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 another 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.

I am pleased to report that SUNY Potsdam has been re-accredited by National Council for the Accreditation of Teacher Education for another seven years. A big round of thanks goes out to everyone who participated in preparing for the site visit and making the review a success. This is a big milestone and involved the hard work of countless individuals.

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 faculty and 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. Our Wilderness Education students, in particular, regularly have interesting experiences to share.

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 Rebecca V. Sheard Literacy Center’s Literacy Mentoring, Write Spot, and Branching Out With Books programs; the Math and Science Education Center; the O’Shaughnessy Center; 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 at events such as the April 2015 TESA Conference session with alumni superintendents and principals.
- Through hosting our teacher candidates for crucial field experience and student teaching placements, and hosting our Community Health and Business Administration students in internships.
- 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 in our hearts need to come together to support our programs for the benefit of our current and future students.
The School of Education & Professional Studies would like to thank the following people for their contribution to the Newsletter:

- Central Printing Services
- Dayna Cole, Secretary
- College Advancement Services
- Eudora Watson, Editor
- Don Straight, Selected Photography
- Jill Yanus, Layout & Design

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The School of Education & Professional Studies would like to thank the following people for their contribution to the Newsletter:
What We Have Learned:
A Look Into the Life of a Graduate Assistant
at the Rebecca V. Sheard Literacy Center

Angie Ward and Juliana Brush

We both remember the day we received the phone call last August from Tina Wilson Bush, Director of the Sheard Literacy Center, telling us we had been selected as graduate assistants for the 2014-2015 academic year. As undergraduate students in the education program, we had seen a snippet of what was required of a graduate assistant, but we never realized how much we were going to gain from this experience.

When asked to write this article, we constructed a list of traits and attributes we feel we have gained since stepping into our roles in the Literacy Center in September. Our list grew rapidly to the point we knew we could not discuss all of them in this article. We then asked ourselves how we have grown. With that in mind, our list dwindled down to three overarching areas: organization, administrative tasks and leadership skills.

ORGANIZATION:
To ensure you get a good night’s sleep – organization is key as a graduate assistant. Between juggling classes, a practicum placement, mentoring, cleaning up all the glitter on the floor, along with other exciting life events, we’ve learned that organization and time management help us to keep up and make sure everything is done. We all know as teachers there is never enough time in a day, but with scheduling and well thought out organization, your time can be used much more efficiently.

ADMINISTRATIVE TASKS AND SKILLS:
Now, by no means do we feel we could run a school, however, we have seen a glimpse of what it takes to put together a program. We’ve seen the various elements and the amount of time and energy it takes to create and manage an event. As future teachers, this skill is extremely valuable to possess. Within their classrooms and grade-level teams, teachers are given several tasks involving these administrative qualities.

LEADERSHIP:
Leadership has been the skill we feel we’ve made the biggest leaps in. Being a leader involves: creativity, flexibility, staying up-to-date with information in the field, being able to dole out responsibilities, and just good old hard work. Our position as graduate assistants has offered us several experiences where we are put in charge of a group to complete a task. We have two groups of undergraduate students who have looked to us for guidance and support as they have begun their journey in the education program. We’ve also learned being a team player is important in a leadership role—though we may be leaders we can’t do it alone. We can take this skill with us as we enter the working world and know as teachers we are leaders but also part of a team.

Our time here as graduate assistants is quickly coming to a close and we will soon be leaving SUNY Potsdam. But what we’ve learned here will follow us throughout our teaching careers. We are truly lucky to have had the chance to be part of this team and hold this position. Little did we know we’d gain so much from simply saying “yes” that August afternoon.

As undergraduate students in the education program, we had seen a snippet of what was required of a Graduate Assistant, but we never realized how much we were going to gain from this experience.
William H. Flynn, ’70, Honored with the 2014 St. Lawrence Academy Medal at Reunion Weekend

Nancy Griffin

The School of Education Alumni Association honored William H. Flynn, Class of 1970, with the 2014 St. Lawrence Academy Medal at the College’s annual Reunion Weekend in July 2014.

During his long and distinguished career, Bill created an enduring legacy, constantly demonstrating his dedication to his students, faculty and staff as a teacher, administrator, and mentor. He is known as a positive, innovative educational leader who always held himself and his colleagues to the highest standards.

Bill’s career spanned 36 years in the Ogdensburg City School District. Bill began as an elementary school teacher in Ogdensburg. He served as elementary school principal for five years, as assistant superintendent from 1992 – 2000 and as superintendent from 2000 – 2006 until his retirement.

During Bill’s tenure in Ogdensburg, he strengthened the school district’s educational curriculum in many ways, including development of the Gifted and Talented Program, and the Montpelier Art Gallery for the display of students’ artistic works. He forged ties with SUNY Potsdam and other area colleges and universities to enrich the educational opportunities for students in the district.

In 2014, Bill was called out of retirement to serve as interim superintendent of the Massena Central School District until a permanent superintendent, Patrick H. Brady, Class of 1988, was named in early 2015.

Bill received his bachelor’s degree and master’s degrees in English Education from SUNY Potsdam. He received his master’s degree in Educational Administration from St. Lawrence University.

In addition to his dedication to his school district, Bill has demonstrated a deep commitment to the community, serving in numerous volunteer capacities over the years, including membership on the Zoning Board of Appeals. Demonstrating his belief in giving back to Ogdensburg and to his alma mater, Bill is a generous donor and volunteer. He has endowed a scholarship for an Ogdensburg student who is attending SUNY Potsdam for teacher education. Bill was the 2007 Master’s Commencement speaker at SUNY Potsdam and has participated in various leadership programs on campus. He currently serves on the Steering Committee for the College’s Take the Lead Campaign.

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
Journey Into Literacy

It All Begins With a Story
Carolyn Stone of the Literacy Department and Tina Wilson Bush of the Sheard Literacy Center are co-chairs of a Bicentennial Literacy Conference entitled Journey Into Literacy: It All Begins with a Story. The conference will be held November 5-6, 2015 at various campus locations, and will feature SUNY Potsdam alumni and best selling authors in the field of literacy. Current SOE&PS students as well as area educators and administrators are welcome to attend. Registration will open soon. For more information, please contact Carolyn Stone at stonecs@potsdam.edu.

After-School Literacy Consortium
In the 2014-2015 academic year, the After-School Literacy Consortium was established. The Literacy Consortium provides a professional development opportunity for education students to apply to become interns or volunteers and gain additional experience (and internship credit) in after-school literacy programs.

In the fall semester, Carolyn Stone supervised four interns and two volunteers at Jefferson Elementary School in Massena, New York, in a program entitled Branching Out With Books. Lynn Hall supervised four interns at the Sheard Literacy Center on campus in the after-school mentoring program. In the spring semester, two interns were placed at Jefferson Elementary and four at the Sheard Literacy Center.

Benefits of participation
• Involvement in an after-school program that serves a diverse community of learners.
• Collaboration with literacy professionals and more experience in education.
• The opportunity to practice theories and ideas gained from education classes, and more interaction with school-age children.
• Internship credit that appears on the transcript, and certificate of volunteerism.
• Extra-curricular professional experience enhancing the career portfolio that will strengthen readiness and candidacy for future teaching positions.

Student participants

After School Literacy Consortium Members
Tina Wilson Bush, Lynn Hall, Carolyn Stone, SUNY Potsdam Faith Bish, Duane Richards, Mary Russell, Jefferson Elementary School

The Literacy Consortium provides a professional development opportunity for education students to apply to become interns or volunteers and gain additional experience (and internship credit) in after-school literacy programs.
CPS Literacy Workshops

Carol Rossi-Fries and Dr. Laura Brown, Secondary Education

Over the last four years, Carol and Laura have developed a series of workshops in collaboration with SUNY Potsdam’s Community Performance Series and the Sheard Literacy Center. The workshops focus on utilizing the visual and performing arts in an interdisciplinary and integrated approach to teaching novels. At each interactive workshop, local high school teachers and students are challenged to think critically about a novel’s themes by examining essential questions about ethical and political issues in history and their own roles in contemporary society through the lenses of both social studies and English Language Arts. Steinbeck’s Of Mice and Men, Orwell’s Animal Farm, Wright’s Black Boy, and Lee’s To Kill a Mockingbird, in conjunction with music and modern media, were utilized to help participants explore such topics as human rights, poverty, racism, and eugenics and to further question their own responsibilities as global citizens to improve the human condition.

HIGHLIGHTS OF THE CONFERENCE

• Our students dining with middle school administrators
• Participating in the panel discussion on current trends in education

The 2014 NYS Middle School Association Conference

Carol Rossi-Fries with Nicole Feml
Secondary Education, and Center for School Partnerships and Teacher Certification

In October 2014, a group of 10 teacher candidates from the School of Education and Professional Studies traveled to the annual New York State Middle School Association (NYSMSA) Conference in Verona, New York with Nicole Feml, (Assistant Director, Center for School Partnerships and Teacher Certification), Carol Rossi-Fries (Instructor and 2003 NYS Teacher of the Year), and Joanne Stiles (Instructor and National Board Certified Teacher). The students represented a variety of programs from Curriculum and Instruction and Adolescent Education. This is the third straight year students interacted with middle school practitioners from across the state. Students took part in a diverse range of workshops, including those on the ELA and Math Common Cores, the new Social Studies Framework, interdisciplinary and integrated approach to instruction using teams, and the effective use of technology, just to name a few. Beyond academics, students were immersed in anti-bullying programs, TED Talks, and the middle school philosophy of developing the whole child through implementation of the Seven Essential Elements of Middle Level Education. Highlights of the conference included our students dining with middle school administrators on Friday night, giving them the opportunity to network with prospective employers; and participating in the panel discussion on current trends in education at Saturday morning’s “Breakfast of Champions,” which is designed for college students. These and other experiences at the conference helped our students grow both personally and professionally. We thank our supporters for making the conference possible: SGA, the Office of the School of Education and Professional Studies, and the Center for School Partnerships and Teacher Certification.
Parent Advocacy Education at the New York State Parent Teacher Association Legislation/Education Conference

Dr. Lynn A. Hall, Literacy Education

As President of Potsdam Central School PTSA and advocate of parental involvement in schools, I attended the New York State PTA’s Legislation/Education Conference in Albany. NYS PTA represents New York’s approximately 300,000 PTA members in more than 1,400 schools. The Conference provides current information on hot topics and long-standing issues. Open to all interested PTA members, the Conference offers specific advocacy training and ways of accessing resources that can benefit local PTAs and school communities. NYS PTA President Bonnie Russell stated, “This annual event reflects the very foundation of our PTA mission on behalf of children and families. Inspired by generations of committed advocates who have worked to ensure the well-being of every child, the Legislation/Education Conference brings together our most important asset – our grassroots members – to learn, to train, and to engage others in order that we strengthen our VOICE to speak up for every child with one voice.” Indeed, I met parents, teachers, teacher educators, librarians, high school students, and guidance counselors from very diverse school communities across the state.

Sessions at the Conference included “Addressing Challenges at the Extremes: Implications for ALL SCHOOLS.” This session explored the affects of diversity, poverty, limited resources and higher expectations, and rapid and unexpected changes on all schools. Education reporter Susan Arbetter of Capitol Pressroom interviewed representatives of urban and rural schools associations, Georgia Ascuito, Conference of Big 5 Schools; and Jim Dexter, WSWHE BOCES, to explore how these challenges are being addressed in very different settings and the implications for all schools.

The keynotes for the Conference were Regent Roger Tilles, New York State Board of Regents, and Dr. Rick Timbs, Statewide School Finance Consortium. Regent Tilles discussed the governor’s budget and reform proposals as well as Board of Regents priorities for the coming year. He also shared that the best part of his job is reading poetry to third graders every day. Timbs participates with various higher education and educational finance entities through a variety of research studies, development projects, strategic planning initiatives and mentorship roles across the state. He discussed what our schools need, what the Governor proposes, and what the legislature should adopt.

