School of Education and Professional Studies

newsletter

Summer 2014
Volume XVI

updates

• faculty & staff news
• alumni support
• student experiences
As I sit in my office writing the introduction to this year’s SOE&PS Newsletter, I am heartened to see clear signs of spring returning to the North Country. It has been a long, hard winter. With the return of spring comes the annual round of awards ceremonies and graduation events. I look forward to the opportunity to recognize the excellent work that our students have accomplished as they wrap up their studies and enter the next phase of their careers, whether it be employment or graduate school.

The faculty and staff in the School of Education and Professional Studies continue to be 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 outreach and service-oriented activities. We are quite proud of all that our students are able to accomplish.

The School of Education and Professional Studies includes thriving programs in Business Administration and Community Health, which includes Wilderness Education. You will find articles on faculty and student activities from these programs as well.

I especially wish to thank alumni for their continued support for important school initiatives. As you will see in the pages of this newsletter, our School is very fortunate to have so many alumni who are generously giving back to their alma mater in so many ways:

- Through generous donations to the School in support of scholarships, academic departments, the Sheard Literacy Center’s mentoring program and Branching Out With Books, the Math and Science Education Center, the O’Shaughnessy Center, the Write Spot program, and the School’s unrestricted fund.
- Through volunteering on advisory boards such as the School of Education Alumni Board, the Business Administration Advisory Council, and the Sheard Literacy Center Advisory Board.
- Through returning to campus to speak to students, such as the March 2014 TESA Conference session with alumni superintendents and principals.
- Through hosting our teacher candidates for crucial field experience and student teaching placements.
- By meeting with me in your schools during my travels throughout the state, offering advice and feedback on our programs to help us better prepare our teacher candidates.
- Your ongoing contributions allow us to maintain a level of excellence in light of declining state funding. In these challenging times, all of us who hold SUNY Potsdam dear to our hearts need to come together to support our programs for the benefit of our current and future students.

Dr. Peter S. Brouwer, Dean
School of Education and Professional Studies

How can you contribute?

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

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

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

For more information on ways to financially support the School, please contact Nancy Griffin in the College Advancement Office at (315) 267-2112 or griffin@potsdam.edu or you may send a check made payable to The Potsdam College Foundation to:

Potsdam College Foundation
SUNY Potsdam
44 Pierrepont Avenue
Potsdam, NY 13676

Thank you!
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‘Branching Out With Books’
SUNY Potsdam Alumna Creates Endowment

Nancy Griffin, College Advancement and Tina Wilson Bush, Director, Sheared Literacy Center

Dr. Jan Harting-McChesney, ’74, has established The Harting-McChesney Endowment Fund at SUNY Potsdam that will provide financial support each year for the “Branching Out With Books” program, administered by the Sheard Literacy Center.

Her gift will help to cover transportation costs for SUNY Potsdam students to travel to schools in the area to help at-risk children develop strong literacy skills.

In addition to providing financial support to the College through her endowment, Dr. Harting-McChesney has also included SUNY Potsdam in her will, designating her bequest for the greatest needs of the Literacy Center.

“Jan’s gift will be transformational for the Sheard Literacy Center and will ensure that it is able to meet its mission of serving the literacy needs of the community for many years to come,” said Dr. Peter Brouwer ’79, Dean of the School of Education and Professional Studies. “What a powerful way to give back to the College as well as to the North Country.”

Dr. Harting-McChesney is an Associate Professor in the Child Study Department at St. Joseph’s College in Patchogue, New York, where she has taught since 1991. Previously, she taught elementary school students in the South Country Central Schools in East Patchogue.

Her work has been published in numerous education journals, and she is a frequent presenter at national and international conferences.

Dr. Harting-McChesney earned her Ed.D. in Reading, Language and Cognition at Hofstra University.

Department of Secondary Education Welcomes New Science Education Faculty Member

The Department of Secondary Education welcomes Dr. Vicki Cook as a new faculty member in Adolescence Science Education, for the fall 2014 semester.

Dr. Cook comes to us from Elmira College, where she has been an Assistant Professor of Adolescence Education since July of 2012.

Previously, she taught high school science (Biology and Chemistry) for 13 years, served as a K-6 Science and Health Lead Teacher for five years, and then was a Primary School Assistant Principal from 2007-2012.

Dr. Cook brings a tremendous base of knowledge, experience, and enthusiasm to our Adolescence Science Education program.

Her diverse experiences also allow her to be a resource for collaborative efforts, and she will be teaching a section of science methods for the Department of Curriculum and Instruction in fall 2014.

Our current clinical faculty member in Adolescence Science Education, Mrs. Melissa Cummings, has had a lot of additional responsibility in recent semesters, following a colleague’s retirement; she is especially excited to have a “science education person” with whom she can resume working directly!

If you see Dr. Cook on campus, please give her a heartfelt SUNY Potsdam welcome!

She earned two master’s degrees, in special education from Adelphi University and education at SUNY Oneonta.

As an undergraduate at SUNY Potsdam, she spent a year studying abroad at the University of Copenhagen.

Tina Bush, Director of the Sheard Literacy Center (left) and Dr. Marta Albert (right), Assistant Professor of Literacy Education, visited with Dr. Jan Harting-McChesney and her husband, David McChesney, at their home in Brookhaven, New York, to thank the couple for their generosity to SUNY Potsdam and the Literacy Center.

Dr. Vicki Cook
Donnalyn Eaton Shuster ‘78, Honored with 2013
St. Lawrence Academy Medal at Reunion Weekend

The School of Education and Professional Studies Alumni Association honored Donnalyn Eaton Shuster, Class of 1978, with the 2013 St. Lawrence Academy Medal at the College’s annual Reunion Weekend in July 2013.

The St. Lawrence Academy Medal is presented to a SUNY Potsdam education graduate who has made significant contributions to the field of professional education or a related field.

Throughout her 35-year career as an award-winning art teacher and artist, Shuster has dedicated herself to bringing the joy of art into the lives of her students and the community as well.

Donnalyn has taught art at all grade levels with equal passion and dedication to her craft. For 23 years, she was the middle and high school art teacher in the Frankfort-Schuyler Central School District.

She has always brought innovative approaches to her classes, and she is constantly organizing exhibits and festivals to showcase student work both in the school and community.

On the state level, Donnalyn helped to bring Youth Art Month to New York and currently serves as its state co-chair.

She is also a trustee for the New York State Art Teachers’ Association and has become a valuable resource for her colleagues, who often seek her input.

She has presented numerous workshops at the local, state, and national level, and her sessions are always standing-room-only. She has received national recognition for her work: in 2012 she received the National Art Education Association’s Merit Award, and in March 2013 she received the Council for Art Education’s Award of Excellence.

Shuster is also a talented working artist who exhibits her own creations at least once a year, both in solo exhibits and juried art shows.

She is also loyal to her alma mater, serving on the Potsdam Alumni Board and as president of the Greek Alumni Board and the Omega Delta Phi’s alumnae association. She and her husband Arthur own and operate a successful dairy farm in St. Johnsville, New York, which has achieved the Dairy of Distinction Award for numerous consecutive years.

About the St. Lawrence Academy Medal...

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

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

Letters of nomination must include a completed nomination form and the following materials:
1. Three additional letters of support
2. Resume of College activities and positions held
3. Endeavors and accomplishments since graduation
4. Present position, family, address and phone numbers

Deadline is February 1.

For more information and a nomination form, please visit:
http://www.potsdam.edu/alumni/awards/medal.cfm
or call (315) 267-2515
Commitment to Graduate Education Continues with New Center for Graduate Studies (CGS)

Joshua LaFave, Director Center for Graduate Studies

SUNY Potsdam has a strong tradition of providing education at the graduate level. In fact, the upcoming bicentennial celebration will also mark the 68th year of Potsdam offering a post-baccalaureate degree. In addition, almost 11,000 students have received such degrees.

It’s no surprise that as the college prepares for its bicentennial that this commitment is just as strong as it has been for the past six decades. Strategic changes in both program offerings and the way in which students are supported provides evidence of this commitment.

The Graduate Studies Office has now become the Center for Graduate Studies (CGS), with key goals of providing an integrated one-stop-shop operation that supports students from the time of awareness of our programs to graduation and beyond. This relationship constitutes a commitment to the entire student lifecycle, those relationships forming the core of everything we do. In addition, we work to partner with every stakeholder to graduate education, which includes partnerships with faculty, administration, students, and alumni. Sharing the story of the graduate experience includes each of these roles, and it is in that spirit we share a few of our key accomplishments over the past year:

• Graduate Studies Connects! As we share Potsdam’s offerings both on and off campus, we want to ensure that our outreach has clear meaning and purpose. This begins with a “branded” series known as “Connects!”

• Bear-Abilities: CGS is committed to supplementing the academic experience with professional development offerings. Bear-Abilities is comprised of workshops, webinars, guest speakers, and more. We are always looking for ideas and speakers and invite anyone to contact us with ideas.

• Professional Development Funding: Students interested in attending conferences, to present their research or project can apply for special support from CGS.

• Graduate Studies Advocate: We are in the process of launching a blog known as the Advocate as one of the many ways in which we can share the graduate student experience at Potsdam. This will include student ambassadors who will share their experiences at Potsdam both in and out of the classroom.

• Graduate Studies Newsletter: Communication is key, especially to our students, faculty, and staff. A bi-weekly newsletter is sent out to our students, faculty, and staff. As we share Potsdam’s offerings in and out of the classroom, we want to ensure that our outreach has clear meaning and purpose. This begins with a “branded” series known as “Connects!”

• Bear-Abilities: CGS is committed to supplementing the academic experience with professional development offerings. Bear-Abilities is comprised of workshops, webinars, guest speakers, and more. We are always looking for ideas and speakers and invite anyone to contact us with ideas.

In addition to our on-campus support, alumni involvement is critical. Sharing expertise, providing evidence of career preparation, and telling simply great stories of experiences at Potsdam are among the top things that those considering Potsdam need to hear. Visit http://www.potsdam.edu/masters and clicking on the “Alumni” picture box, where we invite all alumni to share with us the ways in which they would be interested in becoming engaged with the graduate community on campus.

The CGS team is excited for the future, and we look forward to sharing more and partnering with you as we prepare the future to “experience Potsdam!”

