, mostly by recall. Further, this environment lacks motivating contexts; time to develop and explore areas that pique your interest; supportive learning technologies and tools that make technology skill development and sharing accomplishments easy; and even the basic scaffolding to support self-reflection of what you are learning, how you are working (process skills), and why your learning

Researchers: Tiffany A. Koszalka (SoE/IDDE) Marilyn P. Arnone (iSchool/CDL)

PROJECT OVERVIEW
CURIOUSITY CREEK®
Themed After-School Computer Club

BY TIFFANY A. KOSZALKA

Doctoral student John Gonzalez helps a club member operate a video camera.
• gather formative feedback from peers and younger students using a variety of tools, guidelines, and prompts
• revise/publish their projects (e.g., story puzzles, poetry puzzles)

Club members engage in opportunities to explore areas of interest, develop technology and process thinking skills, practice communication and teamwork, showcase their work, service others, and build the confidence and pride that is so important to feeling successful in learning. Our current data and experience with this club indicates that club members are already feeling more confident about their technology proficiencies, information-seeking skills, and product creation abilities.

CURRENT CLUB MEMBER PROJECTS
In the fall of 2008, club members developed the knowledge and skills to create story and poetry puzzles being posted on CC. They chose endangered animal topics like polar bears, panda bears, star-nosed moles, African painted dogs, different whale species, and others or topics on global warming. They investigated these topics and then wrote short stories and four-line poems inspired by pictures.

Using a template in CC, design team members uploaded their pictures, stories, and poems to create interactive activities for younger kids. Upon access, the story or poem picture appears as a puzzle. The child is prompted to think about the story the picture tells as he or she arranges the puzzle pieces. Upon correctly arranging the puzzle, the story or poem appears below and tells a fact-based story.

This spring, they are developing video production skills while producing two- to three-minute videos on their topics. One team is creating a video on endangered species around the world. They wrote, composed, and performed a theme song that will be played as part of their video. Another team is showcasing different types of rare monkeys in South and North America. Another is creating a documentary of the video production process as experienced by CC club members.

WHY THIS CLUB?
This project is primarily about helping underserved middle school students at a time when they are most vulnerable to forming poor learning attitudes and judgments about their future. Research suggests that themed experiences better facilitate knowledge and skill development than traditional unthemed after-school care experiences. In particular, students who participated in themed after-school computer clubs, even for short periods of time, developed knowledge and skill structures, acquired practices that mediated performance on academic achievement tests, gained knowledge about computers, and developed problem-solving skills that transferred to formal classroom learning. There were gains in inner-city students’ sense of community and increased parental involvement. Immigrant students increased English proficiency, developed better writing and visual storytelling skills, and gained deeper subject knowledge of their technology projects. Most importantly, students’ feelings of competence, confidence, and affiliation flourished during their out-of-school time.

We provide a motivating and exciting context (a design team for younger kids) to engage club members in learning and servicing others in their own community. This project dramatically changes the current learning paradigm. Instead of students being taught about content and technology, we take advantage of students’ broad interests in technologies and the environment and support them in creating and sharing products that will teach others about what they themselves are learning. Our goals are to affect the children’s career interests; subject matter learning; 21st-century dispositions for learning; self-confidence in technology and media skills; and transfer of competencies between the club, other school work, and activities outside of school. We are creating all of the materials required to facilitate this club as both an after school and in-school event. We hope to provide instruction as part of a dissemination process in the future.

For now, support materials will be uploaded to the CC web site, www.curiositycreek.org.
TEACHERS TODAY INCREASINGLY ARE EXPECTED TO address special needs arising from differing ethnic and cultural backgrounds and must be prepared to serve diverse child and family populations. To address that need, the School of Education has introduced a new undergraduate program in Inclusive Early Childhood Special Education (IECSE). This four-year bachelor of science degree program is a dual program between the School of Education and the College of Human Ecology, with the School of Education as the home school. The program offers students an educational experience that balances the professional background students need in child and family studies from the College of Human Ecology and the School of Education with a solid core of liberal arts distribution coursework. All IECSE graduates are eligible for recommendation for certification as teachers in regular early childhood and students with disability (special education), birth through second grade.

“This new program fills a great need in the School of Education and the College of Human Ecology. Many of our undergraduate students have had a desire to work only with very young children, and this new program allows them to do just that,” says Gail Ensher, professor of teaching and leadership.

The IECSE program is built on an extensive and varied series of field experiences, with students coordinating their coursework with fieldwork in commu-
Syracuse University

Thomas Clawson, president and CEO of the National Board for Certified Counselors & Affiliates, spoke at Syracuse University on January 26, 2009, as the invited guest of the Counseling and Human Services Department. An international leader in the counseling profession, Clawson has spearheaded efforts in the realms of credentialing, state licensure, testing and assessment, and globalization of the counseling profession.

Sponsored by the Sigma Upsilon Chapter of Chi Sigma Iota (the national counseling honor society), Clawson’s talk focused on both the history and future of counseling. He highlighted the dramatic growth of the profession over the last 20 years in response to the increasing demand for mental health services in the United States and abroad, particularly in “never-served” areas as identified by the World Health Organization.

First-year students take one or two professional education courses and engage in introductory field placements. After the first year, they become more involved in their child and family studies concentrations and begin professional block semesters, in which they take courses on teaching specific subject areas, along with courses on strategies for teaching children from a wide variety of cultural and ethnic backgrounds and students with disabilities. Students devote one semester of their senior year to full-time supervised student teaching.

Typically, students will experience a minimum of eight field experiences and familiarity with a variety of ages, schools, and model inclusive early childhood classrooms during their tenure. They leave the program prepared to assume such professional positions as early childhood special educators, regular preschool teachers, teacher’s consultants, and public school teachers in kindergarten or early primary grades.

The IECSE program faculty includes Ensher, Mara Sapon-Shevin, professor of inclusive education; Jaipaul Roopnarine, professor of child development in the College of Human Ecology; and Rachel Razza, assistant professor of child and family studies in the College of Human Ecology.

Future of Counseling

Thomas Clawson, president and CEO of the National Board for Certified Counselors & Affiliates, spoke at Syracuse University on January 26, 2009, as the invited guest of the Counseling and Human Services Department. An international leader in the counseling profession, Clawson has spearheaded efforts in the realms of credentialing, state licensure, testing and assessment, and globalization of the counseling profession. Sponsored by the Sigma Upsilon Chapter of Chi Sigma Iota (the national counseling honor society), Clawson’s talk focused on both the history and future of counseling. He highlighted the dramatic growth of the profession over the last 20 years in response to the increasing demand for mental health services in the United States and abroad, particularly in “never-served” areas as identified by the World Health Organization.
organized around the question, How do school leaders support the learning that goes on in their school systems? Now, our organizing question is, How do school leaders ensure that every student succeeds? We’ve retained what has always been our emphasis on curriculum and instructional leadership, but with a new, sharper focus on equity and results.”

The last complete review and revision of the program was made in 1995. Theoharis notes that this year’s redesign was prompted by a desire to articulate more clearly the values on which the program is based, while building on the historical strengths of the School of Education—inclusion, instructional leadership, and literacy. The revision also addressed concerns and suggestions raised in focus group interviews and detailed surveys of current students, program alumni, and area school leaders. Another consideration in the redesign of the program was to make it attractive to larger numbers of students, who in turn will help meet the growing need for well-qualified school administrators throughout New York State.

“The new CAS program will better prepare our students by instilling in them the deep knowledge, practical skills, and passionate commitment they will need to be effective school building and district leaders,” says Canino-Rispoli. Besides revising and requiring courses in building leadership, district leadership, and education law that until now have been only electives, the program adds two distinctive courses in leadership for inclusive schooling and leadership for literacy development. The former will focus on those strategies and systems that support struggling or historically marginalized learners, and the latter on the roles that school leaders play in ensuring that literacy development is supported across the curriculum.
Candidates who already have extensive backgrounds in literacy development will be allowed to substitute another course that provides in-depth knowledge of leadership in another curriculum or instructional area, such as mathematics, science, the arts, or technology. Candidates will also be allowed to substitute other courses in the School of Education for specific required courses, provided they address the same basic themes and give attention to the connections between theory and practice.

The program’s faculty members hope to build on these changes, to work out new partnerships with area school systems that broaden the base of potential leadership candidates by helping teachers develop leadership skills without necessarily leaving the classroom or other professional assignments. The new courses in literacy leadership and other curriculum areas, and the option to take selected courses in other School of Education program areas, are meant to be bridges that encourage and facilitate teacher leaders who might later move into administration.

The CAS program in educational leadership is registered with New York State to lead to dual certification as a school building leader and school district leader. The program requires 30 graduate hours in educational leadership, 30 additional graduate credits, completion of training in child safety and other subjects, and successful completion of a state-administered examination in school district leadership. The revised program includes nine required courses and an administrative internship.

“Revising our program has been a healthy and exciting exercise,” says Shedd. “We have benefited enormously from all the advice and suggestions we have received from our current students, graduates, and area school leaders, and are deeply grateful for their support. Now comes the toughest part: determining whether the leaders we prepare actually do ensure that all their school systems’ students succeed, and then using that information to improve our own program on an on-going basis. We expect our graduates to continually ask those questions of themselves. We have to ask them of ourselves, as well.”

