

School of Education and
Professional Studies

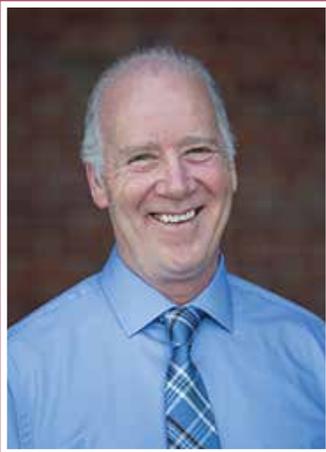
Newsletter

Summer 2018 • Volume XX



Potsdam
STATE UNIVERSITY OF NEW YORK

Dean's Update 2018



Dr. Walter J. Conley,
Interim Dean
*School of Education and
Professional Studies*

...much of this growth can be attributed to the dedication of faculty and staff.

It has been a wonderful year of growth and change. Although enrollment at colleges and universities continues to decline nationally, especially among colleges similar to our own, most of our programs are experiencing new or renewed growth. Our programs in Business Administration continue to attract new students. The expansion of our extension programs at the Jefferson Higher Education Center in Watertown have been particularly rewarding, and recent changes to our graduate programs in Business are expected to further enhance growth. Community Health changed their name to Public Health and Human Performance to better represent the programs within the department. The new major in Exercise Science is rapidly expanding with over seventy students enrolled in the major in its first few years. The department is also working towards accreditation through the Council on Education for Public Health.

Most of our education programs are experiencing renewed growth. Following multiple years of decline, our Childhood/Early Childhood (CH/ECH) major increased this year. The high levels of interest at our seasonal Open House events indicate that this trend will continue. We also resurrected our joint CH/ECH program with Jefferson Community College and will be welcoming the first cohort of students into the program this fall. Many of our programs in secondary education are also experiencing renewed interest. Applications for Secondary English, Social Studies, Biology, and Earth Science are higher than last year, some doubling in interest. Graduate programs in education are also on the rise. Summer 2018 enrollment is higher than we have experienced in almost a decade and fall applications for most programs are well ahead of expectations.

Although market forces play an important role, much of this growth can be attributed to the dedication of faculty and staff. Many of our faculty members are offering courses at our extension site in Watertown, either through travel or using new technologies for remote student engagement. There have also been a large number of new initiatives. In addition to the three new programs that were approved last year, proposals for a Sports Management minor and a major in Computer Science Education were recently approved by the Faculty Senate. We are also exploring graduate programs in School Building Leader and School District Leader, as well as an undergraduate program in Inclusive and Special Education. We are proud of the fine work that we have been able to complete during this time of transition. The number of special events are too numerous to mention here but are included in this newsletter.

We will be welcoming four new faculty members in fall of 2018, two in Public Health and Human Performance, one in Elementary Education, and one in Secondary Education. It is always exciting when we have an opportunity to expand our community of scholars. On the other hand, we will miss both Drs. Dennis Conrad and Ron Bretsch when they retire at the end of this academic year. Their tireless dedication to student success is acknowledged by all.

We remain grateful to our faculty and alumni for their continued support for so many of our School initiatives. We cannot thank you enough for your much-needed and greatly-appreciated financial support.

- Through generous donations to the School for support of scholarships; academic departments; the Rebecca V. Sheard Literacy Center's Literacy Mentoring, The Write Spot, and Branching Out with Books programs; the Math and Science Education Center; the Thomas O'Shaughnessy Center for Assistive Technology; and the School's unrestricted fund.
- Through volunteering on advisory boards such as the School of Education Alumni Board, the Business Administration Council, and the Sheard Literacy Center Advisory Board.
- Through returning to campus to speak to students at events, such as the March 2018 TESA Conference session with alumni superintendents and principals.
- Through hosting our teacher candidates for crucial field experiences and student teaching placements, and hosting our Public Health and Human Performance and Business Administration students in internships.

Your ongoing contributions allow us to maintain the high level of excellence and quality of instruction for which SUNY Potsdam is known.

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The School of Education & Professional Studies would like to thank the following people for their contribution to the Newsletter:

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Brigadier General (Retired) Leon L. Robert, Jr. '77 Honored with 2017 St. Lawrence Academy Medal at Reunion Weekend

Nancy Griffin

The School of Education Alumni Association honored Brigadier General (Retired) Leon L. Robert, Jr., Class of 1977, with the 2017 St. Lawrence Academy Medal at the College's annual Reunion Weekend in July 2017.

Brigadier General Robert has achieved the rare distinction of a successful 30-year military career while also completing a world class academic career. As professor and chair of the Chemistry and Life Science Department at the United States Military Academy at West Point, Leon leads a team of 35 civilian and military faculty who teach and mentor over 1,400 students each semester. His peers and students have said that he is both a gifted teacher who cares deeply about his own students and a skilled leader and mentor of teachers.

In addition to his extensive administrative duties, Leon routinely teaches several courses while also conducting research in medical entomology. He firmly believes that cutting-edge research sharpens education and provides a wellspring of enthusiasm that inspires students. He has developed several research programs that engage students in building their critical thinking skills and interest in science careers. In addition, he is an adjunct associate professor at the military medical school in Bethesda, Maryland. Leon has mentored several hundred pre-med cadets who have gone on to attend some of the nation's top medical schools.

Under his direction, Leon's West Point department achieved national certification for its chemistry and chemical engineering programs on the first attempt—a rare accomplishment in academia. He has authored more than 50 peer-reviewed papers and publications, three book chapters and one U.S. patent, all while maintaining grant funding throughout his career.



The School of Education Alumni Association proudly presented Brigadier General Robert with the 2017 St. Lawrence Academy Medal in recognition of his extraordinary career in education and his service to our nation as a military leader.

In 2009, Leon served as vice dean of the National Military Academy of Afghanistan in Kabul, where he mentored the dean and faculty to build an educational program from scratch for over 1,500 Afghan cadets. As a colleague noted, "Very few of us in academia practice educational innovation at the very risk of our lives."

Leon received his Bachelor of Arts in Biology in 1977 and Master of Education (with Distinction) in Science Education in 1981 from The State University of New York at Potsdam. In addition to the degrees he received from SUNY Potsdam, Leon also earned a Master of Science (1983) in Biology from Old Dominion University, a Doctor of Philosophy (1987) in Entomology from Texas A&M University, and a Master of Strategic Studies (2006) from the United States Army War College. Among his many awards are the Order of Military Medical Merit and top honors from the U.S. Army Surgeon General.

About the St. Lawrence Academy Medal

SUNY Potsdam's School of Education Alumni Association awards the St. Lawrence Academy Medal each year to an alumnus or alumna of the School of Education and Professional Studies who has distinguished himself or herself in the field of education and whose contributions have been exceptional.

Candidates must be alumni of the School of Education who have, through significant contributions to the field of professional education or a related field, dignified the professions of teaching or community health study, research and practice either directly or indirectly in political, social or financial ways.

Letters of nomination must include a completed nomination form and the following materials:

1. Three additional letters of support
2. Resume of College activities and positions held
3. Endeavors and accomplishments since graduation
4. Present position, family, address and phone numbers

Deadline is February 1

For more information and a nomination form, please visit:

<http://www.potsdam.edu/alumni/awards/medal.cfm> or call (315) 267-2515



“Tidbits” from the Rebecca V. Sheard Literacy Center

Nestled in Potsdam’s Satterlee Hall, the Rebecca V. Sheard Literacy Center is a retreat for education and non-education members alike. At the Center, a frequently referenced quote by Benjamin Franklin reads, “Tell me and I forget, teach me and I may remember, involve me and I learn!” Everything we do at the Literacy Center is a result of this core belief.

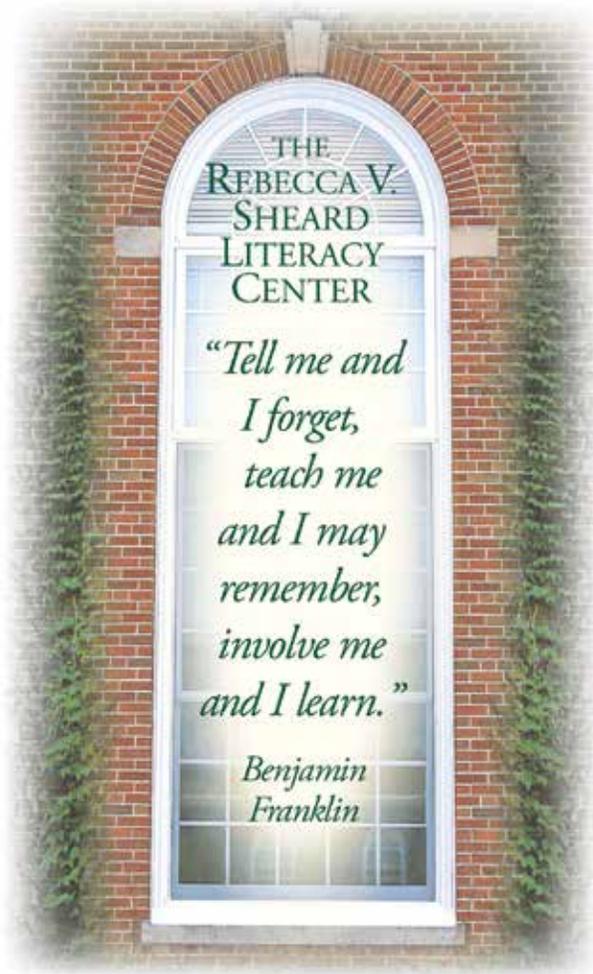
Involving our college students in authentic experiences to strengthen their college experience and better prepare them to become teachers is at the heart of the Center’s mission. As a result, we are able to offer enriching experiences to our campus and community.

The Sheard Literacy Center also supports the Thomas O’Shaughnessy Center for Assistive Technology as well as the Center for Excellence in Mathematics and Science Instruction.

It is exciting to chronicle the evolution of the Rebecca V. Sheard Literacy Center, which has been in existence for 16 years! The Center opened its doors in the spring of 2002, with the official grand opening taking place in the fall of 2003. Where has the time gone?

Over the past 16 years, more than 40,000 college students have been involved in authentic learning experiences through these centers. Approximately 400,000 school children have been immersed in literacy, mathematics, science, and assistive technology enrichment. Over 13,000 local educators, college instructors, and professors have also collaborated to benefit both college students and school-age children.

The work at the Sheard Literacy Center is certainly a collective effort. Many college professors and instructors collaborate to offer authentic experiences to our students and community. The Center is also 99% alumni donor and grant funded. We are so very thankful for our donors, college professors, and instructors. Due to their generosity and involvement, we are able to positively impact learning for individuals of all ages in the North Country and truly make a difference in the lives of those we serve.



Fuel Up for Finals!

Kady Hart and Emily Drake, Sheard Literacy Center Graduate Assistants



Fueling Up for Finals is a two-day event hosted by the Alpha Literacy Society. This event offers nutritious food and drinks to students preparing for their finals. For the third semester, this event was held in the Sheard Literacy Center. All students on campus were welcome to take part and enjoy a comfortable atmosphere while getting ready to end the fall semester. During the last two weeks of classes, managing workload and study time can become very stressful and hectic. Every student is focused on the last few assignments while also studying for their final exams. Our Fuel Up for Finals event is intended to give our students a much-needed, extra boost at the end of a semester.

A special thanks to the members of the Alpha Literacy Society as well as the Alpha Delta Kappa alumnae who endowed a fund to support valuable events such as this!

Thomas E. O'Shaughnessy Assistive Technology Center

Cindy Wells

The Thomas E. O'Shaughnessy Assistive Technology Center supports students across our campus in many ways. Cindy Wells, Assistive Technology Coordinator, provides one-on-one support for students that can benefit from applying assistive technology to promote improvement in coursework and assignment completion. Some examples of the technologies available include computer programs that read articles and course text; writing support, including organizational support, speech-to-text functions, and grammar checking; as well as tools to organize executive functions to support time management and completion of assignments when due. The lab is also used as an instructional center for presentations to help our education students better understand the practices of Assistive Technology (AT) and

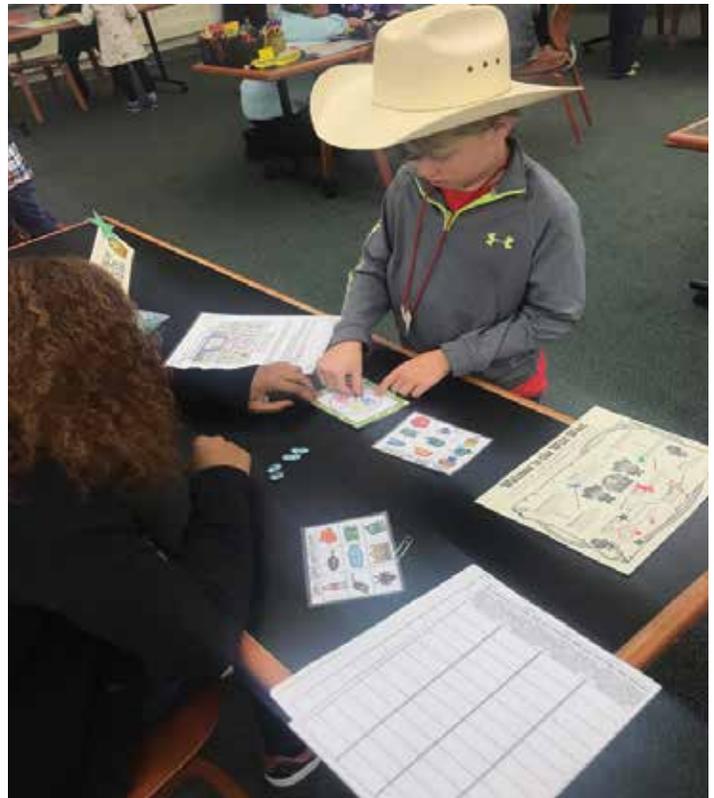
supportive technology to promote differentiation. Effective ways to implement these technologies in a classroom setting to enhance student engagement and performance are explained. Often, the Center serves as a hub of activity for students working collaboratively on projects and assignments.

