As I complete my second year as Dean of the School of Education and Professional Studies, I am very proud of the ongoing accomplishments of the School’s students, faculty, and alumni.

This continues to be a challenging time to be in the profession of teacher preparation. Given the sluggish economy, many school districts are cutting back their teaching staffs. In New York State, there are many changes in state education regulations underway, from new student learning standards (Common Core), to new teacher certification assessments, to new teacher and school leader evaluation frameworks. In the face of these challenges, SUNY Potsdam remains steadfast in its commitment to preparing the best possible teacher candidates.

The faculty and staff in the School of Education and Professional Studies remain very active, as evidenced by the wide variety of reports and articles included in this year’s newsletter. In addition to departmental and individual updates, you will find a number of interesting articles contributed by our teacher education faculty as well as others that describe our students’ experiences attending conferences and participating in other professional activities. We are quite proud of all that our students are able to accomplish.

The School of Education and Professional Studies includes growing programs in Business Administration and Community Health. You will find articles on business faculty travel experiences, Community Health research projects, wilderness leadership (a program in our Community Health department), and reflections on success from a Community Health student.

I especially wish to thank alumni for their continued support for student scholarships, as well as for important school initiatives such as the Sheard Literacy and Math and Science Education Centers. Your ongoing contributions allow us to maintain a level of excellence in light of shrinking state funding. In these uncertain times, all of us who hold SUNY Potsdam dear to our hearts need to join together for the benefit of our current and future students. ■
School of Education and Professional Studies Awards 2012

CENTER FOR SCHOOL PARTNERSHIPS AND TEACHER CERTIFICATION

Outstanding Canadian Administrator Award
Michelle Corbett, Principal
St. Patrick Catholic School
Ottawa Catholic School Board

Outstanding U. S. Administrator Award
James Cruikshank, Principal
A.A. Kingston Middle School
Potsdam Central School District

Outstanding Community Health Student
Neil Johnson Award for Excellence
Megan Fulton

Chancellor's Award for Student Excellence
Travis Crickard

The Santaferra/Community Health Internship Scholarship
Tewentahwin'ha' Cole
Kaci Williams

Wilderness Education Leadership Awards
Christopher Deck
Ben LaValley

OUTSTANDING SPONSOR TEACHERS

Outstanding Canadian Teacher Award
Marnie Rickman
Grade 5 Teacher
Monsignor Paul Baxter Catholic School
Ottawa Catholic School Board

Outstanding U.S. Teacher Award
Adrienne Hartman
Grade 2 Teacher
Madison Elementary Teacher Massena Central School District

Outstanding Partner School
Lisbon Central School District

Leitze Award
Kathleen Cookley Ba
Kevin MacLellan
Kristin Phelps

BUSINESS ADMINISTRATION

Departmental Scholars
Pamela Griffin
Erin Higgins
Darren Landry
Joshua Mowery
Anna Panzetta
Kyle Rizzo
Jing Ruan
Shravan Seetharaman
Kevin Cuneo-Tomasi

Excellence in Accounting
Darren Landry
Jing Ruan
Excellence in Finance
Anna Panzetta

Excellence in Management
Kyle Rizzo

Excellence in Marketing
Joshua Mowery

COMMUNITY HEALTH

Departmental Scholars
Cassandra Hamilton
Kendra MacClurg
Samantha Paige
Natalie Stoddart

Outstanding Community Health Student
Megan Fulton

Neil Johnson Award for Excellence
Zachary Juliano

Chancellor's Award for Student Excellence
Travis Crickard

The Santaferra/Community Health Internship Scholarship
Tewentahwin'ha' Cole
Kaci Williams

Wilderness Education Leadership Awards
Christopher Deck
Ben LaValley

CURRICULUM & INSTRUCTION, B-6

Departmental Scholars
Early Childhood Education
Stephanie Potter

Childhood Education
Morgan Siddon

Childhood/Early Childhood
Mary-Katherine Brozzo
Jennifer Colon
Sarah Corcoran
Kayla Grant
Kathleen Guiney
Christine Li
Wendy MacCue
Kaitlyn Murdock
Rhonda Nofsier
Jessica Savage
Katelynd Schmidt
Olivia Tyler

Harry F. Brooks '68 North Country Educator Scholarship
Courtney Tripp

William J. Amorilli Scholarship
Kellise Jensen

Carbary Scholarship
Alisha Courtney
Kearstin Petro

Michele Christy Memorial Scholarship
Catherine Donohue
Cassondra Perry

Vernice Ives Church '61 Scholarship
Victoria Hamilton

Class of 1951 Scholarship
Chantelle Cayea

Class of 1953 Scholarship
Stephanie LaShomb

Evans-Cummings '83 Scholarship
Schally Washburn

Susan H. Dierks '75 Scholarship For Early Childhood Education
Rhonda Nofsier

Richard C. & Joy (MacDonald '58) Dorf Family Scholarship
Kayla Grant

Florence M. Dowd Scholarship
Alexandra Downs

Kathleen Strobeck Fales '44 & Allen R. Fales Scholarship
Olivia Tyler

Krista Fordham '08 Master's in Education Scholarship
Tim McIntyre

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

Betty Jane Paro Golding Scholarship
Andrew Bell

Evelyn Timmerman Kelsey Scholarship
Traci Brewer

Elizabeth "Betsy" Burgan Northrop Class of 1961 Scholarship
Sarah Adams

Eola Pitz Memorial Scholarship
Stephanie Lashomb

Camilla Ray Scholarship
Kearstin Petro

Cecelia Alton Rock Scholarship
Jessica Smith

Alfred W. Santway Scholarship

Camilla Ray Scholarship
Kearstin Petro

Evelyn Perley Schmidt '35 Scholarship
Krisa Metz

James W. & Ruth J. Scott Student Scholarship
Juliana Brush
Samantha DiPietro

 Mildred Pierce Wark '26 Memorial Scholarship
Christine Li

 REBECCA V. SHEARD LITERACY CENTER

LITERACY

Winton H. Buddington Reading Scholarship
Hollie Lynch

Peg Cullen Scholarship
Elena Blakesley

Promising New Teacher Award
Nicholas Trombley

SPECIAL EDUCATION

Special Education Award

William Q. & Patricia B. Davis Scholarship

Outstanding Mentor Award
Ashley Frank
Alison Grovine
Kellise Jensen
Miriam Johnson

School of Education & Professional Studies Awards 2012

SECONDARY EDUCATION

Departmental Scholars
Amanda Barr
Autumn Carey
Tim Ciampa
Maira Engelhardt
David Francisco
Heather Horning
Brad LaPoint
Cara-Leigh Recker
Maria Rotondo
Nicholas Trombley

Peg Cullen Scholarship
Angela DaPolito
Margaret Whalen

William Flynn Teacher Preparation Scholarship
Brittany Denner

Gary & Deborah Diefendorf Hind Scholarship
Briana Teele
Jon Schwencke

Kathleen M. Sipher Memorial Scholarship
Amanda Barr

Annual Fund Scholarship
Cassandra O'Brien-Bates
Kelly Davison
David Francisco
Erin Higgins
Kathryn Liscum
Ernest Martley
Kaci Williams

Dorothy M. McGeoch Memorial Graduate Student Award
Bryan Hoey

Successful New Teacher Award
Nicholas Trombley
Several Childhood/Early Childhood Majors Attend the AMTNYS Fall Meeting in Rochester New York

A group of 8 Childhood/Early Childhood Majors and 12 Secondary Education Mathematics Majors attended the 61st Annual AMTNYS Fall Conference in Rochester NY. Teacher Education clinical faculty, Becky Duprey and Donald Straight as well as Blair Madore from the Mathematics Department attended the conference with the students. The students and faculty were able to attend 2 full days of quality professional development seminars on topics that ranged from basic number sense to Smartboard technology to a hands-on approach to teaching fraction operations with manipulatives for understanding.

Becky Duprey presented "Fractions Can Make Sense". This thought provoking session showed how to use homemade manipulatives to teach operations with fractions. It emphasized how to deeply understand the operations and why they work.

Dr. Madore, serving as a College Level Representative on the AMTNYS executive board, conducted a meeting of college level faculty at the conference and reported on this to the executive board. He also had the privilege of attending more than 4 hours of executive meetings. Dr. Blair Madore addressed as Pythagoras and presented “The Pythagorean theorem – as you’ve never seen it before” with co-presenter and Alumna Jillian Dunkleberger. This hands-on session emphasized a multitude of age appropriate ways to prove this famous theorem.

Dr. Jim Matthews, from Siena College, presented the keynote address. He talked about changes in the state curriculum and tests over the years. He demonstrated how our system was beating all the natural curiosity and creativity out of the students. He encouraged teachers to resist senseless change.

Students Kathryn Levesque, Suzanne Landry and Matt Leifeld, with direction from Dr. Victoria Klawitter, presented "A Plethora of Perplexing Problems". This excellent session picked up the theme of Dr. Matthews keynote and demonstrated how participation in the American Mathematics Competitions is one way to help keep the creativity and challenge in mathematics for students.

Alumna Jillian Dunkleberger, with Dr. Madore as a co-presenter, presented “The Search for me Buried Treasure”. This session focused on constructions and locus and how to create a pirate treasure hunt that makes students practice these skills.

Jonathon Easton, a student of Dr. Sergei Abramovich presented "From New York to Florida using Spreadsheets: Teaching Ideas for second grade mathematics".

In addition to the many mathematical sessions, there was ample opportunity for social networking. Students and faculty were able to reconnect with several SUNY Potsdam graduates. The most exciting non-mathematical event was SUNY Potsdam’s first entry in the dance contest. A collection of students, led by Olivia Tyler, developed a routine that included small parts for Becky Duprey and Blair Madore. Surprisingly, we won! Not surprisingly, Olivia Tyler, won the MVP award.

Funding for this trip was provided by the Faculty of A&S, Faculty of E&PS, Department of Secondary Education, Department of Curriculum and Instruction Birth to Grade 6, and the Department of Mathematics. Thanks are due for their incredible support.

Faculty Participants

Becky Duprey, Department of Curriculum and Instruction, Birth to Grade 6

Dr. Blair Madore, Mathematics Department

Don Straight, Chair of the Secondary Education Department

Student Participants

Samantha Batcheller, Travis Bogart, Cody Campbell, Angela Dapolite, Alexandra Downs, Briana Dougherty, Colleen Flaherty, Paul Gordon, Amanda Hunkins, Julie Koehler, Sue Landry, Samantha Larson, Jisun Lee, Matt Leifeld, Kathryn Levesque, Alex Murray, Jessica Obercon, Katelynd Schmidt, Sarah Thisse, Olivia Tyler.

After the dance competition
Collaborative Book Review by GRDG 625: Using Technologies to Teach Literacy

(This article was collaboratively written on GoogleDocs by Dr. Marta Albert, Department of Literacy Education, and students: Kayla Fletcher, Andrea Miller, Hannah Widrick, Tiffany Maynard, Nicole Horton, Brandi LaRue, Malinda Schaefer.)

Alone Together: Why We Expect More from Technology and Less From Each Other

by Sherry Turkle, Basic Books, 2011

Do the ideas of Second Life teacher-avatars and ‘smart’ classrooms intrigue and inspire you? Or are you left with a chill when you consider face-to-face time with students replaced by Facebook-time? Wherever you land as an educator in relation to these ideas, we think you’ll find Sherry Turkle’s recent book, Alone Together: Why We Expect More from Technology and Less From Each Other, a fascinating — if troubling — read.

As part of a graduate Literacy Education course that focuses on uses of new media and technologies to support literacy development, we spent the first five weeks of the Fall 2011 semester analyzing Turkle’s text. Our group finished Alone Together ready both to embrace, and question, new technologies as part of our professional roles. We offer this collaboratively written review to share some of Turkle’s key claims and our responses to them. Our hope is that we inspire educators, parents, and others who are part of the School of Education and Professional Studies community to read this book and continue the conversation.