Clinical Supervision Workshop in Singapore

Late last year, Janine Bernard, professor of counseling and human services and doctoral program coordinator, was invited by the Singapore Psychological Society to conduct a three-day workshop in clinical supervision for psychologists, counselors, and social workers from Singapore and Malaysia. She is pictured here with the group’s leaders.
The Landscape of **URBAN EDUCATION**

Lecture series explores literacy and education in urban environments

*This year, the School of Education continued the tradition started during its centennial year by inviting the leading thinkers and practitioners in the field of education to share their best and newest ideas with the Syracuse community.*

**CHILDREN’S AUTHOR NIKKI GRIMES MADE THE**

season’s first Landscape of Urban Education presentation in October with a lecture titled “The Power of Poetry.” A *New York Times* best-selling author, Grimes received the 2006 National Council of Teachers of English Award for Excellence in Poetry for Children and the 2005 Golden Dolphin Award by the Southern California Children’s Book Association, recognizing her body of work. Her best-known publications include *What is Goodbye?* (an ALA Notable Children’s Book), and the novels *Jazmin’s Notebook, Dark Sons*, and *The Road to Paris* (Coretta Scott King Author Honor Books). Grimes also is creator of the popular Danitra Brown poetry series about the joys of teenage friendship.

As part of Teen Read Week, an event sponsored by the Onondaga County Public Library (OCPL), the Syracuse City School District (SCSD), and Syracuse University, Grimes met with about 1,600 SCSD eighth-graders to read from her work and answer questions in Hendricks Chapel before her lecture. She also conducted two interactive poetry sessions for Syracuse-area elementary school students in the OCPL’s Curtin Auditorium.
THE SEASON’S SECOND LECTURE was co-sponsored by the School of Education and the University Lectures. Dean Douglas Biklen moderated a discussion between James Anderson and William Trent on “Race, Desegregation, and American Public Schooling” in Hendricks Chapel. Anderson and Trent are both professors of education policy studies at the University of Illinois at Urbana-Champaign. Trent and Anderson have given expert testimony in most of the major legal reiterations of school desegregation cases in the last 15 years.

While in Syracuse, Anderson and Trent met with SCSD vice principals and administrators to share their expertise about a broad range of topics, including the recent SCSD initiative to tackle low scholastic achievement rates of black males.

IN DECEMBER, SONIA NIETO, professor emerita of language, literacy, and culture in the School of Education at the University of Massachusetts, Amherst, came to Syracuse to deliver a talk on “Urban Schools, Diverse Communities: Learning from Caring Teachers.”

Nieto has taught students at all levels, from elementary grades through graduate school, and she continues to speak and write on multicultural education, teacher preparation, and the education of Latinos and other culturally and linguistically diverse student populations. Her book, Affirming Diversity: The Sociopolitical Context of Multicultural Education (Allyn & Bacon, 5th ed., 2008, with co-author Patty Bode), is widely used in teacher preparation and in-service courses throughout the nation and beyond.

THE SEASON’S FINAL LECTURE, by M. Christopher Brown, dean of the College of Education, University of Nevada, Las Vegas, took place March 26. The title of Brown’s lecture was “More Dark Territory: Navigating Urban Educational Terrain in the United States.”

Brown began his career as an elementary school teacher in Orangeburg, South Carolina. He has earned a national reputation for his research and scholarly writing on education policy, governance/administration, and institutional contexts. He is especially well known for his studies of historically black colleges, educational equity, and professorial responsibilities.

He has served as vice president for programs and administration at the American Association of Colleges for Teacher Education, director of social justice and professional development for the American Educational Research Association (AERA), and executive director and chief research scientist of the Frederick D. Patterson Research Institute of the United Negro College Fund. Brown has held faculty appointments at The Pennsylvania State University, the University of Illinois at Urbana-Champaign, and the University of Missouri-Kansas City.

The Landscape of Urban Education Lectures can be viewed in their entirety in streaming video at http://soe.syr.edu/video.
Team VICTORY
STEP team wins Regional Science Bowl, heads to national event

A TEAM OF HIGH SCHOOL STUDENTS FROM THE SYRACUSE UNIVERSITY
STEP program won the 2009 Science & Technology Entry Program (STEP) Regional Science Bowl held in January at the Rochester Institute of Technology in Henrietta, New York.

Team captain Nour Sahraoui (a senior at Jamesville Dewitt High School) and team members Melquea Smith (a freshman at Syracuse Academy of Science High School), Hadjer Sahraoui (a freshman at Jamesville Dewitt High School), Iryonna Scruggs (a junior at Liverpool High School), Iledeja Yancy (a freshman at Henninger High School), and DeVante Watson (a freshman at Nottingham High School) prepared for the event by practicing after school twice a week for three weeks. Team coach Sarah Sahraoui, a 2008 SUNY ESF graduate in biotechnology and STEP program teacher, worked with team members to prepare for the challenge.

“This was our first Science Bowl experience,” says Leonese Nelson, director of the Syracuse University STEP program and research assistant professor in the School of Education. “I just wanted our students to have a good time and to get a feel for what the bowl was about. Their win was simply amazing.”

The SU team competed against 24 teams from across New York State, including teams sponsored by RIT, RPI, Union College, and SUNY Albany. In addition to STEP, participating programs included Upward Bound, the Program for Rochester to Interest Students in Science and Math (PRIS2M), and the National Organization for the Professional Advancement of Black Chemists and Chemical Engineers.

As winners of the regional Science Bowl, the Syracuse University STEP team earned an expense-paid trip to Washington, D.C., in April to represent New York State in the National Science Bowl Finals.

ABOUT THE SU STEP PROGRAM
The Syracuse University STEP program, housed within the School of Education, provides academic support services and enrichment activities to students in grades 7-12. Students acquire the skills necessary for entry into pre-professional degree programs in scientific, technical, and health-related fields through hands-on activities that have real-life implications. The STEP Saturday Learning Academy/Enrichment Program offers advising, counseling, math and science academic instruction, tutorials, mentoring, college preparation, professional development, and other academic services such as field trips, workshops, and cultural awareness programs. Students in the Syracuse University STEP program come from schools within the Syracuse City School District and four other central New York school districts.

For more information about the Syracuse University STEP program, contact Leonese Nelson, SU STEP program director, at 315-443-9171 or lenelson@syr.edu.
GEORGE WEISS, FOUNDER OF THE SAY YES TO
Education organization, visited Syracuse in early March to meet local school and community groups working with the Say Yes to Education program. Weiss created the Say Yes to Education foundation in 1987 as a way to help remove barriers to education for students who attend urban schools. The Syracuse program, which is headquartered at Syracuse University in the School of Education, uses after-school and summer school programming, tutoring, mentoring, social work services, and a college tuition incentive to help and encourage students to graduate from high school and pursue higher education.

While in town, Weiss met with Mayor Matt Driscoll and then participated in a press conference at City Hall where Driscoll announced he will include $1.35 million in his 2009-2010 budget for the program. Weiss also met with the Editorial Board of The Post Standard, the Board of Education, Common Council, and attended a community reception with members of the public. He also was guest of honor at a Syracuse University luncheon, and rounded out his stay with a visit to Meachem Elementary School where he read to students in the Say Yes Syracuse After School program and participated in a fitness class.

For more information about the Say Yes to Education program, go to www.sayessyracuse.org.
SCHOOLS OF PROMISE Makes Inroads in Syracuse Schools

SCHOOLS OF PROMISE, A PARTNERSHIP PROGRAM
between the School of Education and Syracuse-area school districts, continues to build strong relationships in a number of local schools.

This fall, Syracuse City School District (SCSD) superintendent Daniel Lowengard and SCSD senior administrators joined Syracuse University School of Education Dean Douglas Biklen and Schools of Promise directors Julie Causton-Theoharis and George Theoharis to take part in a banner-raising event to celebrate Salem Hyde Elementary School becoming the district’s newest School of Promise. Students, faculty, and staff from Salem Hyde and the School of Education took part in the event, which was held in the school’s cafeteria.

The Schools of Promise program is designed to implement inclusive education on a whole-school basis, instead of a classroom-based approach. The program covers issues of inclusion and belonging relating to school climate, classroom community, and students with disabilities. Schools of Promise also provides for extensive on-site professional development and support for teachers and leaders to meet a wide range of student needs in collaborative ways.

So far, Salem Hyde Elementary School and Roberts K-8 School in SCSD have completely restructured their services for students to create fully inclusive schools. Both schools have eliminated self-contained special education classrooms and pullout models for teaching students with special needs. All special education services are provided through collaborative planning and co-teaching of instruction by teams of teachers in the general classrooms. This is done to better meet the academic and social needs of all students. While this has taken considerable effort, teachers and administrators at both schools have commented that this is what is best for children.

In addition to its SCSD partners, Schools of Promise is developing partnerships with various schools and districts—both in central New York and around the country.

State Grant Will Bring Inclusive Education to More New Yorkers

The campaign to develop whole-school inclusive education recently was aided by a $940,000 grant from the Vocational and Educational Services for Individuals with Disabilities (VESID) division of the New York State Education Department (NYSED).

The grant will fund Promising Practices, a program to identify and cultivate promising inclusive practices to meet the needs of all students—and in particular students with disabilities—in mid-state region public schools. The Promising Practices program is designed to extend the inclusive education practices identified and cultivated in the School of Education’s Schools
of Promise program by migrating and adapting them to targeted schools across 16 mid-state region counties that have been identified by the state as needing help to support students with disabilities. Carefully structured school-to-school mentoring relationships will be established and supported to guide the diffusion of the Schools of Promise practices across the mid-state region.