Sincere gratitude is expressed in memory of Thomas E. O'Shaughnessy. His dear family and friends donated generously to continue the work he started regarding the use of technology to help all learners achieve success.

Family Literacy Night: Welcome to the Wild West

Cleana Stennett, Sheard Literacy Center Intern

Our Family Literacy Night had a Wild West theme dedicated to our literacy students and their families. This event took place on November 1, 2017, right in our very own Sheard Literacy Center. We intended to create a safe and fun environment for families to experience the "literacy adventure" we created. The majority of the children that attended the event take part in our mentoring programs, and they were all eager to show their parents and siblings around. A variety of visiting stations were set up where the children could really learn and develop skills all while enjoying themselves. Our stations ranged from face painting to "getting to know our local library." After having a little fun, everyone moved upstairs to participate in our literacy centers. A few were geared towards younger students and some towards older ones. Our book fair was ongoing, so each family was allowed to take a book home. We want our students to be drawn into choosing a book from our library and be ready to saddle up and read.



Henry Cole: Author & Illustrator

Ciana Stennett, Sheard Literacy Center Intern

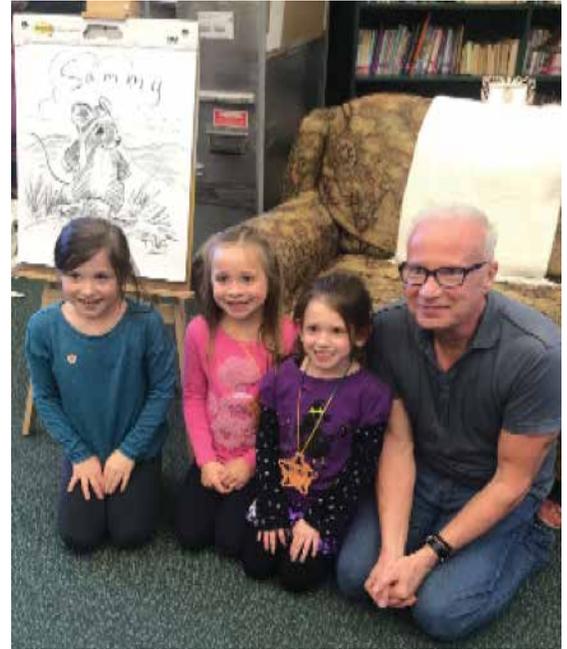
Henry Cole was just a little boy from a farm in Purcellville, Virginia who loved to draw and create things while listening to music. Now, as a self-taught artist, he writes books that are great for teaching student readers important life lessons, while keeping them laughing and entertained.

Henry enjoys visiting different schools and groups of students using his stories and books to teach them engaging lessons. The Sheard Literacy Center and our students—both college and school-age—thoroughly enjoyed Henry’s visit. One of our goals is to enhance the learning of both students in our teacher education programs as well as the children who attend the BEARS Literacy Club. Henry Cole did just this! Henry managed to effortlessly provide strategies on how to keep kids engaged in learning new things, while expanding the minds of the mentees.

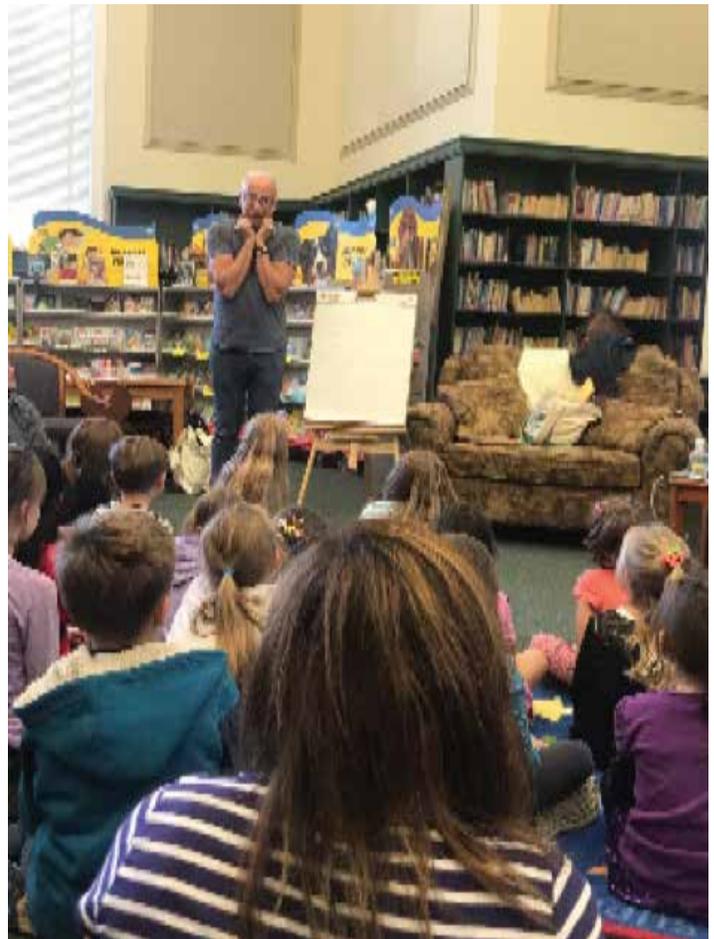
Henry is amazing at using different body gestures, voice changes, and facial expressions to keep children’s attention. When visiting our Literacy Center, he made sure to emphasize the importance of patience, creativity, and practice. He encouraged the audience members each day to be patient when trying out new things, to use their creativity to their best abilities, and to practice anything they enjoy doing, so they can become unstoppable.

**“If you find something
that you really love to do,
and you do it 37 times, you
are only going to get better.”**

~ Henry Cole



BEARS Literacy Club Mentees and Henry Cole.



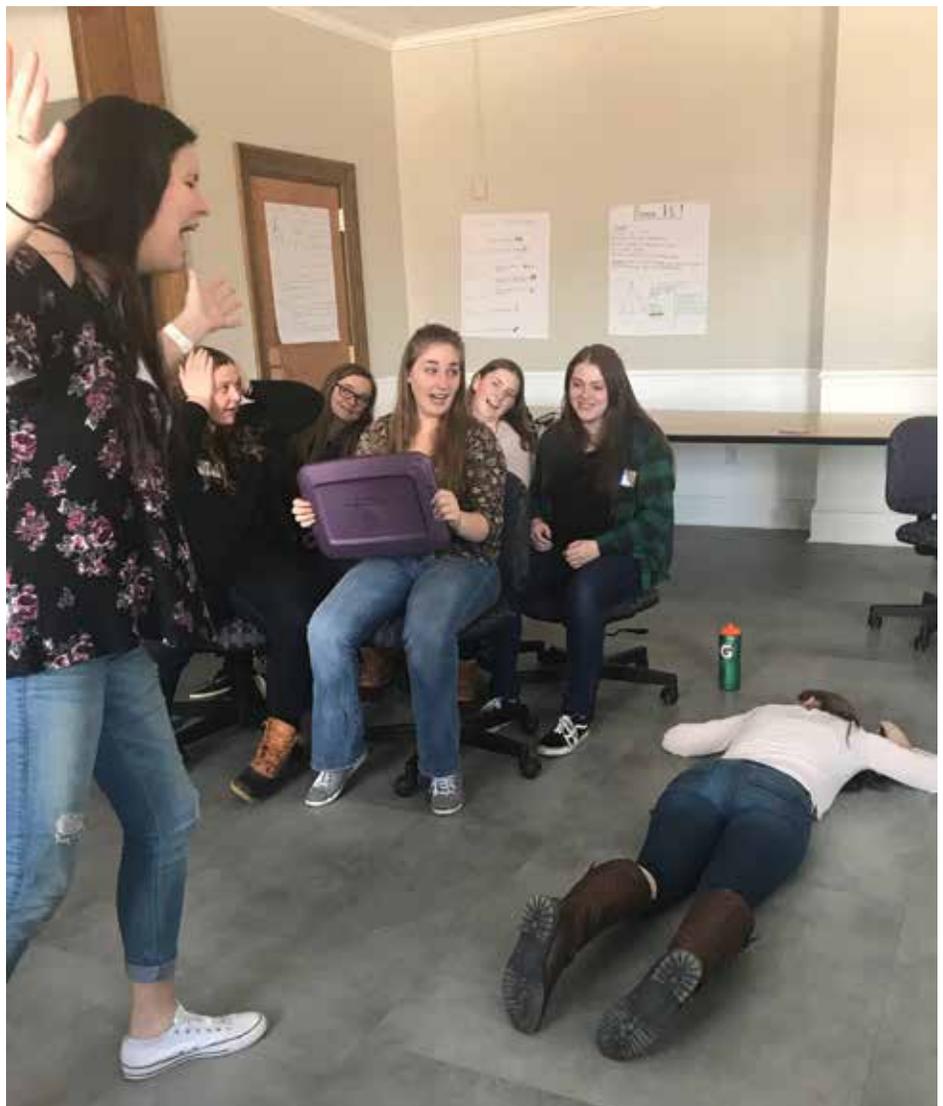
From Page to Stage: The Rebecca Sheard Literacy Center and Community Performance Series Collaborate

Cindy Wells

The Sheard Literacy Center was pleased with the opportunity to collaborate with Community Performance Series in an annual event that connects literature with theater. *The Great Gatsby*, selected by Patricia Mason, Education Coordinator of Community Performance Series, was performed on campus by the National Players in May. Area high school students attended the sold-out performance.

Several of these students and their teachers attended a professional development day hosted by the Sheard Literacy Center on February 12, 2018. Students participated in pre-reading activities to heighten understanding and engagement for reading the novel in their respective secondary English classrooms prior to attending the play.

These activities included anticipatory set lessons provided by Fresia Martinez-Olivera ('18), Paige Hewlett ('18), Ivy Huber ('19) and Joe Pease ('19) from the Secondary Education Department; a theater education session led by Phoenix Merritt ('19); and participation in mindfulness exercises provided by Jennifer Hutchins ('02). Associate Professor Dr. Marta Albert, Literacy Education, led a session called "Using a Multigenre Approach to Support Critical, Interdisciplinary Thinking and Writing." In this shared networking session, educators explored their ideas for teaching the novel and practicing mindfulness in the classroom. Both groups participated in a Skype session with the National Players who performed the play in May. The day was met with enthusiasm and positive energy paving the way for "From Page to Stage"! Much appreciation and thanks to Corning Incorporated Foundation for providing funding to support this event.



SUNY Potsdam Math Students and Alumni Connect at Association of Mathematics Teachers Conference

SUNY Potsdam was well represented at this year's Association of Mathematics Teachers of New York State (AMTNYS) Conference. Among the 600 attendees were two faculty members, two students, and a number of alumni from the College.

Associate Professor of Mathematics Dr. Blair Madore and Professor of Secondary Education Dr. Peter Brouwer '86 both attended the AMTNYS Conference, along with two secondary math education students, Odessa Hoyt '17 and Sara Janus '17.

Odessa and Sara were able to attend a number of professional development sessions alongside other college students, K-12 teachers, and college faculty members. In particular, they both took part in a session led by AMTNYS President Michael Siuta on how to prepare for interviews. The students were also presented with new graphing calculators from Texas Instruments.

Blair presented a session titled "One of These Things is Not Like the Other" about attributes and geometry for teachers in pre-kindergarten through sixth grade. The presentation was originally developed with Math Department Chair Dr. Victoria Klawitter and Becky Duprey '97, a clinical faculty member in the Department of Childhood Education.

One attendee at Blair's session was Scott Schaefer '97 of Honeoye Falls Lima Central School District, who studied history at SUNY Potsdam, went on to earn a Master of Science in Teaching degree in Elementary Education, and is now a kindergarten teacher. Schaefer said he hoped to deepen his geometrical knowledge because he is very interested in providing a high quality of math and geometry instruction for his students.

The faculty members were able to connect with a number of alumni at the conference. Jillian Folino '08 teaches at Indian River High School in Philadelphia, NY and presented a session on her math club, which got its start thanks, in part, to support from SUNY Potsdam's Math Department and a grant from the association's Dolciani Fund. Kim Loucks '77 and his wife, Carolyn Hirst-Loucks, of Teaching and Learning Connected, presented an interactive session, "Seriously Fun Mathematics with Dice." Will Hardin '03, now a math teacher at Granville Junior/Senior High School, gave two technology-related presentations, "Going Google in a High School Math Classroom" and "Using Desmos Activities to Engage High School Students."

In addition, Blair and Peter also met with SUNY Potsdam graduates Chelsea Connors '16, Vivian Fischer Lisi '11, Maggie Flynn Loney '05, Alicia Salmon '14, Jodie Munger Tieman '06, and Jeffrey White '04.