Trained as a psychologist, Sherry Turkle is a professor of Social Studies of Science and Technology at the Massachusetts Institute of Technology. She is the renowned author or editor of seven books, including The Second Self: Computers and the Human Spirit (2005) and Life on the Screen: Identity in the Age of the Internet (1997). In Alone Together, she took on the challenge of researching advanced technologies to share insights from all generations, exploring in detail the converging worlds of social robotics, artificial intelligence, and social networking, with a focus on the ways they are affecting child and youth development.

As we examined her arguments and examples, we quite often found ourselves in intense debate. We questioned the significance of some of her findings (e.g., “Were Furbies really that important in your childhood?!”) and weighed the evidence presented about issues such as the relative risks and benefits of teens’ social networking practices. With a touch of irony, we did all of this while aware of cell phones vibrating in our handbags and backpacks to inform us of new text messages. These were (mostly) beyond our attention during official class time, yet it was clear they were part of the experience Turkle refers to as being “always on.” Always ready to multi-task, we blogged about the book between class meetings, using our posts, links, and comments to extend discussion, share personal experiences, and exchange resources.

Alone Together begins with a broad overview of the book’s themes centered around notions such as these: Where are we headed as a society as we find our internal and social worlds increasingly mediated by our virtual connections? How is this affecting our socialization of children, especially if they are running ahead of adults in their uses of technology? Turkle begins, “[Today’s] young people are among the first to grow up with an expectation of continuous connection: always on, and always on them … they are among the first to grow up not necessarily thinking of simulation as second best.” She continues, “All of this makes them fluent with technology but brings a set of new insecurities … They are connected all day but are not sure if they have communicated … These seem the gathering clouds of a perfect storm (p. 17).” Turkle’s tone is serious, and, at times, quite somber, although she also appreciates many of the things offered by new technologies. She urges us to understand the current moment through the complex lens of history, sociology, and psychology, and not merely in terms of technological advances.

Part One, entitled “The Robotic Moment: In Solitude, New Intimacies,” includes several chapters with names such as “Alive Enough” and “True Companions.” Turkle draws on her own research and many other studies that have examined interactions between people and sociable robots. This seemed to be the most shocking section of the book for the majority of our class. To be alive enough in a child’s mind indicates that a toy robot, such as a Furby or a Tamagotchi, is “alive enough” to care for. We give ourselves expectations to nurture an object that seems capable of having feelings and needing us. Yet, the robot is programmed to perform behaviors that seem like giving care or expressing a need for care. If such performances are good enough for many who interact with the robots (children and the elderly, in the studies Turkle examined), what does this imply about our expectations of one another?

“True Companions” looks into this question in detail. In this chapter, Turkle explains how some individuals feel that having a robot for a companion may meet their expectations and needs compared to having a human as a companion. She wonders what the best balance might be for children and youth as far as human contact and experience, and interacting through technology. Over time, for instance, will we begin to settle for a machine that will tell us what we want to hear, and listen without confrontation and discomfort? After reading through the first few chapters, we came to a realization that robots have been around for many years, and each time new technologies arise, smart robots become smarter. With these robots, we are capable of making work easier because robots can be programmed to think and respond how humans want and expect. The closer we are to creating robots that think and act like us, the easier it is to relate to them. Although it may not be the case just now, it seemed to us a strong possibility that human-robot interconnections will grow stronger over time.

Chapter 4, “Enchantment,” brings us in deeper to having robots in our everyday lives, but also having robots is more: having them take care of us. Our lives would seem to be easier
because parents would not have to worry about finding a babysitter; a robot would do that work. We would be able to worry less and freak out more during any situation because a robot would be there to handle the situation. But then would these robots start taking our place — even in the classroom?

Turkle examines these issues based upon her observations and interviews of children and of the elderly in nursing homes. She studied interactions between members of both groups and sociable robots, such as Paro, the “baby seal robot” that seems able to sense and respond to a wide range of emotions and behaviors/movements expressed by humans. In one section of “Enchantment,” Turkle describes a grandmother, living in a nursing home, who grows in her attachment to a robotic doll that provides love and support. This leads her granddaughter to feel jealous of the robot. In a later chapter, “Love’s Labor Lost,” she elaborates on this theme. As more and more stresses are being put on nursing home nurses to care for the aging patients, some nurses “seem to do their jobs by rote” (p. 107). Perhaps robots would alleviate some of the stress, yet this brings up the question of whether or not taking care of the elderly and keeping them company are two totally different things.

Many in our class felt these were different things: nurses should take care of the elderly and their family should keep them company. Robots might be an additional choice to nurses in the future and how relationships could change, if we start to embrace artificial companions in everyday life.

Through Chapter 5, “Complicities,” we see a different version of a robot, one that looks more human and can come closer to “thinking.” People young and old talk to these robots and become friendly with them. Still, Turkle warns readers not to take such interaction at face value, stating, “I believe that sociable technology will always disappoint because it promises what it cannot deliver. It promises friendship but can only deliver performance” (p. 101). This makes us question what we will be friends with in the future and how relationships could change, if we start to embrace artificial companions in everyday life.

Part Two of the book, “Networked: In Intimacy, New Solitudes,” builds on all of these themes but makes a switch from focusing on robot-human interactions to social networks. Turkle sharpens her attention to young people in this section. They interest her because they are avid users of social networks and uniquely enable her to examine her questions, since their development literally is being shaped, in real-time, across human/technological boundaries. Chapter 8, “Always On,” examines what might be happening in our relationships the more we seem to be in tune with mobile devices than the people around us. “Mobile technology has made each of us ‘pauseable,’” says Turkle. “Our face-to-face conversations are routinely interrupted by incoming calls and text messages… many don’t need sound or vibration to know that something has happened on their phones” because, as one young professional puts it, “Even if my phone is in my purse…I see it, I sense it…I always know what is happening on my phone” (p. 161).

Today this is the norm for many people. It seems that we are on our phones every waking minute of every day. We can’t seem to stop the urge to check them and see what we are being contacted about. We never know if there will be an emergency of some sorts. Is it healthy to just put people on “pause” as we take the time to check our phones? Turkle claims, “We are together, but so lessened are our expectations of each other that we can feel utterly alone” (p. 154). What will happen to our future? Will we all really be alone?

In Chapter 9, “Growing Up Tethered,” Turkle describes this new “technology-enabled social contract [that] demands continual peer presence. And the tethered self becomes accustomed to its support” (p. 174). Young people she studied made it clear they expected to be able to communicate with a virtual someone at the exact moment they experienced a feeling, “happy or sad.” If one person didn’t reply right away or understand the exact feeling being expressed, the sender of a message could just move on to someone else. The way that this is done makes it seem as though young people are seeking another person’s approval for the way they are thinking or to tell them what is right. While young people have always been especially vulnerable to peer pressure, Turkle suggests technology adds a new twist, as youth find that the ideas and feelings they commit to writing get put under a microscope, instantaneously picked apart, shared beyond their control, and more. This can cause someone to have a lot of anxiety and confusion about who they truly are and what they really want to say.

Interestingly, many young people say that they view their online interactions as existing separately from their in-person interactions. They are not aware of the permanency of their online writing, so they do not necessarily consider the legacy they might leave in this part of their digital footprint. Despite this, one of our class members reminded us of all of the positive qualities of new forms of communication, saying, “We have so many opportunities to learn and discover, so to live like a hermit crab and not take risks would be the death of me.”

The ability to construct one’s identity in new ways appealed to many young people. Some of Turkle’s interviewees explain that on Facebook, they can create a profile and make it into not who they are exactly but instead into “who [they] want to be” or into what they think will make them seem more

"Young people she studied made it clear they expected to be able to communicate with a virtual someone at the exact moment they experienced a feeling, ‘happy or sad.’"
interesting to others (p. 180). In our class, we wondered what this is doing to the way we interact with others. Isn’t it exhausting trying to pretend you really are the person on your invented profile at all times? At the same time, it could be that this is one of the reasons why young people state they feel safer communicating in the virtual world, than they do in person or on the phone. Chapters 10 and 11, ”No Need to Call” and ”Reduction and Betrayal,” take these themes further, looking into the psychological dimensions of communicating through,

… a screen ... protected and less burdened by expectations. And, although you are alone, the potential for almost instantaneous contact gives an encouraging feeling of already being together... Alone with your thoughts, yet in contact with an almost tangible fantasy of the other, you feel free to play. At the screen, you have a chance to write yourself into the person you want to be and to imagine others as you wish them to be, constructing them for your purposes” (p. 188).

When we are behind a screen, we are free to be whoever we want to be. We can take the time to type out the perfect response, customize who we are as a person, or hide any written or personal flaws. The screen enables us to become who we want to be without judgment. For students, this screen might act as a means to boost self-confidence. Students who typically find person-to-person conversation difficult could blossom behind a screen. Students might be more comfortable with class discussions or assignments that have students presenting to other students behind the screen, such as by posting on a blog. It allows the students to take the time to formulate their thoughts and become who they want to be. However, will implementing this type of technology prevent students from being comfortable with public speaking and face-to-face interaction? Will it prevent some students from ever trying to come out of their ‘shell’ and thus hinder their ability to think/speak within a moment’s time? We explored what implications these questions have for our teaching roles, especially as literacy educators.

The last segment of the book, with chapter titles including “True Confessions,” “Anxiety,” and “The Nostalgia of the Young,” examines a range of ways young people are experimenting with making intimate social connections through online sites. In Chapter 12, for example, we are introduced to websites that invite users to share their most inner secrets – anonymously – with complete strangers. While some are for this, there is a flip side to confessing to complete strangers instead of close friends. “Confessing to a friend might bring disapproval. But disapproval, while hard to take, can be part of an ongoing and sustaining relationship” (p. 231). Is it the fear of disapproval that is bringing people to confess to complete strangers? As with many other topics, our class had different views about this idea. Some felt that they would never confess a secret to a stranger, while others felt more shy confessing secrets to friends and family and were more comfortable posting to strangers in the safety of the Internet. Whatever your opinion might be, one thing is for sure: our way of communicating with one another is being changed immensely by the Internet. Certainly, the students in our classrooms may experience these types of websites as a typical part of their communication options. Like Turkle, we have many questions about what this means for their sense of self, their needs as learners, and the communities they will help shape as they become adults.

“Texting is too seductive. It makes a promise that generates its own demand. The promise: the person you text will receive the message within seconds, and whether or not he or she is ‘free,’ the recipient will be able to see your text” (p. 265). With this idea, Turkle draws her fascinating book to a conclusion. We text because it is easy, fast, and convenient to get what we need to say out, especially if we are multitasking. Whether we like it or not, texting seems to be a part of who we are. Gone are the days of letter writing and phone calls, and here to stay seems to be the fast-paced world of technology. When did we shift from handwritten letters to texting? The chapter has vivid descriptions of students that are constantly connected to their phone or IM’s….but their parents are as well. This has always been normal to such youth, needing to be in constant contact all of the time. Our class this semester seems to relate on some levels; we have discussed feeling our phones vibrate when they are not, the amount of time we spend on Facebook, and more. Most of us agreed we would have no idea what we would do without our phones. How much does technology affect us? Answers may vary for each person, but overall there is no denying that it plays a crucial role on a daily basis for many.

For Turkle, a central question has to do with how technologies, whether sociable robots or social networks, might be shaping young people’s very experience of self-development in uncharted ways. “Online we are jarred by the din of the Internet bazaar,” she writes (p. 272). She is concerned that there no longer might be a “place of stillness” and
space for reflection in children’s lives, though psychologists have long recognized that such space is a necessary aspect of growth, particularly in adolescence.

At the very time we would advocate for the expanded use of new technologies in classrooms, Turkle’s concern makes us pause and seriously reflect on what it is such technology might bring to our work with children and youth. Skype, Facebook, and texting are three of the main ways many stay in contact with each other, especially if we are far away from our loved ones. These resources are great to have, but do they really help us stay connected? “One mother shares my feeling that conversations on Skype are inexplicably superficial,” Turkle shares, as she discusses, in the epilogue, her own movement into using Skype when her daughter moves abroad in a gap-year experience after high school (p. 298). She is in near-constant contact with her daughter, and finds some relief in knowing she is well and happy. Yet they both seem uncomfortable with the idea that every moment might be “archived.” When she suggests her daughter write her a letter, as she wrote to her own mother during a college year abroad, her daughter seems confused, given their constant virtual contact. “I don’t know what my subject could be,” she honestly replies (p. 305).