Student’s Project, PuzzleTopple App, goes Global

Kelly Dugan

Maybe you remember reading an article last October in the Graduate Studies Weekly, or perhaps it was on North Country Now, or one of the newspapers. Maybe you saw the news story on TV. Better yet, you attended the launch party for an app called PuzzleTopple created by Trevor Dugan, a SUNY Potsdam Graduate Student. However you heard about the app, here’s an update. The idea was conceived in the Fall of 2012 for a multimedia class, while Trevor was in his first semester of the MSED Educational Technology Specialist program. Having put the game aside through the Spring semester, in the Fall of 2013, Trevor was encouraged to publish his app, hence the launch party.

The app is available on both IOS and Android. Since the launch, Trevor’s app has gone global, with 17,000 downloads in the Singapore region and over 25,000 downloads worldwide on IOS alone. The iPad version is the most popular, and 100% of those who have downloaded the app have updated to the newest version. Trevor continues to update the app regularly and seeks consumer comments for each update.

Since the app’s release, Trevor has added new features such as new graphics, making the game user-friendly for those who are colorblind; a new up touch feature, which allows the player to highlight the blocks by sliding a finger over; and upon lifting the finger, the blocks are eliminated. “I intend to release a free version with ads later this year,” states Trevor. Trevor will graduate this May with an MSED in Information and Communication Technology. Currently Trevor is working on another app with Matthew Wright and is interested in pursuing a small business startup to develop new apps. “It is a constant learning process,” Trevor states. “And the Apple Developer Community is helpful; it is nice to collaborate with likeminded individuals to work out a problem. I look forward to graduating and developing more apps.”
Alumni Superintendents and Principals Speak to Aspiring Teachers at Conference

Nancy Griffin
College Advancement

SUNY Potsdam’s School of Education Alumni Board recently hosted 11 alumni who are school superintendents and principals for a career advice session to students aspiring to become teachers. The session was part of the College’s Teacher Education Student Association (TESA) annual two-day conference in March 2014.

Pictured in the photo at right (front row from left) are presenters Jerry Griffin ’94, Malone Central School District Superintendent; Charity Zawatski ’02, Principal of West Side Elementary School in Gouverneur; Joann Chambers ’87, Potsdam High School Principal; and David Vroman ’83, President of the School of Education Alumni Board.

Also pictured (back row from left) are Nicole Feml ’08, TESA Advisor and Assistant Director of School Partnerships and Teacher Certification; Mark Bennett ’00, Principal of Potsdam’s A. A. Kingston Middle School; Lawrence Wink ’94, Principal of the Hastings-Mallory Elementary School in Central Square; Matt Breitenbach ’72, retired Superintendent of Corinth Schools and Green Island Union Free Schools; Travis Hoover ’00, Superintendent of LaFargeville Central School District; Robert Stewart ’96, Principal of Parishville-Hopkinton Senior High School; William Congdon ’72, retired Superintendent of Horseheads Central School District; Peter Brouwer ’79, Dean of the School of Education and Professional Studies; Ben Vallati ’93, Principal of Special Education and Student Services Department of Ottawa Catholic School Board; Frederick Hall, Jr. ’84, Superintendent of Sackets Harbor Central Schools; and SUNY Potsdam Interim President Dennis Hefner.

Professional Development for Teachers Available

Kathleen Morris, Advisor
Watertown Extended Education Center

SUNY Potsdam, in collaboration with Jefferson-Lewis BOCES, is pleased to announce an exciting professional development opportunity for teachers in the Jefferson, Lewis, and St. Lawrence county districts. Starting in the summer of 2014, Potsdam will offer an 18-credit sequence of courses leading to a Certificate of Advanced Study (CAS) in Inclusive and Special Education. This course of study is specifically designed for educators who wish to expand their knowledge and skills in differentiating instruction in the classroom to meet the needs of all children.

Courses will be offered via satellite, online, face-to-face, or as hybrides at the Potsdam campus, and in Watertown on the SUNY Jefferson campus or the SUNY Potsdam campus or the pus, and in Watertown on the satellite, online, face-to-face, or

Jefferson Lewis BOCES campus. Courses will be available to Lewis and St. Lawrence county participants via the BOCES Distance Learning network.

The Advanced Certificate in Inclusive and Special Education is designed to provide a sequenced program of study that complements the knowledge, competencies, and dispositions of certified and experienced teachers in effectively addressing the needs of students with mild to moderate disabilities in primarily inclusive settings.

The Advanced Certificate in Inclusive and Special Education will provide the classroom teacher with more knowledge and clinical experience with which to create an inclusive classroom that incorporates the essential principles of Universal Design for Learning. Completion of the Advanced Certificate will provide currently practicing teachers with a deeper understanding of the range and characteristics of learning disabilities and tools with which to differentiate learning in the classroom.

The CAS in Inclusive and Special Education program will enroll a new cohort starting with the Summer Session each year. The program is open to those who hold a master’s degree in education with no fewer than 6 prerequisite credits in Special Education and have at least two years of related experience in the field.

Participants will receive a certificate of completion for the program and may be eligible to apply for an extension in Special Education to a currently held teaching certificate.

SUMMER 2014
• SPED 601 Characteristics and Contemporary Issues of Learners with Mild/Moderate Disabilities
• SPED 650 Collaboration with Professionals and Parents

FALL 2014
• SPED 516 Diversity and Advocacy in Education
• SPED 637 Diagnosis and Assessment of Educational Disabilities

SPRING 2015
• SPED 640 Behavior Management for the Special Educator
• SPED 646 Strategies for Teaching Elementary Students with Learning/Behavioral Disabilities -OR-
• SPED 647 Strategies for Teaching Secondary Students with Learning/Behavioral Disabilities
Sergei Abramovich

Sergei Abramovich (Department of Curriculum & Instruction) since his last report appeared in this section of the Newsletter has participated in various professional activities at local, national, and international levels.


He also served as a member of the Program Committee for the 6th Workshop on *Modeling, Management and Generation of Problems/Questions in Technology Enhanced Learning*, Bali, Indonesia. He was an invited speaker at the 13th Serbian Mathematical Congress, Vrnjacka Banja, Serbia, where he also was an International Scientific Committee member. At the local level, in addition to teaching overload in Watertown and serving on various committees, he coordinated the SOE&PS seminar series *Disciplined Inquiry in Education*.

Dr. Kelly Bonnar

Dr. Kelly Bonnar, in addition to being a faculty member in Community Health, has a new position on campus as the Director of the Center for Student Research. In this position, her role is to encourage faculty/student collaborative research. The Center accomplishes that in a number of ways, including:
1. sponsoring faculty/student workshops
2. administering the Kilmer Undergraduate Research Apprenticeship and the Institute for Ethical Behavior Endowment
3. awarding 4 student travel grants
4. coordinating the SUNY Albany Innovative Undergraduate Research Forum and the Ram Chugh North Country Public Service and Research Award.

The Center also supports 1 graduate and 1 undergraduate student intern, a student assistant, and 2 work-study positions.

In November 2013, Dr. Bonnar attended the 7th annual Health Disparities Conference in St. Thomas, VI. The theme for this conference was to eliminate racial/ethnic disparities in health by focusing on the role of social determinants and how policies to address these are necessary to achieve health equity.

In January 2014, Dr. Bonnar presented at the annual CSTEP Career Symposium at SUNY Canton.

In February 2014, Dr. Bonnar, led by colleagues from SUNY Albany’s Center for the Elimination of Health Disparities, successfully submitted a proposal for the SUNY Health Now Network, after an approved letter of intent.

The proposed project aims to create an American Indian Health Network in NY State.

Dr. Kelly Bonnar is coordinating the new Community Health Honors program. This program, developed with support from the Title III Curriculum Development Grant offers, offers outstanding undergraduate students majoring in Community Health the opportunity to complete public health research. Honors students accepted into the program complete an Honors Thesis, where they apply principles of research to a public health problem.

This experience is designed for students interested in pursuing graduate education in public health.

In its first year, the program enrolled 2 students, and 9 more have been invited to apply for the 2014/2015 academic year.

Patricia Anafi

Patricia Anafi (Department of Community Health) graduated from the University of Massachusetts in Amherst in May 2012 with a Doctorate in Public Health. Prior to joining SUNY Potsdam in Fall 2013, she taught as an adjunct Assistant Professor at Hampshire College in Massachusetts. Dr. Anafi’s current research interest focuses on socio-cultural aspects of health care seeking behavior of pregnant women in low-income communities in urban Ghana. She has also conducted research in HIV/AIDS prevention education and community role in reducing HIV/AIDS stigma in rural populations in Ghana.

In January 2014, she accepted an invitation from the Center for Diversity, SUNY Potsdam to deliver the keynote address on Dr. Martin Luther King’s Day Event on the theme “The Importance of Civil Engagement and Community Service.” Currently, she is an advisory board member of the Center for Student Research at SUNY Potsdam, and she served as a reviewer for the International Journal of Environmental Research and Public Health in 2013.

In March 2014, her paper, “HIV/AIDS Related Stigma in Rural Ghana,” was accepted for publication in a forthcoming issue of the International Quarterly of Community Health Education. In addition, her abstract entitled “Increasing the Use of Professional Midwifery Care During Delivery in Low Income Areas in Accra, Ghana” has been accepted for a poster presentation in the upcoming Global Symposium on Health Systems Research, which will be held in Cape Town, South Africa from September, 30 to October 3, 2014.

Teacher Education at Potsdam traces its history back to the College’s foundation as St. Lawrence Academy established in 1816, making SUNY Potsdam’s Teacher Education programs the oldest in the SUNY system.
Teacher Education Candidate Wins SUNY Chancellor’s Award for Student Excellence

Samantha DiPietro received the SUNY Chancellor’s Award for Student Excellence in Albany on April 2, 2014. Sam is a May graduate of the Childhood/Early Childhood teacher education program with a double major in Dance and a specialization in English. Samantha integrated academic excellence with several other aspects of her campus life, including leadership, athletics, community service, and creative/performing arts. Her distinguished record of achievement included being inducted into Kappa Delta Pi Honor Society (Fall 2013); she was tapped as Vice President of Phi Kappa Phi (Spring 2013); and had the senior dance piece she choreographed chosen to go to the American Colleges Dance Festival Association at Boston College in Spring 2014.

