

Educational Administration Faculty

Dr. Suzanne L. Gilmour
suzanne.gilmour@oswego.edu
Chair

Dr. Glenn F. Wachter
glenn.wachter@oswego.edu
Professor

Support Staff

Ms. Christina Taylor
chris.taylor@oswego.edu
Secretary

Mr. John Williams
Graduate Assistant

Office Address

303 Park Hall
Oswego, New York 13126
Phone: 315-312-2264
Fax: 315-312-5415

Email:
edadmin@oswego.edu

Website:
www.oswego.edu/edadmin

Annual Meeting & Commencement Memories 2010





Dr. Suzanne Gilmour to Retire in January

We would hope that in our careers we are able to make significant contributions to the field of education and to the children that we wish to serve. Among the many that make significant contributions to the profession are a certain few that stand apart for their far-reaching impact. Dr. Suzanne Gilmour, retiring Chair of the Educational Administration Department, is one of these special individuals who have served the field for thirty-five years. Whether early on as a Head Teacher in Summitville, Iowa, or as an intern in the Washington DC Bureau of Education for the Handicapped or for over ten years serving as an elementary principal in the middle of her career, Suzanne has shown an ability to effectively lead in a wide range of positions.

It is the manner in which she has served that has set her apart and this has been especially noticeable to so very many in her twelve-year tenure as professor at SUNY Oswego. Recognized for her organizational abilities and her creative insights, Dr. Gilmour rarely if ever backs away from an important challenge. Whether attempting to influence the State Education Department in how they assess new leaders or in advocating for programmatic support for children with special needs, she clearly is all about serving each and every child through the preparation of tomorrow's leaders. Whether it has been her insistence on high standards or her creative support for students in the program, she has remained steadfast in setting a high bar while at the same time, diligently working to support those who chose to meet that 'bar'.

When scanning over her resume, what shows up so clearly is not the many, many committees she has served on at the university or the tens of presentations she has delivered nationally and internationally, or even her extensive list of publications. Rather, for those who know her well and will not be surprised, it is the following words and phrases that "jump off the page" as a testimony to the wonderfully caring, unique individual that she is. Here are just a few: Puppet and song performance volunteer for the Onondaga Free Library and Ronald McDonald House, Career Day Presenter, Volunteer for Rescue Mission, Volunteer for Vera House, Volunteer for Habitat for Humanity, Advocate for the Aging, and Salt City Playhouse props worker. What a marvelous trail of active engagement with the community and with those in need of her special talents.

The School of Education at SUNY Oswego, as well as the Department of Educational Administration, has always promoted and in fact insisted on an authentic approach to learning. Such an approach, if done effectively, requires a constant and direct linkage to the 'field' of practice. Dr. Gilmour's most significant professional contribution has been, at least in the eyes of her colleagues, her ability to link the 'field of practice' occurring at the K-12 level to the educational administration program. She has positioned herself as a consultant in schools and as a leader in many field based K-12 professional groups. Through her wit, her creativity, her sincerity, and her ability to forge trusting relationships she has successfully kept our program current, well regarded, and highly effective in preparing the next legion of leaders.

She will be sorely missed but especially well remembered for her significant and special contributions. We wish her God speed on the pathways ahead.

(Article written by Dr. Glenn Wachter)

Congratulations to Students entering the CAS Program (EAD 601 – Fall 2010)

Central New York Region

Marla Berlin	Mary Ellen Roberson
Jeanelle Cross	David F. Scholl
Stacy L. Dawson	Jamie L. Sullivan
Tracey L. Dougherty	Dennis C. Taylor
Vicky Garrett	Karen Veverka
James Karcz	Brett R. Woodcock
Christopher Leece	Rebecca J. Wright
Robert S. Montgomery	Dana L. Ziegler
Peri Nelson	

North Country Region

Michael J. Augliano	Kimberly A. Hayes
Jonathan Christopher	Andrea W. Turner
Olga Nelly Collazo	Babette Valentine
Angela Green	

Finger Lakes Region

Ameigh J. Coates	Megan C. Paliotti
Kelly Dallos	Kelly Pielow
Carrie Goodell	Christopher Puylara
Shari Hurny	Gillian T. Ryan
Jane Kobos	Audra Schmitt
Shaun Merrill	Kristal S. Shambo

Faculty Updates...



Dr. Suzanne Gilmour

During conversations with many of you, our students and alumni, you often mention how you knew when it was time to make a move in your professional career. There may have been someone who was a catalyst who triggered this shift or just an inner voice saying *It's time to change*. It might be a move from teaching or counseling into the CAS program or from the coursework to an internship. It could be to your first administrative position, your second or your first superintendency. Regardless, you made the transition because that's where you found your passion and where you could give the most so that all students would have opportunities to be successful.

It's time for me to make such a change. In 1998 I became a Visiting Professor in the Educational Administration Department. Drs. Sheive and Silky called to let me know the position was available and encouraged me to apply. At that time the department offered a joint doctoral program with SUNY Albany and I came for one year to help the department complete that initiative. I then returned to my position in the Westhill Central School District. Although for fifteen years I truly enjoyed my K-12 role as principal and Director of Special Projects at Westhill, I knew it was time to pursue a different role. The position of Chair of the Educational Administration Department was open and once again I found myself in higher education. Much has happened from that initial venture twelve years ago to now.