It is in this moment that the many themes of the text come together, as Turkle recommends her daughter consider the letter an opportunity to write about her thoughts and feelings of her experiences. “Over time, over distance, through the fishbowl of Skype, Rebecca stares at me from her dorm room and repeats, ‘Maybe if I could find a subject’” (p. 305). To our class of literacy educators, helping students to find subjects that are important to them, and connected to the concepts we want them to learn, means helping them wade through the tangle of texts they consume and produce: to become critical consumers and creators of ideas. The roles of technology in this task seemed to us a central issue as we finished Alone Together, and it is one that is likely to gain in importance as technology moves more centrally into our classrooms.

The Knowles Science Teaching Foundation recently selected Timothy Ciampa, a student in the undergraduate mathematics education program at SUNY Potsdam, as a Teaching Fellow for 2011. This valuable award provides significant financial benefits, including tuition support, monthly stipends, and funds for professional development and teaching materials that support student understanding in mathematical problem solving. Fellows can also apply for leadership grants, and they receive monetary support for membership in professional organizations, such as the National Council of Teachers of Mathematics (NCTM).

Tim is a deserving recipient of this award; originally he was a 3/2 engineering student through a joint program offered by SUNY Potsdam and Clarkson University, but the “fit” with engineering just didn’t seem right, according to Tim. “I loved working with kids and helping people,” he said, which made the move to an education major a natural choice. His former math teacher at Maple Hill High School, Janice Balough, encouraged him to make the switch.

As math education is a second major only at SUNY Potsdam, Tim had to complete his first major in mathematics, a rigorous and challenging endeavor. Motivation, hard work, and professionalism, combined with natural mathematical interest, propelled Tim to notable success in both of his majors; he earned a 3.95 grade point average during his four years of study at Potsdam, while also playing soccer and serving as Captain last season. In addition, he was chosen for the College Sports Information Directors of America Academic All-District soccer team.

Now Tim’s success has given him a tremendous opportunity to realize unparalleled support through the Knowles Fellowship, as he continues his graduate studies at University of Albany in math educational theory and practice and, ultimately, into his career as a math teacher. Retaining quality teachers is often difficult; part of the purpose of the KSTF Fellowship is to create a community of teachers, enhancing the experience for them, thereby increasing longevity. According to those who know Timothy Ciampa, the time he spends in his future classroom will be very valuable to his students. Janice Balough expects, “he’s going to do amazing things.” Donald Straight, Tim’s advisor in mathematics education at Potsdam, shares that Tim was “one of the strongest and most consistent education students” he has ever taught.

Congratulations, Tim! We wish you the best in your graduate studies and throughout your future as a mathematics educator.

For more information about the Knowles Science Teaching Foundation, visit www.kstf.org.
The Mystery of Inclusion

Dr. Eileen B. Raymond
Associate Dean and Professor Emeritus, SUNY Potsdam

My entire professional career was spent in American schools and teacher education programs and particularly in special education programs serving learners with a variety of challenges related to their disabilities. I am also a parent of a son with expressive language learning disabilities, but who also is gifted. For someone like me with these long experiences trying to develop ways of meeting the needs of students with disabilities, it seemed reasonable to expect that the meanings I attributed to the word inclusion would be shared broadly among educators worldwide, at least among English-speakers. My 2009-2010 Fulbright project was grounded in that assumption, namely that I had extensive professional experience with the concept of inclusion here in the US, and that this was something I could share with others in another country.

The first challenge to that assumption occurred when I read pivotal international documents including UNESCO’s Education for All (1990, 2000) documents and the Salamanca Statement and Framework for Action (1994). These documents were grounded in the belief that all children can learn and that all learners need support. All of these policy documents included learners with disabilities on their lists of learners with special needs who were not currently guaranteed an education, but what was most interesting was that they also included a number of additional categories, including girls, gifted students, poor and homeless children, those affected by conflict in their countries, those with HIV/AIDS, and so on.

As I continued my study, focusing on South Africa, I was further intrigued by their White Paper 6 (2001), which similarly addressed the needs of all South African children for supports in learning. While assuring that those with disabilities were included in the educational process, they clearly aligned themselves with the larger international goal of developing effective learning environments for all South African children. The goals espoused in White Paper 6 and in UNESCO’s Education for All documents reflect the shared premise that ALL children must receive a primary education by 2015. Inclusion in all of these documents seemed much broader than my U.S. understanding of inclusion as referring only to placement issues for students with disabilities in general education classrooms. As I began my international adventures, I was to learn that it is much more complicated than that.

Presented with this challenge, I sought additional opportunities to explore these questions: How do we clarify what we mean when we talk about inclusive education? How are those definitions affected by our own histories and interactions? and How do our definitions impact our educational practice?

That opportunity came with my being awarded a scholar position for 2011-2012 with an Erasmus Mundus graduate programme in special and inclusive education (EM-SIE), sponsored by the European Union. My role is to spend 3 months with the students this academic year, one month each in London, Oslo, and Prague, serving as a scholar mentor, conducting my own research while supporting the 11 students in their research. The students are experienced educators from 10 different countries: Bangladesh, Botswana, Ethiopia, Italy, Kenya, Pakistan, Serbia, Swaziland, Taiwan and Uganda. Some are special educators, while others are general education teachers. My research project with the programme seeks to discover the factors that relate to the construction of an individual’s concept of inclusive education, using focus groups and interviews at three points in the year.

During my time in South Africa, I worked with in-service and pre-service teachers. I quickly learned that their struggle with the word inclusion was affected by their history. During the apartheid era, services for children with disabilities were restricted to those with moderate/severe levels of impairment (e.g., sensory, physical, and intellectual disabilities) and primarily only available for learners classified as white. This had two impacts. First, as these educators in South Africa today considered learners with special educational needs, their only image was of learners using wheelchairs and those who were blind or deaf. Everyone else was in general classrooms with no special identification or modifications. Because of this, these practicing teachers, who were already struggling with diverse needs in classes of 50+ learners, believed they were not trained to serve students with severe conditions and that inclusion couldn’t work. Even though the National Department of Education policy clearly focused on meeting the diverse needs of all learners, these teachers struggled with this seeming impossibility. This was my first experience of seeing the critical importance of clarity in defining inclusion and inclusive education. It was also clear that my own narrow construction of inclusion as relating to special education placement issues was flawed as well.

While in London in September 2011, I was also able to visit three different schools: 1) a Church of England primary school, 2) a special school for learners with moderate intellectual disabilities, and 3) a fully inclusive primary school in a lower socioeconomic area of London. Since England’s history of special and inclusive education is similar to schools in the US, I was interested in whether these schools reflected a disability-related concept of inclusion, or if the definition seemed broader. The first two schools we visited were very similar to our U.S. models. The church school provided limited accommodations for included students with disabilities, primarily delivered by paraprofessionals. Only students with milder levels of impairment were included, although the school was proactive in recruiting and admitting students with learning challenges. The special school was similar to those schools that were used...
of their experience relates to issues of impairment, with concern about how such students are included or excluded. On the other hand, the academic content of their programme thus far has focused more on global educational issues. It will be interesting to see how they incorporate all of these experiences with their new experiences in Oslo and Prague in the months ahead.

One thing is for certain: definitions are complex creations. Whenever we fail to stop and consider what we mean by complex terms like inclusion or inclusive education, or what others may mean by such terms, we are likely to miscommunicate with others. As Lewis Carroll wrote in Through the Looking-Glass:

‘When I use a word,’ Humpty Dumpty said in a rather scornful tone, ‘it means just what I choose it to mean — neither more nor less.’

‘The question is,’ said Alice, ‘whether you CAN make words mean so many different things.’

‘The question is,’ said Humpty Dumpty, ‘which is to be the master — that’s all.’

Alice was too much puzzled to say anything.

Voltaire also cautioned that when one debates with another, we must first define our terms (Kavale & Forness, 2000, p. 239). This is nowhere clearer than with the construct of inclusive education. If we are to make education work for all learners, we must be clear about what we mean when we say “all learners” and what supports may be required by any learner in our complex world.

My other significant learning resulted from all of the diverse interactions I have had over the past three years. Particularly when one has had a long career in one discipline and country, a confidence develops in that content, a confidence that may blind one to new ways of conceptualizing that content. International work provides significant opportunities to shake some cobwebs loose and to see old ideas through new lenses. My regret is that I have only of late had the opportunity to challenge more widely the ideas I had come to believe to be true, and to engage more fully with other researchers. My advice to all is when opportunities arise to have a challenging new experience, take it; you’ll never know where that path may take you!

(Dev. Raymond is the recipient of an Erasmus Mundus Scholar Award in Special and Inclusive Education for 2011-2012, conducting research on inclusive education in England, Norway, and the Czech Republic. She previously received a Fulbright Grant for 2009-2010 to teach and do research on inclusive education in South Africa. She retired from her position as Associate Dean of the School of Education and Professional Studies in July 2009.)

References


Dr. Ed Portugal Travels to Croatia

Dr. Ed Portugal attended and made a presentation at the Annual Conference of the Alliance of Universities for Democracy (AUDEM) in Dubrovnik, Croatia in Fall 2011. After the conference, he was able to meet with faculty and staff from the University of Croatia School of Economics and the Zagreb School of Business and Economics.

At the conference, he presented a comparative analysis of campus internationalization at SUNY Potsdam and at the Manila Tytana Colleges in the Philippines. He utilized the four frames model introduced by Dr. Bolman and Dr. Deal (2002) about viewing organizations from four different perspectives. The first is a human resource frame, the second is the structural frame, the third is the political frame, and the fourth is the symbolic frame. Many times, an organizational phenomenon is viewed from a narrow single frame. A key recommendations in the presentation is that campus internationalization should be viewed using the four-frame model represented in a 2x2 matrix. More than 100 professors and administrators from Eastern Europe and the US attended the conference.

After the conference in Dubrovnik, he traveled with a colleague from the University of Maine at Farmington to Zagreb. They met with faculty and staff from the two leading business schools in Croatia. The main purpose of the meetings was to learn about each others’ programs and explore how they could work together to introduce collaborations among their students. One promising initiative is for Dr. Portugal and his colleague from Maine to serve as visiting guest lecturers on business in the Croatian universities to lecture and explore how they could work together to meet with faculty and staff from the University of Croatia School of Economics and the Zagreb School of Business and Economics.

SUNY Potsdam’s Wilderness Education Program Receives New Rescue Stretcher for EMTs from Brookfield Power

SUNY Potsdam’s Wilderness Education Program has a new Ferno rescue stretcher with a wheel system for use by the college and area emergency responders. Thanks to the donation by Brookfield Power, the program is better prepared to train students to evacuate an injured person from the backcountry. The rescue litter system will be stored at the Colton Rescue Squad facility and will be available in the event that someone needs to be rescued on a trail or in the woods in St. Lawrence County.

Dan Parker, Raquette River superintendent at Brookfield, presented the equipment to Trevor Wood, assistant chief of the Colton Fire and Rescue Department, Mark Simon, coordinator of the college’s Wilderness Education Program, and field instructors Michael Perry and Ben LaValley.

SUNY Potsdam wilderness education students will train alongside first responders in a joint session this Sunday, Oct. 23 at the Stone Valley Trail in Colton.

According to Simon, “the rescue litter is a great improvement over our current rescue options, which have been to build an improvised litter or to wait until a rescue squad or the Department of Environmental Conservation arrives on the scene.”

The issue with an improvised litter, which can be constructed from tree branches, is that it takes time to build, makes it hard to properly stabilize the victim, and is difficult to carry.

“I think the litter will be a strong asset to our department because of the rough and remote terrain we work with in our vicinity,” said Wood.

To learn about the Wilderness Education minor offered at SUNY Potsdam’s School of Education and Professional Studies, visit www.potsdam.edu/academics/SOEPS/CommunityHealth/minorwildernesseducation.