An inspiring performance by EPIC Theatre Ensemble—Educational Equity ACTion! presented scripts written by high school students based on interviews with children, parents, teachers, and guidance counselors about the impact of diminishing budgets on schools. Guided by EPIC teaching artists and researchers from the Campaign for Educational Equity, these students weave together professional theatre-making skills with educational activism to create performance pieces that inform and catalyze action from their peers, parents, educators and other key community members. One of the most interesting facts learned is that each high school guidance counselor in an urban school district is responsible for 400 students.

Another interesting panel, “Finding and Keeping World Class Educators: Tenure, APPR and Master Teacher Bonuses was moderated by Jessica Bakeman of Capital New York and featured Kyle Belokopitsky, NYS United Teachers; Julie Marlette, NYS School Boards Association; and Catherine Romano, NYS PTA Education Coordinator. This panel shared their perspectives on developing world-class educators and holding them accountable to students, parents, and taxpayers. I was impressed with some misunderstandings about teacher education programs and shared my perspective and experiences, noting the quality programs at SUNY Potsdam and pointing out budget and education reform impacts on teacher education programs.

Discovering “The Write Spot”

Cindy Wells, Curriculum and Instruction

Are you interested in learning how to be successful or make a movie? Or maybe you just want to learn some amazing facts about animals and ice skating. On a different note, possibly you would like to enjoy some poetry and creative fiction! In the Sheard Literacy Center, we have found "The Write Spot" for enjoying varied genres of writing -- all written by local adolescent authors from area schools!

The Write Spot was established in 2012 via an endowed scholarship made by SUNY Potsdam alumnus, Claire (Freedman) Koshar, ’56, and her husband Martin. The scholarship enables a SUNY Potsdam intern to co-create with an instructor an after-school writing program for adolescent students in the Potsdam area. Meghan Brennan served as this year’s intern. In establishing this gift, Claire stated, “Developing authentic writing experiences for young students is a challenge in an era of high-stakes writing tests.” Claire observed, “While these purposes certainly are connected, teachers know that children’s writing continues to develop if children feel an investment in the topics they write about; if they have choices about the genres, audiences, and writing forms they use to express themselves and communicate with others; and if they are part of a supportive community that helps them take risks as writers.” The Write Spot promotes this type of authentic writing.

Literacy graduate students served as mentors for the adolescents in the program this semester, meeting with their young authors over several weeks as students worked on creation of written work on topics they chose. The authors collaborated with their mentors and writing peers at the Center to revise their pieces and develop various ways to display their craft -- final products chosen included traditional books, posters, flip books, PowerPoint presentations, and artistic creations. The collaboration within the “writing community” was successful and student motivation was high -- we never once heard any of our authors express negative feelings toward writing or participating in the process and many of them spent extra time at home working on their pieces! Student choice was the magic that kept students motivated and writing week after week.

The program culminated with a showcase celebration for family and friends at the Raymond Hall 8th Floor Dining Room. Our young authors proudly shared their writing with our visitors as they fielded questions about their writing choices. Through the generosity of Claire and Marty Koshar we are fortunate to be able to offer a writers’ club where adolescents can come together and creatively express themselves in their chosen topic and genre – and at the same time give the graduate students an opportunity for authentic experience in working through the skills of conferencing and motivating students toward success!

2015 School of Education and Professional Studies Retirees

Dr. Andrew Ha, Professor, 24 years of service

Deborah Sharpe, Secretary, 35 years of service

Dr. Rick Bates, Associate Professor, 24 years of service
A Collaboration: COLTS Day!

Amy Cutler and Lindsay LaSala, Program Coordinators

The SUNY Potsdam Childhood Education Department and the Sheard Literacy Center collaborated with Colton-Pierrepont Central School for the second annual COLTS (Citizenship, Opportunity, Literacy, Technology, and Safety) Day. Students in pre-kindergarten through sixth grade came to SUNY Potsdam for a fun-filled day of literacy-based activities. About 100 SUNY Potsdam students worked with their professors to plan activities that included interactive read alouds and scavenger hunts, as well as integrated math, social studies, and science lessons. Michael Shoulders, a captivating author and speaker, presented to the CPCS students about the writing process and his experiences, and delighted all with a special “rap” song.

The staff at the Sheard Literacy Center would like to thank the following people for making this a beneficial learning experience, not only for the students at Colton-Pierrepont Central School, but also for our SUNY Potsdam community. A special thank you to: Dr. Deborah Conrad, Dr. Vicki Cook, Becky Duprey, Dr. Michelle Pinard, Julie Regan, Carol Rossi-Fries, Sue Stacy, Carolyn Stone, Dr. Kathy Valentine, Cindy Wells, Rosalie Bero, Billijean Elliott, Debbie Sharpe, and Don Straight. We are also grateful to Joseph Kardash, Colton-Pierrepont Central School Superintendent; and Jim Nee, Principal, for sharing their students with us.

“Alpha and Friends” in support of the Rebecca V. Sheard Literacy Center

A group of Alpha Delta Kappa alumnae gathered at the home of Kathy Benson Elliott ’73 on Wellesley Island in September to launch “The Alpha and Friends Challenge,” a fund raiser in support of the Sheard Literacy Center. Pictured at the event are, from left, (front) Jackie Tantillo Aab ’71, Kathy Jordan Londraville ’75, Barre Hobkirk Hall ’65, and Joyce Barnholt Yianoukos ’71; (back) Sandy Lawrence Tomalty ’64, Ellen Davey Burns ’59 and Kathy Benson Elliott ’73.

Jackie also hosted an event at her home in Bonita Springs, Florida, in March. Attending the event were Alpha alumnae Esther Tedeschi Fusco ’64, Karen Kozlowski McGee ’65 and Susan Weissner Guyett ’59.

An anonymous Alpha alumna has made a lead gift and also offered to match gifts to the fund, with the goal of raising a total of $120,000 for the Alpha and Friends Endowment Fund. For more information on the project, please contact Nancy Griffin in the College Advancement Office at griffine@potsdam.edu or (315) 267-2112.
Alumni Superintendents and Principals Speak to Aspiring Teachers

Nancy Griffin, College Advancement Office

SUNY Potsdam’s School of Education Alumni Board recently hosted 21 alumni who are school superintendents and principals for a career advice session for students aspiring to become teachers. The session was part of the College’s Teacher Education Student Association (TESA) annual two-day conference in April 2015.

Pictured, from left, (Front): SUNY Potsdam President Kristin Esterberg; Todd LaPage ’03, Principal, Brushton-Moira High School; Brandon Pelkey ’94, Principal, Franklin Academy High School; Amy Guiney ’01, SUNY Potsdam’s Director of Field Experiences and Certification Officer; Charity Zawatski ’02, Principal, Gouverneur’s West Side Elementary School; Chris Todd ’92, District Superintendent, Oswego County BOCES; Jamie Sweeney ’03, Principal, West Carthage Elementary School; Julia Jacobs ’88, Retired Principal, Akwesasne Board of Education; and Johnathan Hirschey ’05, Principal, St. Lawrence Central Elementary School.

(Middle): Christie Reitsma ’06, Vice Principal, South Grenville District High School; Jennifer Hayden ’97, Principal, North Rose-Wolcott Central School District; Lee Roscoe ’91, Principal, Westhill High School; Kate Cruikshank ’93, UPK-12 Principal, Hammond Central Schools; Jamie Cruikshank ’92, Superintendent, Norwood-Norfolk Central Schools; Patrick Brady ’88, Superintendent, Potsdam Central Schools; Richard Wiesenthal ’77, Principal, New Paltz Middle School; Travis Hoover ’00, Superintendent, LaFargeville Central School; and Christine Holt ’93, Superintendent, Inlet Common School.

(Back): Nicole Feml ’08, Assistant Director of School Partnerships and Teacher Certification, and TESA Advisor; Peter Brouwer ’75, Dean, School of Education; Jerry Griffin ’94, Superintendent, Malone Central Schools; David Vroman ’83, President of the School of Education Alumni Association; Robert Stewart ’96, Principal, Parishville-Hopkinton High School; Mark Bennett ’00, Principal, Potsdam’s AA Kingston Middle School; Harry Brooks, Retired Superintendent, Broadalbin-Perth Central Schools; and Mark Davey, District Superintendent, Champlain Valley BOCES.

The Teacher Education Student Association (TESA) Executive Board organized and hosted their annual conference in April 2015, with 21 alumni superintendents and principals presenting a career advice session for 60 student participants. Pictured, from left, (Front): Andrew Hanchar, TESA Treasurer; Molly Gray, TESA Secretary; Alyssa Ashlaw, TESA President; and Shali O’Brien, TESA Vice President. (Back): Dr. Richard Wiesenthal ’77, Principal of New Paltz Middle School and TESA Conference Keynote Speaker; Nicole Feml, Assistant Director, Center for School Partnerships and TESA Faculty Adviser; and Dr. Peter Brouwer, Dean of SOE&PS.
Donor’s Continuing Generosity will Allow for “Diana Nole Collaboration Stations” in the Newly Expanded Math and Science Education Center

Nancy Griffin

Thanks to the generosity of Diana Zinnecker Nole ’87, the newly expanded Mathematics and Science Education Center will be equipped with state-of-the-art technology to enhance the preparation of math and science teachers at all grade levels.

Located in the center of the third floor of Satterlee Hall, the Center will be able to expand its offerings to pre-service teachers in a true 21st century learning center, with enough space for flexible seating for small-group work and multiple collaborative learning stations with enhanced technology. The new facility will help to align the professional learning opportunities of our students, faculty, and area professionals with the new Common Core Curriculum.

The “Diana Nole Collaboration Stations” will support multiple modes of teaching and learning, allowing teachers and students to easily create, share and evaluate information from their laptops or other mobile devices at a moment’s notice. The Nole Stations will incorporate user-friendly technology, flexible-use furniture, and learner-centered design to enhance interactive and collaborative learning. Designed by Stevens Office Interiors and Steelcase, the Center will also feature a computer projector, interactive board and marker boards, as well as large tables for creating science and math projects.

In addition to better serving our students, the larger, accessible space will allow our math and science education students to mentor local school children after-school and during the summer, as our literacy students are currently doing very successfully at the Sheard Literacy Center. The Center also has great potential for professional development opportunities for SUNY Potsdam faculty as well as area math and science teachers.

Diana was a double major at SUNY Potsdam, earning her bachelor’s degree in Mathematics and in Computer and Information Sciences. Later, she earned her MBA from the University of Rochester. She is president of the Digital Capture Solutions business of Carestream Health, Inc., a former subsidiary of Kodak. She has been a finalist for the prestigious ATHENA Award for women leaders in the Rochester area.

In addition to her generosity for the Mathematics and Science Education Center, Diana has also established an endowment at SUNY Potsdam that provides women students with scholarship assistance for off-campus internship experiences. Also, previous gifts from Diana were used to purchase a classroom set of mobile learning devices for faculty to explore new ways of teaching math and science.
Teaching Bad Apples:  
A Game for Current and Future Teachers

Dr. Anthony Betrus, faculty; Nate Turcotte, Matt Leifeld, students  
Educational Technology Specialist Program

Teaching Bad Apples, originally named Teach Me To Teach began as a basic card game created for both pre-service and in-service teachers. Teaching Bad Apples was created using the frame provided from games such as Apples to Apples and Cards Against Humanity.

In the first version of Teaching Bad Apples, we created a game with “content cards” which were teaching oriented, and “method cards” which solved how to teach the given content. Unfortunately this idea led to the content cards tending to be plain and generic, with method cards following suit.