“The idea and work exactly complements what we are doing with Schools of Promise,” says George Theoharis, assistant professor of teaching and leadership and one of the program’s three co-principal investigators. “They even share the same word, ‘promise.’”

The program’s other principal investigators are Julie Causton-Theoharis and Ben Dotger, also assistant professors of teaching and leadership.

Through Promising Practices, the lessons learned through Schools of Promise will be introduced and further developed in high-need schools throughout the mid-state region. “The needs of this area are considerable,” says Causton-Theoharis. “The School of Education is committed to building capacity in these high-needs schools to create lasting change.”

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**Preparing Students for College**

**THANKS TO A $400,000 GRANT** from the Woodrow Wilson Early College High School Initiative, the School of Education is taking part in plans to restructure Nottingham High School in the Syracuse City School District into an Early College High School (ECHS). The initiative, under the auspices of The Woodrow Wilson National Fellowship Foundation, will begin in September 2010. School of Education Dean Douglas Biklen has named Jeffery A. Mangram, assistant professor on teaching and leadership in social studies education, director of the program.

“The aim of an ECHS is to give all high school students the opportunity to take college-level courses in high school,” says Mangram. “ECHS is based on the premise that, if students can understand and experience the intellectual and academic rigors of college-level materials and expectations in high school, they will be better prepared as they matriculate onto college campuses.”

The purpose of the ECHS initiative is to reform high school curriculums, place high school students on college campuses to take courses, and encourage college professors to teach some of their college-level courses to high school students at their high schools.

ECHS is a compelling complement to the Say Yes to Education (Say Yes) program. As the cohorts from Say Yes mature and move from elementary to middle to high school, they are exposed to ECHS expectations, goals, and skill sets, which are embedded in the curriculum. The advantage of this approach is that accelerated programming in math or science can be positioned in lower grades to have maximum effect on middle school students as they move up to high school, in effect establishing vertical curriculum integration.

The goals of ECHS and Say Yes are highly compatible. With college courses taken through the auspices of ECHS, Say Yes students are able to experience the academic rigors and expectations of college-level assignments. The students also have the opportunity to earn college credits in high school, potentially reducing the cost of college tuition.

Because teachers in the ECHS actively collaborate with their counterparts in elementary and middle schools, they are better able to consult with each other about their students’ progress in acquiring the skills, knowledge, behaviors, and dispositions the students will need to excel in college. The ongoing communication and collaboration about students’ successes and limitations, academic strengths and weaknesses is crucial if these initiatives are to be successful.
DOZENS OF SYRACUSE CITY SCHOOL DISTRICT (SCSD) MIDDLE AND high school students spent their spring break week participating in a Le Moyne College GEAR UP Enrichment Program, sponsored by Syracuse University GEAR UP.

SU GEAR UP students from all five city high schools and 13 middle schools participated in a half day of math and a half day of science exploration during the week of Feb. 16–20. WSYR News Channel 9 weather anchor Dave Longley spoke to students about weather and global warming. The students also visited the Museum of Science and Technology.

The federal SU GEAR UP program is a collaborative effort between SU and the SCSD designed to increase the graduation rate and college attendance of students from 18 schools in Syracuse, and one of several partnership programs within SU’s School of Education.
SU Hosts Annual **STEP CONFERENCE**

**THE 11TH ANNUAL SCIENCE AND TECHNOLOGY ENTRY**

Program (STEP) statewide conference, hosted by Syracuse University, was held in March in Albany. STEP: Dare to Dream was the theme throughout a weekend of workshops, lectures, research competition, and fun for 350 7th- through 12th-grade students representing 41 institutions across New York State.

“The goal of the conference is to provide the students with a professional atmosphere, expose them to professions in the technical field, and have them learn skills to be successful” says Leonese Nelson, director of the SU STEP program and conference committee chair for the past nine years. “The highlight is always the research poster competition. It’s incredible to not only see their work but also to see the pride they have in it.”

This year 100 students from various colleges throughout the state participated in the research poster competition. Students presented results of their research projects to judges on such topics as the effects of acid rain on the reproduction habits of fish, growth habits and productivity of various soils, and the correlation between immunizations containing mercury and the onset of autism.

Another popular venue at the conference was the second Annual College Fair. This year 19 universities and colleges from across New York State took part. “We also added a science bowl tournament this year,” says Nelson. “It’s a fun Jeopardy style event where students are quizzed on science, math, and technology.”

From the registration table to the judges’ table, Nelson, as committee chair, makes sure that everyone who is part of pulling the conference together has the attitude that this is a student-centered event.

“It is a huge team effort,” Nelson says. “Seeing the smiles on the kids’ faces and hearing the intelligent conversations going on among them makes all the hours we spend preparing worthwhile.”

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**MLAB Student Work Exhibited at Syracuse Stage**

**ELEVENTH GRADE ENGLISH AND ART STUDENTS AT FOWLER HIGH SCHOOL PARTICIPATED IN A MULTI-MEDIA**

project utilizing the Mobile Literacy and Arts Bus (MLAB) led by SU students last fall. The MLAB is a project under the Partnership for Better Education (PBE), within the School of Education. The high school students engaged in creative writing and photography exercises. SU students helped the high school students edit and publish their work in a ‘zine,’ a small-circulation self-printed publication. The work was then exhibited in the gallery at Syracuse Stage. For more information about the PBE or the MLAB, go to [www.partnership.syr.edu](http://www.partnership.syr.edu).
FEATURE

BEYOND WORDS
As the recently appointed chair of the Reading and Language Arts (RLA) Center, associate professor Kelly Chandler-Olcott is dedicated to bringing the center’s considerable literacy education resources to a broad, diverse range of communities and expanding the scope of literacy education. To be effective in the 21st century, literacy education must show students how to shape and reshape a variety of skills so they can adapt to ever-changing textual environments, whether in traditional printed form or in electronic and digital formats. Even though RLA faculty recognize that concerns about assessment and accountability are important trends in education, the effectiveness of literacy education often lies beyond the attainments measured by standardized tests. “Test results go only so far, and they don’t address the new literacies associated with the Internet or other multimedia technologies,” Chandler-Olcott says. “We have to keep that in mind as we work on our programs. Having students do well on assessments is important, but that’s only part of the story. We also have to be ready for the new literacies of the 21st century.”

To address those needs, the center prepares teachers to help children, teens, and adults from a variety of backgrounds read, write, listen, speak, and represent ideas effectively with both traditional and new media. RLA faculty members are integrating attention to these tools into their teaching, and several are offering their courses in online or hybrid formats. Several special events sponsored by the department this spring also explore media and technologies, including a talk by Judy Freudberg, one of the head writers for Sesame Street, and a hands-on workshop by Bonnie Kaplan, an expert on digital storytelling by adolescents.

A HISTORY OF INDEPENDENCE

The literacy-focused programs in the School of Education were consolidated under the Reading and Language Arts Center banner in 1948, and the program has been a leader in literacy education ever since, with historical strengths in reading in the content areas, literacy intervention, and literacy instruction for inclusive classrooms. RLA enjoys a national reputation on the strength of its faculty and the quality of its graduates. “A lot of graduate students who come to us from undergraduate programs around the region tell us, ‘You people write all the books that all my professors used,’” says Kathleen A. Hinchman, professor of reading and language arts and the department chair of nine years who preceded Chandler-Olcott. The department is very competitive in recruiting new faculty members: The recent search that brought assistant professor Marcelle Haddix to SU (see related article) attracted candidates from numerous well-regarded programs across the country.

RLA is one of only a few discrete or standalone reading and language arts departments in the country,
resisting a trend that, at other institutions, has seen such programs absorbed by curriculum and instruction departments. “We work closely with faculty and staff from across the school,” Chandler-Olcott says. “All of us teach at least one course that services a program outside of this department. At the same time, being independent gives us greater visibility at the national level.” It also allows faculty and students to collaborate on a wide range of literacy initiatives with colleagues across the School of Education and University.

In recent years, the center has refocused its master’s degree in literacy education—traditionally its flagship program—to support students in learning to be literacy leaders and coaches as well as effective teachers. Such an emphasis is consistent with the latest standards offered by the International Reading Association and the National Council for Accreditation of Teacher Education (NCATE) (NCATE is the accrediting body for the School of Education.) “NCATE is promoting our development of literacy leaders,” says Hinchman, current president of the National Reading Conference. “For all of us, that means being more accountable for what our students are learning and what kind of jobs they’re getting, and making sure they’re real experts in their fields.”

A FOCUS ON LITERACY INTERVENTION

The center is distinguished by its strategic approach to literacy education and is recognized nationally as a leader in early intervention to prevent reading failure. Benita Blachman, Trustee Professor of Education and Psychology, pioneered research in this area with young children, and her work has received extensive coverage in The New York Times and other national publications. Blachman gained attention for her work on phonological awareness and beginning decoding interventions for primary grade students. She has published two sets of instructional material based on that program, titled Road to the Code and Road to Reading (both Paul S. Brookes), which are used in schools around the world.

