


Education

EXCHANGE

FALL 2004

DEDICATED TO IMPROVING
AND INFORMING EDUCATIONAL
PRACTICE FOR DIVERSE
COMMUNITIES OF LEARNERS



Incorporating
Technology in
the Classroom

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Education Exchange is published twice a year by the School of Education, Syracuse University, for its alumni and friends.

We would like to hear your comments. Please direct all correspondence to: Editors, *Education Exchange*, School of Education, Syracuse University, 230 Huntington Hall, Syracuse NY 13244.

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A Message from the Dean

A Bright Future

Greetings from Syracuse, and welcome to the first issue of *Education Exchange* magazine. As I begin my second year as dean, I invite you to join me in reflecting on and celebrating the school's accomplishments and looking ahead to an even brighter future. The magazine's new design represents the school's commitment to improving communications with alumni, students, parents, colleagues, and friends. In the months to come, and especially as we prepare to celebrate the school's Centennial in 2006, you will witness other exciting changes—on our web site, in our communications with prospective students, and in all the ways we exchange information and tell the school's engaging story.

The premier strength of the Syracuse University School of Education is its legacy and the prominent leadership it provides in improving and informing educational practice for diverse communities of learners. We share the belief that diverse learning communities create conditions that enrich the educational experience and provide opportunities for all to realize their full potential. Indeed, the School of Education pioneered the inclusion movement in the United States, making way for all learners to participate fully and thereby maximize the strengths of mainstream classrooms and other inclusive learning environments.

For nearly a century, Syracuse's education faculty has created new research and scholarship, prepared educational professionals, and interpreted new knowledge. Since the school's founding in 1906, the faculty has been dedicated to excellence in research, teaching, leadership, and service.

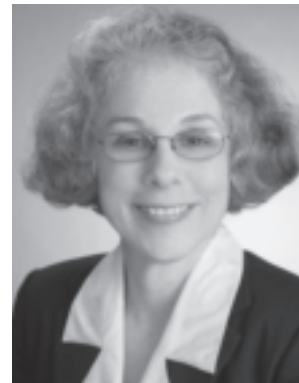
The school's vision is to build upon that historical commitment to diversity and inclusion, and to expand the heritage of accomplishment. *US News & World Report* rates the school as #12 for special education in the country, a ranking we intend to improve upon. Our work is further enhanced through an emphasis on strategic partnerships, both within and beyond the University.

National leadership has always been a priority of the faculty. We note with pride the following: Professor Nick Smith was elected president of the American Evaluation Association; Professor Kathy Hinchman was elected both president of the New York Reading Association and a member of the board of directors of the National Reading Conference; Professor Phil Doughty was named Syracuse University Teacher of the Year; and Professor Robert Bogdan has been designated to receive an honorary doctoral degree from the University of Stockholm. Additional faculty achievements are highlighted in this issue of *Education Exchange*.

In closing, I'd like to encourage you to share our pride in the School of Education. I invite you to partner with us, this year and in the years to come, as we work to achieve our highest aspirations for our students, faculty, and the children and other learners on which our work is focused. Your support, in all its forms, is critical to our success.



Louise C. Wilkinson
Dean



School News

INCORPORATING TECHNOLOGY

in the
Classroom



John Dowling

“Technology” is the word of the day in many classrooms. Those preparing to become teachers are told repeatedly that they must incorporate technology into their classes, both to hold their students’ attention in an era when most of them are used to getting information from TV and computer screens and to train their students to become citizens of a high-tech world.

But exactly how do they do this? Many of the public schools where future teachers do field placements have outdated or inadequate technology, and the classroom teachers who host teachers-in-training are often unprepared to help, perhaps even less tech-savvy than their student teachers.

“The point isn’t to show that you can dazzle people with lots of digital wizardry. It’s to show that you can use technology in thoughtful, well-planned ways to promote more effective learning.”

—JOSEPH SHEDD

Using Technology to Transform Teaching (UT3) is an initiative that aims to help future teachers solve this dilemma. The project, whose principal investigator is Joseph Shedd, chair of teaching and leadership programs, was recently awarded a grant of \$1.56 million from the U.S. Department of Education over three years. Partners in the project are the Syracuse City School District, SUNY Albany, SU’s Center for Digital Literacy, the Information Institute of Syracuse, Apple Computers, and the New York State Department of Education.

By the end of the project, the University expects that each of its teacher graduates will be able to demonstrate effective use of technology in one of their student teaching placements. “Effective use” will be based on the ability of graduates to use technology to actively engage students in learning, enhance learning opportunities for students with disabilities or other special needs, address the curriculum and instructional priorities of the schools where they are placed, and provide some resources that will be of lasting benefit to the host teacher or school. They will also be expected to show examples of what their own students have learned as a result of their mastery of technology. “The point isn’t to show that you can dazzle people with lots of digital wizardry,” Shedd explained. “It’s to show that you can use technology in thoughtful, well-planned ways to promote more effective learning.”

Some SU student teachers have already incorporated technology into their teaching by creating online games to reinforce social studies concepts; testing the effectiveness of special “assistive” technologies for students with multiple or severe disabilities; and creating an online database that allows public school

students to take water samples from local streams, record and analyze algae content and other factors online, and (eventually) compare results with other public school students across the state.

SU’s UT3 project is a continuation of a previous three-year federal grant that concentrated on incorporating attention to technology throughout the School of Education’s teacher preparation curriculum. In a related part of the project, Syracuse University and SUNY Albany are aiming to create an online system that preservice teachers can use to document and analyze their own skills and what the youngsters they are teaching have actually learned. The same system will be used to evaluate the effectiveness of SU’s overall programs. “As remarkable as it may sound,” Shedd says, “teacher education programs have never before been required to systematically demonstrate that their students can effectively promote their own students’ learning. We have lots of pieces of evidence to make that claim about our graduates. We and our SUNY Albany partners aim to be among the first programs to be able to make that claim systematically and across the board.”

—Cynthia Moritz



School News



EXPLORING the Culture of Brazil

Music education professor Elisa Dekaney loves the culture of her native Brazil so much that she wanted to share it with her students. She got that opportunity in March when she and her husband Joshua Dekaney, an adjunct instructor in the College of Visual and Performing Arts, led a group of students to Brazil to study the country's art and culture. "I wanted to open the students' multicultural awareness and increase their ethnic tolerance," says Dekaney, who founded SU's Brazilian Ensemble with her husband. "And I wanted to give them an appreciation for what we have in the United States as well as what people have in other countries."

Fifteen students, enrolled in a one-credit course, the Culture and Art of Brazil, participated in the 10-day spring break trip. The trip was coordinated by the Division of International Programs Abroad and supported by the College of Visual and Performing Arts. Most were music education students, but the College of Arts and Sciences and the Whitman School of Management also participated. The group toured the city of Salvador, which is on the country's Atlantic Coast and is noted for its African-influenced culture, and Rio de Janeiro, where they visited churches, museums, monuments, and other tourist attractions. "It was more of an art and cultural course than it was a sight-seeing trip, with a lot of emphasis on music, expressions of art, history, and architecture," says Dekaney, who hopes to lead similar trips in the future.