We have an even greater network of professionals who are making a difference in the lives of students, staff and communities every day. We have scholars who are writing and making presentations about the successful initiatives they have designed and sustained in their districts. We have educational leaders in very diverse settings who are working to ensure inclusive and equitable educational opportunities for all. We have adjunct faculty who are exceptional practitioners and masterful professors who share their experiences and wisdom to enhance the success of the next generation of leaders. We have caring and dedicated administrative leaders in the field who provide rich internship and leadership opportunities for our aspiring leaders and aspiring superintendents. We have sustained a collaborative relationship with Dean Linda Rae Markert and within the entire School of Education.

I want to thank emeriti faculty Dr. Bill Silky, Dr. Linda Sheive and Dr. Jim Bennett for being special mentors and colleagues throughout this professional journey in higher education. I also want to thank Dr. Glenn Wachter whose presence as my current colleague in the department has been so enriching for me. And special thanks to Chris for all of her work to keep us afloat during so many initiatives over the years. It has been a gift to work with all of those who have been connected with our department.

Our department has a legacy of supporting the best possible leaders in the field, including those like you. As I retire from the department, I will miss these many experiences and wonderful colleagues but know it is time for me to transition to a new role and for the next generation of leadership to enter the department.

Please continue your connection to the department and to the network that helps all leaders continue to grow. You make a difference that I am proud to have been a part of in some small way. Given six degrees of separation, I know I will see many of you in the years to come and look forward to that possibility.



Dr. Glenn Wachter

One of the interesting elements in being a professor is the vantage point one has in observing passages. While we all have this ability, no matter what our occupation, it has occurred to me lately that I get to see so many individuals engaged in important life changes. The changes include entering our educational leadership program, assuming one's first administrative position, attaining promotions, and finally retirements. Because my responsibilities are regional as well as statewide, perhaps I'm exposed to more of these passages but it has been and is a wonderful experience to be in close proximity to so many of these life processions.

One of the most significant passages that will affect so many is the retirement of our department chair, Dr. Suzanne Gilmour. For those of you who know Suzanne well, then you recognize the privilege of the experience. I have had this privilege for over 7 years now and professionally and personally, Suzanne has been an extraordinary credit not only to the department and the university but most importantly, her leadership has enabled so many of our students and colleagues to enjoy opportunities that might not otherwise have been available. From department chair, to Executive Director of NYSAWA, to her extensive work "in the field", so

many have experienced productive and sustaining life passages. She is a remarkable and devoted educator and we certainly will all miss her at SUNY Oswego.

Speaking further of passages, I continue to enjoy the Directorship of the NYS Superintendent Development Program. Approximately 50 Associates [participants in the program] have now passed the 'half way point' in the program, which will conclude in November with Associates and faculty gathering in Central Square for the culminating session. At the session, each Associate will be presenting her/his Scan and Entry Plan of a district where they would envision applying for the superintendency. Currently, I am traveling across the state visiting each of our teams and having conversations with faculty members about the progress of individual Associates. Both Dr. Joseph Busch [Coordinator of the program] and I are extremely pleased at the performance of the 2010 cohort. We are currently accepting applications for, and looking forward to the 2011 cohort, which begins in January.

I also continue to be responsible for the oversight of the Wayne Finger Lakes cohort in our CAS program. We continue to be pleased at the strong performance of students in this region and have every indication that this year's cohort will follow in that same tradition. With excellent adjunct faculty in the Finger Lakes region [Ms. Danny Dehm, Dr. Robert Ike, Ms. Angela Perrotto, Mr. Michael Crumb and Dr. Theresa Pulos], we enjoy extraordinary program instructional leadership.

I look forward to the continued excellence and rigor of our program and the success of our students. Please don't hesitate to call on me if I can be helpful in any way. Best wishes for a rewarding fall.

Internship Dates to Remember....

- Nov 9th – All-Intern Meeting (FL) @ Penn Yan HS from 4:30 – 7:30
- Nov 16th - All-Intern Meeting (CNY) @ SUNY Metro Center from 4:30 – 6:30
- Feb 1st - Deadline for filing for Graduation – this is done from myoswego.edu website
- Feb 8th - All-Intern Meeting (CNY) @ TBA from 4:30 – 6:30
- Feb 8th - All-Intern Meeting (FL) @ Victor Primary School 4:30 – 7:30
- Mar 29th - All-Intern Meeting (FL) @ Rochester City School #7 4:30 – 7:30
- May 13th - All-Intern Meeting (ALL) @ LeMoyne Manor, Liverpool NY 4:30 – 7:00 (Attendance Required).
- May 14th - All-Intern Meeting/Commencement @ SUNY Oswego Campus Center

Reading Award Winner Article

The Reading Award is given to an individual who is nominated by his or her peers as making significant contributions to the field of administration. This past spring the Educational Administration department acknowledged three such individuals: Darcy L. Cangelo, Kerry Macko, and Denise Penoyer.