For many years, the center has had a summer clinic that serves struggling young readers from the community and gives master’s degree students in literacy a chance to integrate theory with practice in a rich and rigorous culminating experience. More recently, RLA faculty members have designed other community- and school-based tutoring programs, all in the spirit of Syracuse University’s commitment to Scholarship in Action. These include the Liberty Partnerships Program (a New York State-funded mentoring and tutoring program run by RLA staff member Sylvia Martinez-Daloia to prevent urban adolescents from dropping out), a book buddies program for undergraduate inclusive elementary education majors at a local primary school, a second clinical experience for literacy master’s students set in a public elementary school in Syracuse, and a middle-level tutoring component for Literacy Across the Curriculum, a required course for pre-service students in all K-12 and 7-12 certification programs in the School of Education. Chandler-Olcott and Hinchman co-wrote a book, Tutoring Adolescent Literacy Learners: A Guide for Volunteers (Guilford), that is used by tutors in the latter course.

In all of these initiatives, RLA faculty work to design instruction that will build on strengths possessed...
Marcelle Haddix, the newest faculty member in the Reading and Language Arts Center, completed a Ph.D. degree in education with an emphasis in literacy, language, and learning at Boston College. Her dissertation research was a study of the language and literacy practices of black and Latina female pre-service teachers. While completing her doctorate, Haddix taught undergraduate and graduate courses in literacy and English education. She also taught a critical literacy seminar for high school students from various Boston public schools in the TEACHBoston/Wheelock College Summer Academy. “At the core of my teaching is finding ways to make the material relevant. In my work with young people, I infuse popular culture, hip hop literacies, and digital technologies as a means of effective literacy instruction,” Haddix says. “Preparing teachers for literacy education for the 21st century has been a major emphasis for me as a teacher educator.”

The study of literacy, broadly defined as how individuals make meaning, is at the core of Haddix’s research. In particular, she has been concerned with understanding the literate lives and identities of individuals who are often marginalized within official contexts such as schools and higher education. Haddix’s goal is to move beyond situating literacy teaching and learning in dominant contexts by finding ways to incorporate the everyday lives and experiences of people from underrepresented groups into pedagogy. Her current research project explores the intersections of race and language in writing instruction for African American adolescent youth and the implications for English teacher education and practice.

Haddix is also interested in English education reform that centers on the role of parents and community leaders. “As a new resident of the Syracuse community, I am working with parents and community leaders to create and sustain literacy spaces within the community,” Haddix says. “I envision literacy teaching and learning not just in schools, but in libraries, churches, and youth centers. This begins by being a part of the local conversations about the state of urban education.”

In February, Haddix worked with a local K-8 school to coordinate an African American read-in event. This summer, she will teach a course on children’s and adolescent literature for high school students in the University’s Summer College program.
by students, especially those from groups who have been traditionally underserved in school. “We know that there’s an ‘achievement gap’ with kids of color and kids from urban environments, so we’d like to do something about addressing that,” Hinchman says. “But to talk about what kids don’t have doesn’t usually get us as far as talking about what founts of knowledge they bring to a situation and how to build instruction from what they bring to school.”

WORKING ACROSS THE LIFESPAN
RLA faculty specialize in literacy education for populations across the lifespan. For example, Rachel Brown, assistant professor of reading and language arts and director of the literacy education master’s degree programs, is well-known for her research on comprehension strategies instruction in the early grades.

Brown currently teaches a course titled Perspectives on Literacy and Instruction that is designed to prepare teachers to become 21st-century educators. In the course, she shows teachers how to use technology to enhance their instruction and to support their students’ understanding and production of print, multimedia, and digital texts or tools.

Jodi Burnash has always loved working with people. As a library aide in high school, she held storytelling lessons; as an undergraduate, she was a teaching assistant and peer tutor. Her love for language and its potential to help children learn and grow has been the inspiration behind her pursuit of dual master’s degrees in English education and inclusive secondary special education. “At St. Lawrence University, I majored in art and child psychology,” Burnash says. “After graduation, I entered the field of art therapy, but I found that it was the education piece, rather than the social work, that was most fulfilling. There’s nothing like the look on someone’s face when they realize they’ve learned something new, and they are empowered by it.”

As a result of that epiphany, Burnash decided to make a career shift into education. “I first took a position as a preschool teacher, then as an assistant director, and finally a director of a child care center. As she worked in schools, she realized the joy of working closely with adolescent students. “There’s something so vulnerable about students in their early teens, struggling to find where they fit in and testing their identities. These kids need be around people they can trust and look up to, so that the learning experiences are coupled with social support and development. I knew that is where I wanted to be.”

“To talk about what kids don’t have doesn’t usually get us as far as talking about what founts of knowledge they bring to a situation and how to build instruction from what they bring to school.”

—Kathleen Hinchman
As a graduate student, Burnash finds that literacy is reciprocal with success. “Improving reading, writing, listening, and communication skills is the best way to help kids prepare for a literate life after high school,” she says. According to Burnash, the language arts allow her to bring together art, music, dance, theater, history and social systems. “It’s a perfect platform for social justice education and culturally responsive pedagogies that support and strengthen diversity. These are the things that inspire me and make language and literacy come to life.”

Burnash is passionate about students with disabilities having a right to a place in any classroom, and she insists that they get whatever support is necessary to make their educational experiences as powerful as they can be. “I believe that we all have a story and we should share our stories with each other,” Burnash says. “I also see many students misidentified as having disabilities, when in fact there are other factors that might level the playing field for kids, especially with attending to factors such as first language or social class.” For Burnash, the ideal classroom is where everyone gets what she needs, regardless of the differentiation required.

Burnash’s research interests include exploring classrooms and practices that provide the most effective pedagogy for students from different backgrounds. “I recently have been working with English language learners and see the benefits of having these students in a general education setting,” she says. “I believe in using schools to get kids thinking and hypothesizing about what they would do in a variety of real world situations.” Other research interests include the study of intervention strategies for adolescents and “bibliotherapy,” the use of literacy as a form of social and cognitive rehabilitation.

Burnash worked in the Skaneateles (New York) School District for a number of years, beginning as a substitute teacher in 1999. She eventually was offered a position as a teaching assistant in special education in the middle school, from which she took a leave of absence to come to the School of Education. Burnash’s colleagues at Skaneateles were so supportive of her decision to go to graduate school that a community-based organization offered to pay her health care premiums while she was on leave.

Last year, Burnash was awarded an Emil and Maude Beck Family Scholarship based on her excellent academic record and outstanding recommendations from peers, instructors, and field collaborators. The scholarship provided tuition support to help her complete her studies.

After graduation this spring, Burnash hopes to return to the public school system as an English language arts teacher in a fully inclusive classroom for students from all backgrounds. “I am now thinking about not only being a classroom teacher, but working on curriculum coordinating between departments, grades and schools, and on providing professional development and instructional support to other faculty members,” Burnash says. “I have a fresh perspective and some interesting ideas, and would like to lead a team of teachers who want to expand their ideas of instruction and building relationships with kids. I am sure this will lead to doctoral studies in the fairly near future.”
“This semester I found a way to combine my interests in both technology and Holocaust education,” Brown says. “I integrated a weblog into the course to focus on issues of multiculturalism, critical literacy, and digital technologies.” In this hybrid class, approximately half of the class sessions were held in person; the remainder were organized and facilitated through blog communication. The course was structured around a thematic unit on the Holocaust. Students learned about technology integration by using a blog to discuss their progress in creating technology-enhanced resources for teachers who want to integrate study of the Holocaust into their literacy instruction. The blog also provided a shared space for students to dialogue and reflect upon topics related to multiculturalism and critical literacy.

In addition to exploring the use of blogging to support literacy teaching and learning, Brown’s students identified one digital technology goal to advance their own learning. Students’ choices ranged from making a wiki, web quest, or digital movie to creating a PowerPoint presentation with integrated multimedia. “After learning how to use these technologies, students applied their newly acquired skills to developing lesson plans and instructional units on the Holocaust,” Brown says. “For example, one group focused on the use of picture books about the Holocaust to support teaching about social injustice, and resistance to intolerance. Within the coming year, all of the instructional resources developed by these graduate students will be made available through the Internet to any teacher who shares a common interest in the topic.”

Work with teachers is central to the RLA mission as well. Louise Wilkinson, Distinguished Professor of Education, Psychology and Communication Sciences, recently co-edited Improving Literacy Achievement in Urban Schools: Critical Elements in Teacher Preparation (International Reading Association), a volume rooted in her work as co-chair of the IRA committee on literacy leadership for urban teacher education. Wilkinson also
on the regents,” Crandall says. “When I came to Binghamton, I was writing all the time. I majored in English literature, but I took a lot of African American literature and creative writing courses. I learned about writers’ workshops and how poets and short-fiction writers and dramatists put their work before others to become better writers.”

Looking to find a graduate school environment where he could explore his interest in writing, Crandall was impressed by state assessments taking place in Kentucky. Recalled Crandall, “In Kentucky, they were doing really cool stuff with writing portfolios and writing assessments. It was so unlike assessment in New York. I applied to the University of Louisville, and life just took off.”

Crandall earned two master’s degrees at Louisville, one in English education and one in a new interdisciplinary program that combined environmental science and policy and education. “I wrote a master’s thesis between the English department and the environmental education program that explored bringing environmental education into the English classroom and explored what that would look like, and what an ecological perspective in literature would be.”

After graduation, Crandall was hired by the J. Graham Brown School in Louisville, the only K-12 school in the district. “I was the writing cluster leader for my school, so I represented our school at the district level. Because of my work with the National Writing Project and the Bread Loaf School of English, I was asked to be on the state advisory board to develop some of the writing curriculum for the state department of education.”