In both cities, students toured music schools, where they attended concerts and talked with children and teachers about the instruments they used and the schools' teaching methods. They also participated in several workshops with Brazilian music groups, including a dance workshop

and one with an a cappella group. "The musicians would come to our hotel and spend about two hours with us, giving an informal lecture about their different approaches to music, performing, and answering students' questions," says Dekaney, who grew up in Brazil and taught

there for three years before coming to the United States for graduate studies.

To meet the academic requirements of the trip, students kept journals and researched and reported on an aspect of Brazilian culture. Topics included African slavery in Brazil, Brazilian poetry, *capoeira* (a form of Brazilian martial art), traditional Brazilian foods, and bossa nova (Brazilian music). "The whole trip was a learning experience I'll always value," says recent music education graduate Corinne Toenniessen '03, G'04, who reported on African influences in Brazilian music. "It helped get me even more excited about being a music teacher and gave me new ideas about how to teach music."

—Cynthia Moritz and Amy Speech Shires



Music education students traveled to Brazil to experience the country's art and culture.

Educational PARTNERS



Armen Matiossian, ambassador from the Republic of Armenia to the United Nations, met with the School of Education Advisory Board in June to share his thoughts about the importance of cooperation between the United States and Armenia in the area of educational excellence.

effect profound change and produce a new generation of scholars, teachers, and leaders in Armenia,” Harootunian says. This spring, she brought a team of YSLU teachers to SU, and next year, a group of SU graduate students expect to travel to Armenia to develop, then pilot, the new curriculum.

Three years ago, Professor Gil Harootunian of the reading and language arts department in the School of Education visited Armenia as a senior Fulbright Scholar. While teaching and researching at Yerevan State Linguistic University (YSLU) in Armenia, Harootunian noticed that debilitating elements of the former Soviet Union’s oral culture still lingered in the newly independent state. Students memorized lecture information and then regurgitated it in oral quizzes with little analysis of what was being taught. “The oral culture undermines the new and fragile democracy,” she says. “Students need to engage in sustained and reflective thought, research, and writing to create advanced public arguments and analyses as citizens in a democratic nation.”

Harootunian saw this as an opportunity to help reform higher education in Armenia. By introducing such democratic practices as written teacher and peer reviews and writing-intensive courses that focus on argumentation and analysis at YSLU, Harootunian believes the students will develop the skills needed to thrive as active citizens in a country in the midst of political change. To that end, Harootunian received a U.S. Bureau of Educational and Cultural Affairs Freedom Support grant to develop Writing for a Democracy, an educational exchange program between Syracuse University and YSLU. “The grant rests upon a deep belief in the power of education—that it can

The two teams of educators are actively exchanging ideas and creating courses that encourage students to participate in their government and look critically at the world. The grant also funds the purchase of thousands of English language textbooks and a computer cluster at YSLU. The computers will be used to teach students data management and publication, complementing the new writing-intensive curriculum. The project will serve

as a model of reform for YSLU and strengthen SU’s leadership role in international education. “SU has a great tradition of excellence and dedication toward global citizenship, and those are the very roots of the project,” says Dean Louise C. Wilkinson.

This fall, three SU graduate students will journey to YSLU to co-teach with the Armenian educators. Together, they will develop syllabi and assess the program’s progress. “It’s important that this grant provides SU’s future leaders with international experience,” Harootunian says.

—Rachel Boll G’04

*School News***ED SMITH SCHOOL:**
25 years
OF INCLUSION

Twenty-five years ago, a quiet revolution started at Edward Smith Elementary School in Syracuse. For the first time anywhere in the United States, children with severe autism were included in a public school class alongside their nondisabled peers. At first, the inclusion took place in just one third-grade classroom, under the charge of teacher Sabra Jakes. But soon the number of classrooms expanded. “Ed Smith became a model, a laboratory for figuring out how to include children with disabilities in typical classrooms,” says Professor Douglas Biklen, coordinator of the School of Education’s inclusive elementary and special education program and one of the forces behind the move toward inclusion at Ed Smith School and elsewhere.

The inclusion program at Ed Smith School came as the result of several factors. In 1973, Biklen and SU College of Law professor Richard Ellison filed suit against the Syracuse City School District to force it to admit children with moderate or severe disabilities. Within two weeks, the district capitulated. In 1978, some parents of children with disabilities approached Peter Knoblock, then director of the Jowonio School in Syracuse, and asked him to include their children in its programs. Knoblock complied, and Jowonio began its evolution from a mainstream preschool to one that specializes in educating typical children and those with disabilities together. This set the stage for Ed Smith, located in the same eastside neighborhood as Jowonio, to bring the inclusion program into the public school arena. “The impetus came from Jowonio and SU,” Biklen says. What started out in one classroom spread throughout the school, and Ed Smith became a model for how to successfully implement inclusion programs.

One of the first questions Biklen and his colleagues had to deal with was whether teachers would be willing to include children with disabilities in their classrooms. Over time, candidates for teaching

jobs at Ed Smith were informed of the inclusion program and that, if hired, they would be expected to participate in it. Thus, teachers who didn’t want to participate in the program were weeded out at the start. Many teachers were attracted to the school because of the opportunity to gain experience in the country’s premier inclusion program. “There was no other place in the country where kids



Douglas Biklen

with severe autism were included in public school classrooms alongside nondisabled peers,” Biklen says. Graduate education students worked in Ed Smith classrooms, and people came from across the country and around the world to participate in the experiment.

Biklen admits that the educators were learning as they went. One thing they learned was that inclusion provides

social benefits for children with disabilities and aids their learning process as well. The typical children in inclusive classrooms also benefit. They learn to be comfortable with children who have disabilities, and learn how to communicate with people who are different from them.

In 1988, Biklen was the executive producer for *Regular Lives*, a PBS documentary about inclusion that featured Ed Smith School. The film won several awards, and is still distributed by PBS Videos.

Today, inclusion is very much a part of the curriculum at Ed Smith School and throughout the Syracuse City School District, says Biklen, though it is beleaguered by economic problems and the current movement to “teach to the test.” Throughout the country, implementation of inclusion programs remains very uneven. Biklen remains a strong backer of inclusion programs. Studies have shown that inclusion is no more expensive than segregation, he says. And the whole school benefits. “In order to do inclusion, you have to do many things that are part of a good education anyway,” says Biklen.

