

# Education Exchange

Syracuse University School of Education

2020

## TEACHING AND LEARNING IN 2020

**Our Commitment to Social  
Transformation Remains Strong**





# GREETINGS from the School of Education at Syracuse University!



**SO MUCH HAS CHANGED** in our world, our nation, and how we think about education since the last time *Education Exchange* showed up in your mailbox in October 2019. The global community is experiencing a health pandemic and the devastating personal, social and economic impacts of COVID-19. In the United States, the pandemic has revealed great disparities in healthcare and educational access along racial and socioeconomic lines, and the deaths of George Floyd, Breonna Taylor, and Ahmaud Arbery have brought to the forefront again the anti-Black racism and violence that has occurred for hundreds of years. This year has also challenged our thinking on what comprises education as we realize the interconnectedness of education and access to food, childcare, housing, internet, disability services, healthcare, and academic role models, among other needs.

More than ever, our School of Education community has been called on to lead through inquiry, inclusion, and action. We have the challenge, the opportunity, and the obligation to examine carefully our history and our practices and ways they have contributed to anti-Black racism in the lives of children and adults engaged in the pursuit and enactment of education and then to engage in work to move beyond diversity toward racial equity and social transformation. This issue highlights the ways in which our current work is pursued through a consistent framework of social justice.

This issue also shows how School of Education faculty and alumni have been at the forefront of adapting to the dynamic educational context through redesigning online instruction and rethinking how to have safe face-to-face and clinically rich experiences within the pandemic context while maintaining the rigor consistent with our legacy. Other heroes have stepped up in various ways—from making masks to contributing to the student emergency fund to address critical student needs. Additionally, this issue shows examples of the work of SOE student scholars and faculty researchers.

In these uncertain times, community is more important than ever. We strive to be more intentional about making meaningful connections to build community, even in this new virtual world. We want to hear from you. We have students who are interested in connecting with you for mentoring opportunities, and we have students who need your support. Please connect with us to share your story, offer to become a mentor, or make a gift to a scholarship fund.

I continue to be very honored to serve as your dean and I remain #ProudtobeSOE!

Joanna O. Masingila  
DEAN

**In these uncertain times, community is more important than ever. As we need to use remote means for many of our connections currently, we strive to be more intentional about making meaningful connections to build community. We want to hear from you.**

## Education Exchange

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We would like to hear your comments.

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### ON THE COVER

Students, faculty and staff outside Huntington Hall,  
Fall 2020

Please note, some images in this issue of *Education Exchange* were taken prior to the COVID-19 pandemic and do not reflect current public health guidelines. For more information on Syracuse University's health and safety policies, please see [syracuse.edu/fall2020](https://syracuse.edu/fall2020).

# Inside

*Leading through inquiry, inclusion, and action*



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For half a century, the School of Education has been a leader in research, policy, and pedagogy for and on behalf of people with disabilities; this new collaboration has been launched to carry the work forward

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An in-depth look at one of the oldest and most influential departments in the nation dedicated to literacy education

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# FACULTY IMPACT QUICK LOOK

School of Education faculty are dedicated to rigorous scholarship that impacts local and global communities.

## SERVICE

# 100%

of the School of Education  
faculty participate in  
professional organizations



12

executive council members



52

committee or task force members



# 73%

of the school's  
faculty serves on a  
professional journal

8 editors

•

7 associate editors

•

32 editorial  
board members

# 48%

of the school's faculty were  
recognized with professional  
awards from 2017-2019



14

international or national  
awards



13

Syracuse University  
awards

## GLOBAL REACH

In the past  
5 years, School  
of Education  
faculty members  
have actively  
conducted research  
and published articles in  
12 countries, including Brazil,  
China, Kenya, South Korea,  
Malawi, Mexico, Peru, Uganda,  
the United Kingdom, and the  
United States



## GRANTS & FUNDING



# 79.9%

The School of Education saw  
a dramatic increase in external  
funding from 2018 to 2019



3

regional or state  
awards



1

community  
award



# MEET OUR REMEMBRANCE SCHOLARS

**F**our students from the School of Education and the Taishoff Center's InclusiveU have been named 2020-21 Remembrance Scholars, one of Syracuse University's most prestigious honors. Scholars are chosen in their junior year through a rigorous, competitive process.

## CONGRATULATIONS TO OUR HONOREES:

### **Andrew Benbenek**

*Cicero, New York*

Broadcast and digital journalism major through InclusiveU

### **Justine Hastings**

*Brooklyn, New York*

Secondary English education and English and textual studies dual major, Renée Crown University Honors Program member

### **Victoria Munley**

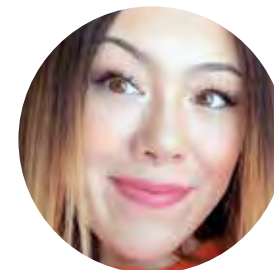
*Clarks Summit, Pennsylvania*

Music education major

### **Gabrielle Phillips**

*Rockville, Maryland*

Inclusive elementary and special education major



From top: Benbenek, Hastings, Munley, and Phillips

Three students from the Center for Academic Achievement and Student Development have also been named Remembrance Scholars: Higher Education Opportunity Program's **Canab Sheekh Nuur** (political science), TRIO Student Support Services' **Alimat Durodola** (economics and policy studies), and **Louisa Williams** (supply chain management and information management and technology).

The scholarships, now in their 31st year, were founded as a tribute to—and means of remembering—the 35 students who were killed in the Dec. 21, 1988 bombing of Pan Am Flight 103 over Lockerbie, Scotland. Those students, who were returning from a semester of study in London and Florence, were among the 270 people who perished in the bombing. The scholarships are funded through an endowment supported by gifts from alumni, friends, parents and corporations. ●

"I can't really put into words how honored and humbled I am to be given this opportunity. This program is so much bigger than I am and I'm looking forward to living my senior year with greater purpose by looking back and acting forward in honor of the individual I am representing."

**Gaby Phillips**

# BRINGING TOGETHER DECADES OF LEADERSHIP INTO ONE COLLABORATIVE CENTER IN THE SCHOOL OF EDUCATION

**The Center on Disability and Inclusion (CDI)** is a new disability-related research center formed to develop and implement initiatives promoting the inclusion of people with disabilities in all aspects of school and society—both locally and globally.

While maintaining a strong research focus, the CDI also leads in community engagement, technical assistance, and advocacy functions through a strategic collaboration of existing centers, including the Lawrence B. Taishoff Center for Inclusive Higher Education, the Center on Human Policy, and the Inclusion and Communication Initiatives.

## Milestones

### LAWRENCE B. TAISHOFF CENTER FOR INCLUSIVE HIGHER EDUCATION

#### ***College is an option!***

The Taishoff Center is celebrating 10 years of promoting inclusive higher education for people with intellectual and developmental disabilities. The Center's flagship program, InclusiveU at Syracuse University, is a 4-year inclusive college program with a residential living component that serves as a model for other programs across the country. InclusiveU has reached its own milestone in 2020, with almost 100 students currently enrolled.



### CENTER ON HUMAN POLICY

#### ***Label jars...not people.***

The Center on Human Policy (CHP) is entering its 50th year as a pioneer in disability education, advocacy and action. Rooted in the belief that all people have value, CHP, through its programs and activities, continuously strives to promote full community participation for people with disabilities. The CHP's recent project, Community for All, created digital toolkits to help people with intellectual disability live in, and meaningfully engage with, their communities.

### INCLUSION AND COMMUNICATION INITIATIVES

#### ***Not being able to speak is not the same as not having anything to say.***

Celebrating 30 years, the Inclusion and Communication Initiatives (formerly The Institute on Communication and Inclusion) has distinguished itself as a national and international leader in research and training about typing to communicate for individuals without reliable verbal speech. In addition to training and technical support to typers and facilitators, the ICI's popular Saturday Series, coordinated for and by teen and adult typers, serves as a place to meet and learn.



Improving Graduation Rates and Post-School Outcomes for Students with Disabilities

THE MID-STATE PARTNERSHIP

In 2019, the School of Education was awarded over \$9 million in funding from the New York State Education Department’s Office of Special Education to provide technical support and professional development in dozens of Central and Northern New York school districts. The capacity-building projects bring a community of practitioners together to support teachers, administrators, students and families in 51 school districts through services and trainings delivered by three new centers serving early childhood and school-age families and communities.

Faced with the challenge of school closures last spring, the centers delivered online trainings and resource fairs which resulted in an increased attendance by parents and professionals. The partnership will pair virtual trainings with intensive and ongoing embedded support to targeted school districts this year to support teachers and families in improving outcomes for students with disabilities at all levels.



Associate Professor of Inclusive Special Education and Disability, Christine Ashby, tapped to lead the Center on Disability and Inclusion

Professor Ashby’s teaching and research focus on inclusive education broadly, with specific emphasis on supports for students with labels of autism and other developmental disabilities, communicative diversity, disability studies, and clinically rich teacher preparation.

Ashby teaches across all levels of inclusive education programs and coordinates the undergraduate inclusive and special education program as well as the inclusive special education master’s programs. She is also the director of the Inclusion and Communication Initiatives.

“The CDI is the operationalization of an inclusive mission shared with many past and current colleagues at SU. The collaborative center will allow us to seek grants, share resources and expertise, and broaden the reach of our collective work advancing inclusive education and disability rights,” says Ashby, about the new center’s potential for impact. ●

Job Development for High School Students and Young Adults with Disabilities

PRE-EMPLOYMENT TRANSITION SERVICES

Students who have a disability have a much lower rate of high school graduation than their peers. The numbers of students with disabilities living independently and entering the workforce are also significantly lower than their non-disabled peers. The School of Education’s Pre-Employment Transition Services (Pre-ETS) program, funded by ACCES-VR, hopes to improve these outcomes through community partnerships and support services, specifically focusing on underserved youth with disabilities in Central New York.

Program director Jayson McDowell is excited about the impact this grant can have on students in the community. “Providing early access to career exploration and work experiences is linked to higher outcomes of students graduating high school, attending post-secondary education and training programs, and higher rates of employment,” he says. ●

“Vocational counseling changed the way I thought about life after high school in a way I could have never imagined.

Honestly, I didn’t have a clue what I really wanted to do after high school besides go to college and get a job. Through the Syracuse University



Pre Employment Transition Services program, I took a survey of careers I could do when I’m older, and there were so many options that I had not considered. They helped me by finding multiple sites to learn about jobs and also to prepare resumes for the future.

The Pre ETS program has given me an opportunity virtually to learn, strategize and problem solve. I am glad that Pre ETS gave me a chance to show my worth and potential for growth in any career path of my choice. After graduation, I would like to go to college and take classes and programs to become an engineer, a poet or a chef.”