The SUNY Potsdam Department of Mathematics offers both undergraduate and graduate programs. The program is based on the belief that students can succeed if they are provided with a supportive environment. For more information, visit www.potsdam.edu/academics/AAS/Math.



SUNY Potsdam students Odessa Hoyt and Sara Janus participate in the construction of a large Sierpinski tetrahedron at the Association of Mathematics Teachers of New York State Conference.

The Write Spot

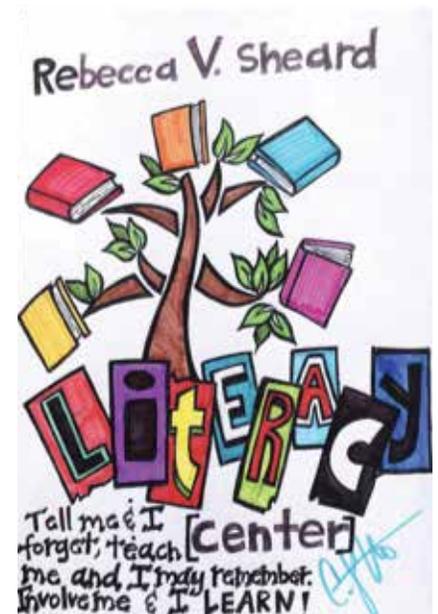
Ciana Stennett, Sheard Literacy Intern
Cindy Wells

Our goal with the after-school writing program The Write Spot is to build a community of writers who can explore different writing techniques while using the SUNY Potsdam campus as inspiration for creativity. We create a very safe and friendly environment for these groups of students to follow their writing interests. Adolescents in grades 5-12 who are interested in expanding their writing passion or get help with writing assignments are all welcomed. The objective is to inspire these young scholars as much as possible to encourage the development of writing skills for the present and their far but near futures.

Our college mentors from elementary and secondary education programs conference with these students to assist them with writing techniques, such as formulating ideas, identifying writing styles, and developing a sense of personal voice. A visit with local librarian and published author Rebecca Donnelly provided an opportunity for sharing some thoughts on where ideas come from and the revision process. It was beneficial to get yet another perspective on these topics.

Our intern this semester, Lindsey Maroun, communicated details of our student enrollment and interests in writing creatively via email with the donors for this program, Claire Freedman Koshar '56 and Martin Koshar. Claire responded, saying, "My own book was published when I was 68. It might have been different if I had been part of a group like this. Everything you are doing is exactly what I had hoped for. My many thanks."

A celebration was held during our last meeting where mentors recognized the writing accomplishments of their assigned authors and works were shared with family and friends. This served as a wonderful culminating event for everyone!



BEARS Literacy Club Celebration

Ciana Stennett, Sheard Literacy Center Intern

Celebration Week has become the Sheard Literacy Center's form of expressing our appreciation. We would like to give a special thank you to our participating parents, guardians, SUNY Potsdam mentors, faculty and staff, and our amazing groups of children. The BEARS Literacy Club allows us access to school-age children so that our college students can work with them right here on campus.

Our celebrations include a slideshow, the infamous end-of-semester cake, a chance to celebrate the hard work of mentees and mentors, and a performance by one of the music groups here on campus. Our slideshows include pictures of the many experiences our students have shared throughout the semester. Each mentee (school-age child) receives a book, newsletter, and a bookmark. Each mentor (college student) receives a book to add to their future classroom collection of books.

Throughout our four days of celebration, there is a different group of mentees and mentors each day. One of the highlights of the celebration is when one of SUNY Potsdam's own musical groups performs. The group pictured here is the Pointercounts. They sang a variety of songs to conclude the BEARS program. As a team, we can say we had another successful year at the BEARS Literacy Club.

BEARS Literacy Celebration mentees.



BEARS Literacy Celebration with Pointercounts A Capella group.



Highlights from the Department of Secondary Education

Faculty in the Department of Secondary Education had another productive year. This report represents just a sampling of the activities that faculty engaged in this past year.

Peter Brouwer and **Blair Madore** (Department of Mathematics) attended the 2017 Association of Mathematics Teachers of New York State Conference in Buffalo, NY in November 2017, along with a couple of secondary mathematics education students. We met with many alumni of the program who are math teachers around the state.

Secondary science education students traveled with **Tyler St. Clair** and **Melissa Cummings** to Rochester, NY this past November to attend the 122nd annual Science Teachers Association of New York State Professional Development Conference to learn about the new and upcoming science learning standards for the state. Their teaching candidates are now out in the field having a successful time in full-time student teaching placements and are in the process of applying for jobs.

Laura Brown and **Tyler St. Clair** offered a very successful Secondary Education Freshman Interest Group (FIG) for entering first-year students who might be interested in pursuing a career as a secondary school teacher. Don Straight is planning to offer this course next fall.

Laura Brown led a number of diversity training sessions at the college and gave several academic presentations at local conferences.

Joanne Stiles is the leader in developing online courses in the department and is in the midst of completing a doctoral program at the University at Buffalo.

Tyler St. Clair was awarded a Lougheed Applied Learning Grant to support the creation of additional problem-based learning (PBL) opportunities for his students.

Tyler St. Clair and **Melissa Cummings** offered a series of BOCES professional development sessions for regional K-12 science teachers around the next-generation science learning standards and related science topics.

Last summer, **Dr. Ron Bretsch** traveled in Tallinn, Estonia, Helsinki, Finland, and St. Petersburg, Russia followed by two weeks traveling with Hungarian friends in Hungary. Ron reports: "After having done initial doctoral work on Finland and its educational system, it was an opportunity to inquire and observe further. 'Finnish education' is much in the news in the Western world, as a source of ideas that could have much positive impact on 'American education.' A limitation, known and respected by comparative educationists, is that the successes of one national education system cannot automatically be 'transferred' to another society. There are fundamental unique characteristics of societies that inhibit direct transfer. For example, in goals, Finnish society is more equalitarian and democratic than is American society, in terms of health of its people, standard of living, personal income, and individual happiness."

Finally, it is bittersweet to acknowledge the summer 2018 retirement of the department's most senior member, **Dr. Ron Bretsch**. Ron joined the School of Education in 1972 and has contributed to the department and school in myriad ways, including serving as department chair and school moderator. He was always concerned with advancing collegiality and was a specialist in matters of parliamentary procedure. He taught a full range of courses in social studies education and foundations of education. He was very involved with international activities, as readers of this newsletter would be aware from previous articles Ron authored here. He was also a practitioner of community leadership in the local community, the college Senate, and professional societies. We wish him a long and rewarding retirement.

We also wish to thank **John Dixon** for his valuable service as an adjunct clinical faculty member in Social Studies Education. Our students benefited greatly from his rich administrative experience.

News from the World of Business

The Department of Business Administration has undergone quite a bit of change in the past two years. We've added four new faculty members: Savita Hanspal in Marketing, Marina Cosgrove in Accounting, Abere Kassa in HR, and Seon Levius in what he calls the "cool subjects" of IT and Cyber Security.

We were happy to have them join us, along with our awesome alumni Advisory Council members for our annual networking/mock interview skills workshop. They provided excellent advice to the 20 students chosen to participate in the two-day workshop, which included a dining etiquette seminar, a multi-course "business dinner," and a full day of interviewing. These photos are from the reception/dinner on the first night of the event.

PERSONAL ACHIEVEMENTS

Gregory Gardner

Selected as a State Department Senior Specialist, giving lectures on international business and innovation at Ukrainian universities and institutes March 1 – April 3, 2015

Appointed to editorial board of the *Journal of International Economic Policy*, published by the Kyiv National Economics University

Edwin J. Portugal

Published "Grit and Superior Work Performance in an Asian Context" in the Proceedings of the 11th International Business and Social Science Research Conference

Shalu Wunnava

Presented a paper on mobile commerce usage at the Annual American Business Research Conference, New York, NY

Led a panel discussion on "Women at Work" as part of the Women and Leadership Program 2014-2015 sponsored by Campus Life at SUNY Potsdam on October 2, 2014

Mentored an interdisciplinary Kilmer Research Apprenticeship project, "Comparative Analysis of Stereo Recording Techniques" by Charles Lederer, an undergraduate business major

Joe Timmerman

Elected to the St. Lawrence County Board of Legislators for a four-year term.



Sandra Ponce, Sarah Ward, Walter Conley



Lance Day, Emilie Hess, Dillon Murphy, Elizabeth Kim, Brianna Rodda, Shondelle Webster, Calvin Lewis



Sam Dickstein, President Esterberg, Abere Kassa, David Kistler

SUNY Potsdam Completes Sixth Year Partnering with the National Education Foundation to Support STEM Learning in 18 Schools across the United States

Dr. Anthony Betrus, NEF STEM Academy Director
Mr. Steven Canning, NEF STEM Project Specialist
Ms. Mallory Norton, NEF STEM Academy Graduate Assistant
Nicole Sanchez, NEF STEM Academy Work Study

We are nearing completion of our sixth year partnering with the National Education Foundation (NEF) and look for more good things to come in the future. In 2017-2018, SUNY Potsdam and the NEF partnered with 18 schools in seven states. The full list of schools includes the following: Somerton School District, AZ; San Juan School District, WA; Barr-Reeve Community Schools, IN; DeSoto Independent School District, TX; Bellaire Local Schools, OH; Steubenville City Schools, OH; Gallia County Local Schools, OH; Martins Ferry City School District, OH; Brocton School District, NY; Dunkirk School District, NY; Greater Johnstown Schools, PA; Chester Upland School District, PA; Lehigh Area School District, PA; Minersville Area School District, PA; Berwick Area School District, PA; Sharon School District, PA; Warren County School District, PA; and Williams Valley Schools, PA. There are a combined 5,208 students participating in the STEM Academy program, up from 4,660 in 2015-2016.

Through their academy, students are engaged in adaptive, individualized learning software as a means of providing an academic foundation and STEM activities in robotics, biology, aerospace, physics, engineering, and coding. New this year is a Smart City competition using Microsoft Minecraft: Education Edition, which allows students the opportunity to use their coding skills to build directly in the Minecraft world. Students continue to take advantage of the Digital Literacy course (created at SUNY Potsdam by educational technology students and faculty), which has also become a requirement for teacher education students at SUNY Potsdam.

Next year we look forward to working closely with Dr. Appu Kuttan, NEF CEO, and Dr. Todd Ullah, NEF VP for STEM Education, along with the SUNY Potsdam education faculty, especially as we explore creative ways to further implement the Next Generation Science Standards into our STEM Academies.

In 2017-2018, SUNY Potsdam and the NEF partnered with 18 schools in seven states.



Middle school students from 2016-2017 NEF STEM Academy of the Year winner Martins Ferry (Ohio) proudly show off their K'Nex roller coaster they built from scratch.

My Travels and Surprising Insights into Kazakhstan

Dr. Edwin J. Portugal, Business Administration Department

Almaty, Kazakhstan – “This place is foreign to me,” coursed through my mind as my shuttle rushed down the deserted streets that early morning from the Almaty International Airport to my hotel. I was in the heart of a Eurasian country, bounded to the north by Russia; to the south by Turkmenistan, Uzbekistan, and Kyrgyzstan; to the west by the Caspian Sea; and to the east by China. The streets were lined with high-rises much taller than the ones we have in Potsdam, NY and well-lit with hundreds of street lights.

I was in Almaty and Astana, two of the biggest cities in the country, to meet with the Country Director of the Asian Development Bank to learn more about the country’s economy and business and to attend an international education exposition with hundreds of higher education representatives from Europe, Russian Federation countries, and local graduate schools offering studies in law, medicine, business, the arts, and education.

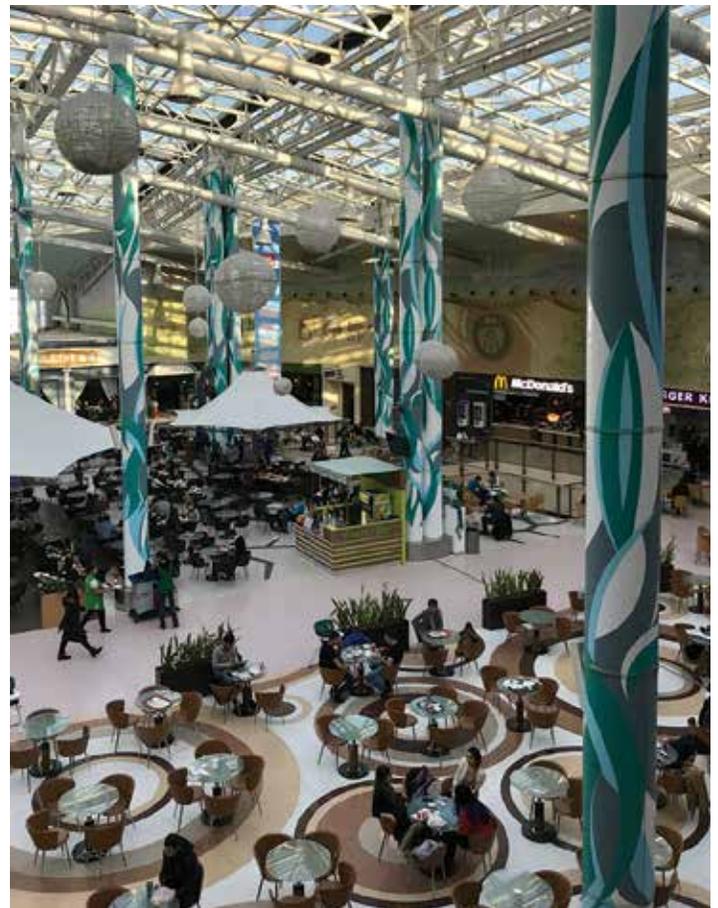
My initial impressions in the several days I was there in fall 2017 are that the country is much more modern in terms of infrastructure, educational system, transport system, business distribution channels, and technology compared to Asian developing countries that I have traveled, including the Philippines, Myanmar, Thailand, and Malaysia. It has been only about 20 years since the breakup of the USSR, and Kazakhstan has developed at a faster rate under the rule of a democratically-elected president and other elected officials. Another surprise for me was the English fluency of the people, professors and students whom I met at the international education exposition. Many were multilingual in the Kazakh language, Russian, English, German, and French. Even the taxi drivers knew rudimentary English. Still another surprise was that colleges and universities in the United States are not primary destinations for their advanced studies. They talked about going to Europe, China, Russia, Canada and even Australia for advanced education. The local Kazakh medical schools, business schools, and law schools were destinations for graduate students from China, Russia, and India.