We thank all the Reading recipients for their contributions to the field, and congratulate them on their success. In a recent interview, both Mrs. Darcy Cangelo and Mrs. Denise Penoyer took time to offer insight on their experience with the program. Watch for an article on Kerry Macko for the Spring 2011 Newsletter.



Darcy L. Cangelo

Interviewed by John Williams

Currently Mrs. Cangelo is a 6th grade math and science teacher at Eagle Hill Middle School in Manlius, NY. In this position she collaborates with colleagues daily to improve her teaching, and she also makes use of current/best practices to meet each students needs. Along with her C.A.S. in administration, Mrs. Cangelo has also earned a Master's degree in literacy and a certification in special education, making her a very well-rounded educator.

Better preparation of students for the next year, and maintaining strong relationships with past students and their families, has been significant to Mrs. Cangelo. These, according to her, "indicate strength as a teacher." Accomplishments, however, don't come without obstacles. Mrs. Cangelo sees the constant change in technology as a major challenge teacher's face today. "It takes practice, research, and an open mind to use current technology," which she views as an important aspect of teaching.

Mrs. Cangelo feels that completing the Educational Administration program has been valuable, both in improving her teaching abilities and preparing her for administration. The professors' knowledge is invaluable and lends real life experience to the coursework.

Mrs. Cangelo's advice to future educational administrators is to "act like a sponge, and take in as much as you can in your courses. Networking is the most important aspect of the C.A.S. because these contacts continue to serve you throughout your career." Although she is currently teaching, Mrs.

Cangelo looks forward to entering into her first administrative position and positively impacting the students from another angle.



Denise Penoyer

Interviewed by John Williams

Mrs. Penoyer is currently the elementary principal for Altmar, a school with 250 students in grades UPK. Having been a teacher for 23 years her main focus is on instruction, denoting herself as the “instructional leader for the building.”

Having only been an administrator since July 1st, 2010 Mrs. Penoyer sees her ambitious goals as accomplishments. She proudly speaks about her goal to increase instructional time by t minutes per day, effectively adding 120 minutes of student and teacher time each week. Teachers are on board with this, so she is determined to “find time and protect that time.”

Another goal is the result of two elementary schools (Altmar and Parish), in the APW district, merging. Mrs. Penoyer has been collaborating with the Parish elementary principal to unify their administrative philosophies, so operations will run smoothly.

Aside from dealing with combining schools, she cites keeping up with NYS guidelines as a major challenge to face. New York State has raised the cut scores for ELA and math tests in grades 3-8, which requires teachers to work hard and think harder in order to reach their students. In the next 2-3 years the changes in the APPR will require student achievement data to be part of the teacher and principal evaluations – she’s working with staff to prepare for these changes.

Mrs. Penoyer affectionately calls the educational administration program at SUNY Oswego “wonderful.” She now sees why the program and professors expect so much from the students and why there was so much work. “Everything they say will happen does, including the amount and intensity of work; however, it’s people-first, paper-second.” She advises future educational administrators in the program to remain open-minded and become leaders for change because so many people are reluctant to do so. Also, you can’t be afraid to stay late or come in on a weekend once in awhile.

Mrs. Penoyer views herself as positive, diligent, hard working, and she helps people focus on their strengths. These characteristics are what enable her to impact those around her. She is a learner, who has continued to learn, and models life-long learning for the teachers. A motto displayed in the school reads “Learning is our work,” a message brought to students and teachers alike by their administrator.

Why the Administrative Path?

This column presents a statement from program application materials submitted by recent admits. Each applicant is asked why he or she is applying to the program and we felt it might be instructive to share some of those statements (with permission). Stacy Dawson has agreed to share her statement. This was written prior to her formal acceptance into our CAS program.

Stacy Dawson



I am writing to express my intent for enrolling in the CAS program of School Building Leadership at SUNY Oswego. Ever since I was a young child, the field of education has sparked my interest. I would go to school and then come home and “play” school. I’ve enjoyed learning and teaching throughout my life. I consider myself a lifelong learner who brings energy to the world of education. Current in best practices, I want to continue my learning and contribute more to the field of education.

During the past ten years as a classroom teacher I have had the opportunity to work with seven very different administrators. I have seen firsthand how effective a good administrator can be at achieving results and helping children. My passion for education has grown as well during this time. I am eager to further my own education in the field of leadership so that I can work to establish a strategic plan to build effective teams and provide a positive and successful educational experience for the next generation to come.

I understand that effective leaders are those who achieve results they must possess knowledge and a solid foundation from which to build upon. A strong leader has flexibility and is able to manage conflict. Ultimately, leaders make decisions in the best interest of children and always lead by example. I think that you will find that I have these traits as well as the confidence and charisma to be successful in the administrative field.

I am hoping that through combining my passions and strong initiative, the CAS program can provide me with the theoretical and practical foundation for becoming a successful building leader. I am excited to embark on this new adventure in my life and look forward to helping bring forth changes in the educational world.