Fortunately, at one of the early play-through sessions, we happened to have some experienced teachers participating. The feedback and insight from these participants was both helpful and supportive, with the general consensus of, “get rid of the boring cards, and keep the fun cards.” The advice was simple, but profound, and dramatically changed the game. This allowed for the creative juices to get flowing as we began to come up with new, ridiculous cards. However, as we took on this new direction, we found that instead of creating content and method cards, we were creating situation and response cards.

We believed that if we were going to have outrageous situations for teachers to react to, it was important that they at least be authentic outrageous situations. So we began the task of finding offbeat situations through multiple channels, including crowdsourcing, online teacher forums, social media, and personal contacts. As far as responses go, this is where we explored what might be called our “Heart of Darkness.” That is, we came up with the things that teachers might think about doing, but would never really do . . . or at least hoped nobody would do!

What emerged was an instructional process of exploring what not to do, thereby breaking the ice and creating a safe environment to reflect about what actually could or should be done. Essentially we found that the game was teaching by counterexample, and as more and more play testing occurred, we found that this approach not only was extremely fun, but it really worked. After every hand both the prospective and current teachers were revealing insights as to how they would have dealt with the situation if they were presented with it, and in some cases how they actually dealt with a similar situation.

So far some School of Education faculty at SUNY Potsdam have adopted the game for use in their classes, and we hope to spread the word to Education faculty in other Universities. We feel that this is also useful for current practicing teachers as potential professional development, or at least a good cathartic release in the breakroom or after hours. As there seems to be a never ending supply of situations teachers can find themselves in, we have continued the developmental process in order to create an expansion pack. In addition to our game, we have found that our game can be used as a frame for others to create their own game to address issues across the curriculum, as well as issues outside the K-12 classroom. If you are interested, both the Literacy Center and the Graduate Studies office have copies you can play, and you can get a copy for yourself at “The Game Crafter,” here: https://www.thegamecrafter.com/games/teaching-bad-apples
The Anne Stephen Cook ’60 Scholarship

Nancy Griffin

The Anne Stephen Cook ’60 Scholarship was established by Anne in 2015 in celebration of her 55th reunion year at SUNY Potsdam. Anne credits her alma mater with helping her develop the organizational skills that have served her well in teaching, business, and community service.

A native of Saranac Lake, New York, Anne graduated from Potsdam in 1960 with a degree in elementary education. As a student, she was a resident assistant and an active member of the college radio station and the Newman Club.

Anne’s career in education included ten years as a teacher on Long Island and in Westchester County, New York. She was director of a day care center called Briarcliff Manor and a CED teacher. Anne volunteered her time in service to her community as a Girl Scout leader and community chairman for eight years, and as a member of the Girl Scout Council Board. She has been an active volunteer at her church, an art show director, and member of the Republican Club in her community. Anne was a member of the SUNY Potsdam Alumni Board for nine years and has served several times as Reunion Chair for the Class of 1960.

Later in life, on her own after raising her two children, Anne embarked on a career in business, working in retail sales before starting her own corporate gift company called All Promotions Plus. As founder and president of the company, Anne works with corporations, non-profit organizations, and universities to develop a wide variety of gifts and promotional products.

Anne is very proud of her two children, Stephen and Elizabeth, and six grandchildren. She currently resides in South Salem, New York.

The first recipient of the Cook Scholarship is Katrina Martin from Constable, NY. Katrina is a sophomore Social Studies Education/History major.

The Peter and Tina Santimaw Radding Scholarship

Nancy Griffin

In 2014, the Peter and Tina Santimaw Radding Scholarship was established by Tina Santimaw Radding, ’64, to acknowledge and honor the high-quality education that she received as an undergraduate at SUNY Potsdam, which prepared her well for her long and successful career as an elementary school teacher in the Corning/Painted Post School District. Today, as a retired school teacher, she continues to use the foundations of good teaching that she first learned at Potsdam as she teaches the game of bridge to adult learners in Charleston, South Carolina.

Having grown up in nearby Helena, New York, Tina is honoring her North Country roots and her teaching career by designating her scholarship for a St. Lawrence County student, with preference given to a student preparing to be a teacher.

Her scholarship is also a beautiful tribute to her late husband Peter, whom she met when he was a student at Clarkson University and married more than 50 years ago. By establishing this scholarship, Tina is happy to give back to her alma mater so that future generations of students may experience the benefits of a Potsdam education.

The first recipient of the Radding Scholarship is Brittany Van Tassel from Massena, NY.
Community Health Department Update

Kathleen O’Rourke, Department Chair
Community Health

Jobs, jobs, and more jobs! This has been a banner year for our graduates becoming gainfully employed once they complete their internships. The Community Health internship has played a direct role in our graduates finding jobs; of course, the fact that we have such fantastic students doesn’t hurt. As an example, so far we have 5 of our graduates employed by Woman, Infants, and Children (WIC) in northern New York, 3 of them just this past year. Additional positions include an educator with the Pre-natal Peri-natal Council, a Community Organizer for Women’s Domestic Violence Program, Nutrition Educators with Cornell Cooperative Extension, and a drug prevention specialist at the Seaway Valley Prevention Council, to name a few. Our graduates keep making us proud.

Beyond just jobs, our students are working hard to contribute to the field of public health. Taylor Faiella will be attending the Peace Corps in Fiji, working with the Community Health Empowerment Program; Maria Gonzalez is conducting research to identify barriers rural women face with regards to pre-natal care; and 2012 graduate Samantha Paige, currently earning her PhD at Florida University, is the first author on research related to social media and Chronic Obstructive Pulmonary Disease.

Our past graduates also contribute to our current program. Two of our graduates employed by Cornell Cooperative Extension in Wayne County (Kendra MacClurg) and St. Lawrence County (Misty White) respectively, will be supervising two of our current interns. Additionally, Tewentahawih’tha’ Cole, a graduate now working at the St. Regis Mohawk Tribe Office for the Aging as a Health Educator, will be supervising a Community Health Intern in their nutrition program. We love how our graduates keep giving back.

Recently, we had the pleasure of Missi Woolridge, ’04, returning to our campus. After completing her graduate degree, she moved to Colorado and became the executive director of DanceSafe, a harm reduction organization. According to their agency’s website, DanceSafe has two fundamental operating principles: harm reduction and peer-based, popular education. “Combining these two principles has enabled us to create successful, peer-based educational programs to reduce drug misuse and empower young people to make healthy, informed lifestyle choices. We are known for bringing adulterant screening (a.k.a., “pill testing,” “drug checking”) to the rave and nightlife community in the U.S., and for distributing unbiased educational literature describing the effects and risks associated with the use of various drugs.”

Missi has worked to spread the message of harm reduction in a variety of venues, including The New York Times, The Boston Globe, Billboard, the Rolling Stone, VICE, Al Jazeera, Huffington Post, and The Katie Couric Show. Missi came to SUNY Potsdam to give back to her Alma Mater, describing to future Community Health graduates the message of harm reduction, her role in public health, and assuring them of their bright future.

Within our new Masters of Science degree, our first cohort of graduate students are planning their culminating projects and internships. One of the goals for the culminating experience is to provide tangible documents or projects for the agencies they select. Two of our graduate students, Ashley Thayer and Erin Streiff, will be working with county public health departments to complete their accreditation by the Public Health Accreditation Board (PHAB). Our graduate students will gain valuable experience while providing an invaluable service to local public health departments.

Finally, this coming fall we are welcoming a new faculty member, Brent Crow, to our department. Brent completed his PhD in Health Education from Southern Illinois University and will be coming to us from Virginia. When he first visited campus, the snow pack didn’t even scare him away. We think he’ll be a great fit for our department and students.

What a great year!

This has been a banner year for our graduates becoming gainfully employed once they complete their internships. Beyond just jobs, our students are working hard to contribute to the field of public health. Our past graduates also contribute to our current program.
News From the World of Business

The Department of Business Administration continued to grow with well over 300 majors and minors. While our size has become something of a challenge as we were actually down by one full time faculty member with the resignation of Professor Hossain in Marketing, I’m proud of the level of service and the quality of education we’ve been able to provide. Also, we were fortunate to have one of our alums, Sarah (Parker) Ward, step in and cover the Principles of Marketing classes for us. The students have expressed great enthusiasm for the “real world” applications she brings from Kathleen Palmer Media, her marketing firm in Saratoga.

In addition to Sarah’s contributions, in April our Alumni Advisory Council members joined us on campus for our annual networking/mock interview skills workshop. They provided excellent advice to the 20 students chosen to participate in the 2 day workshop, which included a dining etiquette seminar, a multi course “business dinner,” and a full day of interviewing. Thanks again to all of our wonderful alumni.

Personal Achievements

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


**Ed Portugal**
Published “Grit and Superior Work Performance in an Asian Context” in the Proceedings of the 11th International Business and Social Science Research.

**Shalu Wunnava**
Presented a paper on “Mobile Commerce Usage” at the Annual American Business Research Conference, New York, NY.

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

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

**Joe Timmerman**
Elected to the St. Lawrence County Board of Legislators for a four year term.

The Department of Business Administration continued to grow with well over 300 majors and minors.
Educational Technology Specialist Graduate Program
Continues Partnership with National Education Foundation to Support STEM Academies Nationwide

Tony Betrus

In dealing with constant incremental changes to the field of education, it’s easy to forget to take the time to recognize when major shifts have occurred. In the last few years, education in the United States has seen many changes, and it seems there are many more to come. A promising area of improvement in schools has been the increased emphasis on Science, Technology, Engineering, and Mathematics (STEM), the purpose of which is to increase student engagement in these particular subjects by various innovative methods. This STEM movement can be a major change for most schools, and with change comes cost. We are about to enter the fourth year of our partnership with the non-profit National Education Foundation (NEF).

Our partnership began when the NEF’s founder, Dr. Appu Kuttan, reached out to our Educational Technology Specialist Graduate Program at SUNY Potsdam in search of an instructional support team to assist in implementing STEM Academies in school systems around the country. Working closely with several educational software and content distributors, Dr. Kuttan and our SUNY Potsdam team have overseen the use of STEM resources with good success. The number of schools we have served has improved steadily, from 14 schools in 2012-2013, to 24 schools in 2014-2015.

Given the ever evolving education system, overseeing such an endeavor is a dynamic process. We work with each school individually to identify appropriate goals, as each has different levels of technology available to work with and needs different types of support. This past year, Dr. Anthony Betrus, Marshall Hughes (SUNY Potsdam M.S. Ed. 2012) and Steve Canning (SUNY Potsdam M.S. Ed. 2010) worked to create a dynamic system that facilitates setting up and maintaining NEF STEM Academies in each of our schools. We track student progress, troubleshoot technology issues, and provide motivational tools to reward student and staff growth. This dynamic system is intended to facilitate scaling our services to additional schools starting in 2015-2016.

The primary tool we use in our academies is SuccessMaker, an individualized digital tutor that assists students with Reading and Math skills. Utilizing state-of-the-art learning analytics and algorithms, SuccessMaker serves as an adaptive learning tool to provide students with the foundational skills needed for extending STEM activities. The software is designed to constantly adapt to student input, creating a personalized experience for each student with a personalized blend of learning exercises, tutorials, and material review. On its backend, teachers are able to pull detailed reports on student progress; missed concepts are flagged, improvements are measured, and time spent versus academic gains achieved can be assessed. A teacher even has the ability to create specific, personalized lessons for students that cover additional or remedial material as needed. At every level, exercises and lessons are tuned to each state’s curriculum standards. Once progress and growth has been established, we then open up our STEM activities to students. This year we were able to secure a new partnership with MinecraftEDU, allowing us to leverage STEM learning in Minecraft, the most popular game on the planet.