The Asian Development Bank in Kazakhstan has Eurasian countries as its primary service areas. It supports the development of business enterprises to expand trade along the modern “silk road” with the high expectation that China will be a major player in the region’s development.

Over the years, I have traveled in eastern Europe, including Ukraine, Bosnia and Herzegovina, Hungary, Macedonia, Azerbaijan, and Romania, to attend conferences and present research papers about international education and business management. When I return to Potsdam, I am always energized to find better ways to prepare students in my strategic and global management, business ethics, and entrepreneurship courses because I know that other students in other parts of the world are getting competitive education, and our own students need to understand and appreciate that, in their careers, they could very well be working with or competing with others from these parts of the world.



Dr. Edwin Portugal at the Kazakhstan International Education Expo.



Marketing Students Present a B2B Case Study at the 2018 ACME Conference

Dr. Savita Hanspal

During the fall 2017 semester, the students in the B2B Marketing course (MKTG 370) were assigned to work on a group project that required them to complete an in-depth analysis of an organization that marketed to other businesses rather than individual consumers. The class was divided into six groups, and each group selected a business-to-business (B2B) organization. They were then asked to use different sources of information and databases to identify an organization's marketing activities pertaining to customer relationship management, distribution, and supply chain management of their products. The students were provided a training in the library on the available databases. They used other online research as well as company sources of information to gather facts. They also studied the business models of these organizations. Students selected the following organizations with the approval of the professor, Dr. Savita Hanspal: FedEx, Amazon, Xerox (two groups), McKesson, and General Motors Dealer Sales. A detailed instruction document for guiding the students into completing the case study was provided by the professor. Ms. Pamela R. Griffin, an entrepreneur from Watertown engaged in B2B marketing of heating fuels, was invited to judge the presentations prepared by the students. The case study on McKesson was judged to be the best, prepared by students Sam Dickstein, Christy McCombs, Sadie Moran, J.P. Reagan, Matthew Scott, and Jackie Sube.

An extended abstract of the case study was prepared and submitted to the 2018 Association of Collegiate Marketing Educators (ACME) Conference. It was reviewed and accepted for presentation. Since the conference was in Albuquerque, only one student, J.P. Reagan, was able to travel for the presentation from March 7-10, 2018. He presented the case study in front of an audience that largely consisted of marketing professors from colleges and universities across the United States.

This was a transforming experience for the whole group, and in particular for J.P. Reagan, who not only presented the study but handled questions from the audience well. He also got an opportunity to attend other sessions in the conference, learn from professors from other colleges, and interact with students from other countries.

This project required the group to apply good market research and analytical abilities. The students were able to identify the challenges that the distributor was facing and the strategies it was using to keep up with the changing environment and regulatory framework. They also devised some strategies as their recommendations for the distributor. The students in the class were able to apply the concepts they learned during the class to the real world of business selling. They were very engaged and actively involved in the learning process.

Europe/Asia Business and Economics Society

Dr. Edwin Portugal served as facilitator and discussant of two sessions in the annual international Europe/Asia Business and Economics Society (EBES) Conference held in Bangkok, Thailand on January 10-12, 2018. The first session was on human resources management with presenters from Belgium, India, Thailand, Turkey, and Indonesia. The second session was on tourism management with presenters from Spain, Malaysia, Thailand, Philippines and Italy. Representing more than 47 countries, 334 academicians and professionals presented over 178 research papers at the 24th EBES international conference.



C & I, Literacy, and Special Education Department Updates

In this second year following restructuring, the members of the Department of C & I, Literacy, and Special Education continue to pursue avenues for synergy as a department of advanced programs in education. Updates on scholarship, teaching, and service from members follow.

In addition to serving as the Program Coordinator for the MSED and C & I program, Kathleen Valentine worked closely with Josh LaFave, Jill Pearon and Michael Phillips to develop and submit the Advanced Certificate for College Teaching Program (CASCT) and the Distance Education Format Proposal for a registered or proposed program to the New York State Education Department. At present, the CASCT is with the State Department of Education for review and the proposal for the Distance Education Format Proposal has received approval. Kathleen also began work on a new online course for the CASCT program, served on the Curriculum Process Task Force, is a member of the APCC Committee, and is chair of the Academic Affairs Committee. She is also serving on the Center for Creative Instruction Committee, reviewing the recommendations for completion of a successful search for CCI Director and conducting ongoing assessment of the center's programming. Kathleen also presented for the mentors in the Literacy program on the topic of emergent literacy and guided seven graduate student Institutional Review Board applications towards successful approval to begin research. In addition to the IRB applications, she also guided two graduate students toward successful completion of their final theses.

Lynn Hall, Associate Professor of Literacy, received a James Walter and Ruth Johnson Scott Faculty Research Grant and funding from the Center for Applied Learning to travel in July 2017 to the United Kingdom

with Sarah Sachs, Public Services Coordinator at the Potsdam Public Library. Lynn and Sarah presented at the United Kingdom Literacy Association (UKLA) International Conference in Glasgow, Scotland, visited government-sponsored community literacy organizations in England, and explored study abroad opportunities for SUNY Potsdam students at the University of Liverpool and York St. John University. Their presentation "Going Beyond 'It's ok to be different!': Preservice Teachers' Responses to Multicultural Literature and the Utility of Employing Critical Literacies in the Early Childhood Classroom" explored the theory and methods of preparing early childhood educators to facilitate conversations with young children in response to reading picture books to reduce prejudice and build empathy. They also presented at the department's Journey Into Literacy Conference at SUNY Potsdam in the fall of 2017. In Liverpool, Lynn and Sarah met with founding members of The Reader Organisation, which is leading a "quiet reading revolution" in the city of Liverpool and across the UK by facilitating shared reading groups in neighborhoods, prisons, nursing homes, hospitals, adolescent homes, workplaces, and with parents and families. They also visited with coordinators of the Middlesbrough Literacy Trust Hub, one of several National Literacy Trust Hubs in the UK. Their tour entailed a visit to the borough football club/stadium, a school, and the economically diverse neighborhoods served by the Hub. When not dreaming about community literacy possibilities inspired by organizations in the UK, Lynn is conducting research on the influence of pre-service and in-service teachers' literacy autobiographies on their philosophies of teaching literacy with undergraduate elementary education student, Amanda Averill, a Kilmer Scholarship recipient. On campus, Lynn chairs the Faculty Senate Goals & Planning

Committee that is currently reviewing the campus and academic strategic plans. On a more personal note, Lynn is exploring (and enjoying) connections between learning to read and learning to play fiddle with local and international award-winning fiddler Gretchen Koehler.

Marta Albert, Literacy Program Coordinator, started summer 2017 with a field trip to PS55 in the Bronx to meet, and be inspired by, Stephen Ritz, the cheese-head-hat-wearing force behind the Green Bronx Machine. The trip deepened existing collaborations among campus and area educators who are committed to making study of food systems, healthy eating, and good nutrition central to project-based curriculum. Research about Career and Technical Education (CT) and youth literacy development continued this year in the form of collaborative work with teachers and students at Madison-Oneida BOCES. In our third year of partnership, CTE teachers Nancy Pitman (ELA) and Cindy Ciaralli (Social Studies) came north to provide a well-attended Journey Into Literacy workshop highlighting examples of assignments and student projects that showcase their project-based teaching with trades and technical master teachers in their school. Study of student-centered teaching and collaboration will come full-circle during our May 2018 travel course to Finland and Sweden. Many thanks to Carolyn Stone for providing the vision and spark for this course two years ago. We can't wait to report back about our experiences!

Carolyn Stone has continued in the role of Literacy Service Course Coordinator in the 2017-2018 academic year. This liaison position involves communication between the Literacy program and the Departments of Elementary Education, Secondary Education, and Arts Education, coordinating scheduling of courses and instructors in all literacy service courses. Additionally,

Carolyn co-chaired the Journey Into Literacy Conference held October 26-27, 2017, where over 180 attendees and presenters enjoyed two full days of professional development and immersion in literacy. To culminate this academic year, Carolyn is working with Marta Albert to teach and lead a short-term study abroad course to Finland and Sweden, entitled Cross-Cultural Perspectives on Literacy Development and Education. After in-depth study of how and why Finland and Sweden have some of the top education programs in the world, a group of 14 faculty, students, and local teachers will travel to the two countries from May 20-27, 2018, visiting schools and talking with teachers and administrators.

Sheryl Scales co-chaired the 2017 Journey Into Literacy Conference with Carolyn Stone and is co-chairing the 2019 conference with alumna Olivia Parker. Sheryl continues to immerse herself in her scholarship and share it with her students and colleagues. Currently, she and Dr. Laura Brown are dabbling in portraiture as a way to critically examine and reflect upon marginalization and socio-cultural issues with their students. They will present “GIVE (generate, invest, value, & execute) Your Voice: Using Portraiture for Critical Practice” at the National Council of Teachers of English Conference in November.

Kathryn Jeror has served as the department chair this year. She continues to support the development of literacy professionals through her supervision of graduate literacy interns and practicum candidates. She has pursued research on instructional and literacy coaching through the James Walter and Ruth Johnson Scott Faculty Research Grant. The grant supported her access to books for study and attendance at the Reading Recovery National Conference in February in an attempt to understand various models and approaches to coaching. She is currently revising her online course that is up for review, facilitated the author exhibit at the Journey Into Literacy Conference in the fall, and celebrates 15 years of teaching at SUNY Potsdam in literacy education.

Pamela Charleson presented “A Personal Perspective on AT” at The Adirondack Assistive Technology Expo in Tupper Lake in October 2017 and presented “Labeling and Attitudes Regarding Abilities” at the TESA Conference at SUNY Potsdam in March 2018.

Lisa Lamondie Grenville, Inclusive and Special Education Program Coordinator, presented a paper, “Exploring the Potential Success of Co-Teaching to Meet the Needs of Students with Learning Difficulties” at the Ethnographic and Qualitative Research Conference in Las Vegas. She has supported the revision process for the summer CAS program and has been exploring creation of a BS in special education. She implemented a new practicum opportunity over the summer, placing students in more schools. This helps students to gain exposure to districts in need of special education teachers.

Tony Betrus served on the Potsdam Educational Opportunities Fund (PEOF), delivered a keynote speech to the Northern New York Library Network on non-traditional media in libraries, participated in instructional rounds at Colton-Pierrepoint Central School, and provided a “Teaching Bad Apples” workshop for student teachers. Tony also received the 2017 SUNY Potsdam Student Recruitment and Retention Innovation Award for work on the SUNY Potsdam – National Education Foundation India Skill Development Initiative.

Finally, congratulations to Dennis Conrad on his impending retirement.

Dennis Conrad’s impact has been through the pursuit of his interest in school leadership, special education, and ethnic and cultural identity of Caribbean students. His courses, scholarship, and service have all contributed to principles of diversity, equity, and inclusion for the SOE&PS Inclusive and Special Education programs and the SUNY Potsdam community, long before we had a Division of Diversity, Equity, and Inclusion. He was recognized with the President’s Award for Scholarship for Cultural Pluralism in 2008 and more recently collaborated with partners at the University of the West Indies to organize the international Inclusive Education Conference: Achieving Education for All. Dennis has fostered the Potsdam Pledge goal of celebrating our differences and learning from our diversity through his courses (Diversity and Advocacy in Education; and Caribbean Studies: Rhyme, Rhythm, Reason and Resistance; and Perspectives in School Culture and Ethnicity: A Caribbean Experience), research and publications, service on various committees, and as advisor for cultural student organizations. We look forward to following Dennis’s continued scholarship.

Community Collaborations: Highlights of Literacy Program Connections

Carolyn Stone, Literacy Education Program

In the past year, faculty members of the Literacy program have established and cultivated community collaborations to bring together local teachers with innovative ideas (our alumni) and current students in our undergraduate and graduate courses. We are fortunate to have such talented school partners willing to involve our students and at the same time give back to their alma mater, SUNY Potsdam.