—*Cynthia Moritz*

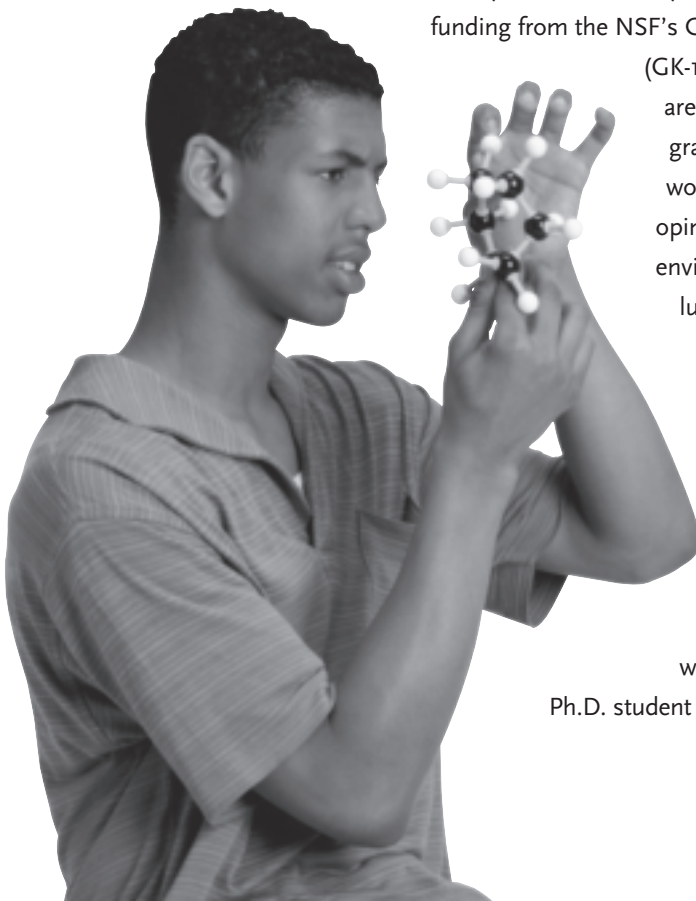
School News

Sharing SCIENCE EXPERTISE

Two minds are better than one, especially when it comes to engaging high school students in math and science classes. Or at least the National Science Foundation (NSF) thinks so. Based on the recommendations of several prominent organizations, including the National Science Board and the National Commission on Teaching and America's Future, the NSF has instituted a new grant program to enrich science, math, engineering, and technology curriculum in K-12 schools. "Universities have a lot of scientific expertise and a deeper understanding of content that often never reach K-12 classrooms," says Marvin Druger, chair of the Department of Science Teaching in the School of Education and biology professor in the College of Arts and Sciences. "The idea of the program is to set up collaborative relations between graduate students in science and engineering with teachers and students in the area school districts, with the ultimate goal of improving science education."

Syracuse University is one of 36 academic institutions that received funding from the NSF's Graduate Teaching Fellows in K-12 Education (GK-12) program to establish such partnerships with area high schools. SU's three-year, \$1.49 million grant supports 10 graduate students who each work with a high school science teacher on developing innovative, hands-on projects about local environmental issues. "They're analyzing noise pollution or water contaminants in the schools and in creeks around the area," says Druger, one of five interdisciplinary principal investigators on the project. "We have the analytical engineering facilities on campus, so teachers and students can bring samples here to be analyzed for all kinds of contaminants. We've got a good cooperative venture going."

The fellowship program fits perfectly with Dana Allard's career aspirations. A third-year Ph.D. student in the School of Education's science education



program, Allard says the program allows her to expand her expertise in biology while also developing her skills as a teacher. “The combination of content and teaching is really great,” she says. “Working with students from various backgrounds has also been a wonderful experience. I am learning new ideas through the collaborations with the other fellows as well as with the [high school] teachers.” She worked with students at Henniger High School in Syracuse to create a hazardous chemical guide, for which students researched common household chemicals and their alternatives. Then she helped the students learn Microsoft PowerPoint and Excel to give presentations on their research.

In addition to providing students and teachers with an additional resource for content, the fellows assist in reaching out to students and introducing them to possible futures in science and engineering. “Our increased contact with young science students demonstrates to them that science is for everyone—not just some guys in lab coats working with test tubes,” says Cheryl Lendrum G’o6, a Ph.D. student in the college science teaching program. “I would like to see the students walk away from their experience having a deeper understanding and appreciation of the world around them.”

In August, the 10 fellows and their respective classroom teachers led a two-day symposium for science teachers throughout Onondaga County that introduced some of their most successful projects. “We’re generating a lot of great material,” Lendrum says. “We’ve developed curriculum materials that emphasize the different learning styles of our students. I would like to see this continue to be developed and spread into other schools.”

—Margaret Costello

“The idea of the program is to set up collaborative relations between graduate students in science and engineering with teachers and students in the area school districts, with the ultimate goal of improving science education.”

—MARVIN DRUGER



Lafayette High School students plant trees to form a natural barrier that reduces noise pollution from a nearby interstate.

School News

POSITIVE PARTNERSHIPS

For the fifth-, sixth-, seventh-, and eighth-grade participants in Syracuse University's Liberty Partnerships Program (LPP), it's the moment that makes it all worthwhile. "You can see it in their eyes," says program director Sylvia Martinez-Daloia. "Something clicks and they realize, 'I just might be able to make it here'—and it feels good. For our students, that sense of success and accomplishment goes a long way." Since 1988, LPP has been providing students who are at risk of dropping out of school with the services they need to graduate and advance into postsecondary education and the workforce. "It's about taking the extra time and going that extra mile to help our students," Martinez-Daloia says.

Funded by the New York State Education Department, LPP is a statewide initiative that encompasses 57 programs across New York that are composed of partnerships between higher education institutions, city schools, and community organizations. This year, SU's LPP grant totaled more than \$200,000. The services—which range from special classes and

tutoring, homework assistance, and mentoring to personal and family counseling, career and college exploration, and community service projects—are designed to help students overcome academic barriers and build a groundwork for success in both school and their personal lives. "We look at the whole child," Martinez-

Daloia says. "Most are referred to the program because they're experiencing poor academic success, but there's usually something behind it that deters them from focusing on their studies. It's important to have someone listening to them and getting involved in their lives."



Liberty Partnership Program participants visit the Schine Student Center on campus.

“To have an adult giving them that one-on-one attention and showing them what they’re capable of really makes a difference.”

—MICHELE SALAMY G’04

For Michele Salamy G’05, working as an LPP math tutor reminds her of why she wants to become a teacher. “So many kids start out saying they hate math because they’re not good at it, so it’s very rewarding to work with them and watch their confidence grow as they improve,” Salamy says. “When I hear them tell me they ‘get it,’ it keeps me focused on where I’m heading and what’s important.” Throughout the 2003-04 academic year, Salamy tutored students at the Dunbar Center, a local community agency that collaborates with SU to run the LPP after school program. Other SU partners include the Spanish Action League and nine Syracuse middle schools, where SU students often volunteer as weekly tutors. According to Salamy— who also spent lunch hours tutoring at Grant Middle School in Syracuse each week—it’s especially easy for middle school students to feel lost or discouraged in the classroom. “To have an adult giving them that one-on-one attention and showing them what they’re capable of really makes a difference,” she says.

The Liberty Partnerships Program is indeed making a difference—both in Central New York and across the state. Each year, the LPP consortium serves more than 14,000 students living in urban, rural, and suburban communities across New York and helps an average of 1,500 high school graduates

attend postsecondary education institutions. To further encourage students to continue their education after high school, last fall SU’s Office of Financial Aid and Scholarship Programs created the Liberty Partnerships Program Scholarship, which awards half the cost of tuition to LPP students who attend SU. The success of the University’s LPP program was recognized last spring with a special leadership award at the 2003 Empire

Promise conference, an annual meeting of LPP directors, liaisons, and partners. “There have been so many success stories,” Martinez-Daloia says. “Years later, students will tell us about their jobs or how they’re seeking a master’s degree or a Ph.D., and they say it’s because someone believed in them. Those are the real rewards.”