Another tool of note is our Digital Literacy Course, which was developed with the efforts of alumni and students of our Graduate Program. Delivered using Moodle and YouTube, it includes 25 videos, formative and summative evaluation, and supporting documentation that provide a core foundational skill set for using computers comfortably and effectively. The content is aligned to the Internet and Computing Core Certification standards (IC3). We recently finished our second iteration of the course, updating some of the content to changes in the standards, along with upgrading the overall quality of the videos. Next, we plan on making the course available in Spanish.

We look for many more years of cooperation with the National Education Foundation, allowing us to improve and enhance student learning around the country. Visit academies.cyberlearning.org to view more information about our STEM academy program.
“Speed Dating” Provides Opportunities for Community Health Students

Ada Santaferra
Internship Coordinator
Community Health

With the growth of the Community Health major, the internship program in the Department of Community Health has encountered a welcomed and wonderful challenge, finding internship placements for the growing number of community health majors. In response to this challenge, the internship program in the Department of Community Health has found a welcomed and wonderful solution: internship speed dating!

Since its beginning in spring 2013, internship speed dating has become very popular; we’ve witnessed a dramatic increase in the number of agencies that attend this biannual event. At the beginning of every semester, human service and public health agencies in Northern New York interested in hosting a community health intern gather in Thatcher Hall and spend 7 minutes with each potential student intern, with the hope of making an internship “love” connection. Jenna DeDonato attended the speed dating event during the fall 2014 semester. According to Jenna the speed dating event was quite helpful. “I was able to cross some sites that I was originally interested in off my list of potential internship placements while adding other sites that I hadn’t even considered.” Aliza Fields, also a fall 2014 attendee, felt that the speed dating event was quite helpful. “I was able to cross some sites that I was originally interested in off my list of potential internship placements while adding other sites that I hadn’t even considered.” Aliza recommends community health majors attend the event because they may stumble upon aspects of community health they’ve never explored. Tori Wilson, who completed her internships during spring 2015, found the speed dating event to be a beneficial step in the interning process. According to Tori, “The event provided interviewing experience within a less formal environment to show what kinds of questions one should expect, without the anxiety of a more formal interview.” Tori added that, “Speed dating allows students the opportunity to meet with a variety of agencies to learn how they operate within the community. Personally, I had not considered Planned Parenthood prior to meeting with the agency at speed dating but am thankful I did because I was provided a hands-on internship experience with much to take away.” Other students have commented that the speed dating event was awesome, eye opening, and beneficial because it provided an opportunity to meet with potential site supervisors.

Tina Cobb, Executive Director for the North Country Prenatal/Perinatal Council (NCPPC), is a regular at internship speed dating. Tina offered this explanation for her ongoing attendance, “I love speed dating, SUNY Potsdam Community Health Intern Speed Dating! The event provides an opportunity to single out the potential interns most interested in the services NCPPC offers and provide them with the information they need to make decisions about placements. It also provides me with an opportunity to learn more about future community health workers - their interests, issues they feel are important and what they hope to accomplish. I always leave the event feeling like I’m the one who benefited the most. Thanks to all whom make the event such a success!”

Aside from meeting with students, the agencies have the opportunity to network and share ideas for internship best practices, and we have the opportunity to thank the agencies for their ongoing support of our students and our program. Internship speed dating provides a way for potential interns and intern site supervisors to interact and develop relationships that could result in an internship placement and possibly future employment. To learn more about internship speed dating, feel free to contact the Community Health Internship Coordinator, Ada Santaferra at santafam@potsdam.edu.
Wilderness Education Reaches out to Local High Schools

Justin Maggs, Adjunct Instructor
Wilderness Education

At the start of the Spring 2015 semester, I was given the opportunity to work for SUNY Potsdam’s College in High School (CHS) program. Under this program, students who successfully complete approved courses receive college credits for their course work while in high school. Clifton-Fine, Parishville-Hopkinton, and Norwood-Norfolk have worked to develop high school programs that offer a strong introduction to outdoor ethics and wilderness education. These classes include lessons on orienteering, Leave No Trace principles, expedition planning and preparation, and outdoor leadership theory. This semester, in an effort to better serve these programs, SUNY Potsdam Wilderness Education has led a collaborative effort with the aforementioned high schools in order to provide all parties with a more rewarding educational experience.

With the inception of this arrangement, our student leaders at the college now have a unique opportunity to give back to the community and draw attention to SUNY Potsdam and the Wilderness Education program. At the same time, our students can hone their outdoor leadership skills in practical situations. These practical experiences will not only help Wilderness Education students develop into better field instructors, they will also provide many of our students with the type of experiences employers will be seeking upon the completion of their degree at Potsdam. Additionally, our student leaders are able to work with more diverse populations through these outings. For instance, Clifton-Fine’s Wilderness Education class includes foreign exchange students from China, Norway, and Brazil. On the other hand, the rewards gained from our collaboration with the high school students also extend to the students as well. Specifically, these high school students now have the unique opportunity to directly interact with students and faculty from our program, thus building their skills and reinforcing their experiences. Moreover, since the start of the spring semester, the high school students have been given more opportunities to spend time at Potsdam and use facilities like our rock wall and high ropes course while building familiarity with our program and college.

Examples of trips offered through the College in High school programs include hiking trips in the High Peaks, snowshoeing, ice fishing, multi-day canoe trips, bike touring, and overnight backpacking. As field experiences coordinator for the College in High School Wilderness Programs, I have seen the reward of this collaboration first hand. In the few short months that I have worked for this program, I have watched many of these young adults progress with their outdoor skills in ways that wouldn’t be possible without the support these programs offer. For example, juniors and seniors from Norwood Norfolk taught by Ben Yandeau spent weeks learning how to facilitate the rock wall and high ropes course. Once Mr. Yandeau and our staff were convinced that the students were skilled enough to run a program on their own, they had the opportunity to run a program for the middle school students at Norwood Norfolk. The program ran flawlessly and the students left with a feeling of pride and accomplishment after having achieved the goal that they had worked so long for. On another occasion, I had the opportunity to attend an ice fishing trip with Clifton-Fine accompanied by two students from Wilderness Education (Eric Hanss and Stephen Smith). Eric has been ice fishing for years and was eager to share his skills with the high school students. On the other hand, Stephen and I had never been ice fishing before and didn’t know where to start. Rather than explaining the techniques himself, Mr. White presented his students with the opportunity to practice what they had learned and teach us how to ice fish. I was astounded by the level of professionalism and knowledge of these students and, although I didn’t manage to catch any fish, the class caught six large pike that day.

While the semester is coming to an end, there are still several more trips planned. These trips include an overnight backpacking trip in the High Peaks and a weekend paddling trip on the St. Regis with Parishville-Hopkinton. Likewise, Norwood-Norfolk and Clifton-Fine also have hiking trips scheduled as well as a trip to the Adirondack Museum in Blue Mountain Lake.

It is my hope that in the future SUNY Potsdam Wilderness Education will continue to work with these high schools to help bring about a more diverse offering of outdoor experiences. As an educator, it has filled me with great pride to see these young men and women begin their journey in wilderness education. Additionally, regardless of future career choices, the leadership, time management, and organizational skills gained from experience in wilderness education courses will benefit these individuals wherever their life may take them. It is my hope that this program will continue to be embraced and expanded upon by others in the years to come so that students may continue to soak up all the benefits wilderness education has to give.
Expedition Planning, It’s Not What You Think

Mark Simon, Wilderness Education Program Coordinator
Community Health

Most often when groups plan a trip to an area, they look to the local forest service for details regarding trail conditions or any special advisories in the area. However, SUNY Potsdam’s Lead II group has learned a different approach. Last year, when the Forest Service in the Gila National Forest posted advisories about traveling in the area due to the flood debris in the canyons with log jams up to 20 feet in height, detailed information regarding most of the interior was lacking. Surprisingly, the most accurate information the group was able to obtain last year was from the locals.

Alan Campbell provided current and accurate information about fire damage and the location of springs that were running outside of the major drainages in the Gila. The Campbell family has been living in Gila Hot Springs since the 1940s and guiding has been a long-standing business for them. Spending significant time in the wilderness year after year provided Alan with this first-hand, intimate knowledge of the area. His advice led last year’s group to revise a major portion of the itinerary which significantly contributed to the success of the expedition. Alan’s advice helped the group to avoid areas of the Gila which would have been very difficult to traverse due to the downed timber. In addition, he also provided vital information regarding springs, which are far and few between in the Gila desert, and major drainages such as Gila River.

Rusty Dobkins, an outfitter who has lived on a homestead on the western flanks of the Mogollons (the mountainous range within the Gila Wilderness) since the 1980s, also provided valuable information about trail conditions in the Mogollon Creek area last year. This year he will serve as our outfitter by bringing in our food to the interior of the wilderness via horse pack on day ten of the 21-day expedition.

I have been drawn to the Gila for the last decade because it is large and remote, however, last year it felt like a wilder place. Snow Park, a popular destination impacted by heavy use by large groups, was now an overgrown meadow. The trail to the spring was also overgrown; there were plenty of elk and other wildlife signs, but no sign of human presence. At the summit tower of Mogollon Baldy Peak, Sarah Irving, a fire tower lookout, reported that we were the first group she had seen that season.

This was in spite of the relatively easy 11 mile hike to the fire tower from the northern side of the range.

Sarah has worked as a fire lookout on Mogollon Baldy Peak in the Gila Wilderness of New Mexico since 1982. This year will be her 34th season on the mountain. In 1980 she fell in love with the Gila while hiking the 3,100 mile Continental Divide Trail from Mexico to Canada. Sarah remains an avid backpacker and hikes every summer on her days off from the tower. She has hiked every trail on the west side of the wilderness, numerous times, and has explored places where there are no trails.

While at the fire tower we discussed the potential of traversing the Mogollons as we had in years prior to the fires and floods. Sarah said that while the trails were mostly gone due to the fires and floods, the herd paths from the elk were keeping some of the old travel corridors open and the traverse would be possible. Her expertise in the Mogollon range has proven invaluable for planning our traverse across to our destination on the Western flank of the range to Glenwood.

Groups often turn to formal sources for information related to travel and planning. Lead II has learned that sometimes the best source for expedition planning can come from those who live in and love an area. Really, a combination of formal and informal sources proves to provide the best experience and most successful expeditions.
High Peaks Wilderness Expedition

Hannah Racette, Wilderness Education Student
Community Health Department

From January 11 – 17, SUNY Potsdam Wilderness Education students executed the field portion of their Winter Expeditions Skills Course. Members included Instructor Adam Wheeler, Assistant Gene Gaffney, Adam Smith, Hannah Racette, Geoff Lyman, Nick Grippe, Sean Dwyer and Lucas Canino.

Author, Hannah Racette

I rotate my torso to look down the slope and check on those following me.

“C’mon boys,” I shriek, “excelsior!”

Not that they could hear me. The closer we climbed to the summit of Mt. Marcy, the harder the wind blew. My encouragement was flung away from their ears, past Lake Tear of the Clouds, and probably settling somewhere near Feldspar Brook. Luckily, it was unnecessary as my companions crawled up behind me with determination drawn on their faces. We four SUNY Potsdam Wilderness Education students, one assistant, and our professor had spent the last four nights camping and traveling in the Adirondack High Peaks in mid-January. It was the field portion of a class titled “Winter Expedition Skills,” in which students planned food, itinerary, and equipment needed for the trip during the fall semester, and then executed the trip during the last week of winter break. We had worked hard for this trip, and no one was about to miss out on the fabled view from Marcy summit.

There were some hardships at first – we had to send an assistant and a student back to Potsdam due to injuries after an ice climb the first day. In fear of frostbite after experiencing some issues keeping his feet warm while we hiked Algonquin, our seventh companion hiked out on the fourth day. While we were sad to leave so many group members behind, we must have felt the same compulsion John Muir did, for the mountains were calling, and we went! Most of the group had never been in this area of the Adirondacks before, and to climb the highest peak in New York was one of our goals of the trip. It was my turn to be Leader-of-the-Day, which basically meant I facilitated group decisions and ensured the safety and health of my group. Mostly that consisted of keeping the motivation and energy up after already hiking over 4 miles and 1,500 ft of elevation.