In her home community of New Hartford, NY, Samantha volunteers to teach dance with the Leather Stocking Ballet Company; she also taught Preschool and Beginning Ballet & Tap dance classes Saturday mornings in Potsdam. In addition to her Orientation Leader and Resident Assistant positions at SUNY Potsdam, Samantha was a student employee in the School of Education and Professional Studies Department of Curriculum & Instruction Office, assisting faculty and staff.

About her teaching, faculty members commented, “I have witnessed (Sam’s) humble professional mannerisms…(She) fastidiously prepares for all lessons and projects; she is positive, creative, and conscientious—a rare and delightful candidate to supervise. Teaching first graders, Samantha showed so much initiative, a willingness to take constructive criticism, and employ whatever responsibilities were given to her, the mentor teacher invited her to return to student teach—on day one… Her diligent work is inspirational. She has shown herself to be self-disciplined and unassuming in so many areas; she does what is right and good, leading others by example.”

Staff concurred: “(Samantha) genuinely cares about people and SUNY Potsdam and wants to help however she can. (She) is an intelligent, practical, organized, poised, goal-oriented, and mature individual who possesses a wonderful sense of humor, as well as a natural tendency to lead….” Samantha intends to continue her graduate studies in the Technology Specialist program at SUNY Potsdam.

“Samantha genuinely cares about people and SUNY Potsdam and wants to help however she can.”

“Progress”: Ireland as Experienced in 1982 and 2013

Click here to read Dr. Ronald Bretsch’s article about the progress of the past thirty years that he witnessed in Ireland during his 2013 visit there.
http://www.potsdam.edu/academics/SOEPS/education/departments/secondary
Students, Faculty Study in South Africa in 2013

Dr. Michele Pinard
Struggling to change

Worldwide, schools struggle to change. The privileged, even at Potsdam, when hampered by resource constraints, enrich curricula creatively.

Five students and two faculty members, supported by a Chancellor’s Award for Internationalizing (CAFI) the Campus grant, traveled and studied in South Africa’s Eastern Cape Province during Summer 2013.

Education is the most powerful weapon which you can use to change the world.

~ Nelson Mandela

Dr. Jeremy van Blommestein and Dr. Michele Pinard, Associate Professors of Sociology and Curriculum & Instruction respectively, integrated the history of racial relations, intercultural education, social justice, and service learning to build a comparative study course about educational resistance movements.

Struggles of Change: South African and U.S. Education in Global Times focused on youth and schools in marginalized communities that commit to participatory action models to solve their own social problems by using sports, protest music, dance, and the arts to promote literacy and civic engagement. After spending spring term formally preparing, the group engaged with fair trade and university partners, while traveling to meet with people who live or work in relocated villages, museums, and at community centers; professional lecturers, ministers, safari-guides and unemployed teachers demonstrated how their leadership occurs in a variety of settings and effects economic, social, environmental and political change. Students also met with undergraduate email “buddies” from Nelson Mandela Metropolitan University (NMMU), held seminars with SKYPE social entrepreneur teachers, such as Calabash Tour providers, and reflected on personal critical incidences, relating them to Jonathan Jansen’s Knowledge in the Blood.

Exposed to non-governmental (ngo) gardening projects at schools other than their own service-learning site at Charles Duna Primary School, the group learned about alternate sustainable models of permaculture gardening.

Touring the Robben Island quarry where Mr. Nelson Mandela was exiled, students pondered how South Africa’s leaders have or have yet to realistically fulfill promises to provide equitable education opportunity for all. Notions of reconciliation, truth, and what it means to lead were daily lessons of conversation. After spending a week at Charles Duna and falling in love with my students and then touring the second school I was appalled and enraged all at once. I cried that day. It wasn’t the first time we had witnessed the racial inequality issues but this one really struck home.

I had watched my students share what few supplies they had which usually consisted of bottle caps or corks for counting and old ripped up, used workbooks then walked down the street into this beautiful facility with TWO computer labs, a workshop, tennis courts, and several other frustrating things.

These children did not need to share desks or supplies and their uniforms were to a T, not like my students who wore clothes two sizes too small with holes. Some of them didn’t even have shoes. I was appalled. You just don’t understand the continuation of social inequality until you actually witness it for yourself, and I was shocked. This was so much worse than the little we actually read in history books. I wish more people could be educated in what is really still happening outside of the US...

"From the outside looking in, you can never understand it; from the inside looking out, you can never explain it."
Mimi said:
This trip has brought to my attention just how little we as a nation know/share about other countries in the world. The history and culture of South Africa is such a small section of a chapter in our history books (what we learn in schools). It makes me wonder just how much I am missing out on when it comes to the histories of other countries. We talk about trying to teach kids in an unbiased manor by not taking sides of any religious groups or anything like that, yet isn’t that the same thing in leaving certain things out of the text book? I feel that before I had the knowledge I accumulated from this course and trip I was making unfair assumptions about South Africa and its people because I just didn’t know their history.

Mimi “Mimi” Moreland with her mentor teacher at Charles Duna Primary School

Emily Jackson with students receiving their TOMS shoes

Emily noted:
Although the experience of giving out TOMS shoes to students at Charles Duna opened my eyes more to ethical business practices and social responsibility, that certainly was not the only encounter that we had with such organizations. When I stepped back to really look at the businesses we had been in contact with throughout our trip, the majority of them were similar in a socially responsible way… From hostels that we stayed in, to restaurants that we ate at, and our tour guides, the people we came in contact with all shared similar goals… what these people and organizations were doing for their neighborhoods and the society in general, I realized that those are the people that are affecting change- and those are the types of businesses that I would want to be associated with throughout my business career…(in) my Master’s Degree … I hope to focus on Ethical Leadership..

Katie remarked:
I would just like to say anyone who is hesitant about going, even if you have a little inkling to go on this trip, you should go and be open to new experiences, this could be the next chapter in your own book. Being able to go to South Africa was life changing and has definitely changed the way I think about dreams that I have… Going to South Africa and being able to teach dance, music, and even a little English was great. I was able to use the techniques that I have learned at SUNY Potsdam in a Dance Education Class taught by Professor Don Borsh. Teaching academic subjects through dance including science, math, language arts and even history were things I was able to do at Charles Duna Primary. …I was inspired from being able to teach in South Africa and now will be teaching creative movement at the St. Lawrence Arts Council. I will be able to use some of the lessons that I taught in South Africa and I will bring it to Potsdam. I hope to become a childhood education teacher as well as a dance teacher one day. Going to South Africa has been a life-changing event and has made me realize the passion for teaching that was within myself and brought out from being part of this Service Learning Program.

Julie Koehler observed pre-departure after reading Jonathon Jansen’s Knowledge in the Blood:
I agree with Jansen’s view that knowledge is formulated by who is speaking and where they stand in a hierarchy. Jansen also states that SA knowledge is “white knowledge.” For these reasons, knowledge must be reformed, and come from places of truth…. change often brings uncertainty and disarray, causing the line between truth and fallacy to blur. When this line is blurred, we lose our absolutios, which is quite unsettling.

Upon return, Julie reflected on educators’ responsibilities:
… social change will not occur quickly or quietly. For social change to happen in education, we must be loud and insistent. If teachers keep this in mind, social change will be possible. We must first learn from the past and then embrace the diversity of the present. We must follow examples from prior social leaders, then personalize them to suit our needs. We must think critically about teaching and learning, and always keep in mind our goals for our students. Education comes with great responsibility, and we must use this responsibility wisely and rationally in order to promote social change in the classroom.

Katie Binder with Xhosa face design practicing new drumming rhythms

Katie remarked:
I would just like to say anyone who is hesitant about going, even if you have a little inkling to go on this trip, you should go and be open to new experiences, this could be the next chapter in your own book. Being able to go to South Africa was life changing and has definitely changed the way I think about dreams that I have… Going to South Africa and being able to teach dance, music, and even a little English was great. I was able to use the techniques that I have learned at SUNY Potsdam in a Dance Education Class taught by Professor Don Borsh. Teaching academic subjects through dance including science, math, language arts and even history were things I was able to do at Charles Duna Primary. …I was inspired from being able to teach in South Africa and now will be teaching creative movement at the St. Lawrence Arts Council. I will be able to use some of the lessons that I taught in South Africa and I will bring it to Potsdam. I hope to become a childhood education teacher as well as a dance teacher one day. Going to South Africa has been a life-changing event and has made me realize the passion for teaching that was within myself and brought out from being part of this Service Learning Program.
**Community Health Department Updates**

**Spring Has Sprung and We Keep Growing!**

*Kathleen O’Rourke, Community Health Department Chair*

There have been so many exciting changes in the Community Health Department, it’s hard to know where to start. Starting in the fall of 2014, the first cohort of students will begin our Masters of Science (MS) in Community Health. The MS in Community Health prepares public health professionals to address public health issues in diverse populations. The curriculum fosters development of core public health competencies, training students to plan, implement, and evaluate rural health initiatives. Graduates can expect to work in a variety of government, state, or local organizations. Nationally, these could include the Centers for Disease Control, Substance Abuse and Mental Health Services Administration, or the World Health Association. Graduates could also work for any of the thousands of non-governmental/non-profit health agencies such as (but not limited to) Hospice, Garden Share, Cornell Cooperative Extension, Office of the Aging, State and Local Departments of Public Health, Renewal House, and the American Heart Association, to name just a few. We are excited to prepare our students to meet the public health challenges of the 21st century.

Our new minors (Fitness, Nutrition, Sexual Health, and Therapeutic Recreation) are growing like wildfire, as is our Community Health Major. The new Community Health Honors program began accepting students in the fall of 2013. The honors program was developed with support from the Title III Curriculum Development Grant and is coordinated by Dr. Kelly Bonnar. The program offers outstanding undergraduate students in Community Health the opportunity to complete public health research. Honors students complete an Honors Thesis addressing a public health problem. In its first year, the program enrolled two students, with two more accepted for the 2014/2015 academic year.

We welcomed two new professors this past fall, Dr. Tony Trunfio and Dr. Patricia Anafi (Dr. Anafi’s bio can be found in the faculty news section). This fall we will be welcoming our newest faculty member, Janelle Jacobson, who will be teaching both in our undergraduate and new graduate community health programs.

This year marks the 50th anniversary of the Wilderness Act. Why is this important? According to the Wilderness Society, this act “created a way for Congress and Americans to designate wilderness areas, which represent the nation’s highest form of land protection.” Areas designated as wilderness do not allow any permanent structures or activities that alter the primeval character, where “man is a visitor who does not remain.” This act ultimately designated 750 wilderness areas in states from Alaska to Florida, including several in our own Adirondack Park, protecting them for our children’s future.