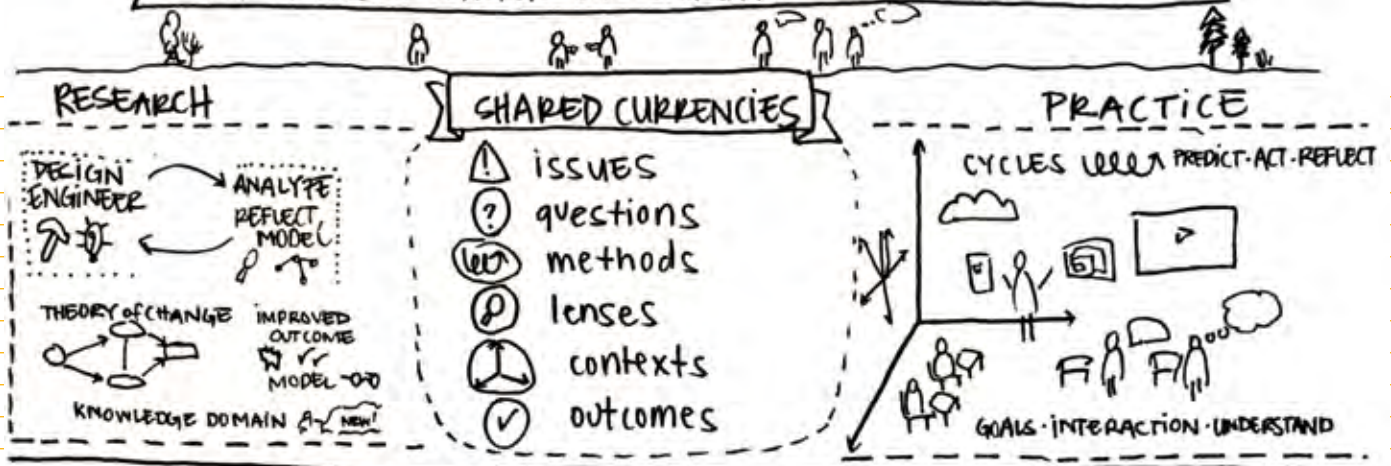
Jonah Henry  
Senior at Nottingham High School,  
Syracuse City School District



# A SKETCHNOTE ON HOW RESEARCH & PRACTICE ARE INTERTWINED

BY NICOLE L FONGER PNMLFONGER

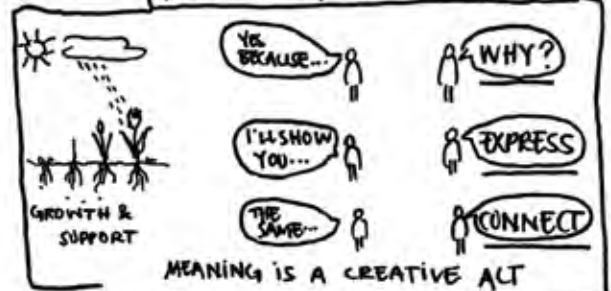
V. JUNE 2020



## RELATIONSHIPS, HEART CENTERED



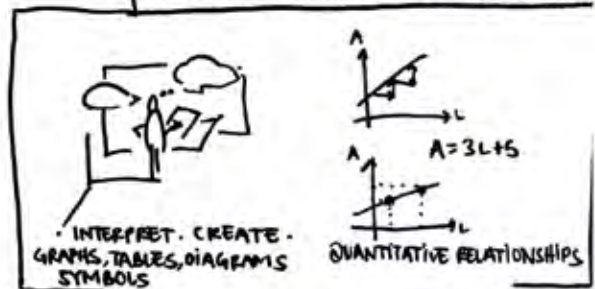
## MEANINGFUL MATH



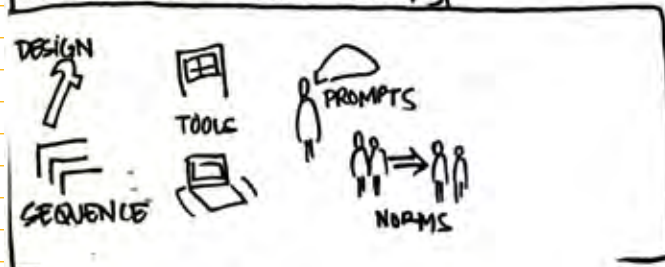
## ENVIRONMENT, PLACE



## REASONING & REPRESENTING



## INSTRUCTIONAL SUPPORTS



## STUDENT AUTONOMY & VOICE



Sketchnote by Nicole L. Fonger, June 2020



# SKETCHNOTES

A visual communication mechanism to strengthen research-practice links

**“M**y scholarship and creative activities are driven by a commitment to strengthen the relationships among the broad processes called ‘research’ and ‘practice,’” says Nicole L. Fonger, assistant professor of mathematics and mathematics education. Fonger creates and shares sketchnotes—a textual-visual form of communication—as a mechanism to push the boundaries of what is possible in current, textually dense publication practices. “Sketchnotes communicate with diverse audiences and entice engagement with innovative ideas,” she says.

Fonger says her interest in sketchnotes began as a healing practice in yoga and meditation, and assisted her in her work as a postdoctoral fellow at the University of Wisconsin-Madison, and now at Syracuse University. On her website, [nicolefonger.com](http://nicolefonger.com), she uses sketchnotes to articulate her emerging research agenda and as visual abstracts of her research. “I’ve since expanded to use sketchnotes to distill and share others’ ideas in a digestible, 1-page format for conference talks and plenaries, or to share research articles with broader audiences,” she says.

As a Writing Across the Curriculum Faculty Fellow (2019-2020), through the College of Arts & Sciences at Syracuse University, she now teaches sketchnotes to undergraduates as a tool to synthesize ideas in mathematics and in mathematics education. She also teaches graduate students in education how sketchnoting can be a relaxing and creative process for synthesizing ideas, especially as a sense-making tool for complex material such as learning theories.

Fonger created the sketchnote featured here as a reflection of how she understands research and practice to be intertwined in her practices as a researcher and educator. “I believe researchers and practitioners share a multitude of currencies, such as questions and contexts, and can create partnerships to exchange and co-create resources to address shared visions,” she says. “Several tenets of my philosophy of teaching and learning mathematics are summarized including being heart-centered, focusing on environment and place, designing instructional supports and cultivating student autonomy and voice. In mathematics in particular, meaning is cultivated through engaging in practices of reasoning and representing relationships through graphs, tables, symbols, and diagrams. Meaning-making is a creative act.” ●



**“MEANING-  
MAKING IS A  
CREATIVE ACT.”**

Nicole L. Fonger





# SHINING IN A TIME OF CRISIS

**When classroom instruction** took a sudden halt this past spring due to the COVID 19 pandemic, our Syracuse University community rose to the occasion by thinking creatively and finding new resources to ensure a successful conclusion to the academic year. From faculty and students to our impressive alumni, we salute our School of Education heroes who found solutions to engage students in this new virtual world.

InclusiveU student Kyle Fournier sews masks to donate to friends, family and first responders



# InclusiveU Maintains Student Engagement at a Distance

The program's staff worked with students, faculty and peer mentors to ensure a successful finish to the spring semester.

**STUDENTS WITH** intellectual and developmental disabilities are fully included with their peers through InclusiveU—they take classes, attend events and enjoy hanging out with their friends. With the quick transition to online learning last spring, the InclusiveU team was tasked with ensuring student success and fostering that feeling of community remotely.

Staff provided academic and social support virtually to ensure students had the resources they needed and arranged for any new accommodations necessary to learn from home. “We kept in contact with our students in a variety of ways to ensure they were completing the semester as successfully as possible,” says Brianna Shults, internship and employment coordinator at the Taishoff Center, who assisted with scheduling a robust calendar of events for at-home engagement. “We were amazed at the adaptability and flexibility our students demonstrated through this process,” she adds.

Thomas Wilson, a first-year InclusiveU student and political science major, found the extra support valuable. “Every week I had a brief meeting with Dee [Katovitch, Taishoff Center assistant director] to talk about how my week went,” he says. “My mentor went to my online class [with me] and would call me to go over the class notes and just talk.” Maia Chamberlain, also a first-year InclusiveU student, found aspects of the move to online learning challenging. “Because I am nonverbal, it was hard to talk in class on Zoom,” she says. “I either had to type in chat or have my mom interpret. Sometimes I thought of questions later and had to email my professor.”

In addition to their regular coursework, InclusiveU students can take weekly seminars on a variety of topics, taught by faculty, staff and traditionally enrolled students, which staff supplemented this spring with social and instructional sessions over Zoom. Offerings included home workouts, jewelry making and photography. “These seminars were a great place for students to connect socially and see their friends on a daily basis,” Shults says. Staff and traditionally enrolled students spent extra time with InclusiveU students during scheduled lunch hours, coffee sessions and a weekly dance party. “We recognized students would typically fill their time between classes or at the end of the day hanging out with friends, doing things they enjoyed,” Shults says. “We wanted to provide them a space to do that same thing, whether it be through coffee and conversation, yoga or dance.”

While the spring semester was a success for InclusiveU students, it is a testament to the community they have built at Syracuse University that they were eager to return to campus. “I really missed being in the classroom with others, talking and seeing the professor face-to-face and having one-on-one conversations,” Wilson says.

Both Chamberlain and Wilson enjoyed certain aspects of online learning, such as the flexibility in their respective online classrooms. “The best thing was getting to interact with lots of people,” Wilson says. “The teacher had more opportunities to do the class differently, with different ways to learn.” ●

—Shaina M. Hill



**“We were amazed at the adaptability and flexibility our students demonstrated through this process.”**

Brianna Shults



(From top) First-year InclusiveU student Maia Chamberlain participates in virtual learning. Thomas Wilson and Dee Katovitch '90 G 14 on the first day of the 2019 fall semester.



# A model teacher in the time of COVID

**WHEN THE COVID-19 PANDEMIC** brought instruction in classrooms to a halt this spring, many educators had to approach their craft in ways they had probably never imagined. For Gala Hughley G'20, this meant designing and recording middle school mathematics lessons for WCNY's TV Classroom. A partnership between

WCNY and the Syracuse city and area school districts, TV Classroom put public school lessons on television and made content accessible even for those students who may not have had access to technology or wi-fi.

For 3 years Hughley has been a mathematics teacher in the Syracuse City School District for grades 6-8 at Brighton Academy, and is a member of the school's instructional leadership team. She says she was happy to be asked by the district to participate in the TV Classroom project, as she saw the need to reach more students remotely. "I would estimate that about 40% of our students are without reliable technology or an internet connection." Hughley adds that "some students are also without a stable home environment conducive to learning, but this is a step in the right direction to make sure the material is accessible."