While we approached the peak, my mind was concentrated on keeping myself and my comrades safe on the rocky and icy terrain, as well as my brain freeze caused by the frigid and hard-blowing wind. But I remember thinking that it was one of the most intense experiences of my life, and as many students announce on Wilderness Education trips, I was completely amazed that this geological mass was my classroom. I have been on numerous trips with Wilderness Ed and had spent much longer periods of time in the backcountry. However, I had never worked so hard or carried as much weight . . . for fun? I considered myself extremely lucky to be a winter-lover on this expedition.

Before the trip I was at home, training and purchasing equipment. When I would talk about Winter Expedition with my family and friends, they (many of whom are avid outdoorspeople) thought me insane.

“Won’t it be cold out there?” was always the question. Well, frankly, yeah! I remember surprising one of my mom’s friends by replying, “I hope so!” with complete honesty. I thought of their doubt many times during the trip. It was usually when I was looking out over frozen treetops at a magnificent view, laughing with my classmates, or getting that first steaming bite of dinner after a big day. Those feelings of empowerment, satisfaction, joy, and connection are never as strong for me in the front country, and I pitied them for missing out on that level of emotional gain.

We reached the Marcy’s crown to see the beginnings of sunset, bright pinks and oranges lit up the surrounding peaks. I whooped, hollered, and congratulated my classmates at 5,344 feet, the highest point of New York State. Here, I was purely within the moment, grasping winter by the horns and begging it for more, not to conquer or vanquish, but to let wilderness fill entirely all of my senses and remind me that sub-zero wind chill mountain tops are a strange place to call home, but nonetheless, where I belong.
Department of Curriculum and Instruction Updates

Dr. Sandy Chadwick & Dr. Deborah Conrad, Co-Chairs

The Department of Curriculum and Instruction consists of an extraordinary group of teacher educators across three programs (BA Childhood/Early Childhood Education, MST Childhood & MSEd Curriculum and Instruction). Together, faculty members demonstrate the depth of commitment and attention they bring to their work with pre-service teachers. During the past school year, faculty members attended conferences, embraced innovative practices, opportunities, and resources as they responded to new curricular standards, teacher certification requirements, and current trends in teacher education. Some of our faculty’s on-going focus and efforts include the following:

Conference Attendance

**Sergei Abramovich** is a veteran math educator in the Master of Science in Teaching (MST) program. He contributed papers to several conferences, namely: Annual Meeting of the Society for Information Technology and Teacher Education International Conference, Las Vegas, NV (March 2015), the Mathematics Research Institute Oberwolfach (MFO) workshop, Oberwolfach, Germany (December 2014), and the 4th Gatchina Educational Psychology Conference, St Petersburg, Russia (April 2015). He is scheduled to present at the 1st International Federation of Automatic Control Conference on Modelling, Identification and Control of Nonlinear Systems, St Petersburg, Russia in June, 2015. Sergei continues to share his interest in math and technology with students in his GRED 505: Topics in Mathematics, and GRED 565: Elementary Math – Content & Methods classes.

**Becky Duprey** attended the Association of Mathematics Teachers of New York State (AMTNYS) annual conference in Syracuse, New York with a group of Early Childhood/Childhood Education majors: Brittany Blake, Carlye Magnusen, Michela Pawluk, Alyssa Ashlaw, Olivia Grant, Chloe Grab, Shali O’Brien, Adrianna Rizzo, Melissa Moreland, Erika Parker, Marisa Madison, Margaret McGrath, and Cassandra Spratt co-presented a session on teaching fractions through conceptual methods, Common Core Fractions, which was well attended and received by the participants. This was a valuable experience in promoting understanding of mathematics methods and Common Core initiatives as well as a terrific experience for the students. Becky has also been working with Blaire Madore and Victoria Klawitter to provide professional development opportunities for K-6 teachers in the St. Lawrence-Lewis BOCES district. Three one-week “math camps” were offered during the summer of 2014 as well as three on-line follow-up sessions and two one-day face-to-face sessions focused on assessment. Two one-week “math camps” are scheduled to take place during the summer of 2015. Becky teaches EDUC 410: Childhood/Early Childhood Math Methods in the Childhood/Early Childhood Education Program.

**Carol Rossi-Fries** attended the NYS Council for the Social Studies conference in Syracuse in March to get updates on the new Social Studies Framework being implemented this year in grades K-8. She participated in several workshops about the Inquiry Design Model (IDM), which will become an integral part of social studies instruction in the near future. IDM focuses on asking students “compelling and supporting questions,” in order to develop the skills to build arguments, make claims and support them with text evidence from multiple sources. After the conference, she co-presented a workshop at Salmon River Central School on this model. Carol enthusiastically shared, “It was fun and I am trying it out with students in my EDUC 412: Childhood/Early Childhood Social Studies Methods class now. We are in the midst of an IDM of sorts now in exploring Geography and the Native Peoples of North America. Our compelling question is: Does where you live matter?”

Innovative Classroom Practices

**Julie Reagan**, Clinical Faculty and Professional Development School liaison with the Salmon River Central School District, is piloting a student teaching project this coming fall. The project is examining a new option enacted by NYSED which offers candidates an option to be placed for the entire semester in one classroom as opposed to the typical two, 8 week placements. Five candidates and mentor teachers at the St. Regis Mohawk School in Akwesasne will pilot the 16 week experience.

**Sue Stacy**, in her GRED 566: Elementary Science: Content and Methods class, provided opportunities for her students to act as mentors to the grade 6 students in the after-school science club at AAK Middle School in Potsdam. The students also received experience teaching science lessons to the club as part of this opportunity. The class will be having a project presentation for parents and students in early May. Sue will be taking two of her students to the National Forum Middle School Conference in Washington, DC in June to present the project.
Cindy Wells noted that the opportunity for her students taking her EDUC 314: Teaching Students with Special Needs class to participate in COLT’S Day provided them with a meaningful experience of sharing their knowledge about disabilities with a fourth grade class from the Colton-Pierrepont Central School. The college interns prepared active learning lessons that helped the 4th graders understand some of the disability classifications and experience what it might be like to complete school activities when having a disability. The 4th graders were able to share some important ideas that they learned about some of the types of disabilities, but more importantly, voiced an understanding of their role in building and expanding partnerships and collaboration.

Enriching Students’ Learning from Professional Development Opportunities

During the 2013-14 academic year, Vicki Hayes took a one-year sabbatical to refresh, reconnect with her background in Elementary Teacher Education. She engaged in a full year of professional development at Madrid-Waddington Central School District at the elementary level, which allowed her to walk in the “shoes” of our public school teachers and SUNY Potsdam Teacher Education students by immersing herself in the public school setting. She attended staff development programs held at Madrid-Waddington Central School, and volunteered in Laura Finnegan’s grade 2 classroom. Vicki shared that the knowledge she gained during that year was priceless. She continues to share her experiences with students, faculty, and staff at SUNY Potsdam, particularly in the area of the Common Core State Standards and the requirements of a new certification examination, the edTPA. Vicki expressed her gratitude for the support provided to her by all faculty, staff, parents, students, school board members, and administration at Madrid Waddington Central School district.

Graduate Research and Program Improvement

Kathy Valentine, Program Coordinator of the Masters in Curriculum & Instruction Program, continues to motivate her students to complete classroom research projects that inspire creativity in the curriculum. While the past semester has been a quiet one for research projects in the program, the graduate student research team of Erin LaBella, Danielle Romano and Kylie Stenger just received IRB approval to begin data collection on their research study titled, Utilizing Music to Teach Literacy. These students began collecting data this semester and will write up their findings over the summer. Kathy is looking forward to hearing about their discoveries from this interesting study. Additionally, Kathy reports that the MSED in Curriculum and Instruction Program Committee has recently approved the addition of concentrations to the program in order to better define the possibilities available to students entering this graduate program. As a committee, they have not yet identified specific areas of concentration but are considering the following: Early Childhood, Intercultural Educator, Human Resource Educator, and Leadership and Education.

Addressing Students’ Writing & Providing Support in Preparation for Certification Exams

Eudora Watson, Writing Support Specialist, reports continued strength in the Sustained Tutoring program (STP), with 37 students enrolled in the 2014-15 academic year. STP tutors receive specialized training, and this year Eudora trained several of them in tutoring students preparing for the Academic Literacy Skills Test (ALST), a new certification exam that has been especially challenging for students across NYS. Eudora continues to support students as they navigate this and other new teacher certification exams, offering workshops, classroom visits, and small group and one-on-one tutoring sessions. She has expanded the Moodle course focused on test preparation and has begun to offer reading workshops to complement the task of developing expository writing among our students. Eudora took part in the poster session and an interview that were part of the NCATE accreditation visit.
Alumna Sarah Sachs Gives Back

Dr. Deborah Conrad & Carolyn Stone
Curriculum and Instruction, and Literacy Education

Childhood/Early Childhood Education students enrolled in Block II continue to benefit from the expertise of Sarah Sachs, Class of 1982 and Youth Services Librarian at the Potsdam Public Library. Sarah is honored that she can give back to a community she was part of many years ago. Since 2006, Sarah has worked collaboratively with literacy instructors Lynn Hall, Deborah Conrad, and Carolyn Stone on a research project focused on evaluating and using quality texts in their course work. Each semester, Sarah visits the college classroom and presents to Block II students on the subject of finding quality children’s books to support inquiry-based science topics and themes to be used in elementary classrooms. Students are taught how to choose quality texts by evaluating the text structures, content, and visual features. Later in the semester she hosts all Block II students at the Potsdam Public Library. There they engage in a hands-on experience of searching the book stalls for texts on specific science topics.

The opportunity to provide this service could not have been more timely. Current shifts in classroom practices as a result of the ELA Common Core Standards dictates an increased emphasis on using non-fiction, specifically informational texts, to address the standards in teaching critical thinking skills. Over the years and with constant demand for quality non-fiction texts from education students for this genre as they completed reading logs, Sarah was able to expand the library collection with choice selections. Now that the focus is on non-fiction texts, she is able to confidently provide these resources to our students. In turn, our students are becoming knowledgeable on how to choose and evaluate quality books that can support an integrated curriculum. This is evident as students explore suitable texts to enhance their literacy strategy demonstrations and support the ELA Common Core Standards. They also write integrated literacy/science lessons generated from the content of these high quality texts. These experiences are showcased as a final project in a culminating capstone activity each semester. In their reflections students often celebrate the opportunity to experience critical evaluation of texts and acknowledge the benefits of this activity:

“As I searched several resources to find thirty quality children’s books about animals, I realized that a lot of evaluation must occur. I had to make sure the reading level would be appropriate for the students, that it would support either emergent, beginning, independent, or experienced learners, and that it was interesting enough to engage the students and keep their interest during the reading. In the end, although my reading log consisted of thirty evaluations, I think I actually evaluated over fifty. There were many books that I skimmed through and analyzed, but chose not to include in my reading log because they were not suitable to use in the classroom. These books included ones with higher than 6th grade level content, or books that had very little organizational format. (Shannon ’07)

“The library assignment was a great way to assist me when I began to work on my reading logs. During the library assignment I learned a great deal about the different aspects of a book. I learned the different aspects to text structure, visual features, and content. I enjoyed learning about these things because it gives me the opportunity to have a better connection and understanding of a particular text. I can now understand books on a whole new level because of the library assignment. Doing this assignment also helped me to learn about a variety of science topics and to realize that these particular science topics can be in either an expository text as well as a narrative.” (Charity ‘14)
My STANYS Conference Experience

Andrea Gauthier
Graduate Student

What I got out of my experience at the 2014 Science Teachers Association of New York State (STANYS) Conference was more than I expected, in terms of knowledge, networks, and materials gained. This conference has kickstarted my teaching career in terms of science education, and I look forward to implementing what I learned at STANYS in my future classroom.