The Wilderness Education Program is one of several programs nationally that are recognizing the 50th anniversary with a variety of activities. Leadership II, a course focusing on advanced leadership development, travels to the Gila Wilderness in New Mexico for a 20-day expedition in May.

The Gila was the first designated wilderness area in the nation. Aldo Leopold was instrumental in obtaining wilderness designation for the Gila early in his career. Leopold’s experience in this region of the Southwest was seminal in the formation of his concept of ecology. Additionally, Leadership I will be traveling to the Siamese Ponds Wilderness Area in August. Siamese Ponds was the location where Howard Zahniser wrote both the NYS and National versions of the 1964 Wilderness Act; this act preserved much of the Adirondack Park as Wilderness and 103 million acres within the National Wilderness Preservation System. Finally, during the fall semester the Wilderness Education Program faculty and student leaders will host a series of trips that are part of the campus Wilderness Act Celebration. The Gila, Siamese Ponds, and fall trips will culminate in a slide show late in the fall, where students will present a photo essay of their wilderness trips.

Finally, Ada Santafera, our longstanding internship coordinator and tireless advocate for the Community Health program, was awarded the Chancellor’s Award for Excellence in Professional Service. We cannot think of an individual more deserving; her tireless service to the campus and community has touched many, and we are so pleased SUNY has recognized her contributions.

**Student Receives 2013 CSTEP Summer Internship**

Jessica Helfter, a Community Health major, received a CSTEP Summer Internship in 2013. For her internship, she did research with Dr. Kelly Bonnar.

Her research compared the health status of Native Americans and First Nations. In that research, she identified access to quality health services as a risk factor for the disproportionate burden of disease experienced by these two populations.

Jessica had the opportunity to present her research at the Upstate New York Undergraduate Research Conference held at St. Lawrence University in September 2013.

She also presented this research at SUNY Potsdam’s annual Learning & Research Fair on April 23, 2014.

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Community Health major, Jessica Helfter, participates in SUNY Potsdam’s Learning & Research Fair.
Working with SUNY Potsdam Interns Brings Fresh Ideas, Energy to Health Resource Center

Kristine Buck (Zaker)

In spring of 2002 I graduated from the SUNY Potsdam Community Health Program and moved to Burlington, VT, in search of employment. A position became available at Fletcher Allen Health Care’s Frymoyer Community Health Resource Center, part of the Community Health Improvement Department, which is a patient and community education library at the Main Campus of Fletcher Allen Health Care Center. With my degree in Community Health it sounded like a perfect fit, and in time, after becoming a volunteer at the hospital, I was offered the position. In the past 8 years, the Community Health Improvement Department has grown significantly and focuses on the areas of pediatrics, elder health, patients with chronic conditions, employee wellness, tobacco cessation, medical financial assistance, and much more. I work with Alan Lampson, a medical librarian who is also a SUNY Potsdam graduate. I work to connect people with reliable health information, conduct medical research, refer people to community services, and maintain a library of health brochures, books, videos, and other media. I also have provided coordination for three interns from SUNY Potsdam’s Community Health Program over the years.

Erica Hoyt (2007) began an internship with me and with the Community Health Improvement department in 2007. In 2008, she accepted a position working as a Health Coach for the Community Health Team, which was a pilot project in 2008 and now serves as a model for similar programs across the country. According to a 2012 report they served over 5,000 patients and saw improvements, including 85.7% in the Hemoglobin A1c measure, 63% maintenance of weight loss, and nearly 70% improvement in blood pressure (systolic) measures.

Brianna Sienkiewicz (2013) completed her internship in the fall of 2013 and worked closely with the Community Health Team dieticians and health coaches to provide support and education to patients with chronic health conditions, and conducted wellness outreach at senior centers and senior housing.

Community Health Improvement’s most recent intern, Jared Hollander, graduated in spring of 2014. He has an interest in health coaching and has helped the Employee Wellness team, under Evelyn Sikorski, with initiatives like our Know Your Numbers campaign, where he learned to administer biometric health screenings to employees. He also led employees in stretching programs and conducted significant outreach about the Movement Campaign and Couch to 5k programs, which encourage employees to get active in and out of the workplace. In April, as a result of some of these on-going initiatives, Fletcher Allen received the Gold Worksite Wellness Award from the Vermont Governor’s Council on Physical Fitness and Sports.

It’s been a pleasure working with interns from SUNY Potsdam, as they have brought fresh ideas and energy to our work place and programs. It feels good to be able to hand down some of the wisdom I collected over the years, and pay it forward to future community health professionals.

“It’s been a pleasure working with interns from SUNY Potsdam, as they have brought fresh ideas and energy to our work place and programs. It feels good to be able to hand down some of the wisdom I collected over the years, and pay it forward to future community health professionals.”
Dr. Marta Albert

More than 125 current students, teachers, and alumni gathered on November 1, 2013 for the Journey Into Literacy conference—a revival, of sorts, of a popular literacy-themed conference hosted on campus for many years in the past. With sponsorship and support from the Literacy Education Department, Sheard Literacy Center, SOE&PS, St. Lawrence Valley Teachers’ Center, St. Lawrence-Lewis BOCES, and St. Lawrence University, the conference offered opportunities for knowledge development, skill-building, and networking. The stimulating day was capped by an inspiring keynote address delivered by Dr. Peter Johnston, a renowned literacy scholar and elected member of the International Reading Association’s Hall of Fame.

A unique aspect of the conference was its focus on local, homegrown talent. Afternoon workshops were designed and led by alumni of the Literacy Specialist and Literacy Educator programs, and represented a rich cross-section of themes pertinent to supporting literacy learning at all levels. Workshop leaders included: Rachel Cook (HS English, Norwood-Norfolk), Dan McCormick (Title I 7-12, Parishville-Hopkinton), Mary Blow (English 6, Lowville Academy), Mary Russell (Grade 1, Jefferson/Massena), Johnathan Hirshey (Elem. Principal, St. Lawrence Central), Natalie Richards (Middle School Reading, Gouverneur), and Holly McQueen (Reading & Social Studies).

At the end of the workshop strand, all session leaders participated in a vibrant panel discussion, “Stories From the Field,” sharing personal insight and state of the art thinking about literacy education in the current, alphabet-soup climate of CCSS, APPR, EngageNY ELA, and much more.

Questions from the audience and feedback from conference-goers proved the value of this opportunity to engage in honest dialogue and hear a range of perspectives, from classroom teachers to specialists and administrators.

Relaxation and networking at dinner provided a perfect backdrop for Dr. Johnston’s keynote, which focused on research he and colleagues have conducted that highlights the critical need for social collaboration, agency, autonomy, and choice to build engaged communities of readers.

The 90-minute presentation featured the voices and views of many of the youth who were part of the study. It certainly fostered engaged discussion around the dinner table(s), and offered all a satisfying conclusion to an energizing day.
Students Meet with Residents of Maplewood Nursing Home in Canton for Writing Workshop

Dr. Laura Brown

My dad was a natural storyteller. Many nights, my brothers and I would sit on his bed, mesmerized, as he wove spectacular tales about magical leprechauns and a wicked witch. Yet there were stories he rarely told—the really important ones—the stories about his own life. My mom, too, divulged little about life before us. As kids, we never thought to ask; they were our parents, and that was all we needed to know. As adults, we began to wonder, but we simply ran out of time.

It was the realization that I would never hear my parents’ stories that inspired me to want to give others the opportunity to tell theirs. So many older members of our community often find themselves, as both of my parents did, in assisted living facilities or nursing homes, away from their families and their lives, as they once knew them. In such facilities, they often become caught up in daily routines, discussing the weather, what’s being served for lunch, among other ordinary events.

Rarely, it seems, do they get the chance to talk about where they came from, what they’ve learned—their own journey. And so I began developing a writing workshop for nursing home residents. This workshop, I hoped, would allow both residents and students to write about and share their stories.

During the fall 2013 semester, I coordinated three meetings between residents of the Maplewood nursing home in Canton and students in my English methods course. This was a volunteer assignment; there was no incentive except the experience itself. In addition, it was (and still is) a work in progress.

Throughout each ninety-minute session, I encouraged students to ask questions, to get the residents talking, and to write down whatever they could about each resident’s experiences. This simple act became transformative. By sharing each other’s joys and heartaches and dreams, students and residents quickly developed bonds, and they eagerly awaited future visits.

During our second session, I asked residents to bring an object or a picture with them—something that could be used as a jumping-off point for writing. One resident brought a chess set, another a family portrait, and another an entire photo album. As I moved about the room, I sat and listened as one resident pointed to and described the numerous people in her family picture. At one point, I asked her, “If you could tell a story about one person in this picture, who would it be?” She answered quickly, “My husband.” She then proceeded to tell us how he was a hard worker and had such a big heart. She clearly missed him terribly. I asked her, “Do you remember the first time you met your husband?” And suddenly, it was as if a light came on; her face took on a look of pure joy. She laughed as my student wrote, and I sat mesmerized, just as I had as a child when my father told his stories.

That moment, and others like it, solidified the importance of this project and moved me to continue to find ways to connect with people and give them a voice. As William Carlos Williams stated, “Their story, yours and mine—it’s what we all carry with us on this trip we take, and we owe it to each other to respect our stories and learn from them.”

So many older members of our community often find themselves, as both of my parents did, in assisted living facilities or nursing homes, away from their families and their lives, as they once knew them.

News from the Department of Literacy Education

Kathryn Jeror, Department Chair

The Department of Literacy Education hosted the Journey Into Literacy conference in the fall.

The event was a huge success due to our excellent program alumni who presented breakout sessions, our phenomenal keynote speaker Dr. Peter Johnston, the generous support of local partners, and the participation of area educators and SUNY Potsdam and St. Lawrence University students. Planning has already begun for our next conference in 2015.

Additionally, members of our department have been busy in service, scholarship, and teaching:

• Dr. Lynn Hall joined the committee for selection of a new campus president.
• Dr. Rick Bates was awarded the Keeping the Blues Alive—Education Award by The Blues Foundation.
• Dr. Marta Albert led the conference committee and continued to develop and support connections between our programs and local schools and communities.
• Carolyn Stone joined Dr. Deb Conrad in bringing a group of students to present at NYSRA’s first poster sessions.
• Kathryn Jeror co-presented at NYSRA’s conference with a local literacy specialist and a former literacy intern.
• Dr. Sheryl Scales has been implementing exciting curriculum that incorporates field trips to community events.
• We are also very proud of Debbie Sharpe who received the President’s Award for Excellence in Clerical Service.