DS Club: After School Digital Storytelling Club at Lawrence Avenue Elementary School

2017-2018 marked the second year for DS Club at Lawrence Avenue Elementary School, established and facilitated by Mrs. Mary Russell ('06 and '08). She has also been assisted by fellow teachers, Ms. Jennifer Herrick ('95 and '02) and Ms. Jessica Donnelly ('08). This after-school club, open to 2nd-4th graders, focuses on creative writing and production of web-based videos, or "digital stories." The emphasis is on children writing original scripts for their production, and then creating a movie with the addition of sound effects, animation, and imported text or other visuals. SUNY Potsdam students have assisted in this club through the After-School Literacy Consortium internship program or simply as volunteers. Throughout the two years of the club, there have been approximately 35 2nd-4th grade students involved and 10 SUNY Potsdam students acting as writing and technical mentors. The finished products, shown in three separate movie premier events, celebrate the hard work and accomplishments of the children when creative writing and technology come together!



Pre-Service Teachers Connect with Third Grade Pen-Pals

Even today with email, text messaging, and the world of Twitter, formal letter-writing should never go out of style. In the fall of 2017, Carolyn Stone connected with Mrs. Mary Russell ('06 and '08) to plan pen-pal writing between Mary's third graders at Lawrence Avenue Elementary School and college students in Carolyn's GRED 559 and EDUC 407 classes. Utilizing Lucy Calkin's writing workshop philosophy and linking the letters to Mary's mini-lessons in her classroom, the educators felt that the experience would be beneficial to both the college students and the children. This was certainly the case as the pre-service teachers gained first-hand insight into the writing abilities and behaviors of their pen-pals, while also establishing a relationship based solely upon effective communication through the written word. The culmination of the semester-long letter exchange was a field trip for the college students to the third-grade classroom where pen-pals shared an art/literacy activity, snacks, and joyful interactions. When Mary's students begged for pen-pal writing to continue in the spring of 2018, the connections were forged again, this time with all of the EDUC 407 students in classes taught by Carolyn Stone and Sarah Sachs. Semester-long written correspondence occurred and a Meet and Greet Celebration served as a finale to the experience. Relationships can be created through writing, resulting in a connection with lasting effects for both the child and the future teacher!



Scan and watch for more information on DS Club

Indoor Gardening and Partnerships to Promote Interdisciplinary Literacy Learning

Dr. Marta Albert, Literacy Education Program

Investigations linking social studies, science, and mathematics to the study of food systems continued in my Writing in Middle & High School Education course in fall 2017. Throughout the course, pre-service undergraduate and MST students conducted research about regional issues surrounding agriculture, hunger, nutrition, history, and food politics to design writing-intensive lessons connecting their discoveries with themes from Michael Pollan's *Omnivore's Dilemma*.

An exciting development involved a semester-long collaboration with biology instructor Ray Bowdish, director of the campus WISER Center, and his crew of interns, who supported us in planting and tending two of many new aeroponic Tower Gardens on campus (pictured in photo). We faced a mighty aphid battle (indoors?!) but ended the semester with a respectable harvest and a hearty meal featuring healthy vegetarian food made with our very own greens and herbs. This class also participated in year five of a writing partnership project with alumna Jennifer Hutchins and her students at Salmon River Middle School. Their thriving indoor gardening program and emerging business served as a model for the college class and provided a close-up view of successful project-based, authentic teaching with diverse learners.



Chris Barrera, Math Education Student

Celebrating our Journey Into Literacy!

Carolyn Stone and Sheryl Scales, Conference Co-chairs

The third biennial Journey Into Literacy (JIL) Conference was held October 26-27, 2017 and was a resounding success! In attendance were 180-190 students, faculty, local teachers, administrators, guest authors, and featured speakers. The theme for the 2017 conference was "Applying a Diversity of Perspectives," and the planning committee's aim was to address the diverse interests and foci of our unique campus and surrounding communities. The Literacy program's goal was to provide the opportunity for SUNY Potsdam education students to experience award-winning authors and network with teaching professionals from area school districts as well as literacy faculty and researchers from other institutions.

The success of the conference was contingent upon the collaboration of many programs and departments across the SUNY Potsdam campus, as well as our off-campus partners. On-campus supporting collaborators were the Center for Applied Learning; PACES; School of Education and Professional Studies; Rebecca V. Sheard Literacy Center; SUNY Potsdam Provost; SUNY Potsdam College Store; Department of C & I, Literacy, and Special Education; Department of Elementary Education; Center for Field Experiences and School Partnerships; SUNY Potsdam College Communications; SUNY Potsdam Campus Life; SUNY Potsdam CLEAR Office; and the Crane School of Music Jazz Ensemble.

Some highlights:

SOE&PS Interim Dean introduced author Kate Messner, who opened the conference, sharing his passion for the natural world and connecting with her science-integrated books for children.

Sharon Draper, author of young adult literature told from an African-American perspective, was introduced by SUNY Potsdam President Kristin Esterberg, opening our second day.



Kate Messner, speaking at one of our sessions.

Author and illustrator Henry Cole kicked off conference week with visits to local schools and presentations in the Sheard Literacy Center's after-school mentoring program. Additionally, he presented two conference sessions.

Lisa Wilde, a teacher at a NYC alternative high school and graphic novelist, visited local schools before keynoting our Thursday lunch and presenting a workshop where we were reminded of the importance of literacy for all kids.

Nashville poet and author Ciona Rouse conducted two "Page to Stage" sessions that inspired attendees to write original pieces to be read aloud at our conference poetry reading slam. This final event also featured the Crane School of Music jazz musicians and local authors displaying their works.

Off-campus supporting collaborators were St. Lawrence-Lewis BOCES, St. Lawrence Valley Teachers' Learning Center, St. Lawrence-Lewis School Library System, Candlewick Press, and St. Lawrence University.

Additionally, we partnered with many school districts in the area because three of our major keynote speakers/authors also made school visits. The partner school districts are as follows: Potsdam Central School District (Sharon Draper), Canton Central School District (Sharon Draper), St. Lawrence Central School District (Sharon Draper), Clifton-Fine Central School District (Sharon Draper), Norwood-Norfolk Central School District (Lisa Wilde), Lisbon Central School District (Lisa Wilde), Colton-Pierrepont Central School District (Henry Cole), and Heuvelton Central School District (Henry Cole).

Henry Cole also provided workshops (four days) to area schoolchildren in our after-school literacy program housed in the Sheard Literacy Center. In total, more than 3,000 schoolchildren and several hundred faculty and staff in area schools were exposed to and learned from award-winning and nationally-recognized authors.

There were 28 options for workshop and keynote presentations throughout the two days of the conference, with larger groupings for our major keynote presenters and smaller workshops in a breakout session format. The offerings spanned the grade levels of Pre-K through 12th grade and covered topics concerning literacy and literacy education, as well as the arts, music, special education, mathematics, science, and social studies. Attendees had several choices for their workshop selections and chose according to their interests and curricular needs as space allowed. Additionally, author meet-and-greets and book signings were available at our College Store (350 books were sold!) as well as shared meals, which provided a venue for networking and stimulating conversation.

The 2017 JIL Conference Committee succeeded in providing a fabulous two-day professional development option for SUNY Potsdam students, faculty, and staff rivaling anything offered in major metropolitan areas. Additionally, area teachers, administrators, staff, librarians, and school-age children benefited from exposure to award-winning authors and illustrators, our

college campus facilities and outstanding food service, and networking with campus personnel. The impact of the conference is still resonating throughout the region with use of author texts, utilization of workshop techniques, and forged connections among attendees.

Some attendee feedback:

Undergraduate student: "The JIL Conference was absolutely outstanding and it was honestly such a privilege to be able to attend. I can't wait to attend the next conference in 2019."

Graduate student: "I really enjoyed hearing the authors/illustrators speak. All of them had a unique message. I like how there was a variety of workshops to choose from."

Elementary teacher: "Wonderful as always! So many exciting ideas to share with students."

Secondary teacher: "Congratulations to the staff for putting together an amazing conference! The venue was great, the meals were awesome, and the content invaluable."

Librarian: "Organization of keynotes around food breaks worked well and all presenters were engaging, well-prepared, and had a message."

Paraprofessional: "It is impossible for me to pick just one thing—this was a fantastic conference and I loved every workshop I attended and every keynote speech."

College faculty: "The entire event was phenomenal. I applaud this program for bringing a first-rate conference into my back yard. It's hard to find time and money to travel to major cities for conferences like this one. I will be sharing the works of these authors with my students."

Stay tuned because the committee is beginning planning now for our next JIL Conference in the fall of 2019. Please consider Journeying Into Literacy with us!



Sharon Draper, speaking at one of our sessions.

Department of Public Health and Human Performance – Department Updates

Dr. Kathleen O'Rourke

We are so excited for our new name. Born of productive faculty discussion and research, changing our name from the Department of Community Health to the Department of Public Health and Human Performance more accurately reflects the department's academic programming and current nomenclature of the field. We now have three degrees: Community Health BS, Exercise Science BS, and our master's degree in Community Health.

New department members:

Sarah Lister joined our department as the new Community Health Internship Coordinator in August 2017. After graduating from SUNY Binghamton with a BS in Biology and Environmental Studies, Sarah worked as a community health educator and advocate. Sarah was the president of Clarkson Women in Business and completed her MBA at Clarkson University in 2017. Sarah brings energy, enthusiasm, and high standards for our students. In addition to her work on campus, Sarah serves as membership chair for the Young Women's Leadership Institute, is a board member for Cinema 10, and is a member of the Potsdam Town Board. Not surprisingly, Sarah commented how impressed she was by the hard work of our student interns.

In addition to all of the above, Sarah is the point person for the SUNY Potsdam Food Pantry. The Food Pantry, housed in the Department of Public Health and Human Performance, continues to grow. A phrase often heard in the pantry is the "food just flies off the shelf." Donations, both monetary and through food drives, have been essential for our students who struggle with food insecurity. Sarah, along with Adam Wheeler, are working with

the new Student Care Advisory group to make sure other student needs are met on campus.

Our faculty continues their professional development through a variety of collaborative professional presentations, trainings, and workshops. Patricia Anafi was the lead author along with Janelle J. Jacobson, Christopher M. Torres, Brent M. Crow, and Kathleen O'Rourke on "Implementation of Fee-Free Maternal Health-Care Policy in Ghana: Perspectives of Users of Antenatal and Delivery Care Services From Public Health-Care Facilities in Accra" (2018), published in the *International Quarterly of Community Health Education*. Brent, Janelle, Christopher, and Patricia also had several poster presentations accepted and presented at the 2018 Art & Science of Health Promotion Conference in San Diego. The collaboration extends to our students; Torie Keeton (BS in Community Health '18), along with Brent and Janelle, presented a webinar for the New York State Public Health Association Webinar Series, titled "The SUNY Potsdam Tobacco Free Campus Initiative." Chris was invited to present at the National Strength and Conditioning Northeast Regional Conference, Tanya Hewitt presented at the NYS National Strength and Conditioning Association Clinic, and both Tanya and Chris were certified as both Strength and Conditioning Coaches and Tactical Strength & Conditioning Facilitators.

We have new faculty members arriving in August, Dr. Kaamel Nuhu and Dr. Sabena Thomas; look for their introductions in the 2019 SOE&PS Newsletter. Exciting times!

We are so excited for our new name.

... changing our name from the Department of Community Health to the Department of Public Health and Human Performance ...

One Year in Wilderness Education Leadership Training

Mari Robinson, Student, Wilderness Education

Some who decide to become part of the leadership track of the Wilderness Education program came here for that reason. However, many of those who declare this minor discovered it through either their fall or spring Backpacking course. This course involves students familiarizing themselves with concepts such as thermal regulation, backcountry cooking, tent and camp site selection, and learning how to carry everything you need on your back. Students apply this new knowledge when they spend five days backpacking in the Cranberry Wilderness Area where the trips are led by student leaders. Given that many students are from urban areas, many taking this course have never been camping, let alone gone for an overnight in a wilderness area. Whatever category they fall under, most are taken aback by how much more difficult the backpacking trip was than they thought it would be. Carrying 30-40 pounds in a pack for several miles for five days while being away from the luxuries of civilization is a lot harder than it sounds. This trip can be especially difficult during our spring backpacking trips since Adirondack spring conditions often entail traveling over snowpack that hasn't melted off and a wintery mix of snow, sleet, and rain. Despite adversity, students embrace these challenges and decide to take the next step, which is Leadership I and is fielded in August.

Leadership I is a 16-day backpacking trip that takes place in the West Canada Lakes Wilderness Area in the Adirondacks where students further develop skills that they learned during the five-day trip as well as leadership skills. Leadership I classes begin at 7 a.m. the week after spring backpacking and continue twice a week until the end of the semester. These students will spend the rest of the semester getting physically fit, learning what it means to be a leader, facilitating complex decisions, and becoming proficient in cross-country navigation. While students are taught these skills in the classroom, they cannot truly begin to master them until they are on a trip where they will use them on a daily basis. The primary goal of this course is to facilitate leadership development that is transferable to any career. In my experience, students learn this skill best when the group has low morale, which typically occurs in unfavorable weather after a long day of hiking. Low morale is by far the most difficult challenge to overcome on this trip, but it's one that every leader needs to effectively address since we are confronted with it often when people are tired, cold, and need to stay on task. In these situations, effective leadership is often pivotal in terms of a group enjoying themselves or succumbing to hypothermia. After this course, the students who declared the minor will become assistants for student leaders during the fall and spring Backpacking courses. These students will also begin Leadership II classes the following semester.