Distinguished Alumni Speaker

Lee Allen ’87 (center) received the Distinguished Alumni Speaker Award in November in recognition of his visit to campus to speak to Business Administration students and present a career session sponsored by the Future Business Leaders of America (FBLA). Allen is director of strategic planning at Lowe’s Companies, Inc., headquartered near Charlotte, N.C. Presenting the award to Allen was Director of Development Emily Hutchison and Kyle Rizzo ’12, president of SUNY Potsdam’s FBLA.

Spring Tea 2011

Wednesday, May 4, 2011, marked another enjoyable Spring Tea sponsored by the School of Education Alumni Association. The association’s president, Dr. Mark Davey, and several members of the board welcomed a wide variety of guests including students, teaching faculty, administrators, and emeriti faculty at the Rebecca A. Sheard Literacy Center in Satterlee Hall to socialize and celebrate the long awaited arrival of spring. Banna Samaritak, owner of Thai Cuisine in Potsdam, along with David Bentley, an employee of the restaurant, entertained guests with a special presentation focusing on Thai tea traditions. Guests were then invited to sample the sweet traditional tea of Thailand. A variety of beautiful spring flowers, provided by Waddington Blooms in Waddington, NY, added to the spring-like atmosphere in the Literacy Center for the afternoon. The School of Education and Professional Studies Alumni Board looks forward to another tea in the spring of 2012.
Veterans’ Day, schools were closed so I drove to visit my mother-in-law after grading projects on-line. The St. Lawrence River is spectacular when the sun glistens off the wider expanses, even when it strikes the narrowest of creeks, and the glimmers brightened my day. That late afternoon, I conjured a list of weekend “to-do’s: yard work, journal responses, finally packing up BlackBoard to prepare for Moodle. On Sunday, I would rise early and bake cupcakes to take to Bowman South, my Freshmen women’s floor, part of their first year experience, a mentoring program officially, but an informal way to connect with virtual strangers.

I’d been doing a lot of that lately. Whether through new committee assignments, pending international partnerships with a campus in Mexico and arranging a visiting delegation’s itinerary, or struggling to get to know individual students in larger sections of classes, a casualty of budget cuts, with classes I met only once per week. New faces appeared to come and go just as quickly as semester rosters revolved. The hectic pace of academia made the rest of life seem like a blur.

I had read in the local paper about the child of a former student who had left the earth too early and it reminded me of how fragile life can be. A new colleague downstairs was coordinating a new program — or was it being revitalized? She requested fund-raising assistance from faculty and students for the family. I thought of my “first year experience” girls. Maybe I could interest some of them in baking to donate for the cause.

Then questions arose, dancing around ideas raised at the research seminar I’d attended earlier in the week: was this surface or deep learning? An experienced researcher, a clinical faculty member and a novice teacher presented on how they’re using technology innovatively — with second graders — to navigate spreadsheets successfully. Doubts surfaced, rearing their ugly heads: Why would students care? Why would nineteen-year old girls from all over New York State, thrown together by circumstance, with a plethora of random majors, care about some stranger, a kid in the local community or his family? Was baking cookies on Sunday morning part of my job? Their deep or critical learning? The SUNY Potsdam “experience”?

In October, we had painted pumpkins to prepare for the annual Halloween Haunted House and they seemed to tolerate my kooky sense of humor; in September, Poppy’s hot fudge sauce had gone down smoothly. It coated their stomachs and soothed homesickness; priming their décor, jack-o-lanterns set a festive mood for area children to arrive in costume. Only one event remained this semester — a toy drive for the emergency room; the girls promised to clean out their closets over Thanksgiving and return with gently used goodies to give away.

North Country Now captures acts of service students do around town. No longer do fraternities just rake while sororities bake; those clichés have morphed so that students now regularly volunteer in area schools, raise funds for cancer or other domestic charities, and work to improve international conditions in schools, for instance, as well. Personally, I have been the recipient of many kindnesses in this community this term. A senior administrator sent “the last copy” of a book for a seminar lecture I missed; a colleague covered classes when I needed to be out of town. One dean took time for “five” minutes chat and another stopped on the way out the door to ask, “How is it going?”. A secretary dusted off a bookshelf in exchange for a larger one while a janitor pointed me to a mop to clean up my own coffee spill. I was happy to have the direction. The truth is Make a Difference Day and deep learning arrive daily and in odd places in this community: whenever people take off their masks, pick up their tools and use them to help others - in dorms, in labs and outside of classrooms. I recently bid farewell from a committee meeting to a math instructor who had been tapped to tie balloon sculptures in between Friday afternoon classes!

Four short years (or more), faculty, staff, community member and student lives intersect briefly and in very unscripted ways. I was reminded on this “day off” from school that veterans may be conscripted, volunteered or have varying degrees of control over the service they provide to strangers, but answers to theoretical questions about why or how deep learning occurs in a community are revealed when people show up, regardless of whether anyone is there to award medals or applaud. ■
The St. Lawrence County Minority Health Project was founded in 2010 by Dr. Kelly Bonnar and Dr. Maureen McCarthy. As a team of faculty and student research assistants, the mission of the project is to reduce health inequities experienced by racial/ethnic minority groups in this northern New York County. This is being accomplished by assessing the health status of the county's minority groups and conducting county-wide education and awareness programs. These include efforts to reduce racism, improve cultural competency among health care professionals, and improve the access to health care resources for all minority groups.

This past summer I was awarded a grant-funded Kilmer research apprenticeship through the SUNY Potsdam Center for Undergraduate Research to conduct a research project for the St. Lawrence County Minority Health Project. The research project assessed the perceived threat of type II diabetes and knowledge of its risk factors among rural racial/ethnic minorities and non-Hispanic Whites. As a research assistant for the Project, I was ecstatic and honored to be granted this opportunity. This project has allowed me to be directly involved in the community to aid the efforts to identify and begin eliminating health inequities in my college and home county.

I chose type II diabetes as the target health problem for my project because it is the seventh leading cause of death in the United States. Studies report that about 90% of the United States population knows that type II diabetes is a serious disease, while citizens continue to experience the disease's preventative predictors: obesity and a sedentary lifestyle. The New York State Department of Health has reported that throughout three years, about 81 St. Lawrence County residents have died directly from type II diabetes. Also, this county is actually one of the most inactive counties in New York State, and over half of its residents are considered obese. My research questions were geared to help me understand county residents’ knowledge and perceptions of threat about type II diabetes. If residents are knowledgeable that living a physically inactive lifestyle and obesity are risk factors for type II diabetes, are they less likely to be sedentary and obese? How severe do residents perceive type II diabetes to be, and how susceptible do residents think they are to develop the disease? Also, does family history have an impact on knowledge or perceived threat of the disease?

The first steps of this process were to identify all research questions and create a survey that directly addressed each. I found this to be the most challenging part of the project. Sometimes a question seemed to be a perfect fit to a research question, but there was a minor detail that changed the entire purpose of the question and answer. The editing and revising process lasted about a month, and the final product looked absolutely nothing like the initial survey I created. All of the collected data from surveys were entered into a computer database, and I am currently serving an active role in analyzing the data.

Community outreach and on-site data collection was awesome and probably my favorite part of the project. I was fortunate enough that organizations in the community allowed me to distribute surveys to customers as a SUNY Potsdam student researcher. Having contact with community members who were inherently interested in my project was very encouraging. For those residents who did know about the project, they either read about it in the paper or saw my broadcasted television interview on WWNYTV Channel 7 Fox News. Being featured on television was an experience unlike any other. I was so nervous, but it really gave me a chance to explain what the project was and why it is such an important investigation.

I lived and breathed this project throughout summer 2011, and I am still analyzing the data to formulate results. Dr. Bonnar and I are also working on writing a manuscript that we will submit to a scholarly journal for publication. This has been an excellent experience and I am fortunate enough to be granted the opportunity. Without SUNY Potsdam's Undergraduate Center for Research and Dr. Kelly Bonnar, none of this would have been possible. So, thank you!
First you have to ask yourself, "What does success mean to me?" Success to me equates to inner happiness and fulfilling challenges set forth by others and myself while making every conscious effort to help others and improve lives! For me, success started with the Community Health Department at SUNY Potsdam. The program provided me with the tools and resources and mentorship and education to determine my life and career goals.

Three words to best define the secrets of my success are Perseverance, Passion and Action. I made my success my first priority in life. No matter what challenge presented itself, I reminded myself of why I was doing what I was doing and worked out a strategy to overcome and move forward. I took advice from experts around me and learned from my peers. First and foremost, I set goals. I feel goal setting is the key element in expressing perseverance and transforming passion into action. Part of the process included staying organized and constantly self-evaluating. It’s not only important to organize your thoughts, but to also organize your activities and studies. My planner became my best friend! Additionally, I always evaluated myself and looked for ways to improve my attitude and re-organize my goals and methods. Sometimes we can be our own worst critics, but if you use criticism positively it can help you prosper and achieve your goals.

Self-discipline is essential. A lot of times, it is mind over matter. Stay true to yourself and the goals you have set and utilize available tools and resources. Determine your interests and connect with people who share similar interests in the field. Building a rapport and communicating with experts in the field will enhance your knowledge and improve outcomes. It is important to network with other individuals because collaborating towards a common cause will strengthen efforts and help establish partnerships for future endeavors. The more we work together towards a common cause, the more successful we will be at improving health. Also, know and understand your limits. When you are overwhelmed, part of self-discipline is having the ability to say, “No.”

Always feed your mind with knowledge. Jump on new opportunities to make change whether it is in public health practice or research. Learn to step out of your comfort zone. When we try new things, it helps us define or re-define our individual passion(s) and goals. I wouldn’t be where I am today and pursuing the career I am if I didn’t explore new opportunities and new approaches to health. Learn from all of your experiences! Sometimes when we try new things, we also find they do not suit our interests and goals. This process is just as important as determining what we are interested in and enjoy. Remember to remain open-minded and non-judgmental when exploring new things, utilizing new theories and approaches, and working with different populations. With that, take a holistic approach to health! Health is comprised of many determinants and it is important to acknowledge and address all of them in order to make change and improve health.

Finally, the biggest “secret” of my success is Action! Use your passion to rally others. Use your knowledge to make change. And, use your self-discipline to turn goals into action! An anonymous quote sampled in a song by my favorite musicians, STS9, says, “Recently, I was asked if there was any hope for the future; the future of the country, the future of the next generation. I responded, ‘The only way you can get hope is through action, that there is only hope, with action. No one changed the world by sitting on their couch and wishing that someone would do something. Be that someone. Stop hoping for action and be action.’ ”

"Stay true to yourself and the goals you have set and utilize available tools and resources."
Anita M. Mance, Class of 1969, has made provisions for a significant gift that will benefit the Rebecca V. Sheard Literacy Center. By naming the Potsdam College Foundation/Sheard Literacy Center as the sole beneficiary of her life insurance policy, Anita has provided for a generous gift that will be used upon her passing to establish the Anita M. Mance Endowment Fund for the Literacy Center.

Anita’s gift reflects three important loves in her life: children, books and her alma mater. After graduating from Potsdam in 1969 with a degree in Liberal Arts English, Anita worked as a summer playground supervisor, nursery school teacher, private tutor for remedial reading and elementary school library volunteer. Soon she realized that what she really wanted to do was to pursue a career as a teacher and school librarian. Anita went on to earn two master’s degrees: a Master of Science in Education from Nazareth College and a Master of Library Science from the University at Buffalo. Anita’s liberal arts education at Potsdam, combined with her degrees from Nazareth and Buffalo, prepared her well for her career as a library media specialist at East Rochester Elementary School, from which she retired in 2010.

In addition to her career as a school librarian, Anita has been very generous with her time and talent in service to her alma mater as a member of the SUNY Potsdam Alumni Association Board of Trustees for 15 years. As a trustee, one of her most important — and most enjoyable — tasks was to work with the team that planned Alumni Reunion each year. In recognition of her many years of devoted service, contributions and support to the Alumni Association, Anita was named Alumni Board Member Emerita in 2011. She has also been a loyal donor, contributing to the College every year for more than 20 years.