These are just a few highlights of the Literacy Department’s activities. If you would like to know more, ask any member, who will be more than happy to share their passion for literacy.
An Update from the Department of Curriculum and Instruction

Drs. Sandy Chadwick & Deborah Conrad, Co-Chairs

The Department of Curriculum and Instruction consists of members across three programs (BA Childhood/Early Childhood Education, MST Childhood, & MS Ed Curriculum and Instruction).

Faculty members continue to invest their efforts toward program improvement as they prepare future teachers for the realities of 21st century classrooms. They are also involved in professional development activities in local schools, professional organizations, and college-based committees/activities. In addition, both faculty members and students have been recognized for their outstanding achievements and commitment to excellence.

The following highlights submitted by faculty attest to the department’s dedication to improving self-knowledge in teaching, advising, and service, with the aim of helping students achieve their maximum potential.

Dr. Sandy Chadwick in collaboration with the Center for Graduate Studies facilitated the visit of Dr. Mubina Kirmani, Professor of Education and Specialist in Multicultural Education at Towson University in Maryland. Dr. Kirmani has written award-winning children’s books and is a leading expert on integrating cultural diversity into children’s literature. Both faculty and students were present for her keynote speech “Teaching and Learning in a Diverse Society” and workshop presentation Strategies for Teaching Diversity in the Classroom. Dr. Chadwick, a faculty member noted for her extensive knowledge and collection of children’s literature, was honored to host Dr. Kirmani and to provide her MST graduate class of prospective teachers with the opportunity to discuss issues of cultural and religious diversity in keeping with the ELA Common Core Standards.

Dr. Sergei Abramovich continues to provide opportunities for faculty members to showcase their scholarship through his bi-weekly faculty seminar series Disciplined Inquiry in Education, which are held throughout the semester. This past spring, one faculty member, Dr. Michele Pinard co-presented with Dr. Jeremy van Blommestein from the Sociology Dept. on the topic: Struggling to Change—Developing Experiential Models of Leadership within Higher Ed Communities, which was based on their South African Summer 2013 Study Abroad Trip. Joining them was Mimi Moreland.

Photos from the seminar series can be found on the online portal http://www.potsdam.edu/academics/SOEPS/education/seminar/index.cfm

Dr. Kathleen Valentine, Program Coordinator of the MSED in Curriculum and Instruction and Kathleen Morris-Kortz, Advisor at the Watertown Extended Education Center, have worked as Principal Investigators on numerous research projects with the graduate students in the MSED in C & I Program. The students’ research projects start at the beginning of the program when they enter GRED635, Educational Research in Curriculum & Instruction, and are completed at the end of the program when they take GRED687 Action Research. This past year, Dr. Kathleen Valentine and Kathleen Morris-Kortz mentored students throughout the year on several research projects. The following are individual projects and have received IRB (Institutional Review Board) approval, and they are either completed or in the data collection stage:

• Brooks Brenno — Video Game Violence and the Correlation with Aggressive Behavior
• Kelsey Rimmer — ADHD in the Classroom
• Debra Higginson — How Can Pre-Kindergarten Programs be Improved to Better Serve Impoverished Students?
• Robert Taube — Measuring the Effectiveness of Garage Band in General Music
• Jeannie Tarbell — How are Teachers Using Technology in their Classrooms?
• Paul Nichol — ADHD in the Classroom
• Susan Collado — Application of MEP to ESL Programs in the Archdiocese of Miami, Florida
• Charles Matt Dillon — The Effects of Head Start on Impoverished Youth
• Jillian Kleppel — Best Strategies Teaching Methods to Help Struggling Math Students

School of Education and Professional Studies Awards

The School of Education and Professional Studies President’s and Chancellor’s Award recipients for 2014 are, from left: Deborah Sharpe – President’s Award for Excellence in Clerical Service; Ada Santaferra – Chancellor’s Award for Excellence in Professional Service; and Lisa Stewart – President’s Award for Excellence in Academic Advising.
The following groups have received IRB Approval and have either completed their study or are in the final data collection stage:

- **The Effects of Bullying on Learning**
  Jennifer Bridge, Mary Katherine Wall and Sara Zehr
- **A Change in Strategies: A Comparison of Pre and Post-Common Core State Standards**
  Dawn Cornell, Rhonda Dudley, Robin Goyea and Elizabeth Lavoie
- **Math Needs of College Freshman**
  Heather Nortz, Tara Rivers, and Adrienne Teachout
- **Movement in the Classroom**
  Christina Mevec, Rachele Bretscher, Jennifer Tanner and Gina Weston

Plans are underway way to create a forum where students can showcase their projects in a graduate colloquium activity in the future.

**Awards Received**

Ms. Lisa Stewart, Advising Coordinator of the Childhood/Early Childhood program was nominated for Excellence in Advising and received this award during the Employee Recognition and Awards ceremony on May 8, 2014.

Lisa has been the Childhood /Early Childhood Education Program’s Advising Coordinator for the past 12 years.

Samantha Di Pietro, one of our outstanding students, was nominated for the Chancellor’s Award for Student Excellence. Samantha will be graduating from the Childhood/Early Childhood program in spring 2014.

**Ongoing Department Focus**

SOE&PS Alum, Ms. Eudora Watson ’90 facilitates a Sustained Tutoring Program to support our students in their writing abilities. Under her guidance, many of our students have completed the Sustained Tutoring Program after being referred by their instructors in the different education courses.

Begun in January 2013, the program is a collaboration effort with the College Writing Center. The Childhood/EC student involvement has doubled in size this year from 22 to 44.

The program not only offers an opportunity for education students to be tutored over several sessions on their writing, it is also designed to help students transfer what they learn about writing conferencing to their own classrooms.

The program also offers students the opportunity to train and serve as tutors; several education students each semester take part as peer tutors.

Ms. Watson has extended her services to students by creating a Moodle course.

She also provides workshop sessions and study materials for students preparing for their certification examinations.

**Field-based Projects and Activities**

Julie Reagan, Clinical Faculty member, continues to oversee the Salmon River PDS (Professional Development School) and supervises the mentoring of both Block II students and student teachers enrolled in the Childhood/Early Childhood program during their field-based placements at the St. Regis Mohawk and Salmon River Elementary schools.

This year, Salmon River sponsor teachers have spent time examining placement expectations and redesigning intern requirements in light of the new features of the New York State Common Core.

This feedback will help School of Education faculty ensure that they are best preparing teachers for the realities of today’s classrooms.

Julie will also be leading summer sessions for Salmon River elementary faculty as they further explore the New York State ELA modules.

**Conference Travel & Presentations**

Faculty members Carolyn Stone and Deborah Conrad, along with two Childhood / Early Childhood Education students (Tiffany Priddle and Kathryn Schneider), attended and presented at the New York State Reading Conference on October 28, 2013, in Albany, NY.

Faculty members Becky Duprey and Cindy Wells attended the Association of Mathematics Teachers of New York State (AMTNYS) conference with a group of Early Childhood/Childhood Education majors: Kassandra Aldous, Kerry Clancy, Allison Holliday, Michelle Hosler, Devin Meakin, Chelsey Seamans, Miranda Sereño, and Jordynn Zusy.

Becky, Kassandra, Allison, and Chelsey presented a session entitled “Common Core Fractions” on teaching fractions through conceptual methods, which was well attended and received by the participants.

This was a valuable experience in promoting understanding of mathematics methods and common core initiatives.
The Value of College Students Attending NYSMSA Conference

Carol Rossi-Fries with Nicole Feml

For the last two years, I accompanied SOE&PS students to the Middle School Conference with Nicole Feml, the Assistant Director of the Center for School Partnerships and Teacher Certification. Exposure to new ideas coupled with practitioners' willingness to share their successes and struggles at this unique level were among the reasons we felt the conference would benefit our students, especially since their notions of middle school appeared to be so different than ours. We had fully embraced the middle school philosophy and the Essential Elements supporting it. The conference was one way to make our passion contagious!

The opportunity to attend was open to anyone in the School of Education. Financial support came from the Center for School Partnerships and Teacher Certification, Curriculum and Instruction, Adolescent Education and the Korean Initiative, as well as from the Deans of the School of Education and the School of Arts and Sciences. Further support came from the Middle School Association (NYSMSA); its members worked diligently towards our students' full participation in the conference. Not only did students attend the opening and closing assemblies, the trade exhibit, practitioners’ workshops, keynote presentations and the Breakfast of Champions, they also mingled with teachers, administrators, and members of the NYSMA Board of Directors and Planning Committee over dinner at local venues. The opportunity to network, engage in dialogue with other professionals, and interact socially was priceless, which factored heavily in why many students attended the conference.

As a result of this experience, students came away with new ideas and strategies. Among other things, students were impressed by the innovative uses of technology, including how to go paperless and use Avatars in the Virtual World. Our students quickly realized that in an era when teachers are reluctant to take student teachers because of the alphabet soup of educational reform, their proficiency in technology would be an asset to any district. Additionally, students recognized that the consistent use of ET strategies and those in the spirit of that model reinforced the importance of their use in middle school, not only because they work, but also because many are now on the Marzano, Danielson, and NYSUT rubrics that schools use for APPR.

Lastly, the emphasis on the team approach in middle level education inspired students by the collaboration among all stakeholders in the school community, who were genuinely interested not only in teaching the content and the Common Core, but also in developing the whole child through interdisciplinary and integrated experiences that challenge students cognitively and appeal to them emotionally. To that end, presenters and participants were willing to “share, give, take, explain, and make connections.”

The opportunity to attend the conferences was one example of Potsdam’s commitment to cultivate relationships with the greater educational community and to provide professional development so that we may be positioned on the cutting edge of educational reform. In addition, NYSMSA's Board of Directors, presenters, and participants personified the essence of the Elements of Middle Level Education in the overwhelmingly positive reception they gave our students. Our students were assured that despite all the anxiety in schools today, passion and excitement are still the hallmarks of middle level education.

One student summarized the value of the conference best: “I caught the middle school teacher bug!”
Summer Literacy Camp: Help for Young Readers

Cindy Wells

Hockey camp? Basketball camp? Soccer camp? Tech camp? How about investing in a camp that is going to inspire lifelong learning?