After only being in the program for one or two semesters, these students have already begun the year-long commitment that is Leadership II. Leadership II culminates in a 21-day expedition that is typically fielded in the western United States; however, students can go wherever they want as long as they choose a large enough area, and they have the financial ability to get there. Lead II classes differ from Lead 1 in that students plan the entire trip. The students spend two semesters researching where the trip will take place, what the day-by-day itinerary will be, what food will be packed, how money will be fundraised for food and travel expenses, what equipment will be needed, and getting physically conditioned. Carrying a 50-pound load up a total of 4,000 feet is the typical benchmark that everyone must train for to participate in the expedition. Students will spend this course perfecting every skill that they have been developing since their first backpacking trip. The goal of this course is that students not only know when they need to be leaders but also demonstrate effective leadership during training. In my experience, the most effective leaders are confident, attentive to group care, and appear unfazed by adversity. By the end of a student's first year in this program, successful students have learned what it means to be a leader and how to take control during physically and mentally challenging situations. They are now ready to become student leaders of novices for the fall and spring backpacking trips.



Wild by Trade

Margaurite Mosher, Student, Wilderness Education

Once upon a time, in a land not so far away, nine students set off into the Great Unknown: the West Canada Lakes. These students would, in the following 16 days, battle the elements, the stress, and each other, as they trained to become the next Wilderness Leaders of the SUNY Potsdam Wilderness Education program.

Leadership 1 was the experience of a lifetime, and I'm sure it's something none of us will ever forget, whether due to the pictures, the permanently smelly clothes, or the odd, out-of-place behaviors.

You see, when people subject themselves to Mother Nature's whim for two weeks, they're bound to adopt habits that, while practical in the field, are just unnecessary and weird in the frontcountry.

By the power of Leave No Trace principles, any food dropped on the ground cannot stay on the ground, meaning, it must be packed out or eaten. With seven days behind you and nine more looming ahead, packing out is not an option. Therefore, it's not unusual to enjoy your backcountry cooking garnished with dirt and leaves. I can't count how many times I've eaten food off the ground in the frontcountry and watched as my friends stared back in horror.

Speaking of food, we know where it comes from, but where does it go? Once you find some privacy behind a tree, 10 feet away from someone who was a stranger three days earlier, any semblance of comfort zones and TMI goes out the window. If you know someone who was on Leadership 1, you'll know that they can be way too comfortable discussing the nitty gritty of bodily functions. In the field, subtlety is useless!

Luckily though, in our travels we came across the finest outdoor plumbing in all of the Adirondacks: a prize-winning thunderbox. A thunderbox is simply a wooden box, positioned over a deep hole, into which you do your business. It's quite the luxury, after a long day of hiking, to be able to sit down whilst relieving oneself.

After a nine-mile day with full packs, all you want to do is relax, so you get very accustomed to crashing on any available surface. Dirt? Comfy. Leaves? Messy but warm. Rocks? It's better than standing. If you happen to see a student lying on the floor, or sprawled in the hallway, do not be alarmed: it is merely a Lead 1 student taking a break before their next class.

These are all long-term effects of our exposure to the elements, but be thankful you didn't witness our initial emergence from the field. It wasn't pretty.

We stumbled into Stewart's, blinded by the artificial lighting and smelling of 16 days of stank. The crowds parted as we shuffled, dumbstruck, towards the porcelain throne at the back of the store.

After using a door and a faucet and a toilet after so long without, we were exhausted and in need of refreshments. A cloud of stank descended over the ice cream cooler as we crowded around. So many choices! So many empty calories! After the initial shock, we went into emergency preparedness mode. No one walked out of the store with any less than three field cravings. Some bought burgers. Some bought chocolate. All bought ice cream.

Never again will we not appreciate ice cream, or sleeping past 6 a.m., or the lack of dirt in our food. Never again will we think of a moose and not laugh. Never again will we balk at the prospect of walking nine miles.

We may never be the same, but we will always be connected.



Winter Expedition

Margaurite Mosher, Student, Wilderness Education

As I sit writing this article, searching for the right angle to properly showcase our trip, my attention is drawn to the poster on the wall. “Risk,” it reads. “To conquer without risk is to triumph without glory.”

No other Wilderness Education trip exposes its students to such harsh elements for so long. Winter Expedition culminates in a six-day, late-January trip in the High Peaks of the Adirondacks, and it asks of its students a mental fortitude that no one else has asked of us before.

Preparation and planning for the trip was done during the fall 2017 semester. Three days before departure, we arrived back on campus. We had a day trip planned—a test run for gear and physical fitness. It was supposed to be easy: six miles at Stone Valley trail. We were towing sleds, each about 20 pounds, along with our 45-60 pound packs. Arriving at the trailhead, we realized we’d be breaking trail in a foot of new snow and unseasonably cold temperatures, no easy task.

This day trip was supposed to be a quick test run, but it became a source of self-doubt and apprehension for many. We struggled physically and mentally; overall morale was low, and everyone was exhausted and anxious. If we couldn’t do Stone Valley, how could we possibly handle the High Peaks? What have we done?

The first day entering the High Peaks was nerve-wracking. We’d all camped in snow before, but that was in March, not January. Fortunately, the day went rather smoothly. We got into the field and made camp with no hiccups. That night we fell asleep, wondering what part of this was so scary.

The next day we summited our first High Peak: Phelps Mountain. The trip up was pretty steep, with some near-technical climbing in spots, but we managed, each person shouting beta to the one that followed. The terrain required us to switch between snowshoes and crampons.

Summitting Phelps as a team prepared us for the days to come. We came together as a group for the first time, recognizing our collective strengths and weaknesses, and helping each other through the hurdles.

Day three brought the most breathtaking views of the entire trip. We trekked just under a half mile across Avalanche Lake. You forgot you walked on ice until you heard the occasional scrape of your snowshoe, but then you forgot again as you stared, wide-eyed and breathless. On either side, sheer rock faces rose up, unperturbed by the travelers below.

As day four began, we left camp, steadying ourselves for the summit ahead. Crossing the bridge at the tip of Lake Colden, we took a moment to look...up.

It’s not often that you can see your entire day laid out before you,



your elevation gain and the distance you’ll cover. Mount Colden loomed in the near distance, close enough to be achievable, but far enough and tall enough to be intimidating.

As we climbed, we fell into our own as a group, which doesn’t always happen on a trip only six days long. We’d found our rhythm.

We carved our path through the snow, each person going at their own pace, taking their own rest steps but still moving cohesively. It was a cacophony of movement, everyone moving to different beats, but all blending to one melody. We climbed and climbed.

Finally, we broke tree line. Climbing up the iced wooden ladder transported us to a different dimension, two worlds sewn together: one of snow and trees and sun, the next of ice and rock and wind.

After picking our way up, several members of the group turned back, knowing their limits. They conquered their fears and their pride, knowing when to call it a day.

Three of us continued onward. Often, stomping crampons into the ice wouldn’t gain any purchase, but simply shatter it, leaving bare rock and a sketchy placement. I couldn’t tell you how long we moved, but suddenly the rock flattened out, revealing the summit. You couldn’t see anything past the clouds and fog but a sea of pine blanketing the ridge.

We conquered our minds and our bodies on this trip. We seized control when our knees shook and our legs threatened to give in. When we feared failure, we fought harder. We held on, when every fiber of our beings said to let go, to give up. We risk it, because it’s worth it.

Wilderness Education Applied Learning Updates

Mark Simon was awarded The Bob, an applied learning grant, for Wilderness Leadership II's western expedition to Montana where students will participate in a 5-day trail-work and horse-packing training in the Bob Marshall Wilderness in addition to their 21-day expedition in Montana.

Adam Wheeler was awarded funding through the Lougheed Applied Learning Grant to obtain training to become a Certifying Instructor for the National Association for Interpretation. This certification is the industry standard worldwide for individuals who are seeking employment with parks, museums, nature centers, zoos, botanical gardens, aquariums, historical and cultural sites, and commercial tour companies. Housing this certification in the Wilderness Education program will allow for applied learning collaboration between Wilderness Education and other programs and departments school-wide.

Mark Simon worked with Friends of Azure Mountain to receive \$7,000 in grant funding via the Parks & Trails New York Grant for trail and facility improvements on Azure Mountain, which is a local service learning work site for the Wilderness Education program.

Public Health and Human Performance Student Honored with Chancellor's Award

Torie Keeton is a senior Community Health major from Waterford, NY who will graduate in May 2018 with a 4.0 grade point average and has begun work as an advocacy and research advisor for The Kennedy Forum in Washington, D.C. Torie is the president of Eta Sigma Gamma, SUNY Potsdam's chapter of the national professional honorary society in health education, and led campaigns to establish a tobacco-free policy on campus. Her career aspiration is to contribute to the creation and coordination of a comprehensive psychiatric system that more effectively covers, prevents, identifies, and treats behavioral health disorders through evidence-based means. As an undergraduate, she completed internships with The Kennedy Forum; Brown and Weiraub, PLLC; Mental Health America of New York State; and the National Alliance on Mental Illness in New York State.



Social Committee Report

Lisa Stewart

The SOE&PS Social Committee has held some events to help bring colleagues together during the academic year. When everyone is so busy, it's nice to come together and socialize. This past year we held a welcome back potluck luncheon in September. This event was well attended with the excitement of a new school year. October found us gathering for warm cider and doughnuts as the weather began to turn cooler and the beautiful leaves changed colors. In December, the Social Committee once again did Secret Santa as well as a SOE&PS Holiday Luncheon. Both events were enjoyed by many as our fall semester came to a close.

This year the Social Committee decided to do a year-long food drive for our campus food pantry. Quite a bit has been collected for our students since September. Lynn Hall led a Wellness Circle once a week for 30 minutes to do stretching and help relieve stress.

As we've begun the spring semester, we've enjoyed a luncheon on Valentine's Day in February as well as a "Make Your Own Salad" lunch in March. We look forward to ending our semester with a celebration for faculty members who are retiring. Many thanks to all those in SOE&PS who participate in these events.

Professional Development at the TCLC

Eudora Watson

"I have been utilizing the Writers' Block since my freshman year and I am still amazed at how much my writing has benefited from these sessions." -Keme Fofana

For those who aren't familiar with the Teacher Candidates Learning Center (TCLC), it provides SOE&PS students with professional development in writing instruction and in test prep for the NYS Teacher Certification exams. Testing and test prep sometimes get more than their fair share of attention, so I'm taking this opportunity to tell you about the really exciting work of the TCLC: writing instruction.

Through a partnership with the College Writing Center (now called the Writers' Block), SOE&PS offers the Sustained Tutoring Program (STP): Best Practices in Writing Instruction. If you are familiar with the work of the TCLC, you'll recognize the STP part of the name but might wonder about the "Best Practices" phrase. I've added it to reflect the professional development aspect of the program. Students who take part as "clients" benefit from the program, but the benefits of taking part in the program extend to the tutors as well.

Each semester, a graduate student who has received an assistantship through the Writers' Block plays a key role in helping to administer the program. This semester we are fortunate to have Elisabeth Marchbanks (Community Health '17 and a current MST Childhood Ed major) fill that role. Elisabeth's background in Community Health and her work in the MST program are an exciting combination. It can be intimidating for any student to walk into the Writers' Block for the first time, and Elisabeth sees the importance of ensuring that the students come into "a positive and welcoming environment." Through working in the program, Elisabeth has learned that "all students are unique. Their learning develops in different ways and at different rates. It's important as tutors and educators to meet the student at their current level."

The core of writing center practice is the foundational belief in communication between a reader and the writer—the writing conference—as the key to effective writing instruction. To be

completely simplistic, what works is "real readers" for our words who "give back in other words the impression . . . received." This idea was in fashion when I received my training as a writing teacher here at Potsdam, and I'm happy to see that it is coming into fashion again. No doubt many students now think this is an exciting new way to develop writing skills; I thought so myself in the late 1980s. However, the words I use above date back to the 1905 publication *A Course in Expository Writing* by Buck and Woodbridge.

The conference method of writing instruction keeps coming back because it works. I suspect it goes out because it is hard work. I asked Elisabeth what one thing she would like everyone to know. She replied, "Our tutors are eager and waiting with open arms to help their peers enhance their writing skills and develop strategies to take their craft to the next level." She considers the Writers' Block to be "one of the most beneficial resources for all students on campus." I agree. We're fortunate to have dedicated tutors who are energized by this work and will carry it into their classrooms.



Graduate Assistant Elisabeth Marchbanks, MST Childhood Ed (right), and Keme Fofana, Community Health (left), confer at the Writers' Block.

Education Students Receive Career Advice— and Job Offers—from School Administrators at TESA Conference

More than 100 SUNY Potsdam teacher candidates had the opportunity to meet with 34 school administrators, 26 of whom were SUNY Potsdam alumni, to learn about career opportunities and practice their interviewing skills at the 7th annual Teacher Education Student Association (TESA) Conference on March 24, 2018.

The administrators included school superintendents and principals who traveled to Potsdam from throughout northern and central New York, and from as far away as Albany and Rochester, to help students prepare to enter the job market. All of the administrators had job openings in their districts and spoke of an increasing shortage of teachers in all grade levels, especially in Special Education.

The conference was organized by TESA Advisor K. Chad Graham '03, Program Coordinator for the Undergraduate Education Program. Chad was assisted by TESA members, led by officers Jennifer Wilcox '18, President, and Molly Keefe '19, Treasurer.