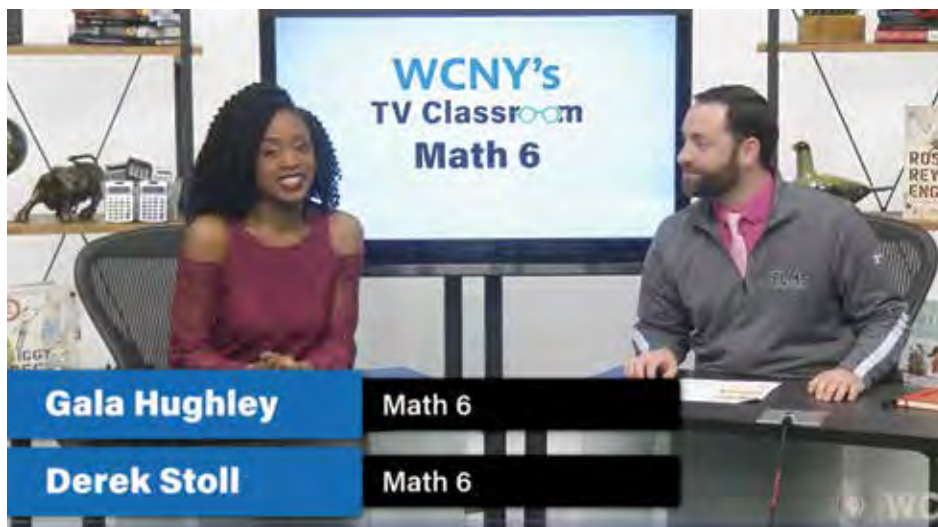
WCNY TV Classroom continued in the fall for grades K-5, but online lessons for grades 6-12 content areas are being developed and recorded in preparation for a hybrid school model. Hughley has again answered the call, and is a demonstration teacher for grades 6-8 mathematics instruction,

recording interactive lessons used by teachers across the district. "I do feel like I'm playing a pretty important role in what's happening," she says, "and that keeps me going."

Hughley also spent her summer developing and sharing online content. After a two-week planning period, Hughley taught six weeks of virtual summer school and facilitated grades 6-8 mathematics instruction across the district, utilizing some of the TV Classroom videos from the spring. The students were required to be online from 9 a.m.-1 p.m. every day, and that amount of screen time required a lot of planning to keep the content engaging. "It was an intense model," she says, "but the kids really loved it, and I had great participation. At that age, kids need the structure."

A native of Cleveland, Ohio, Hughley completed her undergraduate work in middle childhood education with concentrations in mathematics and ELA at Xavier University. She came to Syracuse University through the Urban Teaching Fellows program, a partnership between the Syracuse City School District and the School of Education designed to recruit and retain outstanding teachers of color to the district. Hughley completed a M.S. in Teaching and Curriculum with a focus in mathematics while teaching full time.

Hughley also works as a professional model in commercial and print campaigns. In another 2 years, when her contract with the Urban Teaching Fellows program is fulfilled, she may explore a move to the New York City area to teach and continue her modeling career. ●



**"I do feel like I'm playing a pretty important role in what's happening and that keeps me going."**

Gala Hughley



# IDD&E Alumni Steve Covello Advocates for Open Education

Rich doesn't mean expensive in online education

**WHILE MANY EDUCATORS** are grappling with how to convert their lessons into an online format that is exciting and engaging, Steve Covello G'11 has literally written the book on this topic, and is offering it for free. Covello, a graduate of the master's program in Instructional Design, Development, and Evaluation (IDD&E), has been with Granite State College (USNH) since June 2011 as the Rich Media Specialist and member of the instructional design team for the college's fully online degree programs. As part of this work, he designs and develops interactive online multimedia and works with faculty on developing rich media skills for their online courses.

Covello is also GSC's Pressbooks administrator, which is the "definitive OER publishing platform in higher education." He describes OER (short for Open Educational Resources) as an "international movement away from expensive textbooks toward openly licensed resources under Creative Commons licensing." He is a USNH Open Education Ambassador and works every year with faculty on projects to migrate their course resources to OER.

Covello has been teaching online since 2012 and has had instructional strategies published in the *Teaching Online Pedagogical Repository* at the University of Central Florida's Center for Distributed Learning. He has produced no-cost OER e-books for students as part of his online teaching work, titled *Trends in Digital & Social Media* and *21st Century Communication*.

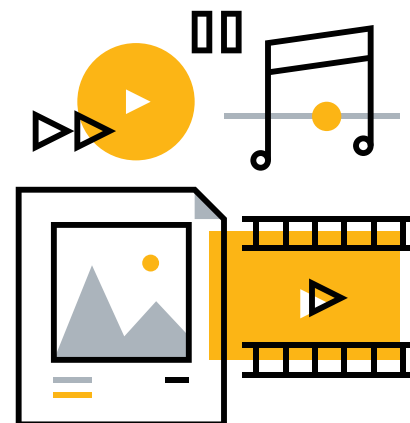
Covello has also applied his skills to making critical mental health resources available through the National Alliance for Mental Illness (NAMI). "I dedicated three years to the conversion of the NAMI Connect Suicide Prevention training program from face-to-face to a fully online training program. This has greatly expanded access to training for K-12 educators, mental health providers, medical staff, and leaders of youth organizations in all 50 states."

Steve earned a B.A. in Communications Radio/TV at William Paterson University in Wayne, New Jersey and, prior to that, earned an A.S. in bowling lanes management and pinsetter mechanics from Vincennes University Junior College (IN). He has also earned CIWv5 certification for web design/development and is an Apple Certified Help Desk Specialist.

While at Syracuse, Steve was involved in supporting the School of Education's website and video communication needs, especially in projects that involved direct engagement with the Syracuse community.

As an alumnus of the IDD&E program, Steve has volunteered as an IDD&E classroom guest professional since 2016 to help students connect with the professional community of practice and participate in discussions that involve real world challenges in the instructional design field.

Steve and his family currently live in Contoocook, New Hampshire, where he makes his own pizza and bagels and continues his interest in bowling. ●



## What is rich media?

Rich media is a set of systems and resources with unique capabilities to convey information beyond the affordances of text alone. Rich media is not necessarily a particular thing, such as a video in a course, but rather a broad set of communication resources to be used optimally under certain conditions.



# CELEBRATING THE CLASS OF 2020

**This page** (clockwise from upper left): InclusiveU final internship meeting, Front Porch graduation photos of (center) Meghan Brozaitis '20 and (left) Harry Dydo '20 and family, OnCampus student Maryan Adan '20 receives a drive-by graduation surprise, InclusiveU's end of the year graduation celebration, Camilla Bell's G'20 Ph.D. defense







**In person activities were cut short last spring due to the pandemic**, but it didn't stop the Orange Spirit from shining through. Campus photographers created a "Front Porch Graduation Photos" campaign, end of the year recognition events continued virtually, and Chancellor Syverud led a live, online commencement ceremony to recognize our 2020 graduates virtually. While the end of the semester was far from traditional, our graduates' resilience, optimism and spirit exemplified Syracuse at its finest.



**This page (clockwise from upper left):** Grace Visher's G'20 Ph.D. defense, InclusiveU student Ian Coe congratulates graduates, Cleo Hamilton '20, Sarah Fleming's G'20 Ph.D. defense, OnCampus student Brianna Rivera '20, Ellen Legg '20, Maeghan Higgins '20

# A Virtual SummerStart for HEOP/SSS Students

**ALL INCOMING STUDENTS** in the Arthur O. Eve Higher Education Program (HEOP) and Student Support Services (SSS) programs typically attend a mandatory summer bridge program, SummerStart, and, this year, the hallmark transition program needed to be adapted to an online format. HEOP/SSS staff were able to adapt quickly to create a signature virtual experience to make the 100 new Syracuse University students feel welcome and supported.

HEOP and SSS are School of Education-supported opportunity programs that developed out of the social justice movements of the 1960s and 70s. They serve primarily first-generation college students from under-represented populations.

SummerStart offers many benefits to HEOP and SSS students. By taking two required classes, students get a head start on credits prior to fall semester. They also take a college readiness seminar that builds their study skills and introduces them to campus resources. Because SummerStart is typically a residential program, students

experience what it's like to live in a residence hall and manage their new lives on campus, including study, sleep, diet, and socializing. They become comfortable on campus, and make important connections with staff and fellow students.

The HEOP and SSS staff collaborated with University College, academic advisors across campus, and upper-level students to create a comprehensive virtual 8-week SummerStart program.

## **"The efforts of the HEOP and SSS staffs have been nothing short of extraordinary."**

**Craig Tucker**

To build community and foster supportive peer relationships, SummerStart students were sorted into virtual residence halls and divided into "floors" with approximately ten students per floor. Each floor also had two to three upperclass HEOP/SSS student mentors who provided support to help the new students acclimate to the program. Additionally, each floor

had an academic advisor who acted as a college mentor, as well as an upper-level administrator who was the floor's university mentor.

A typical week included a Monday floor meeting, participating in two online classes and the college readiness seminar, and a "Friday Lounge" session. Friday Lounge virtual events were student-driven and ranged from movies and TV shows to discussions on current events to identity exploration. Students could choose to stay in their floor's lounge or visit lounges of other floors if there were other topics that interested them; just as they could in a real residence hall.

Additional programming by HEOP/SSS staff was offered to students each week and included content related to the college readiness seminar, a virtual scavenger hunt, a virtual escape room, and a communication skills workshop.

Craig Tucker, director of HEOP and SSS, commends his staff for adapting the SummerStart experience so successfully. "The efforts of the HEOP and SSS staffs have been nothing short of extraordinary," he says. "Engaging the students in the virtual programming came with some challenges. However, we committed ourselves to the tasks and creativity in facilitating the cultivation of healthy bonds amongst our students, our programs and the Syracuse University campus community."

Tucker adds, "There are many challenges in moving a residential education program to a virtual setting, especially on a tight timeline. HEOP and SSS thank University College, the school and college advising units, School of Education IT Services, and the myriad offices and staff whose support and collaboration was immeasurable in launching Virtual SummerStart 2020." ●



SummerStart Virtual Residence Hall 3rd Floor Friday Lounge with HEOP and SSS students Symphony Hylton, Mamadou Samba Jr., and Bryan Hernandez with SSS Associate Director Amy Messersmith and 3rd Floor College Mentor Karen DeVose, Assistant Director of Academic Advising in the College of Arts and Sciences





## DID YOU KNOW?

**The School of Education** has a student emergency fund, established to support students in times of crisis. Administered by the Office of Academic and Student Services, students can seek funding for such urgent needs as food, utilities, books and school supplies, or even out of pocket medical expenses.

Originally a designation of the Dean's Fund for Education, the Student Emergency Fund has recently become its own entity with the generous support of Mike and Carol Eisenberg and their daughter Laura Robinson '97, Board of Visitors Chair Emeritus Gloria Quadrini G'77, G'80, G'90, and Board of Visitors member Sharon Jacquet '72.

Senior Assistant Dean for Academic and Student Services Amie Redmond says, "during this pandemic time, we have received several requests for assistance with necessities. I fully expect to see more of this in the coming months."

In addition to a monetary fund, the Office of Academic and Student Services maintains a small emergency food pantry for students without meal plans. Additionally, they collect and store both cold weather clothing and professional style clothes for students to take or borrow for the winter months or for job interviews and student teaching.