Congratulations to Carol G. Clarke on her recent retirement from Webster CSD

Career Changes

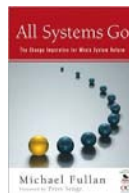
- **Greg Avellino '93**, Interim Associate Principal, Fayetteville-Manlius CSD
- **Jeremy Belfield '11**, Director of Pupil Services, Mexico CSD
- **Judith Belfield '00**, Superintendent of Schools, Phoenix CSD
- **Lisa-Marie Carter '09**, Principal of Special Education, OCM BOCES McEvoy Center
- **Dawn Fargo '09**, Co-CSE chairperson at Belleville Henderson, Jefferson-Lewis BOCES
- **Mary Beth Fierro '92**, Principal, Charles E. Riley ES, Oswego City Schools
- **Linda Goewey '06**, Executive Director of Instruction and Personnel at the Education Center, Central Square CSD
- **Daniel Healy '08**, Assistant Principal, Lois E. Bird/Morgan School, Monroe #1 BOCES
- **Marietta Lachenauer '10**, Assistant Principal, Westhill HS, Westhill CSD
- **Francine Leggett '08**, Principal at Schlegel Road ES, Webster CSD
- **Kerry Macko '10**, Assistant Principal, Rush-Henrietta Senior HS, Rush-Henrietta CSD
- **Dale Munn '10**, Director of Student Services and Special Programs, Copenhagen Central School
- **Richard Pound '03**, Assistant Principal, Gates-Chili CSD
- **Elaine Quintana '10**, Principal, Auburn Finger Lakes School for Hillside
- **Michelle Robinette (Crance) '09**, Data Coordinator, CNYRIC in Syracuse
- **Helen Sakowski '10**, Jr. HS Principal, Onondaga CS
- **Marie Western '02**, Assistant Elementary Principal, Lowville Academy & CSD

Applying for Graduation...

Current interns need to remember to apply for graduation prior to February 1, 2011. This is done online at:

<http://www.oswego.edu/myoswego/index.html>. When applying for graduation, please note that our CAS students are August 2011 graduates, not May 2011.

Faculty Book Reviews ~



All Systems Go: The Change Imperative for Whole System Reform (2010)

By Michael Fullan

Reviewed by Dr. Suzanne Gilmour

This book by Michael Fullan provides a very helpful framework for taking a look at systems change within your setting. If you're familiar with Fullan's work, you'll see familiar threads of his thinking throughout this book.

I've bulleted a few of his ideas to make this an easy cut and paste if you can use it for a staff meeting or administrative council dialogue. What do these/can these elements look like in your setting? If I brought in a camcorder what would I see people doing and hearing people discussing that would let me know these are a priority? What influences their success and what challenges are present? How does this list compare with your settings' thinking about systems change that is being implemented throughout the 2010-2011 school year? What evidence do you have or can you gather that will let you know what's working?

Fullan highlights seven big ideas for whole-system reform. These include the following: (p.4)

1. All children can learn
2. A small number of key priorities
3. Resolute leadership/stay on the message
4. Collective capacity
5. Strategies with precision
6. Intelligent accountability (for example it relies on incentive more than punishments, is capacity building, invests in collective responsibility, intervenes in a non-judgmental manner, embraces transparent data about practice and results and intervenes more decisively along the way (p.66)
7. All means all

Fullan continues his thinking with his focus on the elements of successful reform (p. 21).

1. A small number of ambitious goals
2. A guiding coalition at the top
3. High standards and expectations
4. Collective capacity building with a focus on instruction
5. Individual capacity building linked to instruction
6. Mobilizing the data as a strategy for improvement
7. Intervention in a non-punitive manner

8. Being vigilant about the *distractors*
9. Being transparent, relentless and increasingly challenging

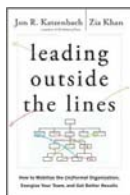
And finally, Fullan's collective thinking on the characteristics of an effective school district include these elements: (p. 36)

1. Focus
2. Data
3. Leadership
4. Resources
5. Reduce Distractors
6. Community
7. Communication
8. Esprit de Corps

Fullan talks about the need for leaders to be *resolute leaders* who are tireless in their pursuit of excellence. Included in the book is a list of lessons learned (page 64) from a keynote speech given by Dalton McGuinty at the 2009 Global Education Competitiveness Summit in Washington D.C. McGuinty suggests the following lessons for the *resolute leader*.

- Lesson One: The drive to make progress in our schools can't be a fad.
- Lesson Two: Education reform is not important to your government unless it's important to the head of your government – personally.
- Lesson Three: You won't get results unless teachers are on side.
- Lesson Four: Don't forget the hard part: You must improve your teaching.
- Lesson Five: If you want to achieve your goals, you need to keep up the pressure all the time.
- Lesson Six: Once you start making progress, you've got permission to invest more.
- Lesson Seven: The best way to sustain your effort to improve schools is to keep it personal.

Fullan shares numerous examples of these ideas in action. If you have engaged in whole system reform and have an example that would be helpful to share with your colleagues, please email your writing to us for inclusion in our next newsletter.