The creation and implementation of a literacy camp was a long standing goal of the Sheard Literacy Center Director at SUNY Potsdam, Tina Wilson Bush. Working in collaboration with summer course instructor, Cindy Wells, Tina was able to see this dream realized. For the past three years SUNY Potsdam, a university in northern New York, has hosted a highly successful Summer Literacy Camp.

What happens at Literacy Camp? Campers are immersed in literacy activities— from arts, writing, technology, to outdoor games. Graduate students from the Literacy Specialist/Educator Program create developmentally appropriate active learning centers for the approximately 30 campers in grades K-6 to rotate through over the three days of attendance. Enthusiasm is high as students explore literacy through various modalities, tapping into their multiple intelligences.

Some of the “campers” would be considered struggling or striving readers and are encouraged to attend by teachers and parents. Others are there just for the fun of involvement in literacy.

The college students follow the New York State Libraries’ Reading theme each summer via collaboration with the Potsdam Public Librarian, Sarah Sachs. They creatively coordinate ideas with the current summer’s theme.

Time is also set aside to explore books and other interests during self-selected reading and “choice time.”

It is delightful to see a child lounging on comfy pillows in a blow up pool totally immersed in a book, reading with a mentor/ buddy or acting out a book with puppets and props. Campers end the experience with comments such as, “Three days is not long enough!” and “I am coming back next year and I hope camp will be Monday to Friday!” These comments are welcome feedback that help gauge the success of the camp.

We are pleased to be assisted in this endeavor by the college administration, Corning, Inc., and students as well as the parents who support the camp by encouraging their children to attend.

This camp offers a unique compliment to the many opportunities that summer brings. The Sheard Literacy Center Summer Camp strives to support lifelong learning through positive experiences for all attendees.

Cindy Wells is an instructor at SUNY Potsdam, wellscd@potsdam.edu.

Small Miracle: The Proteep Project in Cambodia

Dr. Maya Kalyanpur

Imagine this: You’ve just completed sixth grade. You’ve been lucky enough that your parents sent you to elementary school because they thought it was really important that you learned to read and write and do basic math. But your family is poor, and your parents who are farmers had to work very hard to give you this education. Now it’s your turn to work. And by contributing to the family income, maybe your younger brother will be able to at least complete high school.

Growing up in the U.S., this scenario may be hard for many of us to imagine. Yet in Cambodia, as in many developing countries, many girls are denied an education because families are too poor, and they choose instead to send their sons to school to improve their chances of employment. The costs of schooling, such as school uniforms and books, are too high. Although a public education is free, sometimes teachers charge students informal fees to offset their low salaries, which poor families cannot afford to pay. The lack of separate toilets or toilets with flush systems in many schools also becomes a barrier for secondary-age girls. Many have to leave school after sixth grade to earn money for their family. Yet when a girl goes to school, the cycle of poverty can be broken, and the benefits can last for generations. This is where the Proteep project comes in.

The Proteep project was started by Madame Suon Neang, a retired secondary school teacher. Mme. Neang saw the differences between her own life and that of her older sister who never went to school. Drawing inspiration from her own story, she decided to support five girls from poor families who would not otherwise have been able to complete their education. She returned to Tbeng village in Kampong Thom province where she grew up and met the school director and sixth grade teachers at the local primary school. She then selected the best five girl students from poor households who were not transitioning to secondary school the next year.

She visited the girls and their families and asked them if they would promise to complete high school if she supported them by paying for school uniforms, school bags, and school supplies each year, for a bicycle to get to school, as well as for a 10 kg bag of rice each month to each family to offset the loss of income for the family. The families agreed. For the girls, the Proteep project was a small miracle.

If you would like to receive an electronic copy of the latest newsletter, or if you would like to purchase Cambodian handcrafted scarves or jewelry to raise funds for the Proteep project, or to make a donation of $156 to support one girl and her family for a year, please contact me at kalyanm@potsdam.edu or kalyanpur.m@gmail.com. 100% of the sales proceeds and donations go to support the girls’ families.

The response from staff, faculty, and students from SOEPS and the campus has been tremendous!
Valerie Paige

Bushwhacking up the side of South Mountain, mosquitoes buzzing tirelessly, we stopped briefly for a lesson. Our course instructor, Adam Wheeler, pulled a small lump off a tree and offered it to the group to try. It was spruce gum, and most of us tried it. Some even grew to like its eucalyptus-like flavor and tar texture.

If in the wilderness long enough, we can be moved to try almost anything, and embracing a new experience is just one part of the SUNY Potsdam Wilderness Leadership challenge.

The Leadership track of the Wilderness Education Program at SUNY Potsdam demands commitment to fitness, nutrition, mastery of hard skills, and passion for the outdoors. For 14 days, we were immersed in the beautiful Siamese Ponds Wilderness area in the Adirondacks: A land of overgrown brush, blown-down forest patches, swamps filled with thirsty mosquitoes, and luscious lakes. We carried only our essentials on our backs for 14 days, without running water or any conveniences of modern living. In a given day, we hiked up to 10 miles carrying our nearly 60-pound packs. We planned our itineraries, hiking off-trail through challenging situations across uneven land and summited mountains; all the while, we were taking turns leading, each employing a range of leadership styles, decision-making skills, and judgment.

When asked about the program, student Kelly Glascott said, “this isn’t a ‘camping trip.’ A lot of people don’t really understand what the Wilderness Education Program really demands. There are wide breadths of skills that are needed in order to successfully lead a group in the back country. These skills range from medical knowledge, to group dynamics, to solid map and compass off-trail navigation.”

The program is designed to meet specific objectives. The overarching goal of the Wilderness Leadership course is to provide opportunities for participants to “develop leadership, teaching, and outdoor living skills.” We were presented with chances at every turn to learn and apply our leadership and decision-making theories. We each took turns as “Leader of the Day,” or LOD. A LOD is responsible for making sure everyone gets a wakeup call (5:30 a.m. seemed to be the norm), eats and remains hydrated, and gets water for the day, making decisions, and leading everyone safely from point A to B. The day gave us a chance to utilize a range of leadership styles. The key was to match the leadership style with the group dynamic and the situation at hand. At times, the situation demanded that the group needed to be told what to do, and at other times it was more appropriate to get feedback from the group on what their ideas were.

Growth was interesting to measure along the course of the trip. We each had varying levels of experience, and several had not yet applied and mastered the necessary hard skills to live in the wilderness. When asked about his level of growth, perhaps John Wiegman best exemplifies the potential for change that the program offers: “On Day One, I couldn’t tie a knot, couldn’t navigate or read the land, and couldn’t operate the stove or even pack my pack too efficiently. By Day 14, I could do all of these skills with competence.”

For more information about SUNY Potsdam’s Wilderness Education Program, contact Mark Simon at simonm@potsdam.edu or Adam Wheeler at wheeleae@potsdam.edu.
Education Students Attend, Present with SOEPS Faculty at NYS Reading Conference in Albany

Dr. Deborah Conrad, Department of Curriculum and Instruction
Carolyn Stone, Department of Literacy
Tiffany Priddle and Kathryn Schneyer, Ch/EC Education Students

Two Childhood/Early Childhood Education students attended the New York State Reading Association Annual Conference in Albany, NY on October 28, 2013. Teacher education faculty members Deborah Conrad and Carolyn Stone attended the conference with the students. This experience was made possible with funding from the Dean’s Office of the School of Education and Professional Studies.

In addition to the opportunity to attend a full day of quality professional development workshops and presentations, the students and faculty also presented a poster session entitled, “Choosing the Best Texts to Reach All Students.” NYS Reading Association inaugurated the college faculty and student research poster session format this year, and it was well received and attended by conference participants.

The prepared poster highlighted pre-service teachers’ examination and compilation of science-based texts.

Graphs showed the most commonly taught science topics in local schools, arranged by grade level, and key literature to accompany instruction, with links to the appropriate NYS ELA Common Core Standards.

Additionally, the poster highlighted significant data/work that examined integrated instruction and the use of informational texts to teach science.

Special attention was paid to reaching learners of all abilities in an elementary classroom setting, while preparing students for assessment based upon the Common Core standards.

The format of the poster session allowed presenters to introduce and explain their poster one at a time going around the room by passing a microphone.

Ms. Priddle and Ms. Schneyer effectively presented their experiences of examining, choosing, and evaluating quality science texts for use in elementary classrooms. Their work in EDUC 407 (Integrated Literacy Instruction) gave them much exposure to then put into practice in their student teaching placements.

After all posters were introduced, audience members walked around to view the posters and ask questions of the presenters.

There was much interest in the posters and research, especially as they related to evaluating texts and establishing links to the ELA Common Core Standards.

Handouts were distributed for evaluating texts effectively, with a selection of texts, strategies and, related ELA Common Core Standards derived from our students’ work in EDUC 407.

Faculty and students enjoyed the poster presentation format for presenting, especially as it targeted faculty/student research collaboration.

Future opportunities to present at NYSRA with students in this format are eagerly anticipated.

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Alumna Spotlight: Pamela Charleson, BA, MSEd

Dr. Maya Kalyanpur

Pamela Charleson (BA ’06 and MSEd ’09) glides into the classroom noiselessly, stopping to ask a student about her mother who is scheduled to have surgery later that day. Gently, she asks another student to move her backpack closer to the desk. “You don’t want me dragging your backpack all over!” she laughs. Pamela’s cheerful demeanor and sense of humor have endeared her to the students in this undergraduate introductory course in special and inclusive education. A graduate of SUNY Potsdam’s graduate and undergraduate programs (Special Education, MSEd and Elementary Education and English Literature, BA), Pamela is close enough to memorize the stresses of being a college student and to understand what it means to juggle five courses in a semester. Asked what having Pamela as an instructor meant to her, student Michelle Varney responded, “Having Ms. Charleson as an instructor for EDUC 314 rectifies many misinterpretations I previously believed about people living with certain disabilities. Ms. Charleson shows passion within every lesson, as she opens our minds and deepens our understanding and appreciation for every individual no matter their abilities. Ms. Charleson is a beautiful representation of what an instructor should be. Students truly benefit from working with Ms. Charleson, as she shares personal experiences that offer insight and perspective we may not have acquired without her.” And, as Olivia Brockway puts it, “Having Ms. Charleson as my teacher for EDUC 314 has further opened my eyes to understanding those with special needs. I am proud to say that Ms. Charleson has taught me about the inclusion of children with special needs, but also keeps me humble and thankful for life itself.”