—Kate Gaetano



School News

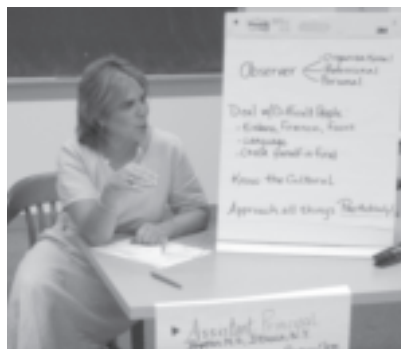
Astride TWO WORLDS

Of the many crises faced by American education, one of the least well known is an impending shortage of school leaders

According to a study by the New York State Commissioner of Education's office, there are projections that as many as 50 percent of current school administrators will become eligible for retirement over the next three to five years—and many are likely to do just that. The stressful political complexities of contemporary school leadership have turned the once coveted path to the principal's office into a road best avoided in the view of many teachers.

The School of Education's certificate of advanced study (CAS) in educational leadership is a graduate program designed to help reverse this trend. The program's aim is to recruit leadership candidates among working teachers, prepare them for the challenges of supervisory jobs, and provide them with the credentials they need for career advancement. "It takes about two years to complete the program, which requires about 30 credits beyond the master's degree," says Diane Canino-Rispoli, who joined the educational leadership faculty in 2000. "A teacher is then eligible to be certified by New York State as a school administrator, either at the building or the district level."

Canino-Rispoli is also assistant director of personnel for the Syracuse City School District (SCSD), a job that puts her squarely on the front lines in fighting the educational leadership gap. "Originally, the School of Education was searching for a full-time professor in educational leadership and I was already an administrator for the Syracuse school district when I applied," she says. "Rather than leave my job, I thought I could be more effective in my research and my teaching if I remained with the school district. So I redesigned the position to be half-time at each."



Diane Canino-Rispoli

On the Hill, Canino-Rispoli teaches core courses in educational leadership, advises students on opportunities in school leadership, and directs administrative internships. In her capacity with SCSD, she is able to scout for talent among working teachers. "I have access to the teachers. I can, through my contacts and colleagues, find people with the skills and abilities that are needed and bring them into the educational leadership program at SU," she says. The need for school leaders among traditionally underrepresented groups is particularly acute, making this type of recruitment an important goal of the program. "Syracuse is the only district in the region with significant concentrations of ethnic minority groups among its teachers," says Canino-Rispoli. "People who work in city schools know me and know they can ask me questions. Those who enter the program take my courses and they know that I have good information on how to get to the next level."

Professor Joseph Shedd, chair of teaching and leadership programs, believes that the collaborative, mutually beneficial relationship Canino-Rispoli has forged between the University and the school district might well serve as a national model for educational communities. "She discovered the opportunities for her duties and roles to complement each other. Now the fit seems quite natural."

—David Marc

DAVILA Speaks at Convocation

Robert R. Davila G'72, recently retired CEO for the National Technical Institute for the Deaf and vice president of the Rochester Institute of Technology (RIT), spoke at the School of Education Convocation ceremony, held on Saturday, May 8, at Manley Field House. Davila earned a B.A. in education from Gallaudet University in Washington, D.C., in 1953, an M.S. in special education from Hunter College in 1963, and a Ph.D. in educational technology from Syracuse

University in 1972. Through his recent appointment by President George W. Bush and confirmation by the U.S. Senate to serve on the National Council on Disability, he continues to demonstrate his unwavering commitment to disability advocacy.

Davila became the first and only deaf person to hold the coveted post of assistant secretary for Special Education and Rehabilitative Services when former President George Bush appointed him in 1989. While in office, he was in charge of a \$5 billion budget to support special education and vocational rehabilitation programs, monitored states for compliance, improved parent and family education, and prioritized key programs for the nation's 43 million people with disabilities. He came to RIT after serving as the first deaf headmaster in the 180-year history of the New York School for the Deaf and becoming the first deaf member of the school's board of trustees.

Davila has served as the first deaf CEO of RIT's National Technical Institute for the Deaf (NTID) since 1996. He successfully led NTID's first private fund-raising campaign, securing \$11.5 million to



Robert R. Davila G'72, Convocation speaker

bolster scholarship funds, enhance technology, further research and development efforts, and support special programs. He also secured funding from the George Soros Foundation for a model program supporting deaf students in Eastern Europe, and received a five-year grant from the Nippon Foundation in Tokyo to help countries develop postsecondary education programs for deaf and hard-of-hearing people.

Davila has provided support to the leading research effort on age-related

hearing loss conducted at the International Center on Hearing and Speech Research, which is headquartered at NTID.

Throughout his career, Davila has been an advocate for the rights of disabled people around the world. He was the first deaf person to serve as president of the Council on Education of the Deaf, the Convention of American Instructors of the Deaf, and the Conference of Educational Administrators Serving the Deaf, and is one of only two individuals to become the president of these three major education organizations in deafness.

He is currently vice chair of the board of trustees of Hillside Children's Center and chairman of the board of trustees of the New York School for the Deaf in White Plains. He received honorary doctorates from RIT, Stonehill College in Massachusetts, Hunter College of the City University of New York, and Gallaudet University. He was elected to the Hall of Fame for Persons with Disabilities in 1987 and to the Hunter College Alumni Hall of Fame in 1991.

School News



CELEBRATING SERVICE

to People who Care About Kids

SU's Early Childhood Direction Center (ECDC), a regional clearinghouse providing information, referral, and support to families, professionals, and community agencies concerned with issues related to children from birth to five years old, celebrates its 25th anniversary

When Dee Perkins was first told that her son Taylor might have autism, she didn't know where to turn for information and support. Taylor's doctor recommended contacting the Early Childhood Direction Center (ECDC) at Syracuse University, so Perkins called the center's director, Nan Songer. "We were really drowning," Perkins recalls, "but Nan was amazing. For about five months, until we got other services in place, Nan was our service. She has always been there for us." Taylor is now 9 years old and doing well.

Left, Nan Songer, director of SU's Early Childhood Direction Center, welcomes guests to the center's 25th anniversary celebration.

The ECDC, one of 15 such centers in New York State, was established in 1979 and recently celebrated its 25th anniversary with a luncheon for advisory board members, community service providers, and families. The center is housed on the SU campus and functions as part of the Center on Human Policy, but is grant-funded through the New York State Department of Education. The ECDC is a regional clearinghouse providing information, referral, and support to families, professionals, and community agencies concerned with issues related to children from birth to five years old. It serves the counties of Cayuga, Cortland, Herkimer, Jefferson, Lewis, Madison, Oneida, Onondaga, and Oswego, and provides a link to the other 14 ECDCs throughout the state.