Closer to home, Anita worked, and also volunteered her time and talents, at the East Rochester Public Library, the Friends of the Ganondagan at the Seneca village site in Victor, NY, and the East Rochester School’s annual daffodil sales to benefit the American Cancer Society. She is also a member of the East Rochester College Club, which gives an annual scholarship to a local senior girl. In 2005 Anita served as project director and worked with the East Rochester village historian, students, teachers and volunteers to document the history of the Concrest neighborhood, which straddles East Rochester and Pittsford. For the project, Anita worked with 100 fourth-graders at her school and residents of the neighborhood to write and illustrate a booklet on the history of the community. The project received a History Channel Save Our History Grant.

In recognition of her dedication to her community, Anita was awarded the 2005 DeWitt Clinton Masonic Award for Community Service by the Masonic Lodge in Pittsford. She also received the East Rochester PTA Distinguished Service Award in 2007.

Recently, Anita joined the School of Education Alumni Board and the Advisory Board for the Rebecca V. Sheard Literacy Center. Both organizations will benefit greatly from Anita’s wealth of experience as an educator, combined with her love of children and literature and her devotion to her alma mater. The Anita M. Mance Endowment Fund will provide sustained financial support for the Literacy Center — a wonderful and lasting testament to Anita and her life’s work.

For more information on how you can leave a legacy to Potsdam, please contact Nancy Griffin, Office of College Advancement and liaison to the School of Education and Professional Studies, at (315) 267-2112 or griffine@potsdam.edu.
Nestled in Potsdam’s Satterlee Hall, The Rebecca V. Sheard Literacy Center is a retreat for education and non-education majors, alike. As a partner of Crumb Library, The Literacy Center houses an extensive collection of children’s literature and teacher resource books available to the college community and participants of the Center’s programs. With a full computer lab equipped with SMART Board technologies, as well as a spacious balcony classroom, The Literacy Center serves as a model classroom for both college courses and professional meetings, alike.

The staff of the Literacy Center work diligently to provide literacy education to the greater Northern New York communities, resources and educational support for teachers and parents on the issues of literacy education across the curriculum.

In addition, the Literacy Center houses and maintains partnerships with projects that promote leadership and research on current issues, pedagogy, and curriculum in literacy education. The Center’s largest outreach program is its mentoring program.

**Community Mentoring Literacy Outreach Program**

Annually approximately 200 local school age children participate in the mentoring program, where they are paired up to work once a week with a SUNY Potsdam elementary education student (approximately 140 college students participate). The college students create fun and inspiring literacy-based lessons that are catered to the needs and interests of their mentee (school age child).

Approximately 30 school children and 15 college students take part in a summer literacy camp as well that focuses on similar concepts as the mentor program.

The mentor’s (college student’s) participation in the program is the lab portion of the introductory literacy course at SUNY Potsdam. In the lab students are guided on how to create developmentally appropriate literacy-based lessons for children of varying ages. They are provided with tools and techniques on how to engage children in literacy best practice approach lessons, and how to address diverse literacy needs in the classroom.

Outstanding mentor awards are given each year at the School of Education and Professional Studies Award Ceremony. The awards are given in honor of Dr. Patricia Ruggiano Schmidt (SUNY Potsdam 1965) and her husband, Thomas.

This award was established in honor of Dr. Patricia Ruggiano Schmidt (SUNY Potsdam class of 1965). Over forty years ago, Patty Ruggiano’s SUNY Potsdam professors saw great potential in her while they recommended that she pursue her doctorate degree after graduating from Potsdam. Although at the time she was “shocked” at the suggestion (she was the first in her family to graduate from college), she has certainly lived up to her professors’ expectations. Today, Dr. Schmidt is a retired professor of literacy at LeMoyne University in Syracuse, New York.

She is also an accomplished scholar and author; an active volunteer for her campus, community and alma mater; and a generous contributor to a number of organizations, including the Rebecca V. Sheard Literacy Center of SUNY Potsdam. Given Patty’s commitment and passion for education, literacy, diversity and the Literacy Center, this award has been named in her honor.

The recipients of this award participated in the Rebecca V. Sheard Literacy Community Outreach Program as mentors for the 2010-11 school year. The four individuals receiving this award have created exemplary lessons that incorporate reading, writing, listening and speaking with student interests as the priority. They also exhibit a unique capability to include outside resources to enhance lessons. Through their professional demeanor, such as well prepared lessons, punctuality and a love and respect for children, they have served as positive role models to their fellow mentors as well as to the elementary students they serve. The 2010/11 Outstanding Mentor awards were presented to, Ashley Frank, Alison Grovine, Kellsie Jensen and Miriam Johnson. Congratulations to these recipients and a sincere thank you to Patty and Thomas Schmidt!

Written by: Rebecca Ouderkirk, Sheard Literacy Center’s Mentor Program Coordinator and Tina Wilson Bush, Sheard Literacy Center Director

**America Reads**

To assist teachers and children in the area of literacy is the goal of the America Reads federally funded work-study program. This program operates as an outreach program for the communities of northern New York. SUNY Potsdam childhood and music education students in the program work either with a sponsor teacher in grades K-5 or at the Sheard Literacy Center.
part of the planning and implementation of this program at their school. Dr. Marta Albert, Department of Literacy Education, has been instrumental in assisting the Center to secure this grant as well as assisting to develop and implement the program. Thank you, Dr. Albert!

New Program —  
Claire Koshar Writing Program —  
“The Write Spot”

Through a generous endowment provided by alumna, Claire Freedman Koshar (class of 1956), and her husband, Marty, the Center has created a new after school writing program for students in grades 5-8. This endowment has allowed the Center to hire an undergraduate student to assist the director of the Center along with Literacy Education professor, Dr. Marta Albert, to create and implement a writing program based on self expression for area middle school students. The 2011 fall semester has been used to create this program and middle school students will begin to attend in February, 2012!

New Program —  
“Branching Out with Books”

As a result of a collaborative endeavor with St. Lawrence University, a grant was secured from the Charles Wood Foundation to begin a new literacy program. Funding has been provided to secure a van to transport America Reads students as well as literacy resources to Jefferson Elementary School in Massena. SUNY Potsdam America Reads students who typically do not have transportation and would not be able to take advantage of their America Reads federal work study awards are now able to do so. They will gain valuable classroom experience and, at the same time, our local teachers receive the assistance to deliver literacy to their students. Literacy graduate students are assisting, as well, by offering workshops on literacy education topics for the undergraduates involved in the project.

SUNY Potsdam Alumni, Mary Hoffman Russell (class of 2007) and Faith Bish (class of 2009), both teachers at Jefferson Elementary School, have been an integral

Author Visits

The Literacy Center in a typical year will sponsor an author visit for school children in the after school literacy program. College students and community members also are welcome to attend. During the 2010-11 year the Center assisted to co-sponsor Hope Martson, author of the “My Little Book” series, to visit local area schools free of charge when the school pre-ordered her books. The

Center advertised and coordinated both the visits and the book ordering. Approximately 3,000 school children from seven area schools (Heuvelton, Norwood-Norfolk, Fowler-Gouverneur, Jefferson, Parishville-Hopkinton, West Side School-Gouverneur and Nightengale Elementary) enjoyed this author during 2010-11. Again this year, the Center is working to place Ms. Marston in the remaining schools in St. Lawrence County.

New Program — Collaboration with SUNY Potsdam’s Community Performance Series Performance “Of Mice and Men”

On May 04, 2012, the theatre group National Players will perform two school performances of John Steinbeck’s classic novel, Of Mice and Men. In addition to the performances, Community Performance Series and the Sheard Literacy Center are collaborating to offer four school districts school artist outreach opportunities, curriculum supplementation, teacher professional development, and post-production art projects with input from SUNY Potsdam Secondary English students. The goal is to positively impact local teachers of literacy/arts, approximately 400 high school area students and SUNY Potsdam Secondary English students in the realm of threading together the arts and literacy. Command Performance Executive Director, Amy Flack, along with Anna Marie Willharm, Marketing and Education Outreach Coordinator, have been instrumental in collaborating with the Center to offer this experience. Dr. Laura Walsh, Department of Secondary English, Mrs. Carol Rossi-Fries, Department of Secondary Education and Dr. Jay Pecora, Associate Professor of Theatre and Dance, have also dedicated their time and talents to this endeavor. Rachel Arey Cook (class of 2006), a Norwood-Norfolk High School English teacher, has served as the public school representative in the planning and implementation of this program. Thank you to each of these individuals for making this vision a reality.

Authentic Professional Development for SUNY Potsdam Students, Faculty and Local Teachers

Offering students/professors/local educators quality authentic professional development continues to be an integral component of the Sheard Literacy Center programming.
In Spring 2011, the Department of Literacy Education of SUNY Potsdam, led by then-department chair, Dr. Lynn Hall, collaborated with the Literacy Center to offer, “Voice and Choice in 21st Century Classrooms: Work Smarter Not Harder.”

Presenters/teachers/authors, Francoise Piron and Mary Ellen Shevalier, presented their inspirational story based on their book, *World Class, the Re-Education of America.* They illustrated the profound results of empowering students through the tools of technology and choice. Francoise and Mary Ellen shared their classroom transformations that led their students to go beyond information gathering to the utilization of research to create change in their classrooms. SUNY Potsdam Literacy Specialist Graduate Students offered poster presentations based on “Essential Questions in Literacy Education” as a component of this professional development offering. College students, faculty and local teachers comprised the thirty-six participants in attendance.

**Grants/Funding Received 2010-11:**

- **$5,000** one-time-grant from Corning Incorporated Foundation to support the Sheard Literacy Center mentor program and continued author visits (Thank you to Nancy Griffin, College Advancement for assistance with grant proposal as well as Corning Inc.).

- **$500** grant from the Wal-Mart Foundation (thank you to Christa Carroll, Director, The Fund for Potsdam, College Advancement for applying for this grant).

- **$25,000** grant from the Charles Wood Foundation for a collaboration between St. Lawrence University and the Sheard Literacy Center to implement the program, Branching Out with Books. Thank you to all of those involved in this process.

- Claire and Marty Koshar Endowment to support the Claire Freedman Koshar, Class of 1956 “Write Spot” Middle School Writing Program. Thank you, Claire and Marty, as well as Jason Ladoceur in the Office of College Advancement.

Claire (Freedman) Koshar, Class of 1956, and her husband Martin have endowed a scholarship for a SUNY Potsdam intern to create an after-school writing program for students in grades 5-8 in the Potsdam area. Chelsea Hughes has been named the first Koshar Writing Intern.

Under the guidance of Sheard Literacy Center Director Tina Bush and Dr. Marta Albert of the Literacy Education faculty, Chelsea is creating a Writing Club experience for North Country 5th-8th grade students using self-expression to develop their skill and confidence in the craft of writing. Together, the team will administer a writing interest survey to participants to help develop topics for Writing Club meetings during the spring semester. Chelsea is also planning Writing Club sessions with guest writers such as creative writing faculty and students, as well as professional writers.

An opportunity has also been extended to one of the Literacy Center’s America Reads students, Olivia Tyler through this new program as well. Olivia is one of forty students employed through the America Reads program whose mission is to support the growth of literacy development in our local schools. Olivia will be working behind the scenes to create supporting lessons based on the interests of the writers in the Write Spot Writing Club.

In establishing the gift, Claire stated that developing authentic writing experiences for young students is a challenge in an era of high-stakes writing tests. Many in-service and pre-service teachers have remarked that they see children’s desire to write diminish by late elementary school, often because the focus of writing instruction has shifted from student-centered to school-centered purposes. Claire has observed that, while these purposes certainly are connected, teachers know that children’s writing continues to develop if children feel an investment in the topics they write about; if they have choices about the genres, audiences, and writing forms they use to express themselves and communicate with others; and if they are part of a supportive community that helps them take risks as writers.