TO SUPPORT OUR STUDENTS, VISIT [SOE.SYR.EDU](https://soe.syr.edu)

# CULTIVATING COMMUNITY

International students enrich the School of Education's community by contributing unique global perspectives



Turdiev delivered the first ever speech on disability in Uzbekistan at the United Nations Convention on the Rights of Persons with Disabilities (CRPD) in 2019. "It created a solid base for UN-level international opportunities for the persons with disabilities of Uzbekistan in advocating their rights and expressing issues."

**"Being in the same classroom and hallways with the students of different backgrounds, viewpoints, and experiences are cultural and educational wealth."**

Mirjakohn "MJ" Turdiev

**"B**eing in the same classroom and hallways with the students of different backgrounds, viewpoints, and experiences are cultural and educational wealth," says **Mirjakohn "MJ" Turdiev G'16, G'20.**

Turdiev has been at the University for six years, beginning his studies at Syracuse as a Hubert H. Humphrey Fellow, earning a master's in public administration from the Maxwell School of Citizenship and Public Affairs. He completed a C.A.S. in disability studies and coursework in doctoral work in cultural foundations of education before transferring back to Maxwell to complete his dissertation. His research and collaboration in the Syracuse disability community has touched all corners of campus including the Disability Cultural Center, the Taishoff Center for Inclusive Higher Education, Disability Law Clinic, Center on Human Policy, and Burton Blatt Institute.

Connecting his experience at Syracuse to his home country of Uzbekistan is a priority for Turdiev. "Being in the United States and Syracuse University, in particular, I try to maximize my investment in building and supporting mutual relationships between the people of the United States and Uzbekistan," he explains. To implement this mission, with other country fellows from Uzbekistan based in Washington D.C., he founded the American Uzbekistan Association (AUA). In this role, he was able to direct support to an organization in Uzbekistan working with children with Down syndrome and bring a speaker from the National Down Syndrome Society to

address education issues of children with disabilities in Uzbekistan.

Turdiev is involved in the international disability movement directed at antidiscrimination of persons with disabilities, disability inclusive development and policy making, and empowerment of people with disabilities and their representing organizations. "During and after my Ph.D. program, besides the continuation of my international works, I envisage to found and develop a disability education, research and advocacy institute in Uzbekistan that will operate in five central Asian countries," Turdiev says.

He explains that the academic and research experiences he gained from the School of Education are an integral part of his plan's success. "I believe my dissertation work, academic and professional networks established at Syracuse University and the US will contribute to the achievement of this long-term objective. I plan to extend the disability related academic, research, and advocacy expertise of the Syracuse University community to central Asia through this prospective institute."

Turdiev says the key approaches to improving situations for people with disabilities are education and awareness raising. He presents on YouTube, webinars, and uses a blog and media interviews to share his new knowledge and experiences on disability with the people of Uzbekistan. "My biggest long-term and ambitious goal in changing the situation around disability in Uzbekistan is the deinstitutionalization of children with disabilities. I have started



# 35

Number of countries represented in the School of Education's student body

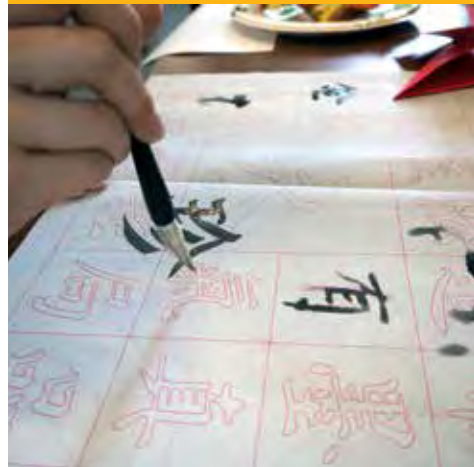
my disability work at the project that introduced and piloted community-based living of the people with disabilities as an alternative to institutionalization, and the piloting was successful. Therefore, I believe deinstitutionalization is needed and possible in Uzbekistan.”

His desire to connect and collaborate with others has led to deep engagement at Syracuse University as well. He sits on the Syracuse University Internationalization Council and is a founding member (and current president) of the Central Asia and the Caucasus Student Union (CACSU) campus organization, representing the voices of their members in the broader university community as well as partnering with other similar student organizations for cultural and social activities. He also serves as the member coordinator of the new Central Asia and the Caucasus (CAC) Research Center at Maxwell School's Moynihan Center for Global Affairs to support academic and research initiatives of students.

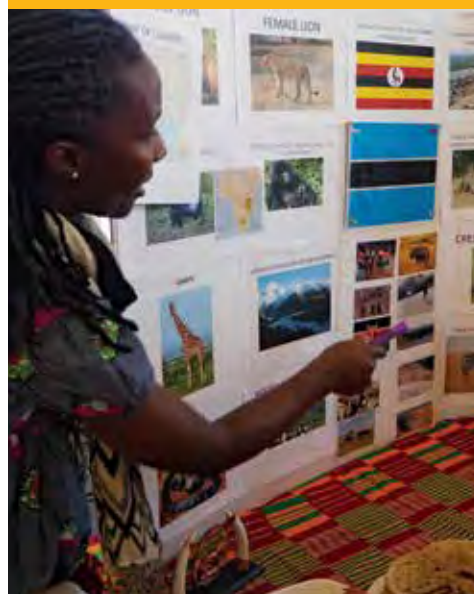
Turдиеv views the School of Education community as one of the most diverse populations on campus. “I have lots of friends with various cultural, educational, racial, religious, and gender backgrounds that enrich the culture of the SOE. It is an opportunity to feel welcomed and listened to.”

“What is most valuable,” he adds, is “the opportunity to collaborate with other more advanced doctoral students, in informal settings organized by student organizations like SOE Graduate Student Council. This enables me to learn and internalize their successes and learned lessons that are not usually available during the classes.”

(continued on next page)



Last February, the breadth of the international community in the School of Education was on full display at the **SOE International Festival**.



**“SOE means family, and I am happy to be a part of this family within a very inclusive and caring home.”**

D. Garmondyu Whorway



Whorway receiving his master's at commencement in 2019

Ph.D. student **D. Garmondyu Whorway G'19**, echoes Turdiev's sentiment. "SOE means family," he says, "and I am happy to be a part of this family within a very inclusive and caring home."

As an ambassador and peer mentor to other international students, Whorway, from the west African country of Liberia, has spent his time at Syracuse facilitating meaningful connections between international students.

The School of Education's international peer mentor program matches each incoming international student with a current graduate student who assists with information about living in Syracuse, campus resources, and gives advice from their perspective of living and studying at Syracuse University as an international student.

"For me, I usually ask my mentees out for lunch at a restaurant that I notice might be familiar to the mentee country's cuisine," explains Whorway. "During lunch, I have found mentees to be impressed and felt free to ask many questions which they may not write out in an email or during a busy orientation." It's this personal connection that makes the program successful.

Speranza Migliore, School of Education assistant director of graduate admissions and recruitment and organizer of the peer mentor program, agrees. "International peer mentors engage with the new international students even before their arrival to Syracuse to offer a friendly welcome to the School of Education and valuable guidance," Migliore notes.

Whorway came to Syracuse in 2016 to earn a master's in Instructional Design, Development, and Evaluation and is pursuing a Ph.D. in the same area.

During this time, he's worked with students with intellectual and developmental disabilities in the InclusiveU program and helped with seminars at the Taishoff Center. "As a mentor, working with students has been an opportunity to learn more than an accomplishment experience," Whorway says. "I did enjoy learning from students through amazing conversations about our societies and cultures. It was a unique opportunity to learn about American culture while I share my cultural experiences as well."

Through a graduate assistantship in School of Education Dean Joanna Masingila's office, Whorway worked

with 16 Fulbright Distinguished Teaching Award recipients from 13 different countries, assisting with logistics and providing information about university facilities. He also helped organize a SOE international festival to bring together the Fulbright cohort and current international students to showcase cultures through cuisine, arts, and music. "It was unique seeing our diversities embraced by the SOE community so much that we could proudly showcase who we are and get the overwhelming support we had," he says.

In the festival for the first time was Mirjakhon Turdiev, showcasing Uzbekistan's culture.


Whorway is passionate about giving back and hopes to bring what he's learned at Syracuse to low-income communities and underdeveloped regions around the world. "I want to dedicate my prospective research life as a professor or researcher to help teachers in those communities identify opportunities and strategies through training and professional development that will help close the technology integration gaps."

When asked to describe his experience in the School of Education, Whorway replies, "In a word, I will say the SOE community is a home." ●



Ellie Legg '20, Inclusive Early Childhood and Special Education, and Jack Legg, InclusiveU Class of 2023, Physical Education

## MEET SIBLINGS JACK & ELLIE LEGG

 **Watch the full interview** on YouTube at [youtu.be/KRZM4wn\\_uuc](https://youtu.be/KRZM4wn_uuc) or search "Jack and Ellie Legg: Syracuse School of Education"

Orange families are a special part of the Syracuse University story. However, until a few years ago, Jack and Ellie Legg, from Skaneateles, NY, may not have had an opportunity to be part of that legacy. Now, Jack is a sophomore at Syracuse, enrolled in InclusiveU. Ellie '20 is a first year master's student in inclusive early childhood and special education and works for InclusiveU supporting the Peer2Peer program. Meet these remarkable siblings and learn how they are changing the culture of higher education.

**Jack:** I would love to be a coach for younger kids. I chose Syracuse because I have been in love with the basketball team since I been a little kid. I really like all of my classes because I am interested in all of them. For example, my team sport and individual sport class taught me how to teach new sports and I met a lot of similar minded people.

**Ellie:** I chose this major because I love working with kids and specifically kids with disabilities. And I chose Syracuse because the inclusive program is the only program like it in the country and it perfectly fits my own beliefs and my own methods of teaching. I have enjoyed all of my classes at the School of Ed

because each professor brings a different perspective of teaching to the classroom. They have challenged me, while also giving me the confidence I need to be successful in the classroom.

**Jack:** We have a close relationship; we always do stuff together and I love hanging out with her because she is a great sibling to have.

**Ellie:** I love having him here at school; I love our Monday night dinners. There's more chance for us to go to games together, more chances to see each other on campus which is always fun. You feel more connected when you have something shared outside of being at home.

**Ellie & Jack:** We attended the [Orange Central] sign-making event before the Clemson vs. 'Cuse football game last fall. We really enjoyed that event because we were able to hang out with our mutual friends and professors at the SOE. We also couldn't miss an opportunity to hang out with Otto the Orange! InclusiveU events are open to any SOE student and their families, making it a great opportunity for our parents to meet our friends and professors.

**Ellie:** My favorite thing about Jack Legg is his sense of humor. He's so quick witted.

**Jack:** And my favorite thing about Ellen Legg is that she is so nice and down to earth. And she respects each, she respects everyone equally. ●



# NEW HOLMES SCHOLARS ANNOUNCED

Kirsis Dipre and Robin Maxile selected as our second cohort of Orange Holmes Scholars

## Dipre Pays It Forward

“When I was a child, I used to tell everyone that asked that I was going to earn a Ph.D. and I’m holding my end of the bargain.”