The center works closely with families, professionals, and community agencies to provide unbiased information so that informed choices can be made about coordinated and sensible services. It provides assistance in developing partnerships between child care and special education providers so that young children with special needs can be included in community settings. It supplies

information about child development, typical childhood problems, and specific disabilities and about services for young children in the Central New York region. The center also matches specific services to families and their children and helps families and professionals understand various systems and agencies. Additional ECDC services include maintaining a database of New York State laws, regulations, and procedures that relate to young children; connecting families who are dealing with similar problems; providing follow-up until a child reaches five years of age; assisting with transitions from one system to another; offering on-site observation, consultation, and mentoring for child care providers; and developing community coalitions to address emergent issues.

"Right now we are piloting a new initiative called the Preschool Inclusion Project of Central New York (PIPCNY)," Songer says. "Fourteen child care centers volunteered to be assessed on how well they support preschool children with disabilities. Three sites were chosen to receive three months of intensive on-

“While we pride ourselves on our ability to be adaptable, we always keep what’s in the best interests of children and families as our core value.”

—NAN SONGER

site mentoring. During the next year we will provide this intensive support to 10 more child care sites. This important initiative lays the groundwork for including kids with disabilities in the environments where typically developing children play and learn.”

Another new project is the *ECDC Bulletin*, a publication that was unveiled at the 25th anniversary celebration and addresses the challenge of understanding kids’ behaviors. Future issues will cover inclusion, temperament, sensory integration, development, and thoughtful transitions. “The ECDC has continued for 25 years because we constantly reassess our consumers’ needs,” Songer says. “While we pride ourselves on our ability to be adaptable, we always keep what’s in the best interests of children and families as our core value. Working with kids like Dee’s son Taylor is a privilege. We learn something new all the time and we work hard to leave a family in a better place than when we entered their lives.”

—Cynthia Moritz

School News

Faculty Achievements and Accomplishments

COUNSELING AND HUMAN SERVICES

- ▶ **James Bellini** was appointed Commission on Rehabilitation Counselor Certification (CRCC) Commissioner of the American Rehabilitation Counseling Association and is a representative to the CRCC.
- ▶ **Janine Bernard** was the recipient of the 2004 Award of Distinction, Purdue University School of Education Distinguished Alumni Awards.
- ▶ **Harold Hackney** served as president (2003-04) of the Center for Credentialing and Education (CCE), an affiliate of the National Board for Certified Counselors. He is currently a board member of CCE (2000-05).
- ▶ **Janna Scarborough** developed a clinical handbook for students and site supervisors.

CULTURAL FOUNDATIONS OF EDUCATION

- ▶ **Barbara Applebaum** served as executive board member of the Association for Moral Education (AME); she served as diversity representative for the AME Board and was appointed to the program committee for the 2004 annual meeting and for the 2004 annual meeting of the Philosophy of Education Society. She was appointed as chair for the Jobs for Philosophy of Education Committee (PES) and also serves on the Committee on Professional Affairs and on the Ad Hoc Ethics Committee.
- ▶ **Douglas Biklen** participated in the Gateway Program for faculty who teach in Gateway lecture courses. He was interviewed by the National Center on Disability and Journalism for its analysis of language and disability. He serves as an advisor to a research group at the University of Hiroshima

led by Dr. Toshiro Ochiai, who is planning a study on authorship of facilitated communication. The study is funded by the Japanese government and a leading national television station. He is a member of the Advisory Board of Massachusetts Advocacy Center's Autism Law Project and provided consultation in July 2003 that led to a second year of funding. He is senior faculty of the Disability Museum online project, funded by the U.S. Department of Education.

- ▶ **Sari Knopp Biklen** organized a symposium, "Adolescence, Culture, and Education: Evidence and Social Context," at the AERA annual meeting in San Diego in April 2004. She was invited to participate in the symposium, "Why Teach?: Gender, Race, and Context in the (Re)Construction of Self and Teaching," submitted to Division K of AERA. She was appointed to the editorial Board of *Critical Inquiry in Language Studies*.
- ▶ **Robert Bogdan** is a Distinguished Professor of Education and Sociology. He provided advice to the St. Thomas University for an assessment of their dissertations. His book *Adirondack Vernacular* has received major coverage in local and regional newspapers and magazines. He was elected to the Maxwell School sociology department executive committee.
- ▶ **Emily Robertson** is a continuing member of the editorial board of *Educational Theory* and a new member of the editorial board of *Theory and Research in Education*. She has been invited to be one of three leaders of a Spencer Foundation funded Philosophy of Education Summer Institute in 2004 at the University of Illinois.

- ▶ **Steven Taylor** is a member of the national advisory committee of the California Alliance for Inclusive Communities. He was a recipient of the Chancellor's Citation for Exceptional Academic Achievement. He was an invited lecturer in June 2003 at the Second City Annual Conference on Disability Studies in Education.

EXERCISE SCIENCE

- ▶ **Bo Fernhall**, as a senior Fulbright specialist, went to Mozambique in 2003 to prepare graduate students in exercise physiology in laboratory techniques, and to make several invited lectures to the faculty of physical education and the faculty of medicine. He is a Fellow of the American College of Sports Medicine and of the American Association for Cardiovascular and Pulmonary Rehabilitation.
- ▶ **Elaine Gregory** was selected as "Professional of the Year" (2003) by the North-Central Zone of the New York State Association for Health, Physical Education, Recreation, and Dance.
- ▶ **Jill Kanaley** was invited to present lectures at the University of Buffalo and the University of Massachusetts in December 2003. The topic was "Abdominal Fat Loss and Chronic Low Grade Inflammation in Postmenopausal Women with Type 2 Diabetes."
- ▶ **Lori Ploutz-Snyder** was an invited presenter in the Department of Radiology, Michigan State University, in August 2003. She is a Fellow of the American College of Sports Medicine.
- ▶ **Vish Unnithan** is a member of a subcommittee of the Strategic Health Initiative for Pediatric Exercise, sponsored by the American College of Sports Medicine to develop a clinical pediatric roundtable for the development of guidelines for children with chronic disease. He is a board member of the North American Society for Pediatric Exercise Medicine.

HIGHER EDUCATION

- ▶ **Catherine Engstrom** served as chair of the Commission on Professional Preparation, American College Personnel Association. She gave a presentation, together with Vincent Tinto, on Developmental Education Learning Communities at the National Learning Communities Conference in Seattle in May 2004.
- ▶ **Vincent Tinto** was keynote presenter at the First International Conference on Student Retention in Amsterdam in November 2003. He was also keynote speaker at the annual conference of American Association of Collegiate Registrars and Admissions Officers in Las Vegas and at the annual meeting of the Council for Opportunity in Education in Washington, D.C., and speaker at the annual meeting of National Institute for Staff and Organizational Development in Austin, Texas. He continues as a member of the Technical Advisory Panel for the 2004 National Postsecondary Student Aid Study, the advisory boards of the Lumina Foundation for Education, and the Community College Survey of Student Engagement. He is a participating member of the Pathways of College Network and a member of a research project of the Social Science Research Council funded by the Lumina Foundation for Education.