The workshops I chose to attend were diverse, and I am glad I was able to learn outside of my content area. Some of the workshops I attended had me witnessing chemistry-based magic, investigating a crime scene, and even making cotton candy! I enjoyed that the sessions were hands-on, engaging, and most importantly set up in a way I could picture myself replicating these lessons. In my future Biology classroom, I plan on implementing the idea of “Science Selfies,” which I learned from one session by Ken Abbott Nassau. “Science Selfies” is a project that can be implemented as a single project or throughout the term where students photograph themselves among content related terms they have learned. For example, a student may take a picture of a butterfly hatching from a cocoon to represent Metamorphosis. The student accompanies the picture with a short definition of the term and description of what the picture represents.

I had several opportunities to network with other science teachers and STANYS members throughout the conference. In each workshop I was sitting with a different table of teachers and was able to ask them questions about their experiences in their classrooms – what works and what doesn’t. I feel this knowledge is invaluable as a new teacher. A great networking opportunity was the Pre-Service Teachers Seminar, which was another way to ask questions and hear about what the next few years will entail.

Finally, the amount of materials and resources I took home is shocking! The bags my colleagues and I came home with filled the van’s trunk. I have several textbooks, lab kits, handouts, etc. that I can refer to now during my studies at SUNY Potsdam, and will last into my first years of teaching. Thanks to this experience, I was able to start a resource bank of science tools.

All in all, I had an extremely positive experience at the STANYS Conference this year. I am eager to transfer what I have gained to my studies and the classroom, and I am looking forward to attending STANYS again next year!
My Experience as an Adjunct /Consultant at SUNY Potsdam

Pamela Charleson

I was fortunate to be able to acquire both a Bachelor of Arts degree and a Master of Science in Education from SUNY Potsdam. A few years after I graduated from the university I was asked to return to SUNY Potsdam and further my experience by working as an adjunct/consultant for the Department of Inclusive and Special Education.

The first question that I asked myself as I began working as an adjunct/consultant in 2013 was “What can I teach future educators?” At first, I just shared my experiences as a woman living with Cerebral Palsy with students in an Introduction to Special Education course. Eventually, one thing led to another and I began teaching the course. What do I teach my students? My students learn that no two individuals in the world have the same abilities; we are all unique. My students understand that every individual can and must be given the opportunity to succeed in the classroom regardless of their disability.

Working as an adjunct/consultant at SUNY Potsdam has allowed me to open the eyes and minds of future general education teachers about differences among individuals due to their varying abilities. I hope that I have been able to erase many stereotypes about individuals with disabilities from my students’ minds. Stereotypes such as, individuals with disabilities can’t succeed and have a career; an individual who is disabled doesn’t do typical everyday activities, like grocery shopping, going to a movie, or going out to eat, or even going to school to get an education. If I have done my job correctly, my students will become educators who believe all things are possible for every individual and value every individual and their uniqueness. I am very lucky to have the opportunity to teach future educators that people, with and without disabilities, are people first!

Department of Inclusive & Special Education

Dr. Dennis Conrad, Chairperson

The Department of Inclusive and Special Education continues to serve Potsdam, the North Country region, and globally through its commitment to quality teacher education, focus on dispositions, transformative learning experiences, and teamwork. Our students can be found as far away as California and Florida and have impacted the lives of learners as far south in the Caribbean as Trinidad and Tobago.

Most of our students complete a rigorous and intensive student teaching during the summer at Canton Public School. This offers a unique opportunity for parents to enroll their children in a university-supervised academic program. Our graduate students offer current, research-based teaching strategies to students who have learning difficulties and are at-risk. Experienced teachers supervise our graduate students to offer quality academic intervention that has consistently received praise from parents and children.

Last year Latesha Fussel, ’14, completed her summer student teaching at the Wharton-Patrick Center/School (WPS), Trinidad, where she impressed faculty and students alike, and learned important professional and personal lessons while fostering new friendships. This summer, Ms. Regina Penepent will also be heading there. WPS caters to students with mild to moderate emotional, behavioral, and learning difficulties. The faculty works closely with a psychiatric hospital as well as a number of regular elementary and secondary schools. Former students like Latesha, Daniel V, and Pamela continue to support us actively and bring much encouragement to us.

We are fortunate to have with us professors Dennis Conrad and Anjali Misra, who developed the program in 1993. We celebrate, too, the stellar efforts of Cindy Wells, Laura Carbone, and Pamela Charleson, while welcoming Lisa Tebo and Vickie Bregg. Both Laura and Pamela are former graduates of the program.

Of course we also have great faculty support beyond former students. One of the outstanding special education teachers, Ms. Lynn Watson of Canton Central, has served us unstintingly for more than a decade in the area of Student Teaching. We want to take the opportunity to give her a special ‘Thank You’ for her dedicated service. We also wish to share our appreciation to Chris Remick who has worked steadfastly with us over the years and who taught the Assistive Technology class. Last September an exemplary colleague, Dr. Maya Kalyanpur, left for sunny San Diego, CA. During the short time she was here she brought a sense of collegiality that was much appreciated.

In terms of Program Development, we met our goals of positive feedback from the National Council for Accreditation of Teacher Education (NCATE) through formal reaccreditation for the next seven years. We now offer the Advanced Certificate in Special Education to persons in possession of a graduate degree in education and two years experience with persons having disabilities. This is a specially approved 6 course sequenced package leading to certification in special education. The Department has also initiated a number of collaborative relationships with other universities. These include assistive technology with Clarkson University; research, publishing, and institutes with the University of the West Indies in Trinidad and Barbados; and possible teacher education with the Catholic College of Mandeville, Jamaica.
Trinidad Student Teaching Experience

Latesha Fussell
Program graduate, 2014

Trinidad and Tobago (Trinbago) is a place where people celebrate their love for their land daily. Its culture is rich in the arts, music, politics, social life, and food. I completed my Student Teaching experience for the MSED Special Education there this past summer at the Wharton-Patrick Special School. This experience allowed me to apply all of the professional and technical skills that I have learned from the program. I believe I am a more effective educator because of this experience in Trinidad.

The Wharton-Patrick Special School exposed me to students with mild to severe disabilities. The students I worked with have a range of disabilities that include emotional/behavioral disabilities, learning disabilities, intellectual disabilities like Down Syndrome, Autism Spectrum Disorders, and more.

Patience is a gift, and I definitely would never take that for granted. This student teaching experience pushed me beyond my limits. I was repeating directions several times throughout the day, seeing children exhibiting self-injurious behaviors or reacting with violence, and working with fewer resources than expected in a North Country classroom. I found these aspects of the school to be most challenging and yet rewarding, even inspiring. I knew that I had to change something about myself. I had to adapt to their environment rather than trying to have them adapt to me.

My mentor teacher, Ms. Tobas, would say at the end of every day that “Tomorrow is another day.” She was so calm and collected at the end of the day that I started to question whether we were having the same kind of experiences. I was extremely stressed at the end of the day, and she was not. I started to observe her and her interactions with the students. Through my observations I noted that she was enjoying her job, giving students time to think and continuously reminding the students of her expectations. Repetition was her super power, and she was flexible when technology failed, when the school did not have water, or if she could not have access to certain curricula materials. Her goal was to celebrate her students’ success daily despite the challenges faced by teacher or learner.

Celebration is key

I sat down with several of the students and teachers at Wharton-Patrick and got to know them on a personal level. This is one of the important aspects of the Trinbago experience -- sitting down and really getting to know someone. Some of the students at Wharton-Patrick have very tough lives. For them formal education was not a priority. While the teachers knew and understood this, they systematically and consistently exemplified that school was a safe place, a second home. They helped the students in not worrying about the struggles and obstacles that they faced at home. The teachers used their lessons to give a message and create an environment where everyone accepts and appreciates one another.

Religion was taught at the school, and I thought this was going to be controversial in the classroom. However, students were taught to respect one another’s religion and beliefs at such a young age, that having conversations about religion was not an issue.

Overall, this experience allowed me to grow as an educator, and more importantly as a person. I have learned that celebrating one’s achievement no matter the challenges is significant in the world of education. Lastly and most importantly, understanding that tomorrow is another day. Taking time to understand one’s culture, and to reflect on how one might improve sustains a healthy working ethic and environment for both the educator and student. Days in the classroom are precious, and making time to reflect and be in the moment with the students is what made this student teaching placement such a memorable one for me.
Members of the Department of Literacy Education have been occupied with preparations for the NCATE Accreditation visit in the fall and ongoing program assessment efforts. In addition to these activities, members continue to support and develop diverse aspects of literacy education through their teaching, scholarship, and service.

**Dr. Lynn Hall** is grounding her research on parental involvement by serving as Parent Teacher Student Association (PTSA) President for the Potsdam Central School district for the 2014-2015 academic year. As PTSA President she has worked to increase the role of parent advocacy by facilitating participation in the recent school merger decision as well as the 2015-2016 state budget and education reform proposal. Lynn attended the New York State Parent Teacher Association (NYSPTA)’s “Legislation/ Education Conference” in Albany, New York this spring to learn more about parent involvement in advocacy and ways of accessing resources that can benefit local PTAs and school communities. New York State Department of Education officials and NYS PTA Board of Directors presented on topics such as poverty and limited resources in urban and rural schools, Campaign For Educational Equity, teacher tenure, APPR and EdTPA, federal legislation updates, and grassroots advocacy. Regent Roger Tilles, New York State Board of Regents, was the keynote speaker at the event. Lynn also serves on the Potsdam Central School district’s Education Advocacy Committee.

Lynn is also collaborating with colleagues in preparation for the Bicentennial Celebration. With **Dr. Deborah Conrad** and **Dr. Sheryl Scales**, Lynn is conducting historical research to prepare an exhibit entitled “What’s the Story? SUNY Potsdam Reads from 1816-2016.” The exhibit will capture trends of reading literature to children as practiced by SUNY Potsdam alumni over the course of two hundred years. The exhibit will be based on archival materials found in the SUNY Potsdam archives and oral interviews conducted at Alumni Reunion Weekend 2015. (See related story in this newsletter.)

**Dr. Marta Albert** has been on sabbatical during the 2014-2015 academic year and has been actively pursuing her research and service interests. She presented a workshop, “Beyond Blogs,” for the campus LTEC HELP (Hands-on Easy Learning Practices) conference, August 28, 2014 (Link to slides and relevant course materials: [http://ltec-celebration.weebly.com/materials.html](http://ltec-celebration.weebly.com/materials.html)). In November, 2014, Marta co-presented a session with Salmon River Middle School teacher Jennifer Hutchins, English Education and Literacy Specialist alumna, on integrating multigenre research projects in the 8th grade Common Core ELA curriculum at the New York State Reading Association conference in Syracuse NY. Marta also presented a paper, “Critical Literacy, Class Awareness, and Ordinary Teaching in Work-Oriented Contexts: Cases of Rural Youth Development,” at “Contemporary Youth, Contemporary Risks,” 30th Anniversary Conference of the *Journal of Youth Studies*, Copenhagen, Denmark, March 30-April 1, 2015.

Marta has continued research and writing related to rural youth and literacy education within Career and Technical Education contexts; initiated a curriculum development project related to New York City women pioneers in nontraditional trades occupations, including research in the Robert F Wagner Labor Archives of New York University; conducted interviews with a labor historian of the subject; and is networking with NYC-area teachers interested in using curriculum materials.