Because the school had a sister school in Denmark, Crandall was able to work with exchange students from Europe in Louisville and also to take students from Louisville to Denmark during the summer. While in Louisville, Crandall also took part in the Louisville Writing Project, the English-speaking Union Humana Scholarship (which allowed him to travel to Cambridge University for a Shakespeare program), and a Fulbright Memorial Scholarship to travel to Japan. Crandall also became closely involved with the Vietnamese and Sudanese immigrant communities.

Despite his love for the classroom and his students, Crandall felt there was more he needed to accomplish in education. “As a classroom teacher, your students want you to speak for them,” he says. “Unfortunately, you only have so much influence as a teacher. I realized that I needed to go to the next level.”

That next level brought Crandall back to Syracuse. “I grew up in North Syracuse, and I knew of Syracuse University. When I applied, I did not imagine I would be accepted and offered as great of an opportunity as I’ve had,” Crandall says.

As a doctoral student in the School of Education, Crandall has developed an interest in different forms of literacy and how art functions as a way to communicate. “I’m interested in sonic and visual literacies and the way sound and visuals communicate, and I think that in 2009, we can start looking at what we do as English educators in a new way.” This multi-modal understanding of literacy extends to how students use the Internet, listen to podcasts, and make digital stories to communicate to the world. “Communication still exists the way it always has, but our tools are changing. I think it’s a very fascinating time to be in education.”

Having completed his doctoral course work, Crandall, a recipient of both a University Fellowship and the Peter B. Mosenthal Graduate Scholarship, is now focusing on his dissertation. One possible topic is to build on the work of the National Writing Project by getting K-12 teachers to talk about writing. “As teachers think of themselves as writers, they develop curriculum around writing for the classroom, and promise to become writing experts within the community.”

“How we define writing is interesting to me,” Crandall says. “I realize as a practitioner, writing transcends science and it transcends numbers. It’s actually a way for students to create their identities and to express themselves, to explore spirituality, to communicate with the world in a way that is hard to measure. The way we assess writing across the nation doesn’t come close to capturing what students are able to do with writing.”
serves as the liaison for the School of Education to the High School for Leadership and Public Service in New York City—a school that was begun in partnership with Syracuse University.

College students’ literacy needs are also addressed by the Center: Marlene Blumin, associate professor of reading and language arts and director of the University Study Skills program, helps Syracuse University students from a range of backgrounds, including those who are the first in their families to attend college, to improve their literacy skills. Blumin collaborates with faculty and staff from a range of units across campus, including Student Support Services, Project Advance, and the Office of Disability Services. Most recently, she has been integrating cutting-edge digital technologies such as podcasting and blogging into her teaching of CLS 105, College Learning Strategies, a course designed to help students develop study skills that they can then apply to other classes they are taking.

ADDRESSING THE NEEDS OF ENGLISH LANGUAGE LEARNERS

With the numbers of non-English speaking minority populations on the rise in both rural and urban areas, the center has introduced a new program to address the needs of these communities. Teaching English Language Learners (TELL) is a 30-credit master’s degree program designed to prepare candidates to provide both integrated and free-standing services for English language learners (ELLs). Students in the TELL program are placed in Syracuse-area public schools, where they have the opportunity to collaborate with practicing teachers on planning, instruction, and assessment.
“The program is grounded in the philosophy that the linguistic and cultural backgrounds that English language learners (ELLs) bring to the classroom are resources and that ELL students best acquire and develop English language literacy—speaking, listening, reading, and writing—in rich language contexts,” says Zaline Makini Roy-Campbell, associate professor of reading and language arts and the TELL program coordinator. “The master’s degree in teaching English language learners prepares teachers for service in a linguistically diverse society, with the goal of helping students develop proficiency in English for academic as well as social purposes. Our program prepares teachers as English as a Second Language teachers, but also as mainstream teachers who can effectively teach English language learners in their classrooms.”

TELL courses are taught by Roy-Campbell, Wilkinson, and assistant professor of reading and language arts Kristiina Montero. The program recently launched a study group for Content Teachers of English Language Learners (CTELL) that meets monthly to discuss a designated reading on issues related to teaching English language learners. With grant support from Imagining America: Artists and Scholars in Public Life, Montero is teaching a doctoral seminar that involves graduate students in collecting oral histories of refugee/ELL students attending a Syracuse high school. Roy-Campbell and Montero are also fellows with a Brown University-sponsored project to increase the capacity of higher education faculty to prepare future teachers of English language learners.

RLA faculty are also excited about recently developed plans for students in one of the center’s three master’s programs (English Education, Literacy Education, or TELL) to pursue a concurrent degree in another area, increasing their skills and versatility as teachers and, in some cases, receiving a discount on total tuition.

**LOOKING TO THE FUTURE**

With a suite of strong programs and a balanced mix of new scholars with fresh ideas and established ones with valuable experience, the Reading and Language Arts Center is poised to take advantage of increased national interest in literacy. Faculty have set increasing enrollment, particularly among students of color and bilingual students (groups that are traditionally underrepresented in the teaching force), as one goal for the future. Other priorities include strengthening the already-strong ties between the department and the community, and securing external funding to support collaborative research with teachers, administrators, and families to improve literacy in urban contexts—all efforts to ensure that the center remains as relevant to literacy teaching, learning, and research in the next 60 years as it has been in its first 60.
Building UNDERSTANDING

LAST FALL’S “SYMPOSIUM ON HOLOCAUST Education: A Tribute to the Voices Lost,” underwritten by the Ziering Family Foundation, brought together a diverse group of people—from scholars to performers—to build knowledge and understanding about the realities of the Holocaust.

One of the highlights of the symposium was the Northeast Region Regional Education Summit, “Exploring the Future of Holocaust Education,” at which educators from nine states and the District of Columbia discussed a wide range of issues in Holocaust education. The event was presented by the U.S. Holocaust Memorial Museum in cooperation with the Spector/Warren Fellowship for Future Educators.

Syracuse University sponsors included the College of Visual and Performing Arts (VPA), the School of Education, Hillel at Syracuse University, Syracuse University Library, the University Lectures series, the Judaic Studies Program in the College of Arts and Sciences, and SU Abroad’s Florence Center as an extension of the work of Marilyn Ziering and the Ziering Family Foundation to promote Holocaust education in honor of her late husband, Siegfried “Sigi” Ziering G’55, G’58, a Holocaust survivor.

The summit was part of a continuing series of regional summits led by the U.S. Holocaust Memorial Museum to enhance dialogue and cooperation among groups involved in Holocaust education.

A Link to a Long-Lost Past

BY RACHEL BROWN

Through participation in the Holocaust Symposium, Rachel Brown, assistant professor and director of master's programs in literacy education, finds connections to family members she never knew she had.

My mother was a Holocaust survivor. She and her family escaped deportation to a concentration camp by hiding in a barn loft in Poland for almost two years. Several years after the war, they immigrated to New York City.

When I heard about the Holocaust Summit hosted by Syracuse University and the U.S. Holocaust Museum, I asked to attend the con-
ference. I joined a group of primarily high school and college educators to discuss ways to promote Holocaust education in our region. During the conference, we attended a demonstration of the extensive video database of Shoah testimonies available through SU Library.

I knew about these testimonies from previous visits to the U.S. Holocaust Museum. However, witnessing these stories of survival reminded me that my family’s experiences were not chronicled in this way. Saddened by this fact and prompted by our work at the summit, I searched online for some information on my mother’s town of birth. I found a link to JewishGen: Shtetlinks, a project dedicated to preserving information about Jewish life.

On the web page for the town of Borowa, I found a link to the Spalters from Borowa bei Mielec. My mother’s maiden name was Spalter. With great excitement, I clicked on this link. What appeared to be a picture of my grandfather, his four brothers, and their families popped into view. I called my mother who confirmed that this picture was indeed one of her family.

From family stories, I grew up thinking that nobody had survived the war aside from one deceased brother’s son who had moved to Israel and thus escaped the war atrocities. Yet, here was proof of another family connection. I noticed a link for Lancy Spalter, who had uploaded the picture to the web site. I clicked on the link, e-mailed the individual, and received a quick reply. We are now in contact with each other, sharing what we know about surviving family members. Through this exchange, I learned that Lancy, a Spalter by marriage, had contacted my aunt several years earlier and had even met with her during a previous visit to Israel.

This experience has renewed an interest in preserving my family’s heritage and actively promoting Holocaust education as a means to address diversity issues in the classroom. I intend to collaborate with others at Syracuse and the U.S. Holocaust Museum to build Holocaust awareness on our campus and in the region. On a more personal note, I have in my possession several audiotapes of my mother retelling our family’s history. I collected these close to 10 years ago to have a record of our family’s history for my son. I now plan to transcribe this information and find a way to share it with others.
Johnson Receives ACPA’s EMERGING SCHOLAR AWARD

DAWN JOHNSON, ASSISTANT PROFESSOR OF higher education, was named an Emerging Scholar by the American College Personnel Association (ACPA). The Emerging Scholars program was implemented by the ACPA Senior Scholars to provide promising new faculty and practitioner scholars with mentorship and support to enhance research skills and pursue research initiatives in areas of interest to ACPA.

Johnson’s research interests include the experiences of women of color in STEM (science, technology, engineering, and math) programs and the impact of social justice education courses on attitudes toward diversity. She also has professional experience in multicultural affairs, admissions and recruitment, and academic advising. She has a B.A. degree in anthropology from Bowdoin College, a M.Ed. degree in student personnel administration from Springfield College, and a Ph.D. degree from the University of Maryland.