Leading Outside the Lines
By Jon R. Katzenbach and Zia Khan
Reviewed by: Dr Glenn Wachter

As the authors introduce fairly early on, organizational theorists tend to fall within one of two groups: the formalists who seek to create additional order in what they perceive as chaotic organizations, or the

informalists, who seek to lessen order in an exchange for more soul. You might align these perspectives with Theory X and Theory Y, or Scientific Management vs. Human Relations. Authors Katzenbach and Kahn seek to show the reader the benefits and methodology of merging or balancing the informal with the formal into more viable, effective organizations. In effect, as the authors indicate, the goal of this work is to help leaders, especially those adept at leading within the lines to become more adept at leading outside the lines.

Leading Outside the Lines is divided into three sections: Part One “Using the Informal to Enhance the Formal”, Part Two “Motivating Individual Performance”, and Part Three “Mobilizing Organizational Change”. In part three, two concepts emerge that this reviewer found to be particularly engaging. One is the notion of “setting free the fast zebras” in an organization, and two, “melting the frozen tundra” of middle management. Fast zebras are characterized as those people within an organization who have the “ability to absorb information and adapt to sudden challenges capably and quickly”. The frozen tundra is characterized as the very formal change processes of goal setting, implementation, and accountability strictly adhered to in many organizations.

Lily Din Woo, newly appointed principal of School PS 130 in Manhattan's China Town, was a ‘fast zebra’ that managed to navigate the frozen tundra of the New York City's public school bureaucracy. Experiencing much resistance initially as a new principal, Lily began to slowly identify the system roadblocks that existed in her school and gradually found ways to eliminate or circumvent these roadblocks. What struck this reviewer was that her approach was different from the approach of “it is easier to gain forgiveness than permission. Rather, she figured out how to adjust her systems and decisions so as to coexist with the more formal systems of the school district. She learned how to merge the informal with the formal in creating one of the most effective elementary schools in New York City, creating a model for other schools in the system. Many other examples from the private sector are used to illustrate the premise of the authors, who carefully articulate the elements of an informal system and show how to incorporate them with the formal organization.

At the end of the book, there is a diagnostic tool for assessing your organizational quotient [Shades of EAD 601!!] Here are the questions as taken directly from the source. Answer each question on a 1-5 scale as follows: 1=Who is this? 2=Not really me 3=Sort of me 4=Most the time me 5=That's me.

1. I see a connection between my team's sense of what's right and how leaders talk about the organization's values
2. What I learn from both official communications and water-cooler chatter helps me understand what's going on.
3. When I need a decision, I know where to go and who can help me get the outcome I want.
4. It's clear to me when I should be working with others, what our mutual goals are, and how we should collaborate.
5. When stuck on a problem, I draw upon both the company's tools and my networks to find the knowledge I need to get it solved correctly and quickly.
6. I find a way to feel good about the work I have to do to meet any performance objectives, but don't really like to do naturally.
7. I often hear about lots of good ideas, and find ways to help the best ones get resourced and implemented.
8. When there's general agreement that we need to change, I feel confident that I'll know what to do differently and I'll be able to manage the change personally
9. I understand and empathize with my client's needs and feel equipped to meet them.
10. I have many opportunities to learn and try new things without necessarily being promoted.

For those questions where you scored yourself consistently high [4 or 5], congratulations as you've got high Organizational Quotient on an important formal-informal balance. If you want important further insight into your responses on each of the questions, head to Barnes and Noble to seek out this book! It's an insightful, stimulating read and it should help you lead your department or organization even more thoughtfully.

New York State Superintendent Development Program

The SDP program is currently accepting applications for the 2011 Cohort Year. For those not familiar with the program, it is a yearlong program designed to prepare aspiring superintendents for the position of superintendent of schools. It is also designed to assist all participants acquire a district wide perspective on the K-12 school organization, and is therefore, also a program for principals aspiring for district office positions.



For those who have graduated from the CAS program, there is much to the design of the SDP program that parallels your experience with the CAS. There are two Issue Analyses that are completed by each cohort team, there are platform statements written at the beginning and end of the program, written reflections, and special topic sessions on school finance, labor relations, and the law. Most importantly, every week each regional cohort team of program participants meet with their faculty superintendents for approximately two hours to 'learn from the authentic chair' of the superintendency. A variety of topics are discussed at these weekly sessions, including "from the desk of the superintendent", to district financial planning, instructional and curricular leadership, and an intense focus on boardsmanship, or leading a board of education. This year's cohort will be completing their work in November with presentations of their Scan and Entry Plans, which detail their analysis of a district to which they might apply, as well as their plan for entering the district effectively.

If you are interested in learning more about the New York State Superintendent Development Program, please visit the website at: www.nyssuperintendentdevelopmentprogram.com or contact program director, Dr. Glenn Wachter at: 1-585-613-1977 or Dr. Joseph Busch, program coordinator at: 1-607-760-9251.

Forwarding SUNY Oswego Emails

Steps for setting up email forwarding with SUNY Oswego email account:

1. Visit the log in site: http://www.oswego.edu/cts/services/user_support/email.html
2. Sign in using your 'laker id' and password. (This should be the same ID and password you use for library services.)
3. After you are signed in and the email opens, on the top of the right hand side of page you will see "Settings". Open this option.
4. Select the "Forwarding and POP/IMAP" option.
5. At this point you will be able to 'add' your preferred email address in the first box. This will forward any email sent to your "Oswego.edu" account to your preferred account.