Claire was an elementary education major at Potsdam when she met Martin, an engineering major at Clarkson, who she refers to as “the love of my life.” Claire taught fifth grade in Denver for many years. She is now owner and director of Three J Dog Training in Montverde, Florida and author of “A Guide to Dog Sports: From Beginners to Winners.” Claire and Martin have three children and five grandchildren.
Mr. Robert A. “Bob” Christiansen has established an endowed scholarship in memory of his wife of nearly 38 years, Carol Clements Christiansen, Class of 1972. Carol’s scholarship is designated for an Education student, either undergraduate or graduate student, who has financial need and great potential to be an outstanding teacher. The first Clements Scholarship will be awarded for the 2012-2013 academic year.

In establishing the scholarship, Bob wished to commemorate Carol’s extraordinary life and gifts as a wonderful teacher, mentor, wife, mother, sister, aunt, grandmother and caregiver. Bob also wished to honor Carol’s parents (one of whom emigrated from Ireland as a teenager) who worked very hard and sacrificed throughout their lives so that all four of their children could achieve college educations.

Carol taught fifth grade for most of her career, including 13 years at the Jensen Beach (FL) Elementary School and 16 at the Sacred Heart Cathedral School in Knoxville, Tenn. Although she loved fifth grade the most, she also taught seventh grade at Sacred Heart for several years, much to the delight of the parents of the students and the students themselves who had had her previously in fifth grade. She thrived in the school’s team environment, helping not only the students but her teammates achieve success and overcome adversity, winning great respect and the admiration of her students, their parents and her colleagues. Throughout her years at Sacred Heart, Carol considered it to be a privilege and honor to teach there and to be a part of the successes of the school and the children.

Sadly, Carol’s career and life were cut short when she fell ill very suddenly in the spring of 2011, passing away on March 16, 2011. Although she has passed physically, her spirit will live on through the SUNY Potsdam students who will receive her scholarship as they prepare to become exceptional teachers, as Carol was to so many children who were fortunate to have her as a teacher and friend.

News from Department of Secondary Education

Members of the Department of Secondary Education have been fully occupied in the last several months. Due to Dr. Peter Brouwer’s appointment as Dean of the School of Education and Professional Studies, the Department elected a replacement Chair in the fall 2010 semester — Mr. Donald Straight has been serving in that capacity since January 2011. We were privileged to bring Mrs. Melissa Cummings on board beginning with the fall 2011 semester; she was hired to fill the clinical faculty vacancy created by the retirement of Mr. Michael Sovay. (We wish you the best in retirement, Mike!)

Mrs. Cummings has a number of years of experience teaching middle school science at Norwood-Norfolk Central School, and has thoroughly enjoyed the process of “getting up to speed” with her new responsibilities at SUNY Potsdam. Welcome, Melissa!

The Department’s regular meetings, held about six times each semester, have been productive, as the Department does work of its own and also collaborates with many other Departments and Offices across the School and larger campus as needed. Since each middle/secondary undergraduate major is a second major only, with students completing their first major in an academic discipline, our work is not done “on an island,” but...
rather in consultation with other stakeholders who interact with our shared students. And, with changes at the state and national levels, it seems that work is never complete!

Currently, K-12 schools in New York are undergoing several changes. A portion of teachers’ performance assessment on their Annual Professional Performance Reviews (APPRs) is now determined by how well their students perform on assessments, some standardized at the state level, and others given by each respective district. In addition, a portion of principals’ performance assessment on their APPRs is based on their teachers’ appraised performance. As well, the New York State Education Department has adopted the Common Core standards for K-12 implementation beginning in 2012, and is changing the requirements for teacher certification, with many details yet to be determined. These significant changes, while we begin to work on the details of SPA reports for our next anticipated review by NCATE, keep us excessively busy, both individually and collectively. (There has also been significant time and effort invested to the Middle States self-study, for which a report of findings and recommendations has recently been drafted; we expect a spring 2011 visit from this group to help bring this round of that process to completion.)

In the face of all these demands, why do we do what we do? It really is about our students, and helping them to be prepared, both academically and professionally, for today’s educational environment. Our programs bring to light current issues in education, and we send our graduates out not just with a certificate in hand (or in process), but also with the ability to cultivate an environment in which their students can thrive and succeed. Even in the currently challenging job market, our students remain competitive on both local and national scales, and we still receive excited reports of success as they obtain employment. These notes, albeit sometimes brief, are their own reward!

By way of specifics, here are some more detailed recent reports from some of our faculty:

**Dr. Ronald Bretsch**, a professor in our Department, traveled in North Wales and England (Cheshire, York, and greater London), and consulted with professional Teacher Education colleagues of the University of Chester and Brunel University during the summer of 2011. In autumn 2011, he was selected by the Council of Bishops of the United Methodist Church to be one of the U.M. delegates of the General Assembly of the National Council of Churches in the U.S.A., for 2012-16, and to be a member of the N.C.C.'s Interfaith Relations Commission.

**Mrs. Joanne Stiles**, a clinical faculty member in English education, took several undergraduate and graduate students with her to the New York State English Council Conference in Albany, NY in October, 2011. This year’s conference was entitled “Teaching Humanity: The Character Connection,” and featured two days full of events for those in attendance.

Mrs. Stiles also attended the NCTE (National Council of Teachers of English) conference in November, held in Chicago, Illinois.

**Mr. Donald Straight**, a clinical faculty member in mathematics education, with Mrs. Becky Duprey in the Department of Curriculum and Instruction and Dr. Blair Madore in the Department of Mathematics, attended the annual fall conference of the Association of Mathematics Teachers of New York State (AMTNYS) in Rochester, N.Y. A total of 20 students at the undergraduate and graduate levels accompanied these three faculty members to the conference, where they were able to attend two full days of quality professional development seminars of their choosing. The scope of these seminars ranged from classroom and content tips to high-tech training and ideas. Each attendee was able to network with hundreds of professionals from around the state, including a number of SUNY Potsdam alumni, as well as to pore over the materials and equipment on display from a variety of vendors during the event. Arguably, the most exciting non-mathematical event was SUNY Potsdam’s first-place-award-winning performance in the dance contest. A collection of our students, led by Olivia Tyler, developed a routine that included small parts for Becky Duprey and Blair Madore, and we won! Not surprisingly, Olivia Tyler also won the MVP award. The SUNY Fredonia students are already planning their routine for the rematch next year! The Deans of the Schools of Arts and Sciences and Education and Professional Studies, as well as the Departments of Curriculum and Instruction, Mathematics and Secondary Education graciously provided funding for this trip.

**Dr. Laura Walsh**, an assistant professor in English education, had an exceptionally busy October, during which she had both undergraduate and graduate methods students participate in the American Library Association’s Banned Books Week (September 30 – October 6) by videotaping themselves reading from their favorite banned book. In addition, she attended the ISSOTL (International Scholarship for Teaching and Learning) conference in Milwaukee, Wisconsin, and also completed three chapters for a companion book on teaching reading/writing skills using Stephanie Meyer’s *Twilight*, and other texts. In November, Dr. Walsh attended the NCTE (National Council for Teachers of English) conference in Chicago, IL. During the ALAN (Assembly on Literature for Adolescents) workshop, Dr. Walsh and another colleague presented a breakout session entitled “Book of My Life: Using YA Literature to Promote Student Writing, Research and Discovery of Who They Are, Where They Come From, and Where They Are Going,” designed to help English teachers develop units that would incorporate the new Common Core Standards with Young Adult Literature texts and multi-genre writing. She further reviewed/evaluated two SPA reports from universities in the northeast for NCATE.

Dr. Walsh has also been working with Tina Bush in the Literacy Center and CPS (Community Performance Series) to put together a professional development day for teachers that will help them create multi-genre/multi-modal activities for their students to promote cross-discipline learning. This professional development day goes along with a performance of “Of Mice & Men” that students from several schools will be attending in the spring.

**Mrs. Kristen Scharf-Best**, a new adjunct instructor in foreign language education, reports continued positive and successful practicum experiences with students in languages other than English. She was able to work with students in French and Spanish in both middle schools and high schools around the area, where students fostered positive relationships and served as good role models for regional 7-12 students. In addition, Mrs. Scharf-Best planned and administered the first implementation of the Oral Proficiency Interview (OPI), now a program requirement based on the current standards issued by the American Council on the Teaching of Foreign Languages (ACTFL).
Learnings from Teaching History/Social Studies: 
An Op-ed Article

Dr. Ronald Bretsch, Department of Secondary Education

Are our individual lives — and our collective life as a society — improving or, at a minimum, remaining constant? Or, are we individually or collectively, regressing? And, are there any relationships to history/social studies in the schools?

Our individual and collectives lives are not improving, nor even remaining constant. The realities are all around us. The middle class is shrinking as a proportion of the American population. The teens and twenty-year-olds of today will have lower standards of living than had their parents. This is the first time in U.S. history that “the next generation” will not “have it better” — in a long line of generations through three hundred years of our collective history when such was the expectation — and expectation fulfilled.

The surety of a college education and/or hard work has diminished in individuals’ lives as they seek vertical social mobility.

The very rich now control a greater amount — and of more importance, a greater percentage — of personal income than ever before.

It is true: the rich are getting richer — much, much richer — and the poor are getting poorer — much poorer.

The present tax systems are designed to protect those with money. The more money, the lower the tax rates. Corporations have been ruled by the U.S. Supreme Court as having the legal status of persons regarding corporations’ partisan political contributions. Capitalism has “advanced” so as to be less subject to regulation, when any ECON 101 student knows that unregulated capitalism has within it the seeds of its own destruction, namely monopolies. And, from POLS 101: economic monopolies are inherently politically totalitarian.

Financial institutions have directly misled would-be homebuyers regarding how much can be financed realistically, to the point that the housing market has “collapsed”. Indeed, financial institutions in the housing “industry” bet against the borrowers being able to repay.

Unemployment haunts our neighbor — and some one in our family.

Money buys influence and votes in the halls of Congress. With the money and influence comes an expanding decrease in the accountability of lawmakers to the people, their electors.

Partisan politics, the foundation of a democracy when focusing on the relative merits of ideas, are replaced by personal attacks, whose negative effects are magnified by the speed of communication technology. Reflective thinking is eroded by modern dollar-purchased groupthink.

And the list goes on.

What has been the contribution of history/social studies in the elementary and secondary schools of the U.S. to this lengthening and frightening list? Where, when, and to what extent have our history/social studies curriculums aided to create our present economic, political, and social situation? Should we even expect that elementary and secondary school history/social studies to have “made a difference” in the individual and societal “fix” in which we now find ourselves?

A difficulty is the nature of history, itself. What is “history”?

A standard definition is that history, like any discipline, consists of subject matter, content, or ‘substance’; as well as a set of recognized and accepted methods, modes of inquiry, or “syntax”.

History is the examination of humans’ past experiences, individually and in groups — as well as the use methodologically of objectivity, reflective inquiry, contextualization, and priority given to primary, as opposed to secondary or tertiary, sources.

It has been advanced elsewhere by others that history is the most intellectually demanding of all the disciplines that we attempt to teach in elementary and secondary schools. Some even advance that we are foolish to attempt to teach history prior to college, lest it become mere memorization of facts, dates, places, persons, and things.

More than one university want-to-be-history-major, fresh from secondary school, and into her or his first semester of a college-level history course, wonders, “What is this?” , “I thought that I knew what history is.” The able and/or the persistent ones move on to different, complex, deeper, and more difficult understandings of “history” as a discipline — and, of greater consequence, deeper and more complex interaction with objectivity, primary sources, rational thought, and reflection about alternatives.

Is it too much to expect that history can be taught in elementary and secondary schools? Certainly much of what is taught as “history” has to be discarded and/or corrected later, beginning with the flawed emphasis on “history as only content” to the exclusion of syntax. Fortunate is the seventh grader who learns how to form questions, to record, to think of and to consider alternatives, to evaluate relative probabilities, and to remain objective, when he or she for his or her history/social studies class, interviews a neighbor or relative about “life for me as a result of Pearl Harbor” or “as a result of now being unemployed”. (Or, do they not inquire with the second question?)

Can we history/social studies educators realistically expect that our seventh grader will be able intellectually à la Gopnik to connect “the big” and “the small” — and “big nouns” with “small acts” so as to replicate an historian?