ACPA’s Emerging Scholar program supports award recipients by underwriting their ongoing research and hosting them at two consecutive ACPA conferences, beginning with the ACPA convention immediately following their selection. During their first year, award recipients take part in a half-day research institute with ACPA Senior Scholars just prior to ACPA convention. At the following year’s convention, they present their research at an Emerging Scholar Research Symposium.

American College Personnel Association, headquartered in Washington, D.C., at the National Center for Higher Education, is the leading comprehensive student affairs association that advances student affairs and engages students for a lifetime of learning and discovery.

Research Challenges “Minority Mismatch”

RESEARCH BY KALENA Cortes, assistant professor of higher education, was featured prominently in a story in Inside Higher Ed, the national, web-based journal of higher education.

The story cites data presented by Cortes at the annual meeting of the American Economics Association that challenges the so-called “minority mismatch” idea, which asserts that minority students who earn admission to competitive institutions (either through a percent plan or more traditional affirmative action) are likely to do less well than they would have if they had enrolled at less competitive institutions. This assertion has been used to challenge the continuation of programs such as the Texas 10% Program, which assures enrollment of outstanding minority students in state’s top-ranked public universities.

Cortes’ research refutes the minority mismatch idea, finding instead that minority students who attended selective colleges are 38 percentage points more likely to complete college within six years of enrollment than are the minority students who enroll at other colleges.

The complete Inside Higher Ed article can be found here: http://www.insidehighered.com/news/2009/01/12/tenpercent
DRUGER to Retire

MARVIN DRUGER, LAURA J. AND L. DOUGLAS MEREDITH
Professor for Teaching Excellence in teaching and leadership and science education, announced that he will retire at the end of the spring 2009 semester.

In his 55-year-long career in science education, Druger served as president of the National Science Teachers Association, president of the Association for Science Teacher Education, twice as president of the Society for College Science Teachers, and as chair of the Education Section (Q) of the American Association for the Advancement of Science (AAAS), and was chair of SU’s Department of Science Teaching for 21 years.

He taught introductory biology at Syracuse University for 45 years, and he has taught more than 40,000 students in his career. He was a senior Fulbright Scholar in Australia and a program officer at the National Science Foundation.

At SU, Druger’s work spanned the Department of Science Teaching, the Department of Biology, and the School of Education. He has served on countless boards and committees at the national and local levels and is currently secretary of the Education Section of AAAS.

His book of poems for children, Strange Creatures and Other Poems, has delighted readers of all ages. He is currently working with several doctoral students, and writing another book of poems, a science education book, and a romantic comedy titled The Misadventures of Marvin (including his wife, Pat).

As a crowning note to his long career in education, Druger was presented a Philip Martin Award as an Educator of Excellence by the Greater Central New York Education Consortium late last year.

Education Conference in Kenya

SU’s School of Education is co-sponsoring the International Conference on Education with Kenyatta University in Nairobi, Kenya, this summer. The theme of the conference, to be held July 8-10, is “Innovative Teacher Education and Classroom Practice in the 21st Century.”

The School of Education’s co-sponsorship of this event can be attributed to an institutional linkage fostered largely by the personal involvement of Joanna Masingila, Laura J. and L. Douglas Meredith Professor for Teaching Excellence in teaching and leadership and mathematics education.

“I was a Fulbright Scholar at Kenyatta University in 1998,” says Masingila. “When I returned to SU, I began working with the schools of education at both universities to form an institutional linkage. That linkage was established in 2000 and renewed in 2006.”

Masingila has traveled to Kenya each summer since 2001 and has been working with colleagues in the School of Education at Kenyatta University on research and teacher development projects. “The idea of a conference came about during one of these summer meetings during the summer of 2007,” says Masingila. Planning for the conference and committee assignment were worked out last summer.

The conference will cover a range of topics, including special education and teacher education. “This conference is an important step forward in the collaboration and connection between the School of Education at SU and KU,” says Masingila.
Biklen Presented with CHANCELLOR’S CITATION

SARI KNOPP BIKLEN, LAURA AND DOUGLAS
Meredith Professor for Teaching Excellence and chair of the Cultural Foundations of Education department in the School of Education, was among five Syracuse University faculty and staff members who received Chancellor's Citations for Excellence at an awards ceremony in February.

Biklen was cited for her commitment to social justice that has resulted in extraordinary contributions in the area of gender and education studies, for which has brought her national renown and distinction to the University.

Biklen has been a staunch advocate for equity at SU, nationally and within her profession. Her book, School Work: Gender and the Cultural Construction of Teaching (Teachers College Press, 1994), demonstrated how “teacher work” is socially constructed and how historical discourses of schooling influence the complex meanings actual women teachers develop about what it means to work as teachers in schools. The book, which won the Critics Choice Award from the American Educational Studies Association, was groundbreaking in that it focused on women's own stories as told in their own voices.


Biklen’s use of qualitative methods in her research makes her a leader in the field, as demonstrated by her book Qualitative Research for Education: An Introduction to Theories and Methods (co-authored with Robert Bogdan, Allyn & Bacon, 2006), now in its fifth edition.

“Sari really exemplifies the Chancellor’s vision of genuine inclusion and is my role model,” says Barbara Applebaum, associate professor in the cultural foundations program. “So many times she has stuck her neck out when she saw injustice. She very much advocates for others and she acts on her commitments—often doing more than is required, yet she doesn’t think of it as going beyond the call, but rather as something that has to be done.”

Biklen also has been honored as a University Scholar by the American Association of University Women and was awarded the Willystine Goodsell Award for Scholarship and Practice in Gender and Education by the American Educational Research Institute.
Rolling Elected to
NATIONAL ART EDUCATION ASSOCIATION

JAMES HAYWOOD ROLLING JR., DUAL ASSOCIATE PROFESSOR OF ART EDUCATION

and teaching and leadership in the College of Visual and Performing Arts and the School of Education and Art Education Department chair, has been elected Higher Education Division director-elect of the National Art Education Association (NAEA). The four-year term, two as director-elect and two as director, began at the close of the NAEA Board of Directors meeting held on April 21, 2009, at the national convention in Minneapolis.

Rolling’s election to this national office supersedes his appointment last year as Higher Education Division director-elect of the eastern region of the United States. A successor will be named to complete Rolling’s term in that position.

Rolling earned a B.F.A. degree in visual arts at The Cooper Union School of Art and an M.F.A. degree in studio arts research at Syracuse University, where he was a graduate fellow in the African American Studies Department. He completed his graduate education at Teachers College, Columbia University, where he earned Ed.M. and Ed.D. degrees in art education.

Before returning to Syracuse, Rolling served as a visual arts teacher and curriculum designer for grades K-4 at The School at Columbia University. He also was an adjunct faculty member at New York University and Teachers College and an assistant professor of art education at The Pennsylvania State University.

Rolling has published numerous articles, essays, and book reviews in peer-reviewed journals, including Qualitative Inquiry, Studies in Art Education, the Journal of Aesthetic Education, the Journal, and the Journal of Curriculum & Pedagogy. He is on the review panel of Art Education, the journal of the National Art Education Association, and is a founding member of the International Congress of Qualitative Inquiry.

In 2006, Rolling was awarded the Narrative and Research Special Interest Group Outstanding Dissertation Award from the American Education Research Association (AERA) for his doctoral dissertation, “Un-Naming the Story: The Poststructuralist Repositioning of African-American Identity in Western Visual Culture.” His research interests include arts-based research, the studio arts as research practice, visual culture and identity politics, curriculum theory, autoethnography, and narrative inquiry in qualitative research.

NAEA is a nonprofit, educational organization created to promote art education through professional development, service, advancement of knowledge, and leadership. NAEA represents more than 22,000 art educators from every level of instruction, as well as publishers, manufacturers and suppliers of art materials, parents, students, retired teachers, arts councils, schools, and anyone concerned with quality art education.
IN MEMORIAM:
NANCY S. SONGER

Nancy S. Songer, director of the Early Childhood Direction Center, died November 24, 2008, following a long illness.

KNOWN TO FRIENDS AND COLLEAGUES AS

“Nan,” Songer was responsible for grant administration and coordinating information, technical assistance, and training to schools and families concerning infants and young children with special needs. She also served as director of the Educational Support Program at Upstate Medical University’s Center for Children’s Cancer and Blood Disorders. Before becoming director of the Early Childhood Direction Center, Songer was a community outreach coordinator for the center and a project coordinator for the FIRST LOOK Project, which helped young children with behavioral and social emotional challenges and their families. Before coming to the University, she was a music teacher in the Solvay Union Free School District.

“Nan was a wonderful person who had an outstanding record of service to the community and the University,” says Steven J. Taylor, co-director of the Center on Human Policy, Law, and Disability Studies and Centennial Professor in Disability Studies in the School of Education. “She was a strong advocate for young children with disabilities and their families. We will miss her deeply.”

“Nan was an extraordinary woman who touched so many people in so many different ways,” says Cynthia A Colavita, office coordinator in the Center on Human Policy, Law, and Disability Studies. “She was gifted in her work with children, a wonderful teacher who consistently challenged us to raise our personal bar and was a true friend to many. Nan will be deeply missed, and the Orange Basketball seasons won’t be the same without her.”