School administrators who participated in the conference included:

Benjamin Barkley '00
Principal, Salmon River Elementary School

Karen Barnes '08
Morristown Central School

Monica Baron
Principal, Salmon River Central School

Mark Bennett '00
Principal, Potsdam Central High School

Thomas Burns '92
District Superintendent, St. Lawrence-Lewis BOCES

James Cruikshank '92
Superintendent, Norwood-Norfolk Central School

Kate Cruikshank '93
UPK-12 Principal, Hammond Central School

Mark Davey '84
District Superintendent, Champlain Valley Educational Services

Victoria Vissar Day '87
Principal, Gouverneur Elementary School

David Doe '95
PK-12 Building Principal, Morristown Central School

Megan Foster
PK-12 Principal, Hermon-DeKalb Central School

Loretta Fowler
Superintendent of Schools, Chateaugay Central School District

Jennifer Gaffney
Superintendent, Sackets Harbor Central School District

Joe Gilfus
High School Principal, Thousand Islands Central School District

Jerry Griffin '94
Superintendent, Malone Central School District

Michael Hayden '97
Superintendent, Clyde-Savannah Central School District

Timothy Heller '87
Grant Administrator; CSO, CIO, Registrar, Groton Central School District

Todd LaPage '03
Principal (7-12)/Director of Special Education, Brushton-Moira Central School

Nicole LeBeau
PK-6 Principal, Heuvelton Central School

Jennifer Lynch '00
Assistant Principal/CIO, Brushton-Moira Central School

F. Scott McDonald '94
Principal, William H. Golding Middle School, Cobleskill-Richmond Central School District

Reggie McDonald
Director of Special Education, Champlain Valley Education Services, Plattsburgh, NY

Christopher Nicol '98
Director of RTI and BBIS, Clyde-Savannah Central School District

Jonathan Parks '85
Superintendent of Schools, Saranac Central School District



Duane Richards '90

Principal, Jefferson Elementary School, Massena, NY

Jason Ring '96

Assistant Superintendent for Personnel, Watertown City School District

Brenna Snider '16

Jefferson Elementary School, Massena, NY

Robert Stewart '96

Superintendent, St. Lawrence Central School District

Christopher Todd '92

District Superintendent/Executive Officer, BOCES-Oswego County Board of Cooperative Educational Service, Mexico, NY

Kristin Towne '96

Assistant Principal, Salmon River High School

David Treharne '83

Assistant High School Principal/CSE Chair, Auburn Enlarged City School District

Peter Turner '89

Superintendent of Schools, Carthage Central School District

Daniel Valenzuela '11

Principal, Champlain Valley Educational Services, Plattsburgh, NY

Mark White

Superintendent of Schools, Hermon-DeKalb Central School

Conference breakout sessions were presented by Anthony Betrus '93, Pamela Charleson '08, Vanessa Hahn '06, Becky Henderson-Howie, Meaghan Janovsky '06, Justin Loeber, Tammy Madeja, Nancy Mashaw '89, Stephanie Ranger '11, Evan Seitz, Janine Sullivan '08, and Erica Weems '02.



Updates from the Department of Elementary Education

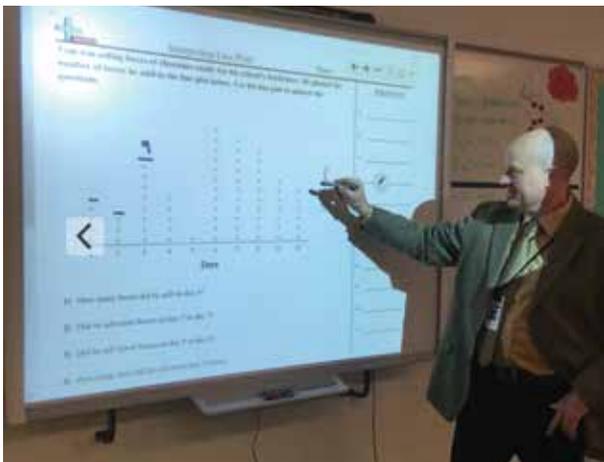
The Department of Elementary Education has been busy this past year. Our faculty members remain involved and committed to improving the quality of teacher preparation.

In December 2017, Sergei Abramovich acted as a reviewer of a PhD dissertation “Hidden and Self-excited Attractors in Radio-physical and Bio-physical Models” at the invitation of faculty of Information Technology, University of Jyväskylä, Finland and served as a program committee member at the 10th Workshop on Technology Enhanced Learning by Posing/Solving Problems/Questions at the 25th International Conference on Computers in Education, Christchurch, New Zealand.

Members of the Childhood/Early Childhood program have been working on redesigning the block field schedule and aligning it with an extended clinical practice model.

Victoria Hayes, MST Childhood Program Coordinator, and Chad Graham, Childhood/Early Childhood Program Coordinator, are serving as faculty liaisons as part of the new Student Care Initiative. The first meeting was held April 9, 2018. The Student Care Group has been created to bring together faculty and staff who desire greater communication and understanding regarding the resources available to assist students. Vicki, Chad, and other members of the School of Education attended the Enhancing Resilience Conference on April 27, 2018 at Onondaga Community College, a conference that promotes healthy campuses.

This past fall, Julie Reagan conducted professional development workshops focused on higher-order questioning techniques for the Hermon-Dekalb School District. Additionally, she continued her role as Director of the Teacher/Leader Quality Partnerships Grant.



Darwin Cooley '18

Musings from an MST Childhood Education Student Teacher Candidate, Jefferson Community College Campus

Darwin Cooley '18

When teachers collaborate, good things happen. At Antwerp Primary School in Indian River Central School District, working with my sponsor teacher and her colleagues has shown me that our peers in education help us maintain our own motivation, compare performance of students, share problems, discuss possible solutions, and support each other. We are often, if not always, in pursuit of the same goals with our students and talking about the same or similar problems. Having strong relationships with our peers can only help maintain our energy, focus, drive, and motivation to succeed. In teaching, we must ask of ourselves the very same things we ask of our students. Stay positive. Stay focused. Persevere through challenges. Put in the effort, even when we feel that things are not going as well as we imagined in our planning or not keeping pace with the expectations and performance standards that guide our instruction. I had an instructor describe teaching as “a war.” I can now see how this description holds. Each day we fight battles to help our students gain ground in numeracy, literacy, and social, emotional, and organizational performance. We might have differing opinions with administrators or other support services (AIS Reading/Math, OT, PT, Speech, Specials, Counseling, etc.). We have calls from parents, special activities, and trainings, all while trying to hold on to our mission in advancing our students and maintaining our routines. It is a war, but it is so worth it! And the relationships we have with our peers and students are perhaps some of our best weapons in winning the battles that we fight every day. If we help each other maintain our focus, effort, and positive vibe, we hopefully claim victory at the end of each school year, and then we get to do it all over again.

Okay, so what I wrote above sounds like a big lovefest where we all sing “Kumbayah” together. But working with my sponsor teacher has shown me that the small stuff matters. One teacher goes to the store and buys snack for others. Another coordinates a second grade activity, such as snowshoeing. Teachers share in the work all of the time. And I can’t imagine what it feels like when you don’t have a culture like this. It must make fighting the “war” feel like drudgery, or “why bother” because “it’s so not worth it.” This aspect of culture is what can make a very hard job much, much harder or make it one of the most rewarding experiences ever for those brave enough to choose this field of work. I know now that relationships can be the difference between success and failure as an educator.

MST Childhood Student Brings BEAR Pride to A.A. Kingston Middle School

Daniel H. Bronson, Sports Information Director, and Victoria O. Hayes, MST Childhood Program Coordinator

MST Childhood student Jessica Harvey, Bears Assistant Hockey Coach, a Norfolk native, and alum of Harvard University and its women's hockey team, organized a visit to her student teaching placement at A.A. Kingston Middle School for the women's hockey players. Jessica completed her Master of Science in Teaching (MST) at SUNY Potsdam in January 2018.

Four SUNY Potsdam women's hockey players spent Friday morning at A.A. Kingston Middle School. Sophomores Lucy Condon (Kitchener, Ontario/Waterloo Ravens) and Shelbi Thacker (Chesterfield, Mich./Honeybaked) and freshmen Keira Thacker (Oakville, Ontario/Hamilton Hawks) and Alexis Clark (Niagara Falls, NY/Buffalo Bisons) interacted with students in the sixth grade reading room.

The Bears spoke to students about being student-athletes and the importance of academics. Each player brought an individual book or one from a series that they enjoyed during middle school to share with the students.

Potsdam Central School is also involved in the Positivity Project districtwide. The program was started by two veterans in order to empower "America's youth to build strong relationships by seeing the good in themselves and others." For two weeks, PCS and AAK focused on the character trait of perseverance. The Bears also spoke about perseverance as it's an essential quality for successful student-athletes.



Jessica Harvey '18



“Surviving and Thriving” During Student Teaching

Toree M. Donnelly '17 and Kira K. Weiselberg '17
MST Childhood Education Program

As part of the Student Teaching Seminar in January 2018, the Center for School Partnerships and Teacher Certification ran a seminar workshop called “Surviving and Thriving: Advice from Former Student Teacher Candidates.” As two former teacher candidates, we were given the opportunity to spend an hour with the next group of candidates and to share the most important information and our personal advice with them. Topics included teacher certification exams, such as the edTPA, Content Specialty Test, and the Educating All Students test. In addition, we discussed SUNY Potsdam requirements such as the Student Teaching Assessment (STA), along with the 16-week student teaching experience itself. Some important takeaways from the workshop were to communicate with your sponsor teachers, communicate with administration and other staff, avoid procrastinating on assignments such as the STA and edTPA, and most importantly, have fun and experiment with new teaching styles and techniques! We stressed the importance of experimenting and starting to develop and refine an individual teaching style. The workshop concluded with a question and answer session, which included vibrant discussion.

This workshop helped upcoming student teachers feel more at ease and ready to tackle student teaching, complete exams, and become certified teachers. Some of the candidates expressed their worries about the amount of work required from the program and the increasing demands of Teacher Certification exams. Hearing former student teachers’ experiences with student teaching and certification exams was calming and reassured the students that their efforts will pay off. This innovative learning experience allowed us to share our most important advice with our peers and gave the student teacher candidates an outlet to ask their most pressing questions. This also gave us, as former teacher candidates, an outlet to reflect on our past experiences with the MST Childhood program. This workshop was a helpful way for the teacher candidates to become prepared for the next big step in their teacher training and in their careers!



Toree Donnelly and Kira Weiselberg

Block II Presents!

Susan Stacy

The Elementary Education Department Block II students were presenters at this spring’s Early Childhood Brain Development Conference: Spring Fling, held on April 16 at the Knowles Conference Center. Groups of students worked throughout the semester to develop theme-based projects that integrate literacy, music, art, and movement. Each group presented to an audience of students, instructors, teachers, and parents who were in attendance. The presentations were a huge success, contributing tremendously to the conference.



Early Education Brain Development at Spring Fling

Cindy Wells

Have you ever wondered just how much of an impact early experiences have on lifelong brain development? During an annual Spring Fling professional development evening held in Knowles Conference Center on April 16, participants explored this concept. Using a model from Harvard University, participants created models of brains based on early events and experiences during a session entitled “Brain Architecture” (<https://developingchild.harvard.edu/science/key-concepts/brain-architecture/>). In addition to learning how positive and negative incidents in a child’s life affect the developing brain, sessions were offered by Elementary Education Block II students to provide active learning experiences and ideas on how to support early childhood literacy through arts, literature, music and play. Participants found the evening to be extremely valuable. When asked to share their thoughts on the event, comments were overwhelmingly positive, with participants who felt the experience was “excellent and important” and that “much was learned from this engaging and collaborative workshop!” Others “loved the hands on and table interaction” and thought that the event “really demonstrates the importance of a strong support base.”

The Sheard Literacy Center, in collaboration with SUNY Canton, the Northern Region Early Childhood Direction Center, Capital District/Northern Region, St. Lawrence Childcare Center, Fidelis Care, Canton-Potsdam Hospital and Lakeshore Learning, sponsored this event, which also included many local exhibitors.



SUNY Potsdam Students Pay It Forward

Susan Stacy

Block II students from the Department of Elementary Education, placed at Lawrence Avenue Elementary School in Potsdam, “paid it forward” in a big way on March 27. To show their gratitude for the welcome they received from the students and staff during their practicum experience, they collected a wide variety of food products that were contributed to the school’s Backpack Program, which sends food home with several children over weekends and vacations. Their contributions were greatly appreciated.



Reaccreditation of our Educator Preparation Programs (EPPs): Making It Happen through External Peer Review

Dr. Deborah Conrad, Interim Associate Dean

Education departments in the School of Education & Professional Studies are mid-cycle in the 7-year process of reaccreditation. Faculty in departments offering a teacher preparation program have been reviewing their performance-based assessments to validate the quality of the programs offered. Over the next six months, faculty members will complete program reviews through Specialized Professional Associations (SPA) reports for submission to their professional organizations in their disciplines. This is an examination of the content-specific measures based on the individual professional association standards. These reviews will document the way in which our assessments are used to track knowledge, skills, and professional dispositions. SPA reports will be submitted for both initial and advanced teacher preparation programs, the first step in the accreditation process. Feedback for these reports are expected in January 2019. Successful submission of our SPA reports will lead to national recognition of the programs.