“The pursuit of scholarly rigor too easily leads historians to erase any signs of historical imagination from their work.

What is the historical imagination?

It’s simply the ability to see small and think big. Just thinking big leads you to Spenglerian melodrama and fantasy; just seeing small makes you miss history altogether while seeming to study it . . .
“History helps us to understand reality by disassembling the big nouns into the small acts that make them up. But if history ignores its responsibility to the big nouns it isn’t doing its job. That there were not weekly autos-da-fé in sixteenth-century Spain does not alter our horror that there were any at all, much less that they were so effectively institutionalized.


Can we lead and encourage pupils in an elementary or secondary school-level with scholarly rigor to “historical imagination”? Both to see the small and think big? To understand and apply historical syntax to analyzes of today’s societal and individual problems?

And, more basically, are we willing — and able intellectually — to move from history to social studies, as was envisioned in the 1930s when “social studies” was created? Or, are we as the history/social studies educators, more fond — and more able — to help our students learn about tea ceremonies, the English Glorious Revolution, and Ben Franklin’s inventions than about present-day topics and problems?

Are we afraid of what the general public might think — or say to our principal — we advance that today’s societal, political, and economic “situations” have rightful and worthy places of emphasis in a year of American History in 11th grade? Of 7th and 8th grade? Of fifth grade? Do we, ourselves, understand the intergenerational connections?

The “social compact” or the “agreement between the governed and their governing” is part of the Renaissance humanist tradition and greatly advanced by Jean-Jacques Rousseau a few years later to the attention of those gathered in Philadelphia only twenty years later as a key, fundamental understanding of who we are to be as a people.

“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. — That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, . . .”

I suggest that we, history/social studies educators, ask ourselves, “What meaning has our students’ understanding of ‘the pursuit of Happiness’ in the next class I’m about to teach?”

“What meaning has ‘Life’?”

“What meaning has ‘Liberty’?”

“What meaning has ‘the consent of the governed’?”

In class today, how do we discuss with honesty, with reflective thinking, and with critical inquiry, what is around us in our society and our personal lives regarding unemployment, gross and large-scale dishonesty in financial institutions, the negative effect of enormous amounts of money in politics, the foreclosing on homes, children without enough food, children without health care, children with only small dreams, etc. Dare we? Do we?

What are our students learning in history/social studies courses?

And, per the double entente of this article’s title, what are we, the teachers, learning about what our students have learned in history/social studies courses?

Two sets of questions. Who is learning what? Where’s the evidence, apart from paper-pencil tests? Dare we evaluate or assess by looking around us? Let’s put “outcome-based” evaluative means to their real test: are we individually and societally progressing?

“The surety of a college education and/or hard work has diminished in individuals’ lives as they seek vertical social mobility.”
Integrating Scholarship and Service to the International Community

Dr. Sergei Abramovich, Department of Curriculum and Instruction

It has been more than three years since I was first invited to serve as external examiner or opponent in the framework of the joint PhD program in applied mathematics between the Saint Petersburg State University (SPBU) Department of Applied Cybernetics and the University of Jyväskylä (UJ) Department of Mathematical Information Technology. In 2007, SPBU, my Alma Mater, and SUNY (my current employer) have signed an agreement of cooperation in research and through this and other scholarly collaborations in the areas of mathematics and mathematical education our School of Education and Professional Studies has become a kind of subcontractor in this venture.

University of Jyväskylä (UJ) is the second largest university in Finland (about 35,000 students). It is situated 200 miles to the north of Helsinki, the capital of Finland. At the end of the last year, in the framework of the cooperation of the three universities, the UJ Faculty of Information Technology invited me to participate as opponent in an open examination of a PhD dissertation titled “Lyapunov Quantities and Limit Cycles in Two-dimensional Dynamical Systems: Analytical Methods, Symbolic Computation and Visualization.” It was prepared by Olga Kuznetsova under joint supervision of Professor Pekka Neittaanmäki, Dean of the Faculty of Information Technology, Head of Finnish Society of Computational Sciences; and Professor Gennady Leonov, Dean of the Faculty of Mathematics and Mechanics of SPBU, Corresponding Member of Russian Academy of Sciences. In response to this invitation, I travelled to Finland in November 2011.

My role as opponent was to examine a dissertation, present a written report to the Faculty Council, participate in a strictly structured public examination of the dissertation, and submit to the council a proposal for grading using a 5.0 scale. This was an outstanding dissertation, a conclusion shared by two external reviewers (from Poland and The Netherlands) and the opponent. Only 5% of all PhD degrees granted by the Faculty of Information Technology receive the outstanding score. The dissertation is published in the series Jyväskylä Studies in Computing, 137, 2011 and is available on-line at http://dissertations.jyu.fi/studcomp/9789513944957.pdf by the time of writing this report.

During my stay in Jyväskylä, I was also invited to attend and participate in the master’s theses defense at the Department of Mathematical Information Technology. It was quite impressive that each of the five candidates had to their record up to five peer-reviewed publications and conference presentations (co-authored with their thesis supervisors). More recently I learned that all the five graduates have been admitted into the joint PhD program. In particular, this means that I may expect new opponent engagements at the UJ Faculty of Information Technology in the future. In comparison with my first travel to Jyväskylä in December 2008 when blizzard from Montreal to Amsterdam was canceled and I arrived to Jyväskylä with a minor delay not affecting the event. On the return, late at night, I ran into the closure of a major highway in Montreal due to the falling power line and it took me some four hours to drive from the airport to Potsdam. Regardless of all the inconveniences of the travel, it was really an honor to continue serving an international community by representing the SUNY Potsdam School of Education and Professional Studies at a large European University and contributing to the success of global cooperation in research.

Another international project I have been involved in recently deals with mathematics education. Two years ago, I received a letter from the International Mathematical Virtual Institute (IMVI) which had been established under the umbrella of the Scientific Society of Mathematicians of Banja Luka, Bosnia & Herzegovina. In this letter, I was asked to consider helping the IMVI (one goal of which is to foster interaction among mathematicians and mathematics educators in the Balkans, elsewhere in Europe, and worldwide) to advance their mathematics education research activities through a new journal “Open Mathematical Education Notes.” More specifically, I was asked to consider assuming responsibilities of the founding editor-in-chief of the journal. Seeing scholarship in part as service to community in the broadest possible sense, I decided to positively respond to the invitation. In my response, I submitted a vision for the journal as an online forum for professionals interested in reflecting on the wide range of experiences in the teaching of mathematics at all grade levels, welcoming contributions from mathematicians with teaching ideas that advance knowledge and practice of mathematics education.

My candidacy and the vision for the journal were presented to the society by its President, Professor Romano, and, following the election, I was appointed editor-in-chief of the new journal. The first task for me was to establish editorial advisory board
and I was really honored when several well-known mathematics educators and mathematicians from the United States, Australia, Japan, Norway, and Russia have accepted my invitation to become board members. Although it has been a challenge to attract high quality submissions, we managed to publish the first issue in 2011.

Through integrating scholarship and service to international community I learned that the scholarship implies the service. Furthermore, this service is often as time consuming as the traditional form of scholarship including the scholarship of teaching. But this is what a university expects from a tenured faculty member as a pay back for job security we in academia are blessed with and have been very fortunate to enjoy.

Ms. Ada Santafera (Community Health Department) recently received certification in Thanatology from the national Association of Death Education and Counseling.

Mr. Donald Straight (Department of Secondary Education) attended the annual fall conference of the Association of Mathematics Teachers of New York State (AMTNYS) in Rochester, NY.

Dr. Eileen Raymond (Professor Emeritus, SUNY Potsdam) received an Erasmus Mundus Scholar Award in Special and Inclusive Education for 2011-2012, conducting research on inclusive education in England, Norway, and the Czech Republic. She previously received a Fulbright Grant for 2009-2010 to teach and do research on inclusive education in South Africa.

Mrs. Joanne Stiles (Department of Secondary Education) took several undergraduate and graduate students with her to the New York State English Council Conference in Albany, NY in October, 2011. This year’s conference was entitled “Teaching Humanity: The Character Connection,” and featured two days full of events for those in attendance. Mrs. Stiles also attended the NCTE (National Council of Teachers of English) conference in November, held in Chicago, Illinois.

Dr. Michele Pinard completed her doctorate at McGill University in the Department of Integrated Studies in March 2012. Her dissertation was entitled, “Studying ‘Self’ to Teach ‘Others’: Assessing a Teacher’s Personal and Professional Intercultural Identity Development”; Dr. Pinard was mentored by Dr. Lynn Butler-Kisber.

Dr. Laura Walsh (Department of Secondary Education) attended the NCTE (National Council for Teachers of English) conference in Chicago, IL in November 2011. During the ALAN (Assembly on Literature for Adolescents) workshop, Dr. Walsh and another colleague presented a breakout session entitled “Book of My Life: Using YA Literature to Promote Student Writing, Research and Discovery of Who They Are, Where They Come From, and Where They Are Going,” designed to help English teachers develop units that would incorporate the new Common Core Standards with Young Adult Literature texts and multi-genre writing. She further reviewed/evaluated two SPA reports from universities in the northeast for NCATE. Dr. Walsh has also been working in the Literacy Center, and CPS (Community Performance Series), to put together a professional development day for teachers that will help them create multi-genre/multi-modal activities for their students to promote cross-discipline learning.

The 2011 St. Lawrence Academy Medal was presented to Kim (Dadson) O’Neil, Class of 1977, at the October meeting of the School of Education Alumni Board. Presenting the award to Kim were President John F. Schwaller (pictured at left), Dr. Mark Davey ’84 (center), president of the School of Education Alumni Board, and Dr. Peter Brouwer, Dean of Education and Professional Studies.

The St. Lawrence Academy Medal was created by the School of Education Alumni Board to recognize outstanding alumni in the field of education. Kim is a third grade teacher in the Liverpool Central School District where she has worked since her graduation from Potsdam in 1977. Throughout her long and distinguished career, she has played an active role in bringing social studies education and global awareness to the forefront of modern education.

During the last two years, Kim’s students have participated in video conferences with students in Germany, where they have had the opportunity to learn about each other and their cultures. She recently hosted an in-person classroom visit from the German teacher and students that they have been interacting with through video conference.

As a certified librarian, Kim incorporates sound training in research methods into her classes and her outside work. She has travelled extensively in Europe and Asia to incorporate global knowledge and cultural differences into her teaching. Her lesson plans have been featured on the National History Education Clearinghouse.

Kim’s leadership roles have included President of the New York State Council for the Social Studies, Board member for the National Council for the Social Studies and the editorial board for the journal Social Studies and the Young Learner. She also serves on the National Board for Professional Teaching Standards Middle Childhood/Generalist Standards Committee.

A National Board Certified Teacher, in 2010 Kim was honored by the Liverpool Central School District as Teacher of the Year and by the New York State Council for the Social Studies as its Elementary Teacher of the Year. In 2009 she was honored by the Central New York Council for the Social Studies as its Elementary Teacher of the Year.

Kim has recently joined the School of Education Alumni Board.

A generous gift commitment from a Math and Computer Science alumna will be used to purchase cutting-edge technology for the Mathematics and Science Education Center in Satterlee Hall.

Diana (Zinnecker) Nole, Class of 1987 and a member of the Potsdam College Foundation Board of Trustees, has made a pledge to provide funding for the Center for the next five years. Diana’s gift will allow the Center to continue to provide state-of-the-art technology for the preparation of mathematics and science teachers at all grade levels.

Currently, the Center includes a dual-platform computer podium with integrated document camera, projector and sound system; an interactive SMART board with AirLiner; a classroom set of graphing calculators with probes to collect and analyze data; a science area with lab tables and storage; and movable furniture to facilitate collaboration. Faculty are also exploring options for purchasing mobile learning devices that will enhance teacher preparation.

Diana has also established an endowment at SUNY Potsdam that provides women students with scholarship assistance for off-campus internship experiences.