As an Assistant Professor in the Literacy Education Department, **Dr. Sheryl Scales** continues to expand her students’ critical awareness and challenge their creativity and imaginations. In Fall 2014, Sheryl collaborated with Dr. Jennifer Mitchell, English and Communication Department professor, to create an opportunity for her literacy graduate students enrolled in *GRDG 620: Literacy and Linguistically Diverse Learners* and first year students enrolled in Jennifer’s *COMP 101: Say What?!* First Year Interest Group (FIG) to form a cultural inquiry partnership (CIP). These students engaged in a series of critical conversations for the purpose of gaining and sharing cultural knowledge and insights while cultivating cultural sensitivities and respect for one another.

Also in Fall 2014, Sheryl formed a cross cultural collaboration with Kyunghee Park, a former student and SUNY Potsdam grad who teaches in South Korea. The collaboration paired Kyunghee’s English foreign language elementary students with Sheryl’s *GRDG 640: Literature-based Literacy Instruction* literacy graduate students. They devised a web-pal and an “old-fashioned” pen pal relationship that allowed students to share visually and in writing cultural information and events.

Advancing her scholarship, Sheryl continues to present locally, nationally, and internationally. She presented “Critical Teaching Between the Lines: Peering into our Assumptions” at SUNY Potsdam in February 2014. In April 2014, she and her colleagues, **Dr. Deborah Conrad**, **Dr. Dennis Conrad**, and **Dr. Maya Kalyanpur**, presented “When the Humming Hurts” at the American Educational Research Association Conference,
in Philadelphia, Pennsylvania. In June 2014, she collaborated with Dr. Marta Albert and Dr. Michele Pinard to present “Poets, Painters and other Possibilities - Unbinding Teachers’ Professional Identities” at the 31st Annual Qualitative Analysis Conference, Brescia University College, London, Ontario. Sheryl also annually attends the New York State Teaching English to Speakers of Other Languages (NYSTESOL) and the National Council of Teacher of English (NCTE) conferences to inform and enrich her pedagogy.

Kathryn Jeror has served as the department chair, chair of the Faculty Senate’s Graduate Affairs Committee, and as a member of the Professional Development Committee for Canton Central School. She attended the New York State Reading Association (NYSRA) conference in November and is President Elect for the North Country Council of the International Reading Association. Kathryn collaborated with Carolyn Stone on a poster for the NCATE accreditation visit in the fall highlighting the field components across the Literacy Specialist and Literacy Educator programs, and participated in the interviews associated with that visit.

Carolyn Stone has continued her role as Literacy Specialist Program Coordinator in the 2014-2015 academic year, and thus was a key participant in the NCATE re-accreditation visit in October. Additionally, she has collaborated with Dr. Deborah Conrad of the Department of Curriculum and Instruction in ongoing research and scholarly writing in the area of pre-service literacy education and the NYS ELA Common Core Standards. Together, they have two manuscripts under review for publication, “Connecting the Dots in Preservice Teacher Education: Focusing on Literacy Instructional Strategies to Prepare Teacher Candidates for Curriculum and Certification Challenges,” and “Making Sense of the English Language Arts Common Core Standards: Pre-Service Teachers at Work in Their Literacy Methods Coursework.”

Carolyn has also focused on literacy outreach through two initiatives, the Bicentennial Literacy Conference, and the After School Literacy Consortium.

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 griffine@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!
In 1828 the Rev. Asa Brainerd was hired as preceptor at St. Lawrence Academy, now the State University of New York at Potsdam. Rev. Brainerd was particularly devoted to the idea of raising the quality of education by producing good teachers, and in 1836 St. Lawrence Academy awarded its first teachers’ diplomas. In those days and in the days since, what were teacher education candidates expected to know in order to prepare youth for a future of reading? What literature and what reading methods were emphasized among these aspiring teachers over the course of nearly 200 years?

With the support of a grant from the SUNY Potsdam Bicentennial Committee, we are in the process of researching trends in the reading curriculum in teacher education programs throughout SUNY Potsdam’s history, from the St. Lawrence Teaching Academy, the Normal School, the State Teachers College at Potsdam, the State University of New York Teachers College at Potsdam, to the present. Based on our findings, we will create an exhibit planned for the fall to display how, over 200 years, teacher education programs at SUNY Potsdam adapted to social change and, in particular, the increased response in classrooms and libraries to diversity.

The exhibit, *What’s the Story? Potsdam Reads Children’s Literature from 1816-2016*, will provide an historical account of how SUNY Potsdam teacher education candidates were trained to teach reading and what literature was emphasized to be read to children in classrooms. The exhibit will be based on archival materials from SUNY Potsdam’s Crumb Library archive as well as interviews conducted at the 2015 Potsdam Alumni Reunion. In collaboration with our colleagues Dr. Sheryl Scales, Dr. Marta Albert, and Donald Straight, alumni will be prompted to tell their stories of becoming teachers at SUNY Potsdam and of reading literature to children in their classrooms. If you are alumni, we would love to hear your story. Look for the yellow school bus parked in front of Satterlee Hall during Alumni Weekend in July 2015.

Other events being planned in celebration of the Bicentennial include a “Read-In” on World Literacy Day, September 8th; a lecture series on the impact of historical and contemporary perspectives of diversity on teaching and learning; and read-alouds of diverse children’s literature in local schools by teacher education students. A culminating event will include a keynote and workshop on culturally responsive reading in the classroom by a special guest presenters; a panel discussion; and a poster presentation by preservice teachers, “*Reading Children’s Literature in Future Classrooms: Childhood / Early Childhood Education Student Responses to Exploring Diverse Literature*.”

Join us to celebrate and explore the history of reading to children throughout 200 years of SUNY Potsdam’s history as well as teacher candidates’ evolving cultural self-awareness and teaching strategies in response to the diverse populations in our classrooms. Don’t miss the bus!
Keeping Current with the Department of Secondary Education

Donald Straight, Department Chair

John Dewey once said, “Education is not preparation for life; education is life itself.” This quotation communicates volumes about the importance of education and, by extension, the importance of preparing future educators!

We consistently prioritize our “teacher candidates,” as they’re presently called, even with noticeably diminished resources in recent years. Authentic experiences and relevant opportunities at SUNY Potsdam will positively impact the learning of their students in the future, for many years to come. And, that cycle will repeat itself in perpetuity.

Thus, many of our activities are deliberately student-centered. Separate articles in this newsletter share details of some such efforts, from Carol Rossi-Fries and Dr. Laura Brown’s workshop presentations in collaboration with the Community Performance Series to joint student-faculty travel to conferences. Each year, Melissa Cummings accompanies science education students to the STANYS Conference (Science Teachers Association of NYS), Joanne Stiles and English education students attend the NYSEC Conference (NYS English Council), and Donald (Don) Straight, along with Dr. Blair Madore from the Department of Mathematics, participates in the AMTNYS Conference (Association of Mathematics Teachers of NYS) with math education students. Several of our students also attend the NYSMSA Conference (NYS Middle School Association) with Carol.

Diverse research efforts continue for several faculty members. Dr. Ronald (Ron) Bretsch recently traveled to France and the Netherlands, and Dr. Robert (Bob) Vadas expanded on his DNA research related to family ancestry and geographical/cultural origins. Ron, Bob, and Dr. Vicki Cook each presented for the School’s “Disciplined Inquiry” research seminars in Spring 2015. Laura maintains a rigorous and productive research and publication schedule, in addition to other focused outreach efforts.

Joanne added a dimension to the existing field partnership with Norwood-Norfolk Central School. Students there can now take COMP 101 (Writing and Critical Thinking) through SUNY Potsdam while still in high school. This is a direct result of close collaboration with English faculty at the school, and presents a new model of cooperation that facilitates the student transition from high school to college. Additionally, through interdepartmental and interschool collaborations on campus, Ron recently taught a section of HIST 100 (World History), and Don now regularly teaches MATH 100 (Excursions in Mathematics) as his schedule permits.

Following the departure of a foreign language education faculty member in 2011, we have benefited tremendously from the capable service of two adjunct instructors, Kristen Scharf-Best and Susan Bello. Recently, a search for the vacant position was successfully completed, and we will welcome Dr. John Storm to our Department in fall 2015. We look forward to having Dr. Storm with us!

Our response to P-12 curricular changes, as well as to significant modifications to certification exams for our candidates, has been steady, ensuring that our graduates remain fully prepared, and also competitive. It is always rewarding to hear a student report, excitedly, “I got the job!” In light of what Dewey said, to us that simply means, “Life goes on.”

Secondary ELA Students Attend NYSEC

Joanne Stiles, Instructor
Secondary Education

Seven Adolescent English Education majors from Learning Community 3 attended the 64th Annual New York State English Council (NYSEC)’s Annual conference in Albany, NY, in October 2014. This year’s theme was “Argue, Research, Analyze, & Create: Building Global Awareness in ELA.” Keynote speakers included Jim Burke, Jeffery Wilhelm, Lyn Miller-Lachmann, and Maria Mazziotti Gillan. Additionally, students had the opportunity to attend numerous workshops among the five different sessions of the two-day conference. Margo Paine, a SUNY Potsdam senior, presented her Presidential Scholars project “Teaching Austin: Making Connections Between Young Adult Literature and the Classics.” Funding, which allowed students to attend this conference, was provided by the Adolescent English Education Department, the School of Education and Professional Studies, and the School of Arts and Sciences.
Two Suggestions for Your Reading

Dr. Ronald Bretsch
Secondary Education

Reading is a life-long endeavor – and, for teachers, is essential in “maintaining currency” in their vocation. Here are two suggestions.

From Teachers College Press (Columbia University) comes, in June, Common Core Dilemma: Who Owns Our Schools. Given that much of Common Core counters quality, “open,” and valuable public education academic goals that include history, literature, art, music, health, and other non-STEM subjects that do not consist primarily of categorically “correct” and “incorrect” answers, I eagerly look forward to reading it. Bestselling author, M. K. Schneider, holds advanced degrees in education and statistics. From the publisher’s pre-publication announcement: “...Schneider provides...details about the history of the Common Core State Standards. She lifts the veil on how the Common Core was developed, who was present in the back room, the push to copyright it so that test-makers could profit, and the urgency for governors to sign commitments before the standards were even completed.” “...[R]eaders across the political spectrum...[will learn of] the role of corporations, non-profits, big donors with strings attached, and the federal government in exercising control in our schools.” (From Teachers College Press, Spring/Summer 2015, Education catalog)

Already published is The Almost Nearly Perfect People: Behind the Myth of the Scandinavian Utopia, by Michael Booth, Picador Co., 2014. Prior to visiting three Nordic countries this coming summer 2015, and with my professional interests in comparative education and contemporary European societies, a recent review article (Nathan Heller, “Northern Lights: Do the Scandinavians Really Have It All Figured Out?”, The New Yorker, February 16, 2015, and an excerpt from the book, in The Atlantic, January 2015, prompted me to buy, read, and seriously underline. Each of the Nordic countries, Denmark, Finland, Iceland, Norway, and Sweden, is described in several chapters. The chapter on Finland and Finnish education, “Candles to the People,” is especially intriguing. The discipline of comparative education teaches that educational systems cannot be transplanted country-to-country as can be tomato plants in early summer – and Booth leads to that conclusion in a style both descriptive and entertaining. The results of education in Finland are, indeed, world leading: always in the top ten and currently “number one”. Yet, “...most children are in day care from a very early age, but only at seven do they finally sit down in a classroom for any prolonged amount of time. There is little or no testing before sixteen; comparatively little homework; no public listing of schools’ performances; and children spend only an average of four hours a day at school.” Why the world-class Finnish successes? Read Booth! And, en route, learn also about free, quality, “open” public education in Denmark, Iceland, Norway, and Sweden.

“Nautinnollista lukeminen!”
“Good reading!”