Pamela is engaged in an innovative, on-going mentorship program in the Department of Inclusive and Special Education, initiated by Dr. Dennis Conrad, Chair, in her quest to complete her Ph.D. and then go into higher education. She has responsibilities for class supervision, grading, and research assistance, as well as course material development with both Dr. Conrad and Dr. Anjali Misra. In addition, Dr. Maya Kalyanpur volunteered to be her mentor in a scaffolded learning experience intended to give her the knowledge and skills to independently teach the introductory undergraduate course in special education. This began in Spring 2013 with Pamela sitting in on Dr. Kalyanpur’s classes and contributing by sharing her personal stories with the lived experience of having a disability; she also gave input for planning lessons. In several classes, she co-taught the lesson in the second section after she had observed Dr. Kalyanpur in the first section. During spring semester, she continued to be an active contributor, undertaking formal responsibility for eight class sessions, while Dr. Kalyanpur observed and gave her feedback. “We’re breaking new ground here,” said Dr. Conrad. “I met the resilient, charming, hardworking Pamela Charleson in 2006. From the start she was an inspiration and demonstrated an ethic of caring and responsiveness to others that was exemplary. Two things stand out for me—first, her willingness and proactive response in helping another graduate student who was facing challenges with an assignment. The second is that she once inspired me to write a poem about her. Since graduating in 2009, she has remained close to the Department, volunteering and being invited to share perspectives and give presentations related to her disability and experiences as a special education teacher. Pamela continues to soar. We are all very proud of her.”

In addition to her responsibilities at SUNY Potsdam, Pamela tutors reading and math weekly after school for two local elementary students. She also tutors a local high school student in mathematics. Asked what her future plans are, she replied, “I truly hope that this mentorship is a stepping stone to greater opportunities in the field of special education. I plan on continuing my work with future educators and individuals with special needs and giving back to my community through teaching others about focusing on an individual’s abilities, not their disabilities. We must remember that individuals with disabilities are people first. The disability is just one small part of who they are!”

Here is the poem Dr. Conrad was inspired to write:

PamLa See

When the door is closed and it’s 4:15 pm
and chatting students stumble
towards classes
and I struggle with self about knowing
and professing at knowing
and I notice the journals still in the corner
that I intended to review
and drink of . . .
I remember — you.

You — PamLa See driving your ‘Chevy’,
turning around on a dime
laughing from your belly through the pain
chatting — pushing your game
and I cherish knowing you
I celebrate
I cry with you
For us who know
desperation
And I keep intending
to share with you my space
my time

I admire you so
I miss seeing more of you
and I wonder
how you are doing . . .
Teacher/Leader Quality Partnerships Program: Salmon River Middle School Partnerships

Kathy Hughes,
TLQP Programs Coordinator
TLQP, or the SUNY Potsdam Teacher/Leader Quality Partnerships program, is grant-funded by the New York State Education Department and supported by the SUNY Potsdam School of Education and Professional Studies. The program’s goal is to improve PK-12 student achievement by promoting collaborative relationships between school districts and institutes of higher education; providing sustained, research-based professional development; and improving teacher preparation programs through mentoring and partnerships.

In 2013-2014, Salmon River Middle School and TLQP have continued two valuable partnerships begun last year. The sixth grade STEM team, comprised of Ben Barkley, Janice Santamore, Danielle Chapman, David Bish, Charlotte Zappia and Jane Kuhn, rolled out their inaugural projects planned in the summer of 2013 with the support of TLQP. These projects are designed to incorporate science, technology, engineering, and math concepts in an integrated, problem-solving approach to education. Students are asked to develop their 21st century skills of collaboration, communication, critical thinking, and creativity, and they have been very successful in doing so. They have mastered the green screen video system supplied by TLQP and are creating their own newscasts.

Student teams carried out the research and design necessary to conduct an elaborate and well-attended Greek Festival in the fall. This winter, students partnered to create projects for the first Salmon River Sixth Grade Science Fair, and 12 students continued on to Syracuse to compete in the Ying Tri Region Science and Engineering Fair. According to Potsdam alumnus and STEM team teacher David Bish, “The kids did awesome. One team received high honors, another highest honors, and one team received the United States Air Force Excellence in Science Award.” TLQP looks forward to a sustained partnership with the Salmon River Middle School as they roll out the STEM program in 7th grade next year.

Another continuing middle school effort has been the Adolescent Literacy project. Salmon River ELA and special education teachers from grades 7 and 8 worked last summer to identify strategies to engage reluctant readers and writers, especially through the use of technology. School of Education and Professional Studies faculty members Marta Albert and Eric Sharlow, and alumna Holly McQueen, provided Multi-genre Writing and Integrating Technology workshops. Team members Jennifer Hutchins, Kelley Patenaude, Kelly Mora, and Tammy Henderson adapted a New York State Common Core ELA module to incorporate multi-genre writing projects as the final assessment piece. Professor Albert’s GRDG 660 and 661 MSED Literacy candidates served as writing mentors for the 8th grade students by posting model genre videos and blogging via Edmodo. The module asked students to examine the challenges faced by refugees based on their reading of Inside Out & Back Again by Thanhha Lai and self-directed research. Dr. Robert Vadas, Associate Professor in the Secondary Education Department, held a slide show presentation and Q&A session to give students a greater understanding of Vietnamese culture and history. Salmon River students presented their multi-genre projects in showcases in the district as well as at the School of Education. Following their campus presentation, the students enjoyed a Vietnamese luncheon provided by PACES catering and concluded their visit with a campus tour. The level of collaboration achieved between SUNY Potsdam and Salmon River faculty on this project was inspiring, and plans for next year have already begun. TLQP would like to thank all of the program participants for their dedication to their students and to lifelong learning.

Olivia Parker, MSED Literacy, and Salmon River Middle School students discuss their collaboration on multi-genre writing projects.

The program’s goal is to improve PK-12 student achievement by promoting collaborative relationships between school districts and institutes of higher education...
Secondary Education Updates

Donald Straight, Department Chair

Faculty in the Department of Secondary Education continue to help students become the best teachers they can be, and also to be well prepared for situations they will face as they work to begin their own careers as educators. To serve as role models in reflection and professional growth, they also strive to improve their own knowledge base, which in turn strengthens the programs in which they work.

Here are a few highlights that have been submitted to share some recent activities:

Dr. Ronald Bretsch traveled in Ireland during summer 2013. After having been in both the Republic and Northern Ireland in 1982, while on a sabbatical study leave during the height of “The Troubles,” it was good to see that progress has developed among “the communities” (economic, political, and religious: north and south) in achieving some “peaceful co-existence” at a minimum, and, in many places and ways, some harmony at a maximum. Among the courses Dr. Bretsch teaches are the Comparative Education course and Philosophical Foundations of Education.

Ms. Carol Rossi-Fries continues to offer a “Keys to Effective Teaching” workshop each fall for the campus’s Teacher Opportunity Corps. She also recently collaborated with Dr. Laura Brown to offer a workshop to an interdisciplinary team of English and Art teachers, as well as advanced seniors, on the book, Black Boy, for the Community Performance Series; in May, CPS is performing a play based on the book. Ms. Rossi-Fries also had an article published in the Journal of the NYS Middle School Association entitled, “In Transition: ‘I Caught the Middle School Teacher Bug’”! This article shared the benefits of taking SUNY Potsdam students to the NYSSMA Conference in 2013, an effort coordinated jointly by Ms. Rossi-Fries and Nicole Feml, the Assistant Director of our Center for School Partnerships and Teacher Certification.

While at the conference, both Ms. Rossi-Fries and Ms. Feml were presented with the Connie Toeer Award for Leadership at the Middle Level. Additional local recognition was realized, as Ms. Rossi-Fries received the SUNY Potsdam Emerging Leaders “Favorite Teacher Award” in November 2013.

Ms. Kristen Scharf-Best has served as an adjunct in the Department since the fall semester of 2011, teaching courses in foreign language education. Previous years of experience as a Spanish teacher served her well in this capacity, but she has far exceeded the expectations of a typical adjunct instructor, even writing SPA reports for our current NCATE accreditation process. Ms. Scharf-Best has also updated course designs to include elements in preparation for students taking the edTPA, and has taken additional courses herself, recently receiving an additional teaching certificate in French for her efforts.

Mr. Donald Straight volunteered to work as part of the School’s NCATE Team, beginning in the summer of 2013. Associate Dean Dr. Debbie Anderson led the work of this group in preparing the Institutional Report, which was submitted on February 25, 2014 at 10:43 p.m. Others directly involved in authoring the report and creating evidentiary exhibits were the Dean, Dr. Peter Brouwer, and Stephanie Marcotte, who was hired in 2013 to support accomplishment of this significant task.

Mr. Straight has also, for the last couple of years, served as a “Digital Facilitator” of sorts, often capturing still and video images of School events for a variety of purposes. He finds that his involvement in areas outside the math education programs provides additional perspective and increases his appreciation for all that is being accomplished in the School and on the campus.

Supporting joint travel of students with faculty has been one area of continuous priority for the Department of Secondary Education, particularly to state and national conferences.

In the past year, a substantial number of students have benefited from this commitment, which is supplemented by allocations from Dean Brouwer, as well as Dean Marqusee and individual Departments in the School of Arts and Sciences, where our adolescence education students complete their first major. As a result of these campus-wide collaborations, faculty and students have been able to attend conferences for the Association of Mathematics Teachers of New York State (AMTNYS—with Donald Straight), the National Council of Teachers of English (NCTE—with Laura Brown and Joanne Stiles), the New York State Association of Foreign Language Teachers (NYSALFT—with Kristen Scharf-Best), the New York State Middle School Association (NYSMSA—with Carol Rossi-Fries), and the Science Teachers Association of New York State (STANYS—with Melissa Cummings). The SUNY Potsdam Student Government Association has also been a tremendous partner in preserving these opportunities for our students in spite of budgetary cutbacks.
Wilderness Expedition Planning in a Time of Change

Kirk Sweet & Mark Simon

Planning for and adapting to change is a major theme for SUNY Potsdam Wilderness Education students who are in the midst of planning their twenty-day expedition to the American Southwest, which is the field portion of Leadership II, the capstone experience in the Wilderness Education minor. Contingency planning has always been an integral part of expeditioning.