Diana is president of the Digital Capture Solutions business of Carestream Health, Inc., a former subsidiary of Kodak. She is a 2012 finalist for the prestigious ATHENA Award for women leaders in the Rochester area.
The Center for Excellence in Mathematics and Science Education at SUNY Potsdam — UPDATE
Tina Wilson Bush, Director of the Sheard Literacy Center

SUNY Potsdam’s Center for Excellence in Mathematics and Science Education is a new initiative dedicated to coordinating faculty efforts in support of innovations in teacher preparation, curriculum development, and professional development. The Center encompasses a recently renovated classroom facility dedicated to preparing our future teachers for the increased demands of science and mathematics education in the new millennium. This classroom is an extremely valuable addition to the teacher education program at SUNY Potsdam, and an integral part of the emerging Center for Excellence in Mathematics and Science Education.

(From The Center for Excellence in Mathematics and Science Education brochure, SUNY Potsdam).

In May, 2010 a focus group lead by Dr. Peter Brouwer, Dean of the School of Education and Professional Studies, and Tina Wilson Bush, Director of the Sheard Literacy Center, was created to continue the development of the Math and Science Center. The following individuals: Dr. Bill Doody and Ms. Melissa Cummings (Secondary Science), Dr. Sergei Abramovich and Ms. Becky Duprey (Childhood Education/Math), Dr. Glenn Simonelli (Childhood Education/Science), Mr. Donald Straight (Secondary Math Department), Dr. Walt Conley (Biology), and Dr. Blair Madore (Math) contributed to the advancement of the Center by representing their students and departments.

The group clarified the Center’s mission to affirm the purpose of the Math and Science Center is to “promote math and science as a way of thinking. Rather than a collection of facts, math and science should be viewed as a process for discovering and learning about the many hidden structures in the natural world.” The Center will serve the following constituents (in order of importance): pre-service teachers (PSTs), in-service teachers (ISTs), K-12 students, and college faculty/staff.

Most recently, the Center offered professional development training to SUNY Potsdam education students on the topic of creating fun, interactive presentations using both the SMARTBoard and SMARTNotebook technology. The training was presented by Ms. Becky Duprey, Clinical Faculty member at SUNY Potsdam and school mathematics teacher for 18 years. Twenty-five enthusiastic students attended this informative training on November 19th. The Center was pleased to offer this training to our students. Additional workshops similar to this will be offered in the future for students, faculty, staff, and practicing teachers.

Possible future events/activities of the Center may include but are not limited to the following:
• A site to host math and science presentations by college students and faculty, visitors, and all constituents.
• Support the development and function of a MST STEM program for elementary education. All graduates of the program should have the opportunity to engage in research with a collaborative team of constituents.
• House summer research programs for in-service teachers that ideally involve a collaborative team of all four constituents.
• House and support Math Circles — a mathematical problem solving group that includes all four constituent types
• House and support a regional math/science fair.

• House and support the regional middle school Science Olympiad that has been run on our campus for the last five years.
• Undertake a collaborative project between faculty in-service teachers and pre-service teachers to develop activities and examples that illustrate mathematical concepts as they appear in the real world.
• Collaborative teams undertake projects to develop high quality museum exhibits on the topics of math and science. Make these exhibits available to the North Country public to visit. Ideally resulting projects will be licensed or loaned to existing math and science museums.

Fund raising continues to support the Center for Excellence in Mathematics and Science Education. To date over $200,000 has been raised through grants, endowments, and donations. Most recently Diana (Zinnecker) Nole, Class of 1987, made a generous pledge to the Center to provide additional state-of-the-art technology for the users of the Center. Thank you, Diana!

Although the development of the Center is in its initial stages, the individuals involved are excited and inspired to put forth effort in order to create an environment for educators to collaborate, research, teach, and learn all about the wonders of the world of mathematics and science education.
'Assumption:
by definition, a “professional” —
especially a teacher —
reads continually, maintains currency, and shares.'
Reflections on Wilderness Leadership 1, Siamese Ponds Wilderness, August 2011

One aspect of the Wilderness Education curriculum is for students to take part in a 16-day backpacking trip in the Adirondacks (Wilderness Leadership 1, WILD340). This year’s Leadership 1 students went to the Siamese Ponds Wilderness area in the south-central region of the Adirondack Park. During the course each student got an opportunity to lead their peers as the group bushwhacked (off trail) throughout the wilderness with only their maps, compasses, and surroundings as their guide. In the process, they also learned a great deal: leadership, decision-making, safety and risk management, and group dynamics.

Below, is one student’s perspective on that experience.

Eric Hibbard

If you were to ask a random person if they wanted to go on a 14 day bushwhacking trip the majority would either say no or be confused about what you mean by bushwhack. The general idea of a backpacking trip for most people is surrounded by miles of trail hiking, designated campsites and cell phone service and signs of civilization. This is a fine way of camping too. I’m not trying to compare the two because there is no way.

The leadership I trip was everything. It was one of the most amazing and self-changing experiences I’ve ever had in my life. Hiking out on the first day with 10 people and a 50lb pack, I only had a vague idea of what to expect. The trail hiking we did on the first day was easy and felt like any other backpacking trip. Walking on trails doesn’t keep one’s mind alert and paying attention to where they are on a map. However it is good to start getting to know the others on the trip.

When we first left the trail I remember how alien it felt. It is a very important and difficult skill to be able to track where you are in the middle of the wilderness on a map. After mastering my map and compass skills walking off into the trees without a trail become a friendlier thought. It really is truly amazing how much more free you become when you can read the landscape and be able to navigate. For those 14 days there was nothing better than waking up in the morning in the middle of nowhere, pack up and start walking to another beautiful spot. On the trip we found so many beautiful places and campsites that were just there and didn't need to be created. We swam in pristine rivers and lay out in the sun. Caught a bird’s eye view from the tops of mountains that could be said never had a person on the summit before. The leadership days went well. I learned a lot about being an effective leader and even more about what it means to be a good follower. The leadership skills and qualities I gained from this trip can be used in different trips and beyond. Many different areas in my life have benefited from the leadership training. I feel more confident in my choices and decision making and won’t be afraid to step up and take a leading role in life.

The wilderness is a special and amazing place that I feel everyone can benefit from if they take the opportunity.

““The wilderness is a special and amazing place that I feel everyone can benefit from if they take the opportunity.””
School of Education Alumni Association  
Award for St. Lawrence Academy Medal

The School of Education Alumni Association is pleased to announce the establishment of the St. Lawrence Academy Medal Award. The first medal presentation took place at Alumni Weekend, July 2001. Please read the following information and rationale about the Medal Award and feel free to use the enclosed nomination form to nominate a deserving professional in the field of education of community health.

**Sponsor**  
State University of New York at Potsdam School of Education Alumni Association

**Purpose**  
To recognize an alumnus of the SUNY School of Education who has distinguished himself/herself in the field of education and whose contributions were exceptional.

**Election Criteria**  
The candidate must be an alumnus of SUNY Potsdam School of Education (excluding the Crane School of Music) who has, through significant contributions to the field of professional education or a related field, dignified the professions of teaching or community health profession in study, research, and practice either directly or indirectly in political, social, or financial ways.

**Selection Committee**  
The selection committee shall administer the needs and purposes of the SUNY Potsdam School of Education St. Lawrence Academy Medal. These duties shall include the processing of nominations, the selection of inductees, and the staging of presentation events.

Membership on the selection committee shall consist of five members of the School of Education Alumni Advisory Board appointed by the president of the board.

**Selection Procedures**  
Each year appropriate groups will be solicited for nominations. Letters of nomination must include a completed nomination form and the following materials:

- Resumé of college activities and positions held
- Updated resumé of post-graduation endeavors and accomplishments
- Three additional letters of recommendation/support
- Present position, family, address, and phone numbers

Nominations must be approved by a majority vote of the selection committee before being placed in the applicant pool. The selection committee will prepare a list of no more than five candidates from the pool of nominees.

The award winner will be selected from the finalists by means of rank order vote.

If a candidate is accepted into the pool but not inducted, he/she shall be carried for a period of five years and is eligible for renomination.

**Induction Ceremony**  
The president of the School of Education Alumni Board will notify the recipient. The presentation will take place during the Alumni Weekend at the College Recognition Ceremony.

**Deadline: February 1**

**Return Application To:**  
President, School of Education Alumni Association  
113 Satterlee Hall  
State University College at Potsdam  
44 Pierrepont Avenue  
Potsdam, New York 13676
St. Lawrence Academy Medal Nomination Form

The St. Lawrence Academy Medal is presented to the alumnus who has dignified the field of professional education or related fields in study, research, or practice, whether directly in schools or indirectly in political, social, or financial ways. Please remember that the individual must be a graduate from one of the teacher education programs. This does not apply to graduates of the music education program. The Crane School of Music has awards for their alumni.

The nomination: Provide the following information as it pertains to the individual being nominated.
(Please print or type)

<table>
<thead>
<tr>
<th>Name of Nominee</th>
<th>Class Year</th>
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<tbody>
<tr>
<td>Home Address</td>
<td>Home/Cell Phone</td>
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<tr>
<td>Business Address</td>
<td>Work Phone</td>
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**College Education**

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<th>Degrees Awarded</th>
<th>Major(s)</th>
<th>College/University</th>
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<td>Date Awarded</td>
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**Employment History**

<table>
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<th>Current/Last Position</th>
<th>Employer</th>
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<td>Date of Appointment</td>
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<td>Description of Responsibilities</td>
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**Previous Employment**

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<th>Dates</th>
<th>Employer</th>
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**Other Information**

Please substantiate your nomination with the aforementioned materials and by attaching any additional supportive documents such as awards and accomplishments. All additional pages and information may be appended to the application.

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<th>Nominated by</th>
<th>Address</th>
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Donate to the School of Education and Professional Studies Scholarship Fund

I am pleased to make a contribution to the scholarship fund for students attending a teacher preparation program within the School of Education and Professional Studies at SUNY Potsdam.

Name

Address

Friends ($25) $__________
Other $__________

Payment Options

1. ___ I am enclosing my check made payable to:
   “Potsdam College Foundation/School of Education and Professional Studies”

2. ___ Please bill me for: ___ 2 installments/year ___ 4 installments/year ___ 6 installments/year

3. ___ Please charge my credit card as follows:
   ___ Master Card ___ Visa ___ Discover
   Card # ______________________________ CVV2# (3 digits on back) ____________
   Name on Card ___________________________ Expiration Date ____________
   Signature ______________________________

Bequests or Gifts of Stock

___ Please send information on how to include The School of Education and Professional Studies in my will.
___ Please call. I need help making a gift of stock. Phone: ____________________

Corporate Matching Gifts

Your company may double or triple your personal contribution to SUNY Potsdam. In most cases, if your spouse works for a matching gift company, they too, will often match your gift to the college. In order for the college to benefit from a corporate matching gift program, you must fill out a Matching Gift Form (obtained from your company’s personnel office) and send it with this form and your contribution to the Potsdam College Foundation. If you’re not sure whether your company matches gifts to higher education, please check with your personnel office or call us (315-267-3050).

Secure online giving form: https://secure.potsdam.edu/giving
Email: invest@potsdam.edu

Please send this form along with your gift to:
Potsdam College Foundation, Inc. SUNY Potsdam, 44 Pierrepont Avenue Potsdam, Ny 13676

Thank you for your gift!
Please Keep in Touch!

Alumni Update Information Sheet

Please complete and return this form to us as soon as possible. We look forward to hearing from you. Let us know what you are doing and any news you have about other education alumni. Thanks for your help.

(Mail form to: Potsdam College Foundation, Raymond Hall, SUNY Potsdam 44 Pierrepont Ave Potsdam, Ny 13676)

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<th>Name</th>
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<td>Recent Activities/Achievements</td>
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Newsletter Suggestions:  

Other Information (family, news, past employment, travels, publications, exhibitions, memberships, etc.)

Please feel free to attach additional pages. Thank you!
The School of Education & Professional Studies would like to thank the following people for their contribution to the Newsletter:

Natasha Abramovich  ■  Central Printing Services  ■  Dayna Cole
College Advancement Services  ■  Donna Smith-Raymond  ■  Claudette VanEss