INSTRUCTIONAL DESIGN, DEVELOPMENT, AND EVALUATION

- ▶ **Philip Doughty** received the Syracuse University 2003 Outstanding Teacher Award from the Syracuse University National Alumni Association. He participates in the Annual Professors of Instructional Design Technology meeting as well as meetings of the Association for Educational Communications and Technology.

School News

- ▶ **Tiffany Koszalka** was named the University Faculty Technology Associate for spring 2004. She is recipient of a 2004 Teaching Recognition Award, sponsored by SU's Meredith Professors. She is active in many activities of the Association for Educational Communication and Technology (AECT) and also participates actively in the annual Professors of Instructional Design and Technology meeting.
- ▶ **Nick Smith** is president of the American Evaluation Association.
- ▶ **Michael Spector** is executive vice president of the International Board of Standards for Training, Performance, and Instruction (ibstpi). He is past president of the Design and Development Division of AECT.

READING AND LANGUAGE ARTS

- ▶ **Benita Blachman** was elected to the board of directors of the Society for the Scientific Study of Reading (SSSR). She was invited to be a consultant to the University of Virginia, National Institute of Child Health and Development Early Childhood Education and School Readiness Grant. She serves on several editorial review boards of national journals, including the *Journal of Educational Psychology*, *Scientific Studies of Reading*, *Journal of Learning Disabilities*, and *Reading Research Quarterly*.
- ▶ **Rachel Brown** is co-editor of the New York State Reading Association Journal, *Literacy and Language Spectrum*. She served on the editorial review boards of the *Journal of Literacy Research* and *Reading Research Quarterly*.
- ▶ **Kelly Chandler-Olcott** was elected as area chair for 2004 conference proposals in Area 7, Social, Cultural, and Political Issues of Literacy Practices In and Out of School, National Reading Conference. She served as an invited member of the Committee to Revise the Middle School and

Junior High Booklist, *Your Reading*, sponsored by the National Council of Teachers of English.

- ▶ **Kathleen Hinchman** was elected vice president of the executive board of the New York State Reading Association and to the board of directors of the National Reading Conference. She is also on the advisory board of the International Reading Association Commission on Adolescent Literacy.
- ▶ **Susan Hynds** was elected to the nominating committee for the National Council of Teachers of English. She was invited to be a member of the External Review Panel for the Department of Language and Literacy at the University of British Columbia in Vancouver, Canada.

TEACHING AND LEADERSHIP

- ▶ **John Coggiola** received the 2003 Outstanding Faculty Award from the College of Visual and Performing Arts in recognition of outstanding scholarly activity, teaching, and service. He was invited to serve as a Research Review Board Member for the Music Educators National Conference Eastern Division Conference in 2003, held in Providence, Rhode Island. He accepted a sixth invitation to serve as a judge for the National Music Foundation's American Music Education Initiative Awards.
- ▶ **Beth Ferri** received the 2003 Outstanding Young Scholar in Disability Studies in Education Award, presented by the 3rd Annual Second City Conference on Disability Studies and Education at National-Louis University in Chicago in June-2003. She was nominated to be a member of the International Academy for Research and Learning Disabilities.
- ▶ **Joanna Masingila** was designated as a Laura J. and L. Douglas Meredith Professor for Teaching Excellence.

- ▶ **Corinne Smith** was named the School of Education nominee for Project Big Chalk in 2004-05. She was invited by the Arkansas State Education Department in February 2004 to be the keynote speaker at a dean's conference focused on the delivery of special education content in general education teacher education programs. She was asked to chair the United Way Hamilton White Society.
- ▶ **Marilyn Tallerico** was awarded the *Educational Administration Quarterly's* annual Outstanding Reviewer Special Recognition in 2003 for her "extraordinary, careful, and thoughtful reviews" as an editorial board member. She also serves on the editorial boards of *The American Educational Research Journal* ("Social and Institutional Analysis" section) and *The Journal of School Leadership*. In July 2003 she was invited to make a presentation, titled "Accessing the Superintendency: What the Research Says," for the New York State Regional Superintendent Development Program in Liverpool, New York.
- ▶ **John Tillotson** was elected executive director of the National Association for Research in Science Teaching. He is president of the board of directors of the Marathon Central School District.
- ▶ **Patricia Tinto** was recognized by the Phi Beta Kappa Society for the support and guidance she provided to members of the society at Syracuse University.
- ▶ **Marvin Druger** was elected secretary of the education section of the American Association for the Advancement of Science (AAAS), the largest federation of science organizations in the world. He will serve a four-year term that began in February 2004.

Remembering a Noted Educator



School of Education professor **Columbus M. "Ted" Grace**, director of the former Grace Children's Academy in Syracuse, died suddenly in April.

A native Syracusan, Grace was working at Crucible Specialty Metals in 1980, when he and his wife, Jackie, decided to open the Grace Children's Academy.

For the next 16 years, the couple taught hundreds, first at their home and eventually in the building that now houses the Community Folk Art Gallery. The school was known for its innovative curriculum.

When the Grace Academy closed in 1996, Grace enrolled in the master's program in reading and language arts in the School of Education. He completed that degree in 1998, and went on to earn a doctorate in reading education in 2002. He was then hired as an assistant professor by the Department of Reading and Language Arts. His research focused on engaging African American students through oral-based literacy instruction.

Grace and his wife formed "The Storyweavers," traveling throughout Central New York to educate others about African culture and traditions. He also worked for the Greater Syracuse Chamber of Commerce, helping to support minority businesses. He is survived by his wife and five children.

"A teller of great stories, he was a profoundly effective teacher, a researcher of growing importance in an area that is critical to helping all children to learn to read, and an individual of incredible humanity and service to our community," says Kathleen Hinchman, chair of the Department of Reading and Language Arts.

Supporting the School

Join Us in a Special Time

By Ruth C. Benedict, director of development

Do you ever have that feeling that things in your life or work are coming into a special alignment? That the day-to-day job you are doing is about to take a major leap forward toward new opportunities?

Here on campus I'm having just such a feeling. For sure I can chalk much of it up to obvious causes: the appointment of a permanent dean at the School of Education, the arrival of a new SU Chancellor this summer, and our school's upcoming Centennial in 2006. These are the exciting "milestones" that inspire everyone to take a good look at emerging priorities and opportunities. You find yourself sharpening up to make sure you take advantage of the innate momentum of the times.

But I must tell you that even "day-to-day" life at the school is the stuff of delight for many here, as well as our alumni and friends. An example: Just before commencement I attended the portfolio reviews of some of our sophomores and juniors preparing to teach in a few years' time. I was SO impressed!

One after one, these young men and women gave outstanding PowerPoint presentations to a panel of reviewers, demonstrating through their comments, photos, lesson plans, anecdotes, research, and more that they are truly on their way to being as prepared as you can possibly be for the classroom. Each started with an "emerging philosophy of practice" statement, outlining the central ideas and values that underlie his or her vision for the classroom. Each presenter went on to show example after example of how they are developing nine key proficiencies, such as integrated planning, literacy development, pedagogical content knowledge, learner-centered instruction, assessment of students, professional collaboration, and reflective practice.