Kirsis Dipre is staying focused on her goal and hopes to become a faculty member in a counselor education program at a research institution after graduation, so she can make a positive impact in the counseling profession by teaching counselors in training to be culturally responsive in their practice.

“I was privileged in ways that other students of color are not, I was often encouraged to follow my path and continue my education while others that looked like me were discouraged,” says Dipre.

Dipre says feeling alone and not represented in her undergraduate and master’s programs led her to pursue her Ph.D. “No one truly understood my experience as an Afro-Latinx and I wanted to make sure that at least some students saw someone who was like them in the front of their classrooms. It was no longer an option if I wanted to create some change in a system that was not made for people like me.”

Dipre is certain that, with the right amount of support, marginalized identities such as her own can succeed.

As an Orange Holmes Scholar through AACTE (the American Association of Colleges for Teacher Education) Dipre will be supported for three years of doctoral study, while participating in mentorship, leadership, research and policy activities on a national scale. Additionally, Dipre was one of 20 counseling doctoral students nationally to be selected for the NBCC Minority Fellowship Program for Doctoral Counselors (NBCC MFP) by The NBCC Foundation, an affiliate of the National

Board for Certified Counselors (NBCC). As an NBCC MFP Doctoral Fellow, Dipre will receive funding and training to support her education and facilitate her service to underserved populations

“The 2020 NBCC Minority Fellowship and the Orange Holmes Scholar awards further solidified my belief in strong mentorship and advising in fostering success in students whose identities are marginalized.”

Her research interests include the structural barriers to access of mental health services for Latinxs in the United States. “I am particularly interested in understanding how systems, political, social, and economic, may contribute to the salient individual and cultural concerns outlined in the literature for Latinxs. Depending on the subgroup within the Latinx population these may include colorism, lack of belongingness, stereotypes related to literacy, mental health stigma, and acculturation processes.”

Dipre says another area of interest is the mentorship and advising process of



**Robin Maxile**

Ph.D., Cultural Foundations of Education

**“I am honored and thrilled to be an Orange Holmes Scholar.** Using a critical race theory and trauma-informed lens, my work explores Black student’s trauma in K-12 education. I’m specifically focused on how our current education system can perpetuate and exacerbate issues of racial trauma, subsequently inducing toxic stress patterns and inflicting more harm on Black students. My work pushes educators to carefully examine how the business side of schools—the policies, practices, financial norms, and even administrative interventions—can inadvertently create a more inconspicuous form of racial trauma through K-12 setting.

My research and praxis serve to interrupt these patterns that have the potential to neglect the whole child, possibly invalidating their physical, emotional, mental and social needs.”



**Kirsis  
Dipre**

Ph.D., Counseling  
and Counselor  
Education

**“I have been  
educationally  
privileged**

**my entire life and  
only hope to use this privilege to further  
assist my communities who at times may  
not be able to advocate for themselves.”**

students of color in higher education. Specifically, mentoring and advising of Latinx and Afro-Latinx students and how these practices promote or deter the retention of these populations in academia.

“Both of these areas of research are incredibly important because Latinxs and Afro-Latinxs are not highly represented in our student bodies, despite being one of the fastest growing populations in the U.S.,” she says. Additionally, “there are negative mental health implications for these populations as it pertains to both community and student samples.”

In the long term, Dipre aims to develop a training clinic to provide culturally responsive counseling treatment in addition to mental health evaluations for immigrants and asylum seekers.

“I have been educationally privileged my entire life and only hope to use this privilege to further assist my communities who at times may not be able to advocate for themselves.” ●

## Raising the bar for child and adolescent mental health services



**AN INNOVATIVE PARTNERSHIP** with a local agency is helping to support mental health services in Syracuse. Last summer, Melissa Luke, Provost Faculty Fellow at Syracuse University, Associate Dean for Research in the School of Education, and Dean’s professor in the department of Counseling and Human Services, partnered with Liberty Resources, a non-profit behavioral health and social services organization in Syracuse, NY, to work on the shared goal of bolstering knowledge and skills of practitioners in the field of child and adolescent mental health.

The School of Education and Liberty Resources offered a special section of COU 676 Child Centered Play Therapy to 10 licensed practitioners, on site at Liberty, during times and in a format that would work with their professional schedules. “Not only does this kind of course build capacity in the field,” Luke says, “but it also strengthens the network of future supervisors for our students.” Kirsis Dipre, a doctoral student in counseling and counselor education, worked as the teaching assistant for the class and conducted research as part of her Future Professoriate Project.

Luke is a Nationally Certified Counselor (NCC), an Approved Clinical Supervisor (ACS), and both a Licensed Mental Health Counselor (LMHC) and Certified School Counselor in the State of New York. She sees a dearth of quality services and training in the specialty area of child and adolescent mental health, and is working to change that by making play therapy training accessible to practitioners that may not have had it as part of their professional preparation. “Children and adolescents are a marginalized population in the mental health field,” she says. “They rely on access to services through the adults in their lives.”

Luke employs play therapy techniques for work with children and adolescents, and this was new material for many of the practitioners that she and Dipre worked with. “Play therapy is not the ONLY appropriate method for treating children, but it is a strongly supported and researched method that is a fit for children who may struggle with language acquisition and abstract thinking,” she says.

Dipre says that play therapy can be a difficult thing to learn, as you have to role play as part of the process. Dipre says she too struggled with her roles as a professional and a student. “I was learning to be an instructor, but also learning to let go of my adult role and do the role play exercises. It was hard for me to provide feedback, so I learned instead to model.”

Before COVID-19, plans were in place to scale up the project and implement a similar model at another behavioral health agency. “Ideally, this would become research driven,” Luke says. “You can compare what happens when practitioners are trained in specialized methods in graduate school versus later, as well as client outcomes.” ●





**T**he School of Education's Reading and Language Arts (RLA) department is one of the few standalone departments in the nation dedicated to the research and practice of literacy education exclusively. At many other higher education institutions, similar programs have been tucked into curriculum and instruction areas. The RLA faculty collaborate with faculty across the school and in other areas of the university, but maintaining some autonomy has allowed greater visibility at the national level, and allowed faculty and students to hone in on the issues that are important in the field.

The literacy-based programs in the School of Education were consolidated into one Reading and Language Arts department in 1948, making it **one of the oldest and most influential departments in the nation dedicated to literacy education.**

The department has historical strengths in literacy across the curriculum, literacy intervention, and literacy instruction in inclusive classrooms, contributing to RLA's reputation for renowned faculty and alumni.

**National recognition for a department is the sum of its parts.** Among the hallmarks of RLA are exceptional programs that keep pace with changing needs in schools and communities. The undergraduate program and four graduate programs are distinguished by strategic approaches to literacy education and clinically rich field experiences. For years, the department has operated a summer reading clinic that has served struggling readers, and is now a part of a partnership with the Solvay Union Free School District. The Liberty Partnerships Program is a New York State-funded mentoring and tutoring program housed in RLA that works with urban and at-risk students to promote literacy and progress toward high

# A legacy of impact and innovation

school graduation. RLA students have opportunities to engage with these and other mentoring and tutoring programs through the department as soon as their first semester throughout doctoral study.

**Innovation and connection to underserved communities have remained at the forefront** of the department's work. Marcelle Haddix, Dean's Professor of Reading and Language Arts and chair of the department, started offering free community writing workshops shortly after her arrival to Syracuse in 2008. Now called Writing Our Lives, the program has provided thousands of Syracuse-area and NYC youth with creative opportunities to write, create, produce and share their stories. The program takes multiple formats, including after-school writing programs, summer writing institutes, book clubs, digital composing programs, theatrical performances and conferences.

**RLA has long been the home to innovators and visionaries.** Over the years the department was home to scholars like Hal Herber, Margaret Early, Allen Berger '57, G'66, Peter Mosenthal, Benita Blachman, and now Kathy Hinchman '76, G'80, G'85 and Marcelle Haddix. These individuals have all published work that has been groundbreaking in their content areas, supporting the way literacy is taught across the curriculum and throughout the lifespan. Additionally, they have each served as leaders of national professional organizations, shaping policy and curriculum in PK-12 and in higher education. For example, of the 46 past presidents of the Literacy Research Association (formerly the National Reading Conference), 10 percent have been on the Syracuse RLA faculty. That level of impact is consistent in other national and regional organizations, as well as in service to the University, demonstrating RLA's legacy of impact and innovation. →



## A Playwright's Journey Comes Full Circle

**E**van Starling-Davis' G'20 journey of discovery began when he saw the first play he wrote performed in the Young Playwrights' Festival at Syracuse Stage. He started to understand the depths of storytelling and the meaning of teaching that spring, when he was a Nottingham High School senior.

That journey has taken him from the Writing Our Lives program, to a master's degree in curation and museum-based storytelling, to the first Writing Our Lives Literary Arts Fellowship, to a fellowship for rising playwrights of color, to the Inaugural Maison Baldwin Writer-in-Residence program in France, and back home to the Syracuse community and into the School of Education's doctoral program in reading and language arts.

He calls himself a storyteller first. His understanding of teaching evolved out of that interest.

"What awoke me to the possibilities of written and spoken word was the responses I saw due to my storytelling. My voice had impact, and I never knew that," he says about that first play.

In 2009, Starling-Davis entered Syracuse Stage's annual festival for high school playwrights; his was one of the winning entries. At the event, Marcelle Haddix, now Dean's Professor and chair of the Department of Reading and Language Arts, walked up to him, introduced herself and recruited him to Writing Our Lives, her program that provides local youth opportunities to write, create, produce and share their stories. She's now his doctoral studies adviser.

That summer, through a partnership between Syracuse University and the Syracuse City School District, he took two college-level courses. One was a class on playwriting with Len Fonte, a retired Nottingham drama teacher who worked with him on his first play. The other, with Haddix, looked at graphic novels and other visual literacy.

Two years after graduating from SUNY Purchase in 2013 with a B.A. in liberal studies and the arts, he returned to Syracuse. He's been a teaching artist and playwriting instructor at Syracuse Stage, working with Young Playwrights' submissions; a mentor and workshop facilitator for Writing Our Lives; in 2017 the first winner of the Writing Our Lives Literary Arts Fellowship; and a camp coordinator at Creative Arts Academy, the Community Folk Arts Center's summer arts and culture camp. All the while, he was actively hanging art shows throughout Central New York and New York City.

Becoming a teacher snuck up on him.

"I saw education as a one-dimensional tool for the longest time—teaching as a byproduct of that. I didn't gravitate to it. Once I began understanding education with as much complexity and enthusiasm as I saw a story, I started to see how teaching could be utilized more effectively."

His perspective has changed. "I see in teaching something urgent and necessary for navigating the unknown, storytelling as crucial as logic," he says.