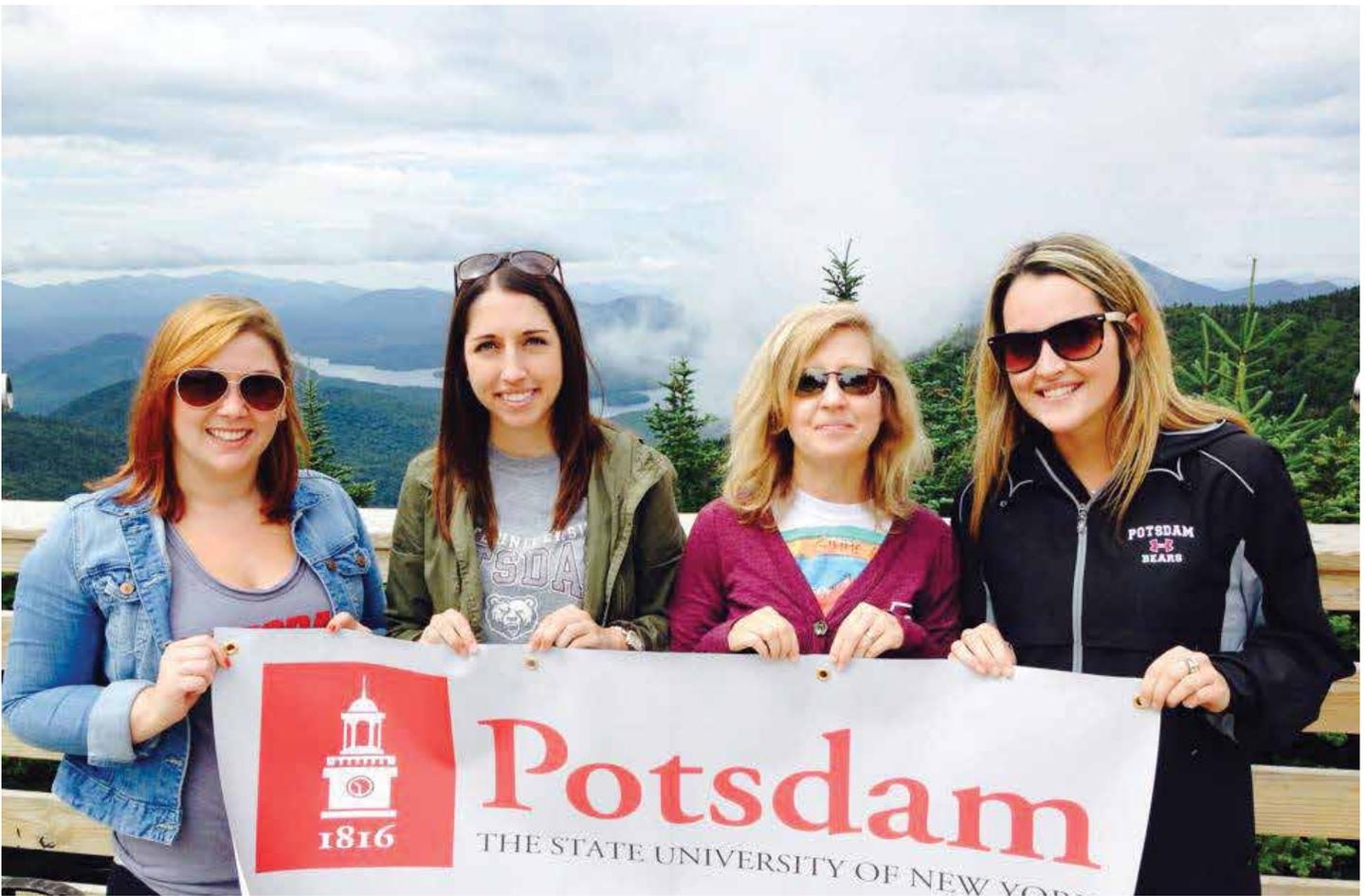
Continuing in the next school year, the process to achieve national accreditation and program review through the new accreditation body, the Council for the Accreditation of Educator Preparation (CAEP), will require a tremendous amount of time and energy from our faculty. Each teacher preparation program (initial and advanced) will contribute to a self-study that explains how our Educator Preparation Program (EPP) is meeting the CAEP standards. CAEP is the new accreditation body as a result of a consolidation of the National Council for

Accreditation of Teacher Education (NCATE) and Teacher Education Accreditation Council (TEAC), becoming the only accreditation body for teacher preparation programs in 2016. The CAEP standards and components seek to promote excellence in educator preparation through a focus on content and pedagogical knowledge, clinical partnerships and practice, candidate quality, recruitment and selectivity, and program impact on P-12 student learning. For each of these components, our departments must demonstrate that we maintain a quality assurance system of valid data and solid evidence that our graduates are “competent and caring educators” and that this culture of valid data and solid evidence leads to continuous improvement.

An important feature will be to demonstrate how our stakeholders, including alumni, employers, school and community partners, are involved in program evaluation, improvement, and identification of models of excellence. As our programs move through this process, we will be seeking the help of our public-school partners and alumni to help us “tell our story” about the work we do, to our peer review team. The CAEP team visit is expected in fall 2021. We encourage you to become allies and collaborators as we seek to effectively demonstrate the quality of our programs. Our hope is to receive a positive endorsement for reaccreditation as is our tradition and experience since 2002, 2008, and 2014 with the National Council for Accreditation of Teacher Education.



This creative display on the second floor of Satterlee Hall is an example of the reimagined arts integrated narrative (R.A.I.N.) project assignment in Literacy Education in the Arts Discipline. Visual arts education students, Jenn Beaudoin, Autumn Mann & Amanda Dillon and music education students Gretchen Roeder & Kristen Willman collaborated to reimagine Maurice Sendak's classic, Where the Wild Things Are, in Dr. Sheryl Scales EDLS 307 course. Come over and take a look-see!



How Can You Contribute?

Please consider making a contribution to the School of Education and Professional Studies.

Contributions to the School of Education and Professional Studies are welcome and very much appreciated. Financial support from individuals and organizations is critical to the School's ability to continue providing an exceptional educational experience for our students.

We are grateful for contributions that allow the School to provide students with scholarships for undergraduate and graduate students and to enhance the School's academic departments, the Sheard Literacy Center, the O'Shaughnessy Center for Assistive Technology, and the Mathematics and Science Education Center, to name a few.

To make a secure online gift, please visit <https://secure.potsdam.edu/giving/>. Please be sure to indicate how you would like to designate your gift. Contributions may also be made through a gift of stock, and you may also choose to include the Potsdam College Foundation/School of Education and Professional Studies in your will.

For more information on ways to financially support the School, please contact the Office of College Advancement at (315) 267-3253 or email invest@potsdam.edu. Or, you may make a secure online gift at <http://www.potsdam.edu/giving/waystogive> or send a check made payable to the Potsdam College Foundation to:

Potsdam College Foundation
SUNY Potsdam
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Potsdam, NY 13676

Thank you!

SCHOOL OF EDUCATION AND PROFESSIONAL STUDIES AWARDS

Business Administration Department

William J. Amoriell Scholarship

Emilie Hess

Business Administration Scholarship

Emilie Hess

Departmental Scholars

Ryan Duquette

Emilie Hess

Victoria Hocking

Christy McCombs

Brianna Rodda

Ellen Rogan

Kyle Thacker

Shannon Wagner

Excellence in Accounting

Paul Dougall

Excellence in Finance

Ryan Duquette

Excellence in Management

Ellen Rogan

Excellence in Marketing

Mckenna Middlebrook

Center for School Partnerships and Teacher Certification

Frances Leitzell Award

Toree Donnelly

Emily Gugliotta

Curriculum and Instruction Program

Outstanding Masters in Curriculum & Instruction Student

Sara Sinnigen

Alfred W. Santway Scholarship

Allison Fountain

James Walter & Ruth Johnson Scott Student Scholarship Graduate

Brittany Bausinger

Elementary Education Department

Harry F. Brooks '68 North Country Educator Scholarship

Sophia Rusaw

Carbary Scholarship

Gabrielle Slate

Dorothy B. Carpenter '34 Memorial Scholarship

Abdul Diallo

Sodelys Hilario

Anna Lin

Michaela Nissen

Michele Christy Memorial Scholarship

Miranda Brenon

Michelle Terrance

Vernice Ives Church '61 Scholarship

Caitlin Stepanek

Class of 1953 Scholarship

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Jessica Worthington

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Evans-Cummings '83 Scholarship

Rachel Ellingsworth

Kathleen Strobeck Fales '44 & Allen R. Fales Scholarship

Jennifer Wilcox

William Flynn Teacher Preparation Scholarship

Ashley Barr

Krista Fordham '08 Master's in Education Scholarship

Brianna Inman

Marian Lee Frazier, Class of 1940 and Lulu M. Lee Scholarship

Natalie Pesold

J. Stuart Hobkirk Memorial Award

Caitlin Ashley

Karleen Brown Jones '56 School of Education Scholarship

Lauren Bilardello

Lauren Vedete

Elizabeth "Betsy" Burgan Northrop Class of 1961 Scholarship

Macayla Carron

Eola Pitz Memorial Scholarship

Shawna Booth

Peter & Tina Santimaw Radding Scholarship

Brittany VanTassel

Cecelia Alton Rock Scholarship

Caitlin Stepanek

Alfred W. Santway Scholarship

Emily Switzer

Evelyn Perley Schmidt '35 Scholarship

Tara Shetsky

**James Walter & Ruth Johnson Scott Student Scholarship
Undergraduate**

Diana Fitzwilliam

**James Walter & Ruth Johnson Scott Student Scholarship
Graduate**

Erica Steele

Mildred Pierce Wark '26 Memorial Scholarship

Shawna Booth

Weatherup-Holland Teacher Scholarship

Janet Beaudin

Inclusive and Special Education Program

Thomas "Tommy" Bickford Memorial Scholarship

Andrea Crow

Lorraine Mader Bryner Memorial Scholarship

Andrea Crow

Gerard Jemison

Dorothy B. Carpenter '34 Memorial Scholarship

Andrea Crow

Alfred W. Santway Scholarship

Douglas Scoville-Upham

Outstanding Stewardship Award

Kady Hart

Information, Communication and Technology Program

Award for Outstanding Interactive Media Production

Justin Toombs

Award for Outstanding Instructional Design

Donnita Firnstein

Award for Outstanding Research

Zachary Bower

Sara DeBerry

Shawn Ramos

Jennifer Yeager

Award for Outstanding Video Production

Tom Benedetto

Literacy Education Program

Winton H. Buddington Award

Emily Drake

Dorothy B. Carpenter '34 Memorial Scholarship

Miranda Barbur

Susan H. Dierks '75 Scholarship

Alexis Currier

Outstanding Literacy Education Student

Olivia Roggie

Shantelle Williams

Alfred W. Santway Scholarship

Amy Goldberg

**James Walter & Ruth Johnson Scott Student Scholarship
Graduate**

Danielle LaMere

Public Health and Human Performance Department

Departmental Scholars

Rachel Barnhart
Emily Godin
Taylor Marcellus
Rachel Pridell
Danielle Russell

Outstanding Community Health Student

Franchesca Trombley

Outstanding Exercise Science Major Student

Nathaniel Skidmore

Neil Johnson Award for Excellence

Ann Reeves

Dr. Neil & Mrs. Marilyn Johnson Scholarship

Mary-Lynn Glenn

Martinez/Community Health Internship Scholarship

Rachael Cooke

Susan Cancilla Witkowski '70 Endowed Internship Scholarship

Meghan Dougherty

Wilderness Education Leadership or Adventure Track Award

Gabriel Carbone
Abbey Chimileski
William Scofield
Nelson Torres

Secondary Education Department

Departmental Scholars

Emily Lemen
Lily Malloy

Kenneth H. Campbell Scholarship

Makayla Cruikshank

Carbary Scholarship

Makayla Cruikshank
Abigail Sexton

Dorothy B. Carpenter '34 Memorial Scholarship

Lauren Liberatore
Chance Phillips
Arielle Stewart

Anne Stephen Cook '60 Scholarship

Katrina Martin

Evans-Cummings '83 Scholarship

Cashlynn Jagers

Dorothy M. McGeoch Memorial Graduate Student Award

Fresia Martinez-Olivera

Alfred W. Santway Scholarship

Emily Cambridge
Megan Kent

James Walter & Ruth Johnson Scott Student Scholarship Undergraduate

Logan Drake

James Walter & Ruth Johnson Scott Student Scholarship Graduate

Christianne Gray
Deana Renwick
Shami Wells

Kathleen M. Sipher Memorial Scholarship

Nicholas Sundberg

Rebecca V. Sheard Literacy Center

Thomas J. and Patricia Ruggiano Schmidt Outstanding Mentor Award

Caitlin Ashley
Rachel DiPasqua
Morgan Morse
Gabrielle Slate

Claire Freedman Koshar '56 & Martin Koshar Writing Internship Program

Lindsey Maroun

School of Education and Professional Studies

Annual Fund Scholarship

Kathryn Beagle
Kati Bonilla
Logan Drake
Allison Fountain
Gerard Jemison
Jenna Kesner
Mallory Norton
Megan Snow
Michelle Terrance
Alicia Twoey
Ciara Vancour

School of Education Alumni Board's Promising New Teacher Award

Christopher Clark

Jerry and Catherine Welsh Scholarship

Bailey LaBarge