In addition to her administrative work, Songer was for many years an adjunct faculty member in the early childhood special education master’s degree program in the School of Education. Over the course of her career in education, she published a number of professional articles. She was particularly proud of her contributions to Families, Infants, and Young Children at Risk: Pathways to Best Practice (Brookes Publishing, 2009), a new textbook which she co-authored with colleagues Gail Ensher, professor and coordinator of the early childhood special education master’s degree program and the inclusive program on significant disabilities, and David A. Clark, M.D., chair of the Department of Pediatrics and director of the Children’s Hospital at Albany Medical Center.

“I first met Nan when her son, Jonathan, was born and hospitalized at the Crouse Neonatal Intensive Care Unit,” says Ensher.
“Nan was a woman of eminent poise, warmth, directness, wisdom, and love, which she unselfishly shared with so many. She will be remembered always by the students that she taught so eloquently at Syracuse for her generosity, for her stories, for her down-to-earth common sense, and for her compassion. Her passing is a deep loss for all of us, who knew and loved her.”

“Nan and I had a wonderful working relationship here at the center, which grew and changed as I discovered my son had special needs,” says Rachael Zubal-Ruggieri, communications coordinator at the Early Childhood Direction Center. “She helped guide me through the system, helped in getting him evaluated, and became my ‘rock’ (and reality check) when I had questions or doubts. It was so important to have someone who cared so much to help me learn about my son’s needs. This in turn helped me to support her work (and all the staff) at the center.”

“Nan and I began working together 10 years ago,” says Tracey Menapace, assistant director of the Early Childhood Direction Center. “From my very first day she took me under her teaching wing and provided countless hours of guidance, learning opportunities, and friendship.”

Songer was a member of the National Association for the Education of Young Children, the Association for Supervision and Curriculum Development, Central New York Child Care Council, Central New York Coalition for Young Children with Special Needs, and Children’s Oncology Group (CureSearch). She earned a bachelor’s degree in music education and a master’s degree in early childhood special education from Syracuse University.

Songer is survived by her husband, William Songer of Liverpool, New York, five children, their spouses, and a grandchild.

**MATHEMATICS All-Star**

Tinto inducted into state Mathematics Educators Hall of Fame

**PATRICIA PRICE TINTO,** associate professor of mathematics education, was one of five mathematics educators inducted last fall into the New York State Mathematics Educators Hall of Fame. The induction ceremony was part of the annual meeting of the New State Association of Mathematics Supervisors (NYSAMS).

The New York State Mathematics Educators Hall of Fame was established to serve the dual purpose of highlighting and promoting the crucial role of mathematics in society and to honor in a very public manner New York State educators who have made exceptional contributions to mathematics education.

As a 2008 inductee, Tinto was recognized for her more than 20 years of involvement in mathematics education and for her extraordinary contribution to the advancement of mathematics education in New York State.

NYSAMS was founded in 1969 to address a need of mathematics supervisors and educators in New York State for an organization to facilitate the exchange of information and ideas relative to supervision in mathematics education and to apprise members of developments in the state mathematics curriculum, mathematics teacher certification, and other issues affecting the supervisory function of members.

More information about the New State Association of Mathematics Supervisors can be found at www.NYSAMS.org.
FACULTY Publications

School of Education faculty members continue to make substantial contributions to the canon of professional literature. Listed below are some recent publications by department.

COUNSELING AND HUMAN SERVICES

- **Janine Bernard**, Professor

- **Dennis Gilbride**, Professor and Department Chair

- **Harold Hackney**, Professor Emeritus

- **Melissa Luke**, Assistant Professor

- **Derek Seward**, Assistant Professor

- **Richard Shin**, Assistant Professor

READING AND LANGUAGE ARTS

- **Kelly Chandler-Olcott**, Associate Professor and Department Chair

TEACHING AND LEADERSHIP

- **Gail Ensher**, Professor

- **Beth Ferri**, Associate Professor

- **Emma Rodriguez Suárez**, Assistant Professor
Faculty Books

New books by Faculty Members

**Families, Infants, and Young Children at Risk: Pathways to Best Practice**
By Gail L. Ensher, Ed.D., David A. Clark, M.D., & Nancy S. Songer, M.S., with invited contributors
(Paul H. Brookes Publishing Co. Inc., 2009)

A clear, comprehensive text on the neurological and psycho-social development of children from birth to 8 years old, this book is essential for pre-service professionals across multiple disciplines and for in-service practitioners in search of a reliable reference. This textbook helps readers understand child development, address the complex needs of children with disabilities and their families, and connect the latest clinical knowledge with everyday practice.

**The School Leaders Our Children Deserve: Seven Keys to Equity, Social Justice, and School Reform**
By George Theoharis, Ph.D.
(Teachers College Press, 2009)

George Theoharis draws on the experiences and words of successful public school principals committed to advancing equity, social justice, and school reform to show why social justice leadership is needed and how it can be effective. Although facing tremendous barriers, these principals made important strides toward closing the achievement gap in their schools through the use of humane and equitable practices. Featuring a mix of theory and practical strategies, this timely book portrays how real school leaders seek, create, and sustain equitable schools, especially for marginalized students.

**“A Land We Can Share”: Teaching Literacy to Students with Autism**
By Paula Kluth, Ph.D., and Kelly Chandler-Olcott, Ed.D.
(Paul H. Brookes Publishing Co. Inc., 2008)

A passionate and practical guide, “A Land We Can Share” moves beyond “sight words” and other functional literacy skills and provides the know-how for bringing quality, meaningful literacy instruction to students with autism. The book breaks new ground as it focuses specifically on ways in which educators can improve literacy outcomes for students with autism spectrum disorders in Grades K–12 classrooms. For all readers, the book underscores the ways in which literacy can help every learner achieve a more fulfilling, rich, and inclusive academic life.

**James H. Rolling**, Dual Associate Professor, Department Chair (Art Education)


**George Theoharis**, Assistant Professor
EMERGING SCHOLAR

Award

GEORGE THEOHARIS, ASSISTANT PROFESSOR OF teaching and leadership in inclusive elementary and special education in the School of Education, was named an Emerging Scholar by Division A (Administration, Organization, and Leadership) of the American Educational Research Association (AERA). The award recognizes Theoharis as a pre-tenure scholar who is in the first five years of his career in the professorate and who has made outstanding contributions to the field of leadership, administration, or organizational theory. Theoharis will be presented with a plaque and honorarium during the annual AERA Meeting in San Diego, California, this spring.

“This is a completely amazing honor, and I am rather speechless about it,” says Theoharis. “It is quite amazing to have the inclusive, equity oriented work I do that challenges so much of the status quo of K-12 schooling and educational administration be recognized in this way.”

Theoharis was selected based on evidence of his outstanding contributions to teaching, research, and service submitted by his students, peers, department chair, and dean. Evidence of excellence in research included his book, The School Leaders Our Children Deserve: Seven Keys to Equity, Social Justice, and School Reform, published this year by Teachers College Press. The book draws on the experiences of successful public school principals to show why social justice leadership is needed and how it can be effective.

“The School of Education congratulates George on this significant award,” says School of Education Dean Douglas Biklen. “His work illustrates a simple but profound finding, that improving the values of schools—for example equity, social justice, and quality educational opportunities—for those who are often marginalized results in higher performing schools and, most importantly, students who embrace the role of democratic citizenship.”

Theoharis’s research focuses on public school leaders who are committed to equity and justice, the success/reforms these leaders accomplish, and the resistance they face. In addition to being an accomplished scholar, he has extensive field experience in education as a teacher, administrator, and principal in the Madison Metropolitan School District. He completed his Ph.D. degree in educational leadership and policy analysis at the University of Wisconsin-Madison.

The AERA, founded in 1916, is concerned with improving the educational process by encouraging scholarly inquiry related to education and evaluation and by promoting the dissemination and practical application of research results.
Bridging the **FINANCIAL GAP**

Dear Alumni and Friends,

Alumni response to the recent appeal for emergency undergraduate financial aid was tremendous. In all, more than $1 million was raised for “Syracuse Responds—Keep ’em CUSE!” This fund was set up for students whose families suffered financially because of the economic crisis and who were in danger of not being able to continue their studies at Syracuse. Nearly a hundred School of Education alumni gave generously to this cause and like the University-wide statistic, 25 percent were new donors. Thank you for making a difference in so many SU students’ lives, including 16 undergraduates at the School of Education.

Our graduate students are going through some tough times, too. We need your help in keeping these students enrolled at Syracuse. Now more than ever, graduate school scholarships are needed to bridge the financial gap for these young professionals who are dedicating their lives to education and teaching. In this issue we have highlighted such a fund that was established by a number of alumni and friends in honor of Peter Mosenthal, a brilliant professor in our Reading and Language Arts Center whose life was cut short but whose teaching lives on through the work of the recipients of this award.

Another fund that benefits graduate students across all disciplines is the Burton Blatt scholarship, named after a beloved scholar, activist, and dean. We need your help, either through your support of these funds, or by developing a new fund. When you support a scholarship at the School of Education, you are helping a graduate student continue his or her studies to be the dynamic, successful educator our society needs.

I would be glad to introduce you to a graduate student who has benefited from a scholarship award and can tell you how essential financial aid is. Please call me if you are interested in meeting one of our terrific students or if I can help you find the right scholarship fund for your support. I would love to hear from you.