**"I see in teaching something urgent and necessary for navigating the unknown, storytelling as crucial as logic."**

Evan Starling-Davis



**“What awoke me to the possibilities of written and spoken word was the responses I saw due to my storytelling. My voice had impact, and I never knew that.”**

Starling-Davis believes that an effective teacher should follow James Baldwin’s exhortation to “go for broke” (in a 1963 speech entitled “A Talk to Teachers”). “Over the last few years, I’ve come across many interpretations of what it means to ‘go for broke,’ what that bravery, and understanding, and resistance, responsibility and love look like,” he says.

Playwriting remains at the heart of Starling-Davis’ storytelling and teaching.

For its 2018 *Backstory* program, Syracuse Stage commissioned him to write a one-man play, *Airborn*, the story of the Tuskegee Airmen. *Backstory* is a touring program that offers an interactive and creative history lesson for upper elementary students through adults. That same year, he received a CNYArts decentralization grant for another play, *Madness, In The Clearing Of Blue*.

He took *Madness* to New York City that summer after being selected for INKtank, the Rising Circle Theater Collective’s play development program for playwrights of color.

In 2019, he was among 10 writers selected for the Inaugural Maison Baldwin Writer-in-Residence in Saint-Paul de Vence, France, where James Baldwin’s house had become a writers’ colony. While he was selected to work on *Monuments*, a play from his developing cycle, Evan also worked on *Homegoing* (2020), a film script-in-progress that had advanced to round two of an application for a Sundance Institute Lab Fellowship. While he and the director—Carlton Daniel Jr. G’16, an M.F.A. film production and dramatic writing SU alumna—didn’t receive the Fellowship, they later were awarded \$40,000 in the inaugural CNY Short Film Competition. The short film has already been screened/accepted at three film festivals, as Carlton and Starling-Davis undergo pre-production for the feature iteration.

While working on his Ph.D., Starling-Davis was simultaneously pursuing an M.A. in museum studies in the College of Visual and Performing Arts. He graduated summa cum laude in May 2020. Earlier this year, he curated an exhibit at Syracuse University’s Lubin House in New York City, *The Radical Collage: Afrosurrealism and the Repurposed Fabrication of Black Bodies*.

In May 2020, Starling-Davis was named a 2020-2021 Graduate Student Public Humanities Fellow. The fellowship program, supported by Humanities New York, is a joint initiative between the Syracuse University Humanities Center and the Central New York Humanities Corridor.

Starling-Davis closes each email message with a Baldwin quote: “Not everything that is faced can be changed, but nothing can be changed until it is faced.” The most important change he’s facing now is balance.

“How do I balance the identities I have, the spaces I navigate and the art I create, without losing who I am?” he says. “Change is inevitable, my mom constantly reminds me, but how do I change and retain a sense of self.”

He questions this as he states his intentions for his life post-doctorate. “I’ll be telling stories, he says. “I’ll be doing that for the rest of my life.” ●





RLA alumni gather with their mentor, Trustee Professor Emerita Benita Blachman (8th from left) at the fall 2019 Reading League Conference in Syracuse, NY.

## A League of Their Own: RLA alumni band together to offer top-tier professional development

**I**n 2015, Maria Murray G'96, G'09 was on the precipice of giving up her 20-year career in education to move to Kentucky to pursue a new life as an alpaca farmer. “I decided I was going to leave the whole education world because it was too discouraging,” she says.

However, Murray stumbled upon a book that changed her life and derailed her plans to move; *Essentials of Assessing, Preventing, and Overcoming Reading Difficulties*, by David Kilpatrick '94. “In chapter one, he laid out all the reasons why the science and the knowledge that we have from forty years of research isn't happening in classrooms,” Murray explains. “I called him and said, let's get together and talk.”

Kilpatrick accepted and, as Murray puts it, “That was the day the Reading League was born.” Murray began by thinking through her academic network and easily came up with over 100 educators and researchers, many of whom were also School of Education alums, many of whom had at one point struggled to help students learn to read or teach reading, and all of whom were interested in pursuing efforts to bring the science of reading into classrooms. One of Murray's first calls was to Trustee Professor Emerita Benita Blachman, her former professor and an internationally recognized and frequently cited science researcher whose life's work has been to discover ways to prevent reading difficulty and remediate it. During her time at Syracuse University, Blachman taught and mentored many of the educators who would come to form The Reading League.

Murray's next call was to Heidi Beverine-Curry G'16, now The Reading League's vice president for professional development. At the time she was experiencing her own frustrations working as a literacy coach, consultant, and adjunct professor trying to build bridges between reading research and instructional practice.

With the main players in place and a robust group of researchers and educators acting as advisory members, The Reading League incorporated as a nonprofit in 2016 with the stated mission of advancing the awareness, understanding, and use of evidence-based reading instruction. Murray took the helm as CEO and president. In action, the organization began taking shape by providing free live professional development events presented by literacy experts to mainly elementary educators on a bi-monthly basis.

In January of 2016, The Reading League held their first live event. One hundred and thirty educators showed up for a 2.5 hour evening course in a snowstorm. “We struck a vein,” explains Murray.

Since 2016, The Reading League has held nineteen free events attended by over 3,400 educators.

To illustrate the reasons for the intense demand from educators, The Reading League created a roundtable discussion video. As Murray points out, “Even here in Central New York, up to 70 percent of our students aren't proficient readers.” As Beverine-Curry explains, the reason why the scientific research around reading instruction isn't being taught in-depth to fledgling

**“You can’t learn everything in your training. Schools of education can do what they can and then it’s up to professional development to be ongoing once you’re teaching.”**

Heidi Beverine-Curry

educators-in-training is because, “generally that research is happening mainly in other disciplines such as linguistics, cognitive psychology, neuroscience, or speech and language pathology.” Murray explains, “You can’t learn everything in your training. Schools of education can do what they can and then it’s up to professional development to be ongoing once you’re teaching.”

The Reading League partners with nine school districts in Onondaga and Oswego Counties, providing professional development services in literacy education to the more than 900 teachers, specialists and teaching assistants that serve their elementary schools. The Reading League equips them with a team of 20 literacy coaches that are in the district’s schools every week to help educators implement their training.

Last fall, The Reading League held its Third Annual Conference of The Reading League. Each year the conference has doubled in size and this year nearly 1000 researchers, practitioners, and educators attended, from as far away as Australia.

The future is looking bright for The Reading League. With a recent gift endowment of over \$9 million from Rowland Reading Foundation and support from a handful of other local foundations, The Reading League will continue to expand its footprint, starting locally with the recent opening of a new office space in downtown Syracuse that houses a state-of-the-art teaching facility. Next on the docket will be to take The Reading League national and then international. Murray shares that, “in five to ten years we want a Reading League in all 50 states.” ●

## Hinchman Elected to Reading Hall of Fame

**K**athleen Hinchman ’76, G’80, G’85, Professor of Reading and Language Arts, has been elected into the Reading Hall of Fame, an independent organization that recognizes lifetime achievements in the field of reading. She is among six new living members and four deceased members who will join the Reading Hall of Fame membership in 2020.

This honor is another notable addition to Hinchman’s portfolio of distinctions as a senior scholar in her field. A graduate of the English education B.S. program and reading education M.S. program in the School of Education, Hinchman began her career as an educator nearly 40 years ago as a middle school English teacher in the West Genesee Central School District. She completed a Ph.D. in reading education and a minor in cultural foundations of education, again in the School of Education.

After working in several other higher education and school leadership positions, she began her tenure as a faculty member in 1988.

In her time at Syracuse, she has served as the chair of the Department of Reading and Language Arts and as the associate dean for academic affairs for the School of Education. Her service to the profession and the recognitions she has received for her work have been significant. She is a member of the board of directors of Proliteracy Worldwide and is former president of the Literacy Research Association and the New York State Reading Association. Her lengthy list of awards and honors include the Graduate Teaching Excellence Award, Chancellor’s Awards for Public and Community Service and Literacy Service Awards from local reading councils. Hinchman has maintained

a consistent record of publication, authoring or editing over 100 articles, books, and commentaries throughout her career. She is currently co-editor of the *Journal of Adolescent & Adult Literacy* and co-director of the Syracuse University Liberty Partnerships Program, a program offering extracurricular academic support for secondary school students in the Syracuse City School District. Hinchman currently teaches undergraduate and graduate classes in childhood and adolescent literacy. Her research explores youth and teachers’ perspectives on literacy. ●





## Student Spotlight: Justine Hastings

**S**enior Justine Hastings has made a name for herself in the Syracuse University community as an educator, leader, and scholar—and she still has most of her capstone year ahead of her. Having been elected Student Association president in April, and receiving a 2020-21 Remembrance Scholar award in May, Hastings is strengthening her force behind the issues that she cares about.

A secondary English education and English and textual studies dual major, she is also a volunteer academic coach at the Center for Learning and Student Success. In addition to being an Our Time Has Come Scholar, a Ronald E. McNair Scholar, and a student in the Renée Crown University Honors Program, Hastings earned a grant from the Syracuse University Office of Undergraduate Research and Creative Engagement (SOURCE) to conduct a filmmaking fellowship program for Syracuse middle school students at the North Side Learning Center. Her research will assess if the filmmaking program has a substantial literacy impact among low-performing students.



**“All of my commitments are responsibilities I am extremely passionate about. They are all centered around helping others and that gives me a strong sense of joy, meaning and fulfillment.”**

Hastings enjoys making fictional narrative films in her free time, a skill she developed while working in community television after she graduated from high school in Brooklyn, NY. She also worked as a summer filmmaking mentor at Writopia Lab, a NYC not-for-profit that offers creative writing workshops to youth ages 6-18.

In summer 2019, Hastings worked as an education intern at the Metropolitan Museum of Art, learning about the practice of teaching and informal learning in a museum setting.

In her time at SU, Hastings has served as a peer facilitator of the Syracuse Reads Program/SEM 100, a five-week seminar that engages new students in shared reflection and discussion about themes of identity, belonging, diversity, inclusion and health and wellness. In her sophomore year, she was an InclusiveU residential mentor, living with and supporting a student with intellectual disability, and a facilitator for the LGBT Resource Center’s Fusion program, which brings LGBT+ students of color together for mutual support.

Hastings was recognized with an Unsung Hero award at the 35th annual Rev. Dr. Martin Luther King Jr. Celebration in January 2020. She has been featured in news stories produced by Syracuse.com, Syracuse University News, Syracuse University in Washington DC, the *Daily Orange* and the Blackstone LaunchPad.

When asked to reflect on her time at Syracuse and her many roles, Hastings says, “All of my commitments are responsibilities I am extremely passionate about. They are all centered around helping others and that gives me a strong sense of joy, meaning and fulfillment.” ●

## Allen Berger: Lifelong Learner

**I**t's been more than 70 years since Allen Berger '57, G'66 entered kindergarten in Utica, New York. And he's still taking classes.