First Online Course for CAS Program: School Law for Administrators during the summer of 2010—Rapid Fire, but a Real Learning Experience

By Dr. Josephine Farrell

The school law course that I taught online this summer to the CAS students was really a rewarding experience for me. From the responses that I received from most of the students, I would have to conclude that the experience was also a worthwhile learning experience for them, as well.

As a long-time professor in the Curriculum and Instruction Department here at Oswego, I always felt that the one course that was missing from an otherwise excellent teacher preparation program was a school law course. Toward the end of my full-time teaching career, I developed the School Law for Teachers course that was initially taught to graduate students who were teachers or becoming teachers.

When Dr. Suzanne Gilmour asked me if I would modify the course for CAS students and teach the course during the summer of 2010, I jumped at the chance. It turns out that that was a good decision. Now, I won't say that everything went smoothly; however, for a first time offering, I was pleased with how things ultimately progressed by the conclusion of the course.

Most students jumped right on-board; however, it was initially a shock for a couple of the students. By the end of the course, all students had learned to keep up-to-date with the discussion entries and papers.

At the end of the course I asked students for feedback, and I also asked if they would be willing to share their feedback with a larger audience. Here are two sample responses from students who agreed to share their reflections.

Julie Kimmel-Gorman responds, "I am so thankful I have this knowledge under my belt. Law is complicated. There are just so many times I said -wow-I didn't know that--or everybody should know that...It was unbelievable. I think I learned so much I cannot pin point just one learning. Overall, I feel as if I have added the most important tool to my tool belt."

Would you recommend this course to other students? Why?

Melissa Julian wrote, "I think the course content itself was great. I told several other teachers that it was a great class because it made you think about policy and question practices that have been around for a long time. I liked the book because it was

simple and provided some great examples to draw from.

All in all, it was a great experience for me, and, from the feedback, it appeared that it was a very good learning experience for most of the students who took this first online course.

~ Registration Process Reminder ~

1. Visit the course listing page to get the link to request course approval for matriculated students.
2. Complete the **Course Request** link listed on the course listing page and submit (electronically) to our office. Once we have reviewed and approved the course(s), you will receive an email indicating approval/permission to go to the <http://www.oswego.edu/myoswego/index.html> website for registration. At this point you should be able to 'add' the course(s) which you were approved to take. You will also be able to make your payment at this point.

Spring 2011 Course Listing

EAD 610-810 School Principalship

Wednesdays (4:30-10:00) 1/26; 2/2; 2/9; 2/16; 3/2; 3/9; 3/16; 3/23; 3/30; 4/6; 4/13; 4/27; 5/4; & 5/11.

Metro Center (Staff)
crn# 12463

EAD 610-820 School Principalship

Mondays (4:30-10:00) 1/24; 1/31; 2/7; 2/14; 2/28; 3/7; 3/14; 3/21; 3/28; 4/4; 4/11; 4/25; 5/2; & 5/9.

Palmyra-Macedon CSD (Staff)
crn# 14679

EAD 610-800 School Principalship

Thursdays (4:30-10:00) 1/27; 2/3; 2/10; 2/17; 3/3; 3/10; 3/17; 3/24; 3/31; 4/7; 4/14; 4/28; 5/5; & 5/12.

Jefferson-Lewis BOCES (Staff)
crn# 14678

EAD 621-800 School Personnel Management

Wednesdays (4:30-10:00) first half of semester 1/26; 2/2; 2/9; 2/16; 3/2; 3/9; & 3/16.

Metro Center (Speech, Annette)
crn# 14680

EAD 695 Internship

EAD 695 Internship (Cavallaro, R.) crn#10007

EAD 695 Internship (Staff) crn #10008

EAD 695 Internship (Staff) crn#10009

EAD 695 Internship (Perrotto, A.) crn#10010

EAD 695 Internship (Pulos, T.) crn #10011



Issue Analysis Presentations



If you would like to attend one of the following Issue Analysis Presentations, please RSVP to edadmin@oswego.edu and include your name, the date the presentation, and location you would like to attend. RSVPs are requested so our students can plan accordingly.

Presentations at SUNY Oswego Metro Center

Dr. Suzanne Gilmour, Mr. John McGuire and the Central New York EAD 601 cohort invite you to attend their Issue Analysis Presentations at the **SUNY Oswego Metro Center**, The Atrium, 2 Clinton Square, Syracuse, NY 13202

How to do Research-based Instructional Practices Impact Secondary Student Retention Rates

Presented to:

Mr. Daniel Lowengard, Superintendent
Ms. Christine Vogelsang, Deputy Superintendent
Syracuse City Schools
December 1st at 4:30 p.m.

Using Technology to Enhance Critical Thinking in Secondary Education

Presented to:

Mr. Robert Pritchard, Superintendent
Mexico Academy and Central Schools
December 1st at 6:30 p.m.