Sincerely,

Victoria F. Kohl

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For more information, contact
Victoria F. Kohl
Assistant Dean of Advancement
School of Education
230 Huntington Hall
Syracuse NY 13244
315-443-7773
vfkohl@syr.edu
FEATURED FUND:
THE PETER B. MOSENTHAL SCHOLARSHIP FUND

THE PETER B. MOSENTHAL SCHOLARSHIP SUPPORTS GRADUATE STUDENTS IN
Reading and Language Arts who are pursuing careers teaching minority and under-represented populations, including in rural school districts. Throughout its four-year history of granting financial awards to outstanding students, it has gained in reputation and capacity through the support of the Mosenthal family, Veronica and Dale Krieger, and gifts from Syracuse University alumni.

Peter Mosenthal was a beloved husband, father, and scholar. As a professor of reading and language arts, he instilled in his students a powerful curiosity about our language and a devotion to teaching. His legacy includes the lives he touched and the teachers he mentored, and now through his scholarship, his work continues to empower students.

Scholarships provide essential financial aid for graduate students in the School of Education. Graduate students are dedicated professionals who sacrifice a great deal to complete their studies. Their dedication is especially challenged by the ongoing economic crisis.

Gifts can be made on line at www.soe.syr.edu/alumnigiving to the Peter B. Mosenthal Scholarship and to other scholarship and program support funds. To mail your contribution, please direct your payment to the School of Education with instructions for the gift to be made to the Peter B. Mosenthal Fund and mail your check or credit card information to Syracuse University School of Education, 230 Huntington Hall, Syracuse, NY 13244. For information on this and any other fund, please call Victoria Kohl at 315-443-7773 or e-mail vfkohl@syr.edu.

To make an online donation to the School of Education,
visit soe.syr.edu/alumni/giving
OR
Click (here) for a downloadable donation form.
Class NOTES

’70s

Linda Oberg G’78 (M.S., counseling) has been appointed to the board of the Himalayan Dental Relief Project and is a volunteer facilitator of family support groups for the Rocky Mountain Alzheimer’s Association. She retired as CFO of Colorado State Parks in 2005.

’80s


Regina M. Toman G’88 (M.S., higher education) was awarded a Ph.D. degree in educational studies with emphases in higher education administration and leadership from the University of Nebraska in Lincoln. Toman’s qualitative dissertation is titled “From Paper Dolls to the Presidency: A Collective Case Study of the Childhood Years and Life Experiences of Five Female College and University Presidents.” Toman is dean of students at Nebraska Methodist College in Omaha.

’90s

Daniel Zukergood G’95 (Ph.D., teaching and leadership) recently published Teaching in the Real World: Strategies to Survive and Thrive (Pearson/Merrill). Co-written with Anne Marie Bettencourt, Zukergood’s student teacher at Springfield College, the book chronicles Bettencourt’s experiences in an urban school and provides new teachers with ideas for excelling in the classroom. Zukergood is associate professor of education at Springfield College (Mass.).

Christina C. Pfister ’97, G’00, ’06 (B.S., M.S., Ph.D., teaching and leadership), a member of the School of Education Board of Visitors, has joined the faculty at the Lally School of Education at the College of St. Rose in Albany, N.Y., as an assistant professor of teacher education.

’00s

Ashley Lynn Harwood G’05 (M.S., elementary education) is a Peace Corps volunteer in Belize. Harwood joined the Peace Corps after completing three years of public school teaching in Brooklyn. As an education volunteer, she works with teachers across Belize to build skill, competence, and creativity.

IN MEMORIAM:
Shannon Kane ’08

SHANNON KANE, A MUSIC EDUCATION MAJOR, DIED on the morning of February 16 in an automobile accident near Gainesville, Florida.

Kane graduated magna cum laude from SU in 2008 and was the student speaker for the School of Visual and Performing Arts Convocation. She was enrolled in the University of Florida’s master’s degree program in instrumental wind, conducting and working as a graduate assistant at the time of her death.

“She was one-of-a-kind and touched so many of our lives in such a positive way,” remembers John Coggiola, associate professor of teaching and leadership and music education department chair.

“Shannon was one of our best and brightest, graduating last spring as a VPA Scholar,” says Bradley P. Ethington, professor of music and director of the Setnor School of Music. “She was an outstanding musician, colleague, and friend.”

While at Syracuse, Kane was active in a number of campus groups, including University 100 and the Lutheran Campus Ministry.
SHARING EXPERTISE and Vision

AS COMPETITIVE AND FINANCIAL CHALLENGES continue to pressure the world of higher education, the School of Education looks to its new class of Board of Visitors members for their intellectual guidance and generous financial support to see it through these trying times. The school’s newest board members, under the guidance of Board Chair Lynn Kreischer, have signed on to be active partners with the dean in finding solutions to today’s problems and planning for a vibrant future.

Gilbert R. Herer exemplifies today’s Board of Visitors members. An internationally recognized pediatric audiologist, Herer has developed a variety of diagnostic and intervention programs that benefit children with hearing loss. His contributions to the field of audiology include an early intervention preschool program, a public school audiology program, and four regional hearing diagnostic centers for the Washington, D.C.-based Children’s National Medical Center. He created the Scottish Rite Center for Childhood Language Disorders in Washington, D.C., and developed one of the first and largest universal newborn hearing screening programs in the United States at the Holy Cross Hospital in Silver Spring, Maryland—programs that have since been replicated by mandates at statewide birthing hospitals in three states.

In 1999, Herer helped the international Special Olympics organization establish a hearing screening/testing program for its adult participants. Herer continues to support the Special Olympics as senior global advisor for the Special Olympics Healthy Hearing Program, which is active in 46 states and 58 countries.

“Education is the cornerstone of our democracy, and teaching prospective educators is its foundation,” says Herer. “The school’s nationally noted faculty and superbly educated graduates are the essence of what’s needed in the U.S.A. today. I feel an obligation as a citizen and an SU alum to help the School of Education in any way that I can to continue along this most important national journey. I believe also that my professional perspectives about the needs of children and adults with disabilities can contribute to the school’s vision.”

Herer recently was recognized by his colleagues in the field of audiology, which bestowed on him the Honors of the Association of the American Speech-Language-Hearing Association, a professional and scientific association of more than 130,000 audiologists, speech-language pathologists, and speech, language, and hearing scientists.

Herer earned an undergraduate degree in 1953 and a master’s degree in 1954 from Syracuse University in speech-language pathology. Following his U.S. Army service, he earned a doctorate in audiology from Northwestern University in 1964.

In 2002, Herer was named director emeritus of the Children’s Hearing & Speech Center/Children’s National Medical Center (Washington, D.C.) following 37 years as the center’s director. Herer remains on the faculty at George Washington University as professor of pediatrics, an academic rank he has held for the past 32 years. Herer also has served Syracuse University as a member of SU’s National Alumni Board.
SUMMER EVENTS
at the School of Education

This summer, the School of Education will be the center of a number of events focusing on core SOE initiatives, including conferences, institutes, and study opportunities.

NINTH ANNUAL SECOND CITY CONFERENCE ON DISABILITY STUDIES IN EDUCATION

Righting Educational Wrongs: Disability Studies in Education, Policy and Law
May 1-3

Co-sponsored by Disability Studies in Education; the Syracuse University Center on Human Policy, Law, and Disability Studies; the SU College of Law Disability Law and Policy Program; and the SU School of Education, this year’s conference brings together scholars in disability studies in education and disability law to explore both the history of disability advocacy and continued struggles for disability rights in educational contexts.

Speakers will share their research, expertise, and activism with an emphasis on histories of exclusion and activism, discourses and practices that shift the conversation from inclusion to belonging, critical and theoretical perspectives on disability studies, law and policy, and global perspectives on disability studies in education and law.

For more information about the 2009 DSE Conference, please e-mail conference organizers Christine Ashby, Beth A. Ferri, Alan Foley, and Arlene Kanter at conference@disabilitystudiesineducation.org or visit www.disabilitystudiesineducation.org.

Summer Leadership Institute
August 10-12

The annual Summer Leadership Institute, an interactive three-day school leadership institute hosted by George Theoharis and Julie Causton-Theoharis, both assistant professors of teaching and leadership and inclusive education, is scheduled for August 10-12, 2009. The institute, to be held in the Schine Student Center, will use the latest research to help educators examine the skills necessary to create equitable and excellent schools for all students.

With increasing accountability to raise student achievement for diverse learners, including students with disabilities, the institute gives school leaders the opportunity to examine successful practices for the range of student learners with intentional focus on students with disabilities, learn strategies for engaging in equitable and inclusive school reform, and gain new understandings of inclusive schools for the 21st century.

More information about the institute and registration, visit soe.syr.edu/summerinstitute09 or call the Office of Continuous Education and Global Outreach at 315-443-4696.

OTHER SUMMER PROGRAMS INCLUDE THE FOLLOWING:

Summer Symposium on Facilitated Communication
July 13-16
(inclusioninstitutes.org)

Executive Study Leadership Institute: The Rhetoric of Leadership
July 29-31
(studyc@syr.edu)

33rd Annual Education Law Conference
September 17
(soe.syr.edu/law09)

Summer College for High School Students at Syracuse University

Take credit and noncredit academic programs that allow you to explore your college options before you graduate from high school. Programs run from July 6 to August 14, and each is designed to give you a realistic view of undergraduate coursework in your field of interest.

Choose from eight six-week and four two-week programs, including Teaching Children’s and Adolescent Literature, a two-week education program beginning August 3.

Visit www.summercollege.syr.edu to learn more, or e-mail sumcol@syr.edu.

Make your summer the ultimate learning experience.

For more information on any of these events and courses, and other courses offered through the School of Education, visit www.soe.syr.edu/summer09.