"I'm either a slow learner or a lifelong learner," says Berger, Heckert Professor of Reading and Writing emeritus at Miami University (Ohio), who lives in Savannah, Georgia. Since moving there in 2006, he's audited more than 10 classes at what's now the Armstrong campus of Georgia Southern University.

Last spring, Berger, 83, was enrolled in a course on modern China. Last fall's course was on Latin American politics.

After a brief newspaper career followed by a job teaching high school English and reading, Berger received a doctorate from the School of Education in 1966. He taught at Southern Illinois University, the University of Alberta, the University of Pittsburgh and Miami University, where he was Heckert Professor for 18 years.

Retiring from Miami University didn't mean the end of Berger's teaching career. A few months after arriving in Savannah, a chance meeting with a former colleague led to a five-year teaching job at Armstrong Atlantic.

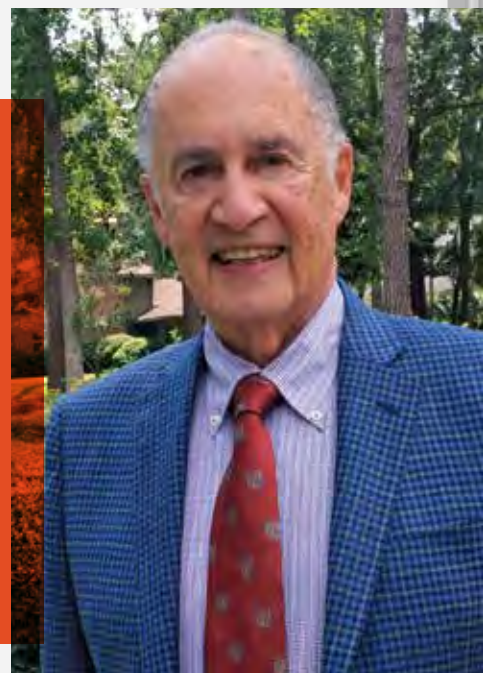
At Miami University, he began a program called Teens for Literacy, which encourages inner-city middle and high school students to become involved in promoting literacy in their school or community. The program has been used in more than 100 schools throughout the country. He introduced it at Armstrong Atlantic State University after his arrival in Georgia, and the program remains active in southeast Ohio and southeast Georgia.

Berger is enthusiastic about his student role in the classroom. He penned an op-ed for the *Savannah Morning News* in 2017, under the headline "You're Never too Old to Go to College." He recounted the alert Visa sent him about use of his charge card:

"The first time I had bought or rented books at the Armstrong bookstore a few years ago, I happened to glance at my cell phone. Visa had sent me a message informing me that they were freezing my account because someone had used my card at a university bookstore. I contacted Visa and told them it was OK, that I was the student who used my card. I thought that was sweet that they wondered why someone so old was on a university campus."

He's also a member of the Academic Success Panel of the United Way of the Coastal Empire and added to his knowledge by taking 40 hours of training to serve on the Chatham County

**"Visa had sent me a message informing me that they were freezing my account because someone had used my card at a university bookstore. I contacted Visa and told them it was OK, that I was the student who used my card."**



Board of Equalization, which allows property owners to appeal the values on their property.

Lifelong learning extends far beyond the classroom. For Berger, it took him to Wassaw Island, off Savannah, for a week observing female loggerhead sea turtles lay their eggs. He was one of five observers invited. They conducted all observations at night, four forays for each team each night looking for female turtles crawling from the water up the beach to excavate an egg chamber.

"What I remember," says Berger, "is that not too many of the hundred plus little guys survive."

Activity at a public library is natural for someone committed to literacy. For six years, the last two as chair, Berger served on the Live Oak Public Libraries (LOPL) board of trustees, which oversaw 19 libraries in three counties. He then spent six years, one as secretary and one as president, on the LOPL Foundation.

An annual highlight was the Savannah Children's Book Festival. "The one-day festival was free to the public in a large downtown park and attracted about 35,000 people of all ages and backgrounds, making it one of the largest, if not the largest, one-day children's book festival in the U.S.," Berger says.

A published poet, Berger was personally prescient when he wrote in a poem—"Deception," printed in the *New York Herald Tribune* in 1960—"Warm are his words; alive his mind;/His aged body lies." ●



# INVESTING IN THE FUTURE OF MATHEMATICS EDUCATION

“We are delighted to establish an endowed scholarship at Syracuse University and have this opportunity to pay forward...”

When Sinforosa “Rose” Tan G’75 was selected by Senate Majority Leader Andrea Stewart-Cousins as the 2019 Woman of Distinction honoree for Senate District 35, she cited Rose for her unmatched commitment and lifetime of work serving the community of Westchester and the state of New York as an educator, mentor, volunteer, trailblazer, and fierce advocate for education and Asian Pacific Islanders Americans (APIA) rights.

Rose and her husband, William (Bill) H.P. Kaung ’73, have supported Syracuse University in various ways over the years, most recently in establishing the William and Sinforosa Tan Kaung Endowed Scholarship at the School of Education. The annual scholarship will provide financial assistance to undergraduate students in the School of Education, with preference to students studying mathematics education. Additional preference is given to Asian Pacific students, with or without US citizenship.

Rose’s parents emigrated from China to the Philippines where she was born and raised. She graduated from the University of San Carlos with a bachelor’s degree in chemical engineering. Because she was not a Filipino citizen, Rose was not allowed to take the board exam and could not practice as an engineer. So, for three years she taught mathematics in high school and taught college chemistry and physics at night. She came to the United States on a National Science Foundation Fellowship for her master’s degree in mathematics at Cornell University and then

earned a Ph.D. in teaching and curriculum from the School of Education at Syracuse University.

Bill emigrated with his parents from China to the United States when he was nine years old.

He received a M.B.A. in financial management from Iona College, a B.S. in finance from Syracuse University and his A.B.A. in accounting from Pace University. He has proudly served in the United States Army Engineering Corp and is a member of the American Legion Post 1291 Chinatown in New York City. Bill’s professional career spans over 35 years in the life and health insurance industry with extensive experience in the administration and management of insurance operation, financial systems and controllership, cash management and information system management.

Rose began teaching full time at Westchester Community College (NY) in 1977. She was driven to stay at the forefront of best practices in education and on the leading edge of technology in order to reach and motivate more of her students. Her commitment to teaching excellence, professional development, innovation, leadership in teaching training workshops, and commitment to service to students have been widely celebrated locally, nationally and internationally. She is often invited as a speaker, has published and presented papers, and conducted workshops and led seminars at professional conferences nationwide and abroad in countries including Australia, Thailand, and Singapore.

As an Association of Filipino Teachers of America delegate, Rose traveled to the Philippines numerous times to conduct mathematics workshops/seminars to high school teachers and college professors in a number of colleges and universities.

A few examples of Rose's many accolades are the SUNY Chancellor's Excellence in Teaching Award, the Student Forum Viking Award for Outstanding Service to the Students at WCC, the New York State Mathematics Association of Two-Year Colleges for Outstanding Contributions to Mathematics Education, the Philippine Chinese Association of America Inc. Outstanding Achievement Award in Education, Region 1 Pi Lambda Theta International Honor and Professional Association in Education Outstanding Educator Award for Teaching Excellence, and the University of Texas Study National Teaching Excellence Award.

In her faculty role at WCC, Rose held the Sophia and Joseph Abeles Distinguished Professional Chair for Mathematics from 2001 until her retirement in 2010. As professor emerita in mathematics she continued to teach online courses part time for several semesters and to mentor students. At Syracuse University, she was an active member of the School of Education's Board of Visitors from 1999-2019, received the 2018 Distinguished Service Award, and is now a SUSOE Board Member Emerita.

Bill and Rose—volunteers, philanthropists, community activists, and passionate advocates for APIA rights in America—

joined the OCA-Asian Pacific American Advocates 25 years ago and are lifetime members. They are both recipients of the OCA National Unsung Hero Volunteer Award for consistently going beyond the call of duty, working behind the scenes dedicating time and effort to advancing the many causes and programs on behalf of OCA and their communities. They both held several positions on the OCA Westchester and Hudson Valley Chapter Board of Directors including president (Bill 1999-2001 and Rose in 2011); currently Bill is the VP for Advocacy and Rose is the VP for Public Relations.

Bill and Rose are benefactors for many national and local nonprofit organizations and educational institutions. They have served on many boards and chaired numerous committees. Moreover, they have established an endowed college internship fund at the OCA National, several family endowed scholarship funds at WCC, Pace University (NY) and the University of San Carlos (Philippines.)

"We are delighted to establish an endowed scholarship at Syracuse University and have this opportunity to pay forward and to assist deserving students to achieve their dream of a first-rate mathematics education," they say. "We are most appreciative of the financial assistance we have received because we could not have completed our own graduate education without it." Rose received scholarships and the National Science Foundation Fellowship and the G.I. Bill funded Bill's M.B.A. degree. ●

Rose Tan G '57 and Bill Kaung '73



**"We believe in the power of education and how it can help transform one's life for the better."**





## FINDING THE RIGHT CONNECTION

SUSOE Diverse Connections supports students of color through mentoring

Jessica Martinez works with students during her 6th grade student teaching placement. She credits her program coordinator, James H. Rolling, Jr., with providing her mentoring and guidance.

**D**ebra Hamilton Schoening '81, G'83, G'98 says she was fortunate to have phenomenal mentors throughout her journey as an undergraduate and graduate student at Syracuse, through teaching, then as a principal, and in district leadership roles until her retirement from the position of the executive director of elementary education for the Syracuse City School District. "As my scope of leadership responsibilities increased," she says, "I noticed an increasing dearth of candidates of color as well as an alarming attrition rate of those in the practice."

Schoening's research on the issue supported her own observations from the field, and she brought her concerns to the faculty and leadership of the School of Education. "The work of retaining excellent teachers and school leaders had to begin much sooner than their entry into the profession," she says.

The SUSOE Diverse Connections group held a soft launch during Coming Back Together in 2017, bringing together key members of the Syracuse University community, the Syracuse City School District, and alumni of color from across the country and others interested in being an active part of the solution. Follow-up discussions continued with SOE faculty and campus units such as the Office of Multicultural Advancement to align resources for students and young alumni. Now, Schoening's initial idea of a mentoring program has been developed and incorporated into the School of Education's bolder and broader strategic plan goals of recruiting and retaining students of color into education fields.

Last year, Diverse Connections hosted two receptions for students and professionals of color connected to fields in



Cedric Bolton

**“It is important for students to connect with staff and faculty of color that get it—the struggle, the culture, the historical celebrations, politics, religion, and the other engaging spaces across this campus community.”**

education, counseling, and student services. Information was shared about scholarship opportunities for high-needs fields, and attendees were encouraged to pair with a mentor or mentee at the events or register online to be paired.