The Impact of Scheduling Options for Student Success

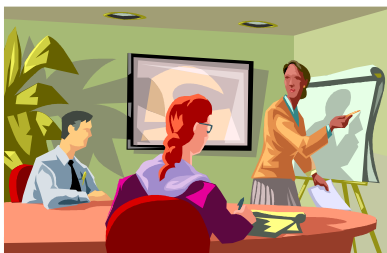
Presented to:

Dr. Jerome Melvin, Superintendent
North Syracuse Central School District
December 8th at 4:30 p.m.

Service Learning for Student Growth

Presented to:

Mr. William Lynch, Superintendent
Fulton City Schools
December 8th at 6:30 p.m.



Presentations at Palmyra Macedon Middle School

Ms. Danielle Dehm and the Finger Lakes cohort invite you to attend their Issue Analysis Presentations at **Palmyra Macedon Middle School**, Large Group Instruction Room, 163 Hyde Parkway. Palmyra, NY 14522

Maximizing Resources During Difficult Financial Times and Declining Enrollment

Presented to:

Mr. Michael Hoose, Superintendent
Romulus Central School District
November 29 at 5:00 p.m.

Analysis of the Marion Central School District Post-Secondary Student Experience and Implications for Future Programming

Presented to:

Ms. Kathryn Wegman, Superintendent
Marion Central School District
November 29th at 7:00 p.m.

How a Joint Transportation Facility Affects the Sodus Community

Presented to:

Ms. Susan Salvaggio, Superintendent
Sodus Central School District
December 6th at 5:00 p.m.

Presentations at Jefferson Lewis BOCES Board Room

Dr. Marilyn Trainor and Ms. Mary Beth Denny and the North Country cohort invite you to attend their Issue Analysis Presentations at **Jefferson-Lewis BOCES**, 2014 State Route 3, Watertown, NY 13601

Implications of Homework as a Measure of Student Achievement

Presented to: Mr. Fred Hall, Superintendent

Sackets Harbor Central School District
December 9th at 5:00 p.m.

Reducing High School Drop Out Rates through Effective Middle School Transition Practices

Presented to: Mrs. Jamie Moesel

South Jefferson Central School District
December 9th at 7:00 p.m.

Where are the 2010 – 2011 Interns?

- **Katrina Allen**, Vice Principal, Van Duyn ES, Syracuse CSD
- **Kimberly Blanchet**, Summer School Principal, Middle School, Manchester-Shortsville CSD
- **James Bruni**, Seneca County Summer MS Principal and District Office Intern, Seneca Falls MS, Seneca Falls CSD
- **Gloria Canale-Giberson**, Elementary Assistant Principal/Administrative Intern, Frederick Leighton ES, Oswego City SD
- **Suzanne Cleveland**, Administrative Intern, High School, Unadilla Valley
- **Elizabeth Cross**, Administrative Intern, Virgil I. Grissom School No. 7, Rochester CSD
- **Sarah Cupelli**, Administrative Intern, West/North Street, Geneva CSD
- **Kristin DeFeo**, K-2 Literacy Coach/RTI Coordinator, Florentine Hendrick ES, North Rose-Wolcott CSD
- **Dennis DesRosiers**, Asst. Principal, Dake Junior High School West, Irondequoit CSD
- **Rebecca Dunkel-King**, Administrative Intern, Sackets Harbor CSD
- **Michel Gravelle**, Asst. Principal for Summer School, Watertown HS, Watertown CSD
- **Brett Harrison**, Summer School Principal, Penn Yan MS, Penn Yan CSD
- **Dawn Hussein**, Summer School Principal, North Syracuse Early Education Program (Main Street School), North Syracuse CSD
- **Melissa Julian**, Administrative Assistant for Student Services, North Syracuse HS, North Syracuse CSD
- **Julie Kimmel-Gorman**, Principal UPK-4, New Haven ES, Mexico Academy & CSD
- **Lawrence Lang**, Asst. Principal, Waterloo MS, BOCES Regional Summer School, Seneca Falls CSD
- **Ellen Leuthauser**, MS Administrative Intern, Roxboro Road MS North Syracuse CSD
- **Erin Long**, Asst. Principal, Palmyra-Macedon Primary School, Palmyra-Macedon CSD
- **Jennifer Long**, Administrative Intern, Franklin ES, Syracuse CSD
- **Brenda Lull**, Assistant Director of Special Education, District Office, Westhill CSD
- **Jennifer Mainville**, Athletic Director, JCB HS, Phoenix CSD
- **Deborah McGowan**, Intern in Special Education Department, District Office, Liverpool CSD
- **Tricia Meaker**, Director of Student Services/Assistant Principal, Mexico HS, Mexico Academy & CS
- **Susan Meskos**, Summer Academy Administrator ECEC, Primary School & Intermediate School, Victor CSD
- **Christopher Moyer**, Dean of Students, Midlakes HS, Phelps-Clifton Springs CSD
- **Robyn Proud**, Asst. Principal, Oswego MS, Oswego City SD
- **Gregory Roth**, Asst. Principal, Soule Road ES, Liverpool CSD
- **Stephanie Simonik**, Administrative Intern, Victor Primary School and Victor Senior HS, Victor CSD
- **David Tauro**, Administrative Intern, Jordan-Elbridge CSD
- **Simone Thornton**, Administrative Intern, LaFayette CSD
- **Andrew Wahl**, Summer School Coordinator, Williamson ES, Williamson CSD
- **Natalie Walters**, Asst. Principal, Wayne-Finger Lakes BOCES