Events such as forest fires and flooding are part of the natural processes in healthy ecosystems. Forest fires eliminate the build-up of excessive fuel and stimulate new growth; flooding clears debris from river channels and replenishes soils along river plains.

During a 1991 expedition to the Chiricahua Wilderness in Arizona the author had to wait for three days to cross a swollen river that he had casually waded through two weeks earlier.

The frequency and intensity of events such as fire and flooding, however, appear to be on the rise. Three years ago Wilderness Education students had to alter the last week of their itinerary in the Bob Marshall Wilderness in Montana because fire had blocked their path. Last summer, forest fires there nearly ended the group’s plans for their 20-day expedition.

The intended destination for the expedition this May is the 3.3 million acre Gila Wilderness, which is located in southwestern New Mexico. The Gila is part of a wilderness complex that covers eight mountain ranges, including the Mogollon range, which rises out of the Gila river canyons to elevations over 10,000 ft.

While the Gila holds much beauty in its 1,000 ft. deep river canyons, high mesas, and rugged mountains, it has also been heavily impacted by pervasive droughts, fires, and flooding. A recent fire and consequent erosion of the steep slopes in the Mogollon range has reportedly wiped out most of the trails.

Additionally, the three branches of the Gila river canyons are reportedly choked with flood debris consisting of trees and boulders that have been piled up twenty to feet high in the narrow canyons, which are only fifty feet wide in places with walls reaching up to 1,000 feet high. These conditions may render the choke points in these canyon bottoms impassable. The intention is to spend all twenty days in the Gila; however, the group may find that the area is too heavily damaged and impassable.

In response to fires and flooding this year, the group has drafted contingency plans for two alternative locations for their expedition. The first location on the table is the Pecos Wilderness in New Mexico, which is an extension of the Rocky Mountains and rises to elevations above 13,000 feet. The second location, the Chiricahua Mountain Wilderness in Arizona, is a “Ski Island” wilderness that dramatically rises from the relatively flat desert floor 6,000 feet to elevations approaching 10,000 feet.

These alternative wilderness destinations that are being simultaneously planned require a significant amount of additional work for the students; however, having several contingency plans on the table is now a necessary part of expedition planning. What were once 100-year events appear to be much more commonplace now, according to the Forest Service Wilderness Managers the group has consulted during the expedition planning.
Teacher Opportunity Corps: Professional Development Today for Tomorrow’s Teachers

Kathy Hughes, TOC Director

TOC, the Teacher Opportunity Corps, is a New York State Department of Education initiative designed to enhance the preparation of teachers and prospective teachers in addressing the learning needs of students at risk of truancy, academic failure, or dropping out of school.

The goal of TOC is to increase the participation rate of historically underrepresented and economically disadvantaged individuals in teaching careers.

After 14 years of service as TOC Director, with her retirement in July 2013, Diana Fisher passed the leadership of the Corps to Kathy Hughes, Program Coordinator for Teacher/Leader Quality Partnerships (TLQP).

TOC members participate in a variety of professional development activities designed to prepare them to work with at-risk students.

Members earn professional development hours by engaging in TOC sponsored activities such as workshops, conferences, webinars and other online professional development, book studies, and volunteer work with at-risk PK-12 students.

In return, TOC assists members with the cost of New York State Teacher Certification Exams, coordinates with The Center for School Partnerships and Teacher Certification to provide placements in high-need school districts, and provides academic and career guidance.

TOC graduates are recognized at an annual Graduate Reception, receive a one-year subscription to a professional journal, and are provided mentoring during their first year of teaching.

Events for 2013–2014 have included two Best Practices in Teaching Seminars, Keys to Effective Teaching with Carol Rossi-Fries and a diversity sensitivity seminar, The Luck of the Draw: Playing with the Cards You Are Dealt, with Carol Kissam.

New workshops utilizing online resources were added to the TOC line-up. These were Poverty & School Success: Challenges and Opportunities with Under-Resourced Students from National Dropout Prevention Center; All Means All: What is it About Me You Can’t Teach? from School Improvement Network; The Common Core: What Does it Look Like in the Classroom? with resources from teachingchannel.org; and Using the Arts to Reach At-Risk Students, with John Liquori, M.S.T. in Childhood Education, presenting.

Co-sponsored events have included the Professional Business Etiquette and Dining Skills Seminar and Dinner with CSTEP and TRIO SSS, the Akwesasne Conference with the Center for Diversity, New Teacher Survival Guide in conjunction with the annual TESA Conference, and the annual CSTEP/TOC Graduate Reception.

TOC also sponsored a Professional Clothing Drive for teacher candidates and other students.

For 2014–2015, TOC plans to strengthen its partnership with the Teacher Education Student Association (TESA), expand the Akwesasne Conference, develop a TOC Facebook page, and network with other diverse campus social organizations to enhance recruitment.

TOC is sponsored by the Teacher Development Programs Unit of the New York State Education Department and by the State University of New York College at Potsdam.

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School of Education and Professional Studies Awards 2013

Center for School Partnerships and Teacher Certification
Outstanding School Administrators
Mrs. Loretta Fowler
Chateaugay Elementary School
Mrs. Kathy Seymour
Flanders Elementary School

Outstanding Sponsor Teachers
Ms. Jessica Hunter
Lisbon Elementary School
Mr. Daniel Bancroft
Harrisesville High School
Ms. Kate Scrimgeour
Nationview Public School

Stephen K. Tompsett Memorial Fund for Technology in Education Award
Carole MacDonald-Schmidt

Department of Business Administration
Departmental Scholars
Beatrice Clark
Rebecca Dolan
Marcus Domfort
Joseph Fitzgerald
Tessa Kelley
Kaitlyn Morse
Liam Moscariello
Keith Perera
Matthew Tarlach
Danielle Tuttle

Outstanding Community Health
Departmental Scholars
Tess Anderson
Rachel Pinkham
Laura Popielki
Abbey Thompson

Outstanding Community Health Students
Rachel O’Neil
Varvara Yakuta

Neil Johnson Award
For Excellence
Jared Hollander

Dr. Neil & Mrs. Marilyn Johnson Scholarship
Margaret Wall

Courtney McHale Scholarship
Taylor Failla

The Santaferrera/Community Health Internship Scholarship
Rachel O’Neil
Abbey Thompson

Department of Curriculum & Instruction, B-6
Departmental Scholars
Childhood/Early Childhood
Sarah Adams
Juliana Brush
Samantha DiPietro
Allison Forth
Miranda Gokey
Brittany Lucky
Caitlin Moreno
Tiffany Priddle
Thomas Sawyer
Kathryn Schneyer
Adriana Woolschlagler

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

Kenneth H. Campbell Scholarship
Stephanie LaShomb

Carbarv Scholarship
Allison Holiday
Laura O’Brien

Michele Christy Scholarship
Michelle Coloney
Allison Forth

Vernice Ives Church ’61 Scholarship
Molly Gray

Class of 1951 Scholarship
Marisa Madson

Carol Clements Scholarship
Sarah Adams

The Crane Family Endowed Scholarship for Math and Science Education
Samantha Long

Evans-Cummings ’83 Scholarship
Thomas Sawyer
Schally Washburn

Susan H. Dierks ’75 Scholarship for Early Childhood Education
Brittany Lucky

Kathryn Strobeck Fales ’44 & Allen R. Fales Scholarship
Adriana Woolschlagler

Krista Fordham ’08 Master’s in Education Scholarship
Kylie Stenger

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

Gary and Deborah Diefendorf Hind Scholarship
Amara Pascuito

Karleen Brown Jones ’56 School of Education Scholarship
Juliana Brush
Kali Jarvis
Ashley Morrow

Evelyn Timmerman Kelsey Memorial Scholarship
Adriana Rizzo

Elizabeth “Betsy” Jurgensen Northrop Class of 1962 Scholarship
Carlene Benson

Cecelia Alton Rock Scholarship
Amber McLaughlin

Evelyn Perley Schmidt ’35 Scholarship
Kerry Clancy

James W. & Ruth J. Scott Student Scholarship
Taylor Kuber
John Liguori
Adriana Rizzo
Emily Pope

Teacher Education Study Abroad Scholarship
Carol MacDonald-Schmidt

Mildred Pierce Warf ’26 Memorial Scholarship
Samantha DiPietro

Department of Inclusive & Special Education
Outstanding Student of the Year
Mackenzie Richer

Lorraine Mader Bryner Memorial Scholarship
Kellsie Jensen
Danielle Fountain

Department of Literacy Education
William J. Amoriello Scholarship
JoLynn Fiorentino

Winton H. Buddington Award
Krista Metz

Peg Cullen Scholarship
Erika Olsowske

Outstanding Student of the Year
Christine Sweyres

James W. & Ruth J. Scott Scholarship
Teddi Fillatrrault
Samantha Larson
Alyssa Taylor

Department of Secondary Education

Departmental Scholars
Elizabeth Davidson
Katherine Denny
Alexandra Kapla
Meagan Kirchoff
Breanna Murphy
Sara Pinoker
Nathaniel Turcotte

Richard C. and Joy (MacDonald ’58) Dorf Family Scholarship
Sara Pinoker

Betty Jane Paro Golding Scholarship
Erica Whinnery

Marcia K. Murphy and Gary J. Northrup Scholarship
Theresa Lester

James W. & Ruth J. Scott Student Scholarship
Marissa Brockway

Kathleen M. Sipper Memorial Scholarship
Brittany Martin

Jerry and Catherine Welsh Schmidt Outstanding Mentor Award
Chelsea Cutway

Rebecca V. Sheard Literacy Center

Claire Freedman Koshar ’56 & Martin Koshar Writing Internship Scholarship
Victoria Hamilton

William O. & Patricia B. Davis Award
Victorian Hamilton

Thomas J. and Patricia Ruggiano Schmidt Outstanding Mentor Award
Devin Meakin
Michelle Hosler
Samatha Long
Kelsey Wormwood

School of Education and Professional Studies Awards 2013

Annual Fund Scholarship
Lindsey Bango
Emily Fritz
Angela Matthews
Amanda Merrihew
Daniel Sweet
Danielle Tuttle
Matthew Whalen

Eula Pitz Scholarship
Katelyn Hamilton

School of Education Promising New Teacher Award
Frank Hartley