Cedric Bolton G’18, Program Coordinator of Student Engagement with the Office of Multicultural Affairs, answered the call to serve as a mentor. “I think the importance of having a mentor, is like having a coach who gives you the tools needed to be successful,” he says. “I want to share my years’ of experience in student affairs, wisdom, and who I am as a person.” He noted the importance the University must place on supporting faculty and staff of color so that they can support and guide African American/Black, Latinx, Native/Indigenous, Multiracial, or Asian students. “It is important for students to connect with staff and faculty of color that get it—the struggle, the culture, the historical celebrations, politics, religion, and the other engaging spaces across this campus community.”

Jessica Martinez G’20 has taken advantage of the mentoring opportunities through Diverse Connections and has also found value in connecting with faculty in her academic program. Martinez says her master’s advisor, James H. Rolling, Jr., professor and chair of arts education, played a critical role in her studies because he respects her and believes in her capacity, offering moral support and being present at important events and meetings. “Dr. Rolling is my role model,” she says, “not just because he is a person of color with specialized knowledge in the field of art education. He has humanity. Humanity and expert knowledge are what makes a great teacher.”

Schoening says that mentoring relationships are necessary for success in any profession, and critical at varying stages of one’s

career, not just for novices. “Mentoring provides a safe space to decompress, debrief and design strategies for tackling the challenges that inevitably exist at ALL stages of one’s career—to stay focused on learning from not only on yours but also another’s experience ultimately to improve your craft. The make and model of that mentoring may change as one’s years of experience increase, but the need for support remains.”

The SUSOE Diverse Connections group continues to seek mentors from varying backgrounds, experience levels, and professions to become involved. “I’m confident that [we] will bring refreshing energy towards addressing the challenge of recruiting and retaining educators of color,” Schoening says. ●

**We want to connect students, educators, and other professionals of color through the Diverse Connections mentoring initiative!**

**Learn more about becoming a mentor or mentee.**

**Contact** Angela Flanagan, Development Assistant,  
[arflanag@syr.edu](mailto:arflanag@syr.edu),  
315.443.4752

# The Roma Case for Reparations

Atrocity Studies annual lecture sponsored by Lauri '77 and Jeffrey Zell '77

**M**argareta (Magda) Matache, Ph.D., Director of the Roma program at the Harvard FXB Center for Health and Human Rights, delivered the Atrocity Studies annual lecture last spring.

The Roma in Europe have been persecuted for over 500 years. In the 20th century, Roma were targeted for extermination by the Nazis—through involuntary sterilization under the 1933 Law for the Prevention of Offspring with Hereditary Diseases; were banned to intermarry under the 1935 Nuremberg Laws; labeled as “anti-socials” under the 1937 Laws Against Crime; confined to ghettos; and murdered in killing centers and mobile killing units. Some estimate that up to 70 percent of the Roma population was exterminated in the early- to mid-20th century.

In this lecture, Matache examined the concept of reparations and focused on translating theory into possible strategies to heal and repair past and present harm, and to prevent future wrongdoing.

The vestiges of these atrocities remain in the systemic racism and denial of human rights, according to Julia White, assistant professor in the department of teaching and leadership in the School of Education, and coordinator of the minor in atrocities studies and practices of social justice. White is also a scholar of Romani culture and history, having been a Fulbright scholar to

the Slovak republic and completing her dissertation research on the education of Romani children in Slovakia.

“Roma are often denied housing and forced to live in settlements outside of towns,” says White. “They are refused employment and often taught in segregated schools.”

Lauri Zell '77, Magda Matache and Julia White at the United States Holocaust Memorial Museum in Washington, D.C.

Matache spoke about how Roma are calling for reparations for enslavement and a mending of the Roma culture that has suffered since slavery was ended during the industrial revolution. “By acknowledging this enslavement, and the impact of continued, systemic racism, she was able to highlight a history that is largely unknown and allow us to make parallels to other cases,” White says. “Matache’s message connects to present-day issues and informs how we think about justice on our campus and in our country.”

White educates about how to recognize oppression and also how to stand up to atrocity through having informed conversation, activism or larger-scale movements.

Following the lecture, Jake Newsome, Ph.D., manager of civic learning for campus communities at the United States Holocaust Memorial Museum, facilitated a discussion on activities to combat racism and antisemitism that the Syracuse community can take hold of for the future.

“We have a responsibility to learn history, not to be willfully ignorant of how history shapes current repressive and oppressive systems,” White says. “We have to acknowledge the past, and act on it in material ways, to ensure that everyone can enjoy the human rights to which they are entitled.”

First year student Najah Williams, a major in the School of Education’s selected studies in education program with a minor in Native American and atrocity studies, attended the event. She was surprised to learn that no one has acknowledged and apologized for the harm done to the Romani people.

“Everyone must be aware of the oppression on marginalized social groups,” says Williams. “We must change the patterns of exclusion, violence, and harassment that have existed for hundreds of years and I think that comes with self-reflecting one’s own privilege and power.” ●



**The annual lecture series** invites speakers from disciplines related to the intersections of history, memory, international human rights to discuss how we can use the lessons of the past to inform and improve our world.

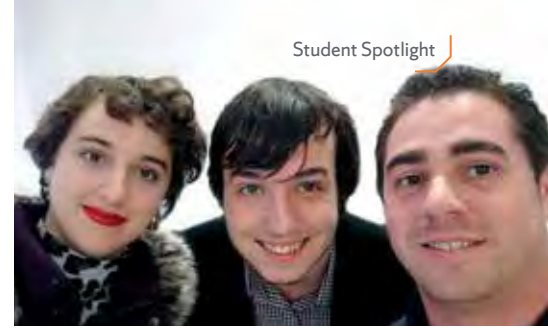




# Michael Fernandes '20

School of Education and VPA

Michael Fernandes is preserving his Portuguese heritage through music to benefit future educators



Fernandes (center) with Lorence and Portuguese folk musician Maike Calvão

**W**ith support from Syracuse's new SOURCE grant program, Fernandes traveled to Portugal last December to document traditional Portuguese folk music with recordings as well as folk song melody transcription for future public use. Fernandes says that, despite the educational popularity of multicultural folk music, Portuguese folk music has little representation in pedagogical use.

Traveling to the Trás-os-Montes area of Portugal, where his parents grew up, was deeply fulfilling to Fernandes. "By going to Portugal and documenting/arranging folk songs, I not only expand the resources available to educators nationwide, but I add to the representation of Portuguese culture," he says. "This is a personal aspiration of mine due to my Portuguese heritage."

His trip took place over Christmas, which he says led to some fascinating impacts on the project. "In Portugal, it is a tradition for singers to travel from door to door singing 'os reis' at the beginning of every new year. 'Os reis,' which translates to 'the kings,' celebrates the Three Wise Men from Catholic doctrine. Upon my arrival, community members were preparing for this tradition, so I recorded many of these songs."

First generation American (and first generation college graduate) Fernandes chose Syracuse for the abundance of opportunities available. During his time at Syracuse, he created a registered student organization and developed a music education program for inner-city students. He decided to become a music education major because of his love for music and desire to give

back to the community. "It brings me great joy when working with children and teens," reflects Fernandes.

He is grateful for the project support received from audio engineer, Ro Lorence, as well as his faculty mentor, José "Peppie" Calvar, both from the Setnor School of Music.

As president of Syracuse University's chapter of the Music Teachers National Association, he plans to return to share experience with future music educators. "I will be able to use the arrangements for future instruction, which helps me pursue a multicultural approach. Music educators across the U.S. will also have access to these arrangements, which helps introduce and preserve Portuguese culture." ●

**View Fernandes' project portfolio at [portuguesefolkmusic.com](http://portuguesefolkmusic.com)**



Recording the folk group Aguavelames Cantares, December 2019, Portugal

## Congratulations to 2019-2020 undergraduate grant recipients:

### HONORS GRANT

#### Kylie Walter '20

*Inclusive Elementary and Special Education*



From, A Mentor: The (Un)Guide to Inclusive Mentorship in Higher Education

### SOURCE GRANT

#### Caitlyn Krueger '20

*Music Education*



Educational social media presence: An examination of self-reported school diversity profiles in comparison to district demographic data

**Created through** a collaboration of the Student Association, the University Senate Research Committee, the Renée Crown University Honors Program, the Center for Fellowship and Scholarship Advising, and University faculty, SOURCE grants offer an opportunity for each student to work in partnership with a faculty mentor who will guide their research and original creative work. Honors Funding supports a select number of thesis projects with Crown Awards and Wise-Marcus 50-Year Friendship Awards. ●

## ICYMI

**Harry Dydo, InclusiveU '20,** was chosen for the national #BeOrange marketing campaign and his story was featured in magazines and on the website and social media.

Visit [syracuse.edu](http://syracuse.edu) to view the campaign!





# Leading through inquiry, inclusion, and action, and sharing fantastic news, even given these challenging times...

As part of Syracuse University's \$1.5 billion **Forever Orange** fundraising campaign, the School of Education is working to raise \$40 million. We are proud to share that, since January 2014, and as of June 30, 2020, with your help, we have raised \$20,284,900.

Our thanks also go to our School of Education Board of Visitors members and Forever Orange National Campaign Committee members: Sharon Jacquet '72 and DeBorah Little '14, G'16.

We're proud of all that we have accomplished in our 114-year history, and we're thrilled to be recognized as one of the top private schools of education in the country. But we know we can do even more—and with you on our side, even during the most trying times, we will.

This is how Forever Orange—and you—will help the School of Education continue to thrive.

We will continue to focus on the following areas:

**Student scholarships**, to meet the vital need for recruiting and preparing educators of color

**Faculty leadership** in Urban Teacher Education, Community Engagement and Partnership, and Social Justice Education

**Pedagogy**, like the clinical simulations within the Center on Experiential Pedagogy and Practice, which engage every undergraduate, and many graduate students

**Programs**, like InclusiveU, breaking down higher education barriers for students with intellectual disability

**The Dean's Fund for Education**, so we may upgrade technology and our facilities, while meeting challenges and opportunities that arise

## Ways to Support #ForeverOrange

**Share** how you're adapting to working, learning, being active, and living at home by posting photos on social media, tagging us, and using the hashtags #ProudToBeSOE and #SyracuseU.

**Provide** a gift to the Dean's Fund for Education or the Dean's Fund for Education Scholarship, which will support our most urgent student needs at [soe.syr.edu/give](https://soe.syr.edu/give).

**Connect** with Career Services to help with internship or job opportunities by emailing [hireorange@syr.edu](mailto:hireorange@syr.edu).





# GRADUATE SCHOLARSHIP OPPORTUNITIES



**School of Education is proud to support** graduate students who want to make an impact on education, wellness, and social justice. Our master's and certificate programs can advance your career, your thinking, and your world.

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50% tuition scholarships are available for students formally admitted to and enrolled full time or part time into any School of Education Master's degree program beginning in Summer 2021.\*

## **50% Certificate of Advanced Study Scholarships**

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\*See Enrollment Requirements and Award Details at [soe.syr.edu/graduate-scholarships](https://soe.syr.edu/graduate-scholarships)