Alumni Named as Finalist for School Counselor of the Year

Heidi Green from Fayetteville, New York Among Top Eight. Heidi Green '02, Director of Counseling Services for Fayetteville-Manlius School District, has been named one of the top eight school counselors in America. Green is one of more than 250 elementary, middle, and secondary school counselors nationwide who were nominated for the School Counselor of the Year award. The award, which is presented by the American School Counselor Association, honors the professionals who devote their careers to serving as advocates and often lifesavers for the nation's students.

Congratulations Heidi!

SUNY Oswego is going green and to help support this initiative we are moving our newsletter to a more green-friendly online format. If you would like to receive the newsletter electronically, please email your preferred email address to edadmin@oswego.edu.

Thank you for your support.

Educational Administration Dept.
 303 Park Hall
 Oswego NY 13126

Non-Profit Organization U.S. Postage Paid Permit #317 Oswego NY 13126
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Intern Seminar Schedule: 2010~2011

Date	Time	Location	Topic	Group
9/23/10	4:30-6:30	Phoenix Extension Site	ALL-INTERN MEETING (CNY) Learning Plans Due, Discussion Re: Portfolios	CNY
10/7/10	8:30 a.m.	Sackets Harbor CSD	Poverty	CNY
10/7/10	12:30 p.m.	Carthage CSD	School Finance	CNY
10/15/10	12:00-4:00	Penn Yan HS, Penn Yan CSD	Budget/Finance	FLCC
10/15/10	4:30-7:00	Penn Yan HS, Penn Yan CSD	ALL-INTERN MEETING (FLCC)	FLCC
11/9/10	12:00-4:00	Mynderse Academy	School Law	FLCC
11/9/10	4:30-7:00	Red Jacket HS (Manchester-Shortsville)	ALL-INTERN MEETING (FLCC)	FLCC
11/16/10	4:30-6:30	SUNY Metro Center	ALL-INTERN MEETING (CNY) Law/Personnel	CNY
2/8/11	4:30-6:30	TBA	ALL-INTERN MEETING (CNY) The Job Search/Paperwork and Leadership Topic	CNY
2/8/11	12:00-4:30	Victor Primary School, Victor CSD	Human Resources (Hiring Practices)	FLCC
2/8/11	4:30-7:00	Victor Primary School	ALL-INTERN MEETING (FLCC)	
3/8/11	4:30-6:30	TBA	ALL-INTERN MEETING (CNY) Interviewing for Administrative Positions	
3/22/11	TBA	New Haven ES, Mexico CSD	Data	CNY
3/29/11	12:00-4:30	TBA	Tapping into Community Resources	FLCC
3/29/11	4:30 – 7:00	Rochester City SD, School #7	ALL-INTERN MEETING (FLCC)	
5/13/11* *Date May Change	12:00-4:30	Geneva ES, Geneva CSD	Diversity	FLCC
5/13/11	4:30-7:00	LeMoynes Manor, Liverpool	ALL-INTERN MEETING Educational Administration Department Annual Meeting	ALL REQUIRED ATTENDANCE
5/14/11	TBA	SUNY Oswego Campus	ALL-INTERN MEETING Commencement	ALL REQUIRED ATTENDANCE



Suzanne Gilmour, Our Leader, is Moving On Help us Celebrate Her Contributions to SUNY Oswego

As you may be aware, Dr. Suzanne Gilmour, department chair and professor of Educational Leadership at SUNY Oswego for over 12 years, will be leaving the university in December. Suzanne has made a remarkable contribution to our students, to our program, and to education throughout the state of New York. Please join us for a reception in Suzanne's honor.

What: Join Suzanne for an informal reception with hors d'oeuvres and a cash bar.

When: Thursday, January 13, 2011, 4:30-7:00 p.m.

Where: Doubletree Hotel Syracuse, 6301 State Route 29, East Syracuse, NY 13057

- From Interstate 81 North: Take I-81 North to I-481N to Exit 7 (Bridgeport Exit). Right onto Route 298 West. Go about 3 miles and hotel will be on right.

- From Interstate 81 South: Take I-81 South to NYS Thruway (I-90) East to exit 35 (East Syracuse & Route 298 East). Enter traffic circle and get off at Route 298 East to hotel on the left.

- From Thruway I-90, take I-90 exit 35 (same exit traveling from East or West). Enter traffic circle and get off at Route 298 East to hotel on the left.

Please reserve your place by December 17th by returning the bottom portion and your \$30 (includes \$10 towards a gift) check made out to **Oswego College Foundation** to Chris Taylor, 303 Park Hall, Oswego NY 13126.

Name _____

Address _____

Attending _____

Contact # _____ Email _____

Total Enclosed _____

I cannot attend but am happy to contribute towards Suzanne's gift. I have enclosed _____