The State University of New York at Potsdam
Nationally Accredited

Teacher education at Potsdam traces its history back to the College’s foundation as the St. Lawrence Academy, established in 1816, making SUNY Potsdam’s teacher education programs the oldest in the SUNY system. SUNY Potsdam recently received accreditation for 7 years under the National Council for Accreditation of Teacher Education (NCATE) standards. NCATE’s performance-based accreditation system for teacher preparation ensures that teacher candidates are prepared to make a difference in P-12 student learning.

The review team particularly commended the School of Education at SUNY Potsdam in the following areas: recruiting exceptional student candidates, collaborative relationships with P-12 schools, the complete spectrum of continuous improvement activities being addressed by the School of Education, and the School of Education’s pursuit of excellence.

Providers accredited under NCATE standards, as well as those accredited under the Teacher Education Accreditation Council (TEAC) Quality Principles, are now served by the single specialized accreditation system for educator preparation in the United States, the Council for the Accreditation of Educator Preparation (CAEP). More than 900 educator preparation providers participate in the CAEP accreditation system. More information about CAEP: http://caepnet.org/.

A huge thank you to everyone who helped to make our review visit a success!

Dr. Debbie Anderson, Associate Dean
Watertown Extension Center

Kathleen Morris, Director

The mission of the Watertown Extension Center is to extend SUNY Potsdam’s resources throughout Jefferson, northern Lewis, northern Oswego and western St. Lawrence counties, including Fort Drum, with the purpose of providing innovative undergraduate and graduate programming, flexible learning opportunities, and the highest quality academic experience to a diverse audience of learners.

The School of Education and Professional Studies collaborates with the Watertown Extension Center to offer six graduate program opportunities on the Jefferson Community College campus:

- Master of Science for Teachers
- Master of Science in Education/Literacy Specialist
- Master of Science in Education/Literacy
- Master of Science in Education/ Curriculum and Instruction
- Master of Science/Organizational Performance and Technology/Organizational Leadership
- Certificate of Advanced Study in Inclusive and Special Education

These programs are staffed with faculty from respective departments, as well as adjuncts, to provide coherent programming between the two campuses, allowing students to take courses on both.

Dr. Thomas Fuhr, who has provided inspired direction and facilitated the growth of programming at the Watertown Extension Center for the past 15 years, retired in January 2015 and the Center is currently under the direction of Kathleen Morris, who has coordinated the graduate education programs there since 2007.

Enrollment at the Center averages 80 students a semester across the six graduate programs, and we look forward to growing the number of students by collaborating with SOE&PS and the Center for Graduate Studies and assessing the academic needs of the communities served and responding with the development of new programs.

The most recent addition to programs offered at the Center is the Certificate of Advanced Study in Inclusive and Special Education with the first cohort completing certificate requirements in May 2015. This 18 credit course of study 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 provides 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, and with a deeper understanding of the range and characteristics of learning disabilities and tools with which to differentiate learning in the classroom.

The Watertown Extension Center serves our northern New York community by making Potsdam’s acknowledged quality programs available to educators and professionals at a venue that is accessible and provides an opportunity for balancing the demands of work, family, and academic advancement.
SCHOOL OF EDUCATION AND PROFESSIONAL STUDIES AWARDS

Center for School Partnerships and Teacher Certification
Outstanding School Administrator Award
Mr. Jerry Griffin
Malone Central School District
Mrs. Patricia LaBarr
H. T. Wiley School

Outstanding Sponsor Teacher Award
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Brasher Falls Central School District
Mrs. Barbara Hewlett
Massena Central School District
Mrs. Laura Lynch
Carthage Central School District
Mrs. Diane McCormick
Watertown City School District
Mrs. Nicole Weakfall
Colton-Pierrepont Central School District

Outstanding Partner School
Salmon River Central School District

Stephen K. Tompsett Memorial Fund for Technology in Education Award
Carissa Cuccia
Abigail Spillane

Leitzel Award
Sarah Adams

Business Administration

Departmental Scholars
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Rebecca Dolan
Timothy Dudley
Max Fogel
Jasmine LaVare
Amanda Moeller
William Pascalli
Keith Perera
Chelsey Pitcher
Elyse Sturgen
Mollie Vallance
Bailey Weigel
Rachael White
Rebecca Widener
Kevin Wilson

Excellence in Accounting
Rebecca Widener
Kevin Wilson

Excellence in Finance
Kayla Anderson
Max Fogel

Excellence in Management
Timothy Dudley
Amanda Moeller

Excellence in Marketing
Charles Lederer
Bailey Weigel

Information & Technology Program
Award for Outstanding Research
Alaa Alfarooqi
Natalie Cainaru
Joseph Hargrave
Hong Yang

Award for Outstanding Video Production
Samantha DiPietro
Brandon Horishny
Victoria L’Abbe

Award for Outstanding Interactive Media Production
Giselle El-Khoury
Eric Ochranek

Dorothy M. McGeech Memorial Graduate Student Award
Matt Leifeld

Community Health

Departmental Scholars
Sara Bourgeois
Deenah Cayemite
Jessica Cranch
Hayley Davis
Jenna DeDonato
Maria Gonzalez
Brandy Mulvaney
Sabrina Petrie
Robin Thelen
Kerstin White

William J. Amoriell Scholarship
Erin Streiff

Outstanding Community Health Student Award
Danielle Cicero
Jessica Helfter

Neil Johnson Award for Excellence
Juan Perez
Ashley Thayer

Dr. Neil & Mrs. Marilyn Johnson Scholarship
Jenna DeDonato
Elisabeth Marchbanks

The Santaferra/Community Health Internship Scholarship
Ryan Arno
Kristina Blackstock

Courtney D. McLamb ’11 Scholarship
Taylor Faella

Wilderness Education Leadership Awards
Gene Gaffney
Kelly Glascott
Nicholas Monte
Jonathan Ryan
Adam Smith
Kirk Sweet
Alexander Terry
Nicholas Waseleski

Curriculum & Instruction, B-6

Departmental Scholars
Childhood/Early Childhood
Sarah Adams*
Annalist Adolphus
Errollynn Bradley
Allison Holliday
Emily Kanoza
Samantha Long
Kristen Lopardo
Brittany Lucky
Amber McLaughlin
Melissa Moreland
Adriana Rizzo
Leslie Schoolcraft
Chelsea Seamans
Aylissa Tarantino
Adriana Woolshlager
*Presidential Scholar

Kenneth H. Campbell Scholarship
Carly Watson

Carbary Scholarship
Brooklyn Platt

Dorothy B. Carpenter ’34 Memorial Scholarship
Carly Bertrand
Kayley Christy
Samanta DiPietro
Amber McLaughlin
Marissa Reiter
Adriana Rizzo
Brittany Severson

Michele Christy Memorial Scholarship
Emily Kanoza
Kelly O’Rourke
Mindy Ortiz
Terri Wills Bryant

Vernice Ives Church ’61 Scholarship
Molly Gray

Class of 1951 Scholarship
Marisa Madson

Class of 1953 Scholarship
Tina Marie Wing

Carol Clements Scholarship
Sarah Adams

Crane Family Endowed Scholarship for Math and Science Education
Samantha Long

Evans-Cummings ’83 Scholarship
Thomas Alzo
Danielle LaMere

Susan H. Dierks ’75 Scholarship For Early Childhood Education
Errollynn Bradley

Richard C. & Joy (MacDonald ’58) Dorf Family Scholarship
Aislinn Elmore
Stephanie Vlad

Florence M. Dowd Scholarship
Alyshia Bionin
Michelle Varney

Kathleen Strobeck Fales ’44 & Allen R. Fales Scholarship
Kara Grant
Allison Holliday

William Flynn Teacher Preparation Scholarship
Brittany Van Tassel

Krista Fordham ’08 Master’s in Education Scholarship
Derrick Gidden

Marlan Lee Frazier, Class of 1940 and Lulu M. Lee Scholarship
Natalie Pesold
Leslie Schoolcraft

Gary & Deborah Diefendorf Hind Scholarship
Amara Pascuito

Karlene Brown Jones ’56 School of Education Scholarship
Juliana Brush
Molly Gray
Kali Jarvis
Carly Watson

Evelyn Timmerman Kelsey Scholarship
Adriana Rizzo

Elizabeth “Betsy” Burgan Northrop Scholarship
Class of 1961 Scholarship
Tiara Butler
Brittany McCarty

Cecelia Alton Rock Scholarship
Miranda Barbur
Carissa Cussia

Evelyn Perley Schmidt ’35 Scholarship
Kerry Clancy
Sara Ryan
James W. & Ruth J. Scott Student Scholarship
Abdul Diallo
James Heins
John Keruskie, Jr.
Adriana Rizzo
Monica Taylor

Mildred Pierce Wark '26 Memorial Scholarship
Charity Baker
Carissa Cuccia

Weatherup-Holland Teachers Scholarship
Allison Fountain

Jerry & Catherine Welsh Scholarship
Meghan Gabri

Inclusive & Special Education
Harry F. Brooks '68 North Country Educator Scholarship
Dina Panetta
Lorraine Mader Bryner Memorial Scholarship
Sara Pinski
Beth Sanford
Carol Clements Scholarship
Sara Pinski
Alfred W. Santway Scholarship
Regina Penepent
Ashley Penny
Outstanding Student of the Year
Andrew Bretsch
Thomas Sawyer

Literacy Education
William J. Amoriell Scholarship
JoLynn Fiorentino
Winton H. Buddington Reading Scholarship
Katherine Denny
JoLynn Fiorentino
Dorothy B. Carpenter '34 Memorial Scholarship
Katherine Denny
JoLynn Fiorentino
Margaret B. & William H. Cullen Scholarship
Angelica Smith
Evans Cummings '83 Scholarship
Kaitlyn Kiechle

Secondary Education
Departmental Scholars
Chelsea Cutway
Joshua Eassa*
Marcus Frisbee
Kathryn Lentini
Sara Pinski*
Evan Price
Erik Viner
Christina Wahl
* Presidential Scholar
Carbary Scholarship
Marissa Brockway
Anthony Pike
Chandler Roberts
Katherine Ulmen-Smith
Dorothy B. Carpenter '34 Memorial Scholarship
Margo Paine
Crane Family Endowed Scholarship for Math and Science Education
Kaitlyn McNulty
Margaret B. & William H. Cullen Scholarship
Nikolai Adams
Betty Jane Paro Golding Scholarship
Erica Whinnery
Marcia K. Murphy & Gary J. Northrup Scholarship
Theresa Lester
Alfred W. Santway Scholarship
Katie LaVoie
Mark Rudy

James W. & Ruth J. Scott Student Scholarship
Erin Barton
Caitlin Jones
Steven Olmstead
Ashley Woodward
Kathleen M. Sipher Memorial Scholarship
Olivia Williams

Rebecca V. Sheard Literacy Center
William Q. & Patricia B. Davis Scholarship
Taylor Kubber
Keith Parish
Claire Freedman Koshar '56 & Martin Koshar Writing Internship Scholarship
Meghan Brennan
Victoria Hamilton
Dr. Patricia Ruggiano & Thomas Schmidt Outstanding Mentor Award
Alyshia Binion
Allison Fountain
Sarah Gerow
Molly Gray
Emily Lachut
Nicholas Ng
Marissa Reiter
Jordyn Shampine

School of Education & Professional Studies
Annual Fund Scholarship
Annalise Adolphus
Thomas Alzo
Andrew Bretsch
Jessica Helfter
Renee Krusper
Amber McLaughlin
Amanda Moeller
Heather Newcombe
Chelsy Pitcher
Dakota Pruiss
Elizabeth Ringer
Megan Snow
Katherine Ulmen-Smith
Angela Ward
Dorothy M. McGeoch Memorial Graduate Student Award
Christopher Sanchez
Eola Pitz Scholarship
Katelyn Hamilton
School of Education Alumni Board’s Promising New Teacher Award
John Liquori
Margo Paine