Through this example and many others, let me personally assure you—you can be very proud of the work our students and faculty are doing to make the world a better place. I find myself "wowed" quite often and I suspect you would, too.

We need your loyalty and support to continue this good work. I hope you will give serious consideration to how you might support the School of Education at this auspicious time. Your annual gift is invested well and much appreciated, and we have many gift planning tools and techniques that can assist you in doing something even more transformational with your financial assets, your influence, and your volunteerism. I would be pleased to talk with you about how you can get involved anytime. Best wishes to you all.



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Alumni Exchange

'50s

Joan Fortgang Schepps '53 (M.A., education) of Holyoke, Mass., is featured in the *American Contract Bridge League's Official Encyclopedia of Bridge* for her collection of trump indicators.



Anthony S. Mollica Jr. '55 (M.A., history education) of Syracuse retired in 1996 after a 40-year career in education. During the last 20 years he served as director of the Curriculum Resource Center for the OCM BOCES and adjunct professor of visual communications at SUNY Oswego. Since retiring, he has written and published five books, four of them about the history and development of American wooden powerboats, and the latest about castles and cottages of the Thousand Islands.

Arlene Pellman Charlamb '57 (M.A., elementary education), a broker associate with a real estate agency in Manlius, N.Y., lives with her husband, Stanley, an ophthalmologist. Their sons Larry and Mark are cardiologists in practice in the Syracuse area.

'60s

Allen Berger '66 (Ed.D., reading education) is one of eight people on a national Standards Task Force that shepherded the brand new national reading standards through a three-year process, culminating in their adoption by the International Reading Association and the National Council for Accreditation of Teacher Education. Berger is Heckert Professor of Reading and Writing at Miami University in Oxford, Ohio.

'70s

James L. Hofford '70 (Ph.D., speech education) of Washington, N.H., wrote *Born Again—Slowly*, a memoir covering 70 years of his life, including his Indiana childhood, WW II, hitchhiking across America, and his “rebirth” through Billy Graham and ministering in Eastern Europe.



Thomas C. Brennan '71 (C.A.S., health and physical education) was inducted into the Collegiate Golf Coaches of America Hall of Fame in 1997 and into the Oswego State Athletic Hall of Fame in 2002. He is presently teaching golf

psychology at the Golf Academy of the Carolinas and writing a monthly article for *Golfing News* magazine of Myrtle Beach, S.C., where he lives. He retired from coaching golf at Costal Carolina in 1997.



Maurita Hinton '72 (Ph.D., educational administration) wrote her life story after retiring from a professorship at California State University, Sacramento. She traveled with the local chapter of the Tuskegee Airmen while simultaneously promoting her book, *Preacher's Daughter*, and her husband's book, *We Kept Them Flying*. Hinton has held many offices with her church conference and is a certified lay speaker. She lives in Ewing, N.J.

Nancy A. Shulman '73 (B.S., elementary education), director of the 92nd Street Y Nursery School in New York City, was appointed to the Syracuse University School of Education Advisory Board.

Denise Cafarelli Dees '75 (M.S., audiology) currently works as senior clinical research specialist for Cochlear Europe Ltd. and lives in Petersfield, England, with her family. She received one of six global com-

pany awards, the Paul Trainor Award for Innovation, for achievements in the clinical application of neural response telemetry.

David Essel '79 (B.S., selected studies in education), television and radio host, author, speaker, model, and lifestyle coach, had his fourth book published, *Slow Down: The Fastest Way to Get Everything You Want* (Hay House Publishing).

'80s

Beth Davidson-Mendick '80 (B.S., special education) and her husband, Michael, announce the birth of their daughter, Rachel Lilly, who joins big sister Haley. Most recently, Davidson-Mendick, who lives in New York City, taught special education and elementary education classes in Mahwah, N.J.

Toni K. Colella '81 (M.S., reading education), wrote a biography with her 10-year-old son, Luke, titled *Now We're Talking... The Story of Theodore W. Case and Sound-on-Film*, published by 1st Books. Colella lives in Auburn, N.Y., and works for the Skaneateles Central School District.

Blaise Winter '85 (B.S., physical education), who lives in Menasha, Wisc., with his wife, Angie, and two sons, Cordell, 7, and Donovan, 5, retired from a career with the National Football League and now travels the

Alumni Exchange

nation as a motivational speaker. While with the NFL, Winter played with the Green Bay Packers, the Indianapolis Colts, the San Diego Chargers (as a member of their Super Bowl XXIX team), and the Buffalo Bills, until injuries forced him to retire.

Kate Grant Stryker '86 (M.S., English education) designed two new high school programs during two years as Buffalo (N.Y.) Public School's director of secondary education, including Middle College High School at Erie Community College, a five-year high school awarding at-risk students opportunities to earn both a Regents diploma and an associate's degree. For this high school, Stryker wrote and received a \$4 million grant from the Bill and Melinda Gates Foundation.

Karen Ferguson Tauber '87 (M.S., social studies education) will be listed in *Who's Who Among America's Teachers*. She taught for 12 years in the Syracuse City School District until she relocated to Tucson, Arizona. For the past 10 years, she has taught in the Amphitheater Public Schools in Tuscon. She teaches advanced reading and language arts to eighth grade students at La Cima Middle School.

Jacqueline Lee Goettel '88 (M.S., elementary education) of Syracuse has been appointed staff development facilitator for elementary education for the Syracuse City School District. She has been a primary inclusive teacher; a special education teacher; and a kindergarten, first, and second grade teacher. Goettel will be inservicing and mentoring all K-3 teachers in the district.



Linda D. Mulvey '88 (M.S., learning disabilities) was recently appointed principal of Huntington K-8 School in Syracuse. She previously worked as an assistant principal in the Syracuse City School District and resides in DeWitt, N.Y., with her husband, Tim, and two daughters, Caitlin and Erin.

Jill G. Sassower '88 (B.S., elementary education) was appointed to the Syracuse University School of Education Advisory Board.

'90s

Christopher Harrow '90 (M.S., math education), a secondary math teacher in the Westminster Schools in Atlanta, Georgia, explores implications of using Computer Algebra Systems (both handheld and PC-based) in secondary mathematics. His first child, Susanne Kathleen, was born last October.

Lonnie Morrison '93 (Ph.D., higher education administration) of Piscataway, N.J., was invited to serve on the advisory board of the Institute for Leadership, Excellence, and Academic Development (I-LEAD), a partnership between Bank Street College and the

Goldman Sachs Foundation. I-LEAD is designed to prepare high-potential youth attending Catholic high schools for admission to selective colleges and universities. She presented a paper at the spring conference of the New Jersey Association for College Admission Counseling and was recently a co-presenter at the National Conference on Race and Ethnicity (NCORE) in Miami.

Kathryn (Rivers) Rice '93 (M.S., reading education) is currently working as an independent educational consultant and evaluator in the New Hampshire/Vermont area. She is in the process of starting a preschool in Grantham, N.H., where she lives with her husband, John, and son, Johnny.



Roosevelt "Rick" Wright Jr. '93 (Ph.D., instructional design) of Marcellus, N.Y., associate professor of television, radio, and film in Syracuse's S.I. Newhouse School of Public Communications, delivered the Wes McJulien Lecture Series at the 2003 international convention of the Association for Educational Communications and Technology (AECT) in Anaheim, Calif., in October 2003. Wright's presentation

In Memory

Donald Roderick Parks G'85 died in June at age 70, due to complications from Parkinson's disease. A Chicago native, Parks retired from the U.S. Army in 1981, and went on to earn a doctoral degree in education administration from the School of Education. He enjoyed a rich teaching career and family life, and was an avid sportsman and a lover of music. He is survived by his wife, Francis McMillan Parks, director of Students Offering Service at SU's Hendricks Chapel and a doctoral student in Cultural Foundations of Education, and their three children.

focused on McJulien's accomplishments in the field of educational technology.



David L. Watkins Sr. '96 (M.S., social studies education) was recently appointed as assistant principal at Whiddon-Rodgers Education Center in Fort Lauderdale. He lives in Sunrise, Florida.

Chandra Keller Allen '97 (B.S., inclusive elementary and special education) earned a master's degree in public policy from UCLA in 2003 and was awarded honors for her thesis, "Collaboration: A Model for All Learners." She is now serving as a presidential management intern at the U.S. Department of Health and Human Services. She recently married Warren Allen II, former police officer and current law student at Georgetown University. They reside in the Washington, D.C., area.

Raquel-Ann Nurse McNabb '98 (B.S., physical education, G'99, M.P.A., [Maxwell]) of Cherry Hill, N.J., assistant director of academic support at Villanova University, was appointed as a member of the Syracuse University School of Education Advisory Board.

'00s

Susan Fitzmaurice '00 (M.S., rehabilitation counseling) lives in Novi, Mich., with her son, Teddy, a student at Walled Lake Public School. She was elected to the board of the Oakland-Macomb Center for Independent Living for a three-year term. Fitzmaurice

is employed by the City of Dearborn as its Americans with Disabilities Act coordinator and the city's liaison to the Dearborn Commission on Disability Concerns.

Jill (Nappi) Simala '01 (M.S., exercise science) works as a physical education teacher and girls' lacrosse coach at Newburgh (N.Y.) Free Academy.

She is married to Jason Simala '01 (M.S. exercise science), an assistant athletic trainer at the United States Military Academy at West Point.

Jayme Spieller '03 (B.S., inclusive education) resides in Richmond, Va., and teaches a fifth-grade learning disabilities class in Chesterfield County, Virginia.

It's News to Us!

Share your news with *Education Exchange* readers by completing this form and sending it via mail, fax, or e-mail to *Education Exchange*, School of Education, Syracuse University, 230 Huntington Hall, Syracuse NY 13244-2340; fax: 315-443-2258, e-mail: edex@syr.edu.

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Alumni Exchange

Lifelong Learner...and Teacher

S inforosa “Rose” Tan G’75 has always been ahead of the curve. As a child in the Philippines, she started school younger than her classmates, and since she began teaching at Westchester Community College (New York) in 1977, Tan positioned herself at the forefront of technological advances in the classroom. The first at her college to use audio visual aids, computers, graphing calculators, and most recently, the SMARTBoard, Tan was also one of the first to apply for and teach online courses. “I always loved to learn, so I pioneered things and helped teach the other faculty members,” says Tan, who became a professor of math, physics, and chemistry in the Philippines before she moved to the United States to continue her education. She earned a master’s degree at Cornell University and a Ph.D. in curriculum development from SU’s School of Education.

Along the way, Tan learned how resistant to change mathematics professors can be. “When I introduced graphing calculators to my department, only one person wanted to use them,” Tan says. “Now graphing calculators are a requirement from college algebra onward.”

Tan appreciates the improvements technology has made in the field of mathematics. “We do more modeling of mathematics than before,” she says. “With technological advancements, students who may have trouble understanding mathematics algebraically can look at problems graphically and numerically, which allows them more access.”

Tan presents her methods for using technology in the classroom at workshops and conferences throughout the world. She has received many awards,



including one from the New York State Mathematics Association of Two-Year Colleges for Outstanding Contributions to Mathematics Education, and the Philippine Chinese Association of America Inc. Outstanding Achievement Award in Education. She has held the Sophia and Joseph Abeles Distinguished Professional Chair in Mathematics since 2001. She was recently honored with the Westchester Community College Center for Faculty Technology Incentive Award. She also has

served on the Syracuse University School of Education Advisory Board since 1999.

Tan’s passion for sharing technological advancements spreads beyond her classroom work and seminar presentations. Since the 1980s, she has organized an effort in Westchester County that helps colleges and universities in a Filipino consortium collect used textbooks and library supplies. “Books and equipment are so expensive in the Philippines, they just cannot afford them,” Tan says.

Away from the classroom, Tan embraces the lifestyle of a continual student, studying Chinese, Tai Chi, Reiki (energy healing), and ballroom dancing. She was a faculty advisor to two student clubs for a total of 27 years. She and her husband, William H.P. Kaung G’73, mentor international students at Westchester Community College, encouraging them to experience the culture of nearby New York City. “I had a very well-rounded experience at Syracuse,” Tan says. “School was always my number one priority, but there was time to do other things. It’s important to enrich our students’ lives, not only academically, but culturally as well.”

—Tanya Fletcher G’04

Coming Events

➤ **SHARED READING PROGRAM
AUTHOR VISIT**

August 29, 2004

➤ **PARENTS WEEKEND**

October 1-3, 2004
Breakfast in Huntington Commons

➤ **HOMECOMING WEEKEND**

October 7-10, 2004
SU vs. Florida State
Honored classes: 1974, 1979, 1984,
and 1994

- Alumni Panel Discussion

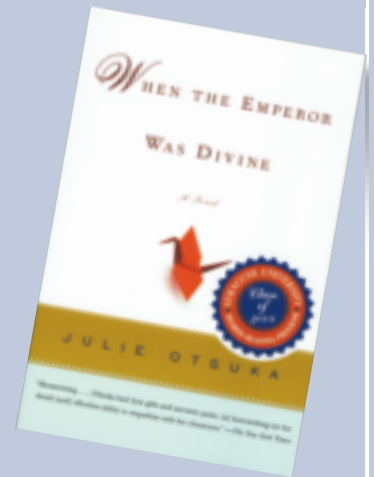
October 8, 3-4:30 p.m., 056 Huntington Hall

- Watch the Homecoming Parade
Wine and Cheese Reception

October 8, 5:30-6:30 p.m.,
Dean's Suite, 230 Huntington Hall

➤ **GANDERS DISTINGUISHED
LECTURE SERIES**

October 28, 2004
"The Fitness and Fatness of American Youth:
What the Research Says About Problems
and Solutions"
Dr. Charles B. Corbin, Arizona State University



Julie Otsuka, author of this year's Shared Reading Program book, When the Emperor Was Divine, spoke with School of Education students about her work during a campus visit on August 29.

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