Recent estimates are that one in every five children and adolescents is experiencing difficulties with social and emotional development and 30 percent of children have at least one chronic illness. Even with increased support at the federal, state and local levels, a “concept of care” for children experiencing psycho-social and health issues has been difficult to realize, and these services remain highly fragmented and under-resourced.

School-based services (on the school grounds) and school-linked services (connected with a school but may be off site) offer an effective and efficient delivery model for organizing health and social services in and around schools. In 2008 the Willma C. and Stewart W. Hoyt Foundation provided support to Binghamton University's School of Education, Decker School of Nursing and Department of Social Work in the College of Community and Public Affairs to develop school-based health, mental health and social services in MacArthur and Wilson elementary schools in the Binghamton City School District.

Creating and sustaining full-service community schools as a network of school-based and school-linked services requires a set of partnerships between schools and community resources. Founded in 2008 and with the Hoyt grant supporting programs in two pilot schools, the Binghamton University Initiative for Best Practices in Full-Service Community Schools represents an innovative model for a new set of partnerships. The mission of this initiative is to provide physical and emotional health resources in schools using an integrated, interdisciplinary approach to prevention and early intervention so that children are healthy, ready and able to learn. Based on many years of collaboration among faculty members Dr. Liz Anderson (Education), Dr. Susan Terwilliger (Nursing) and Dr. Laura Bronstein (Social Work), the initiative accomplishes this mission by developing and supporting local programs and pilot sites, by educating the next generation of professionals in practice in interdisciplinary school-linked services, and by developing, promoting and executing a national research agenda for best practices in full-service schools.
A Note from Dean Grant

Moving our School Forward

Reflecting on my first year as dean of the School of Education (SOE), I see it now as one of challenge and opportunity. The challenge of a difficult national and statewide financial scene caused us to postpone some of our plans to grow the school. But that challenge also provided us with some opportunities to think more creatively about how to position ourselves for the future.

I took the dean’s job with three goals in mind: 1) to grow the size of the school, 2) to grow faculty research and grant writing, and 3) to grow the visibility of the school. We are making considerable progress on the second two goals. Faculty members are publishing their work in important venues and they are writing grants to local, state and national funding agencies. We are also making great strides in elevating the visibility of SOE. The faculty and I have been traveling across the state and the country making conference presentations, meeting with alumni, collaborating with colleagues and talking with funding agencies. Moreover, our students and faculty have garnered honors and awards that raise the SOE profile. For example, Dr. Karen Bromley was elected to the Board of Directors of the International Reading Association and Dr. Adam Laats won a National Academy of Education/Spencer Foundation post-doctoral award.

In these several ways, we are moving the SOE agenda forward. Our goal — to become a nationally recognized school of education — is unchanged. It will take us a little longer to get there, but we will get there.

In the meantime, we have begun several initiatives of note:

• On the programmatic front, a group of faculty has completely redesigned our programs in elementary education in order to better position our students to work with all their students. These redesigned programs, which will be unique in our area, feature two pathways. One will lead to certifications in early childhood education, childhood education and special education. The second pathway will offer our students the opportunity to earn certifications in early childhood education, childhood education, and literacy education. We will be seeking SUNY and New York State Education Department approval this summer for these new programs.

• To raise the visibility of our school locally, we have established the SOE Advisory Council. This group, which will meet at least twice each school year, is composed of school administrators and teachers and business and community leaders. They will advise the dean on a range of program, advocacy and development initiatives.

• To raise the visibility of our school nationally, we have joined two organizations, the Council of Academic Deans from Research Education Institutions and the Organization of Institutional Affiliates, which is part of the American Educational Research Association. Both memberships offer venues in which to showcase the excellent SOE students, faculty and staff.

• And to support the scholarly mission of the school, faculty and staff have been busy writing and submitting research and professional development grants to a range of state and national organizations such as the U.S. Department of Education, the National Science Foundation and the New York State Education Department.

The delay in reaching our goal of growing the size of our school notwithstanding, in these and other ways, we are making strides to live up to our ambition of “making a difference” in the lives of others.
In an effort to expand the reach and impact of the new School of Education, Dean Grant has created an SOE Advisory Council.

The council’s mission is four-fold: 1) to advise the dean on matters related to long-range planning; 2) to increase the critical linkages between the community and the school; 3) to form an advocacy network for the school; and 4) to assist in alumni outreach and fundraising efforts.

The initial group consists of school administrators and teachers and community and business leaders. The members are:

• Jason Andrews, superintendent of Windsor Central School District
• Linda Biemer, former dean of the School of Education and Human Development
• Joseph Busch, former superintendent of Broome-Tioga BOCES
• Bruce Cameron, teacher at Broome-Tioga BOCES
• Erik Jensen, director of communications at WSKG
• Terry Kwan, education consultant and realtor
• Mary Lake, teacher at Greene Elementary School
• James Lee, former superintendent of Binghamton City Schools
• Al Mamary, former superintendent of Johnson City School District
• Suzanne McLeod, superintendent of Union-Endicott Central School District
• William Russell, superintendent of Owego-Apalachin Central School District
• Amy Shaw, director of community relations, Greater Binghamton Chamber of Commerce

The first meeting of the group was held May 14. After introductions and an update on recent school activities, Dean Grant led the group in discussions of the purposes of the council and of plans for SOE growth.

### SOE Travels

During their travels to scholarly conferences, Dean Grant and the faculty and staff have been meeting with BU and SOE alumni who have taken various positions in the field of education.

• While attending the National Council for the Social Studies conference in Houston last November, Dean Grant met with Dr. Stephen Liparulo, currently the associate director for writing programs at the University of Houston, and Paul Quinn, chair of the intensive English department at Houston Community College. He also met David Goldberg, who teaches on Long Island and is a doctoral student at Teachers College, Columbia.

• During a January trip to New York City for the Teaching American History and American Historical Association conferences, Dr. Adam Laats connected with Shari Schultz, who teaches ninth-grade social studies in the Alternative Education Transition School in the city.

• On a trip to Nashville in February, Dean Grant and Assistant Dean Jean Dorak met with Dr. William Luis, Chancellor’s Professor of Spanish at Vanderbilt University, and with Dr. Bruce Rogers, the dean of urban studies at Tennessee State University.

• During the American Educational Research Association conference in San Diego in April, Dean Grant met with Laura Cappadonna, a middle-school teacher at Gompers Charter School.

### Cooperating Educators Reception

On March 13 SOE hosted a reception to recognize all cooperating educators for their extraordinary service in mentoring student teachers and prospective administrators in our local schools. Brett Naccarato, a secondary social studies teacher and keynote speaker for the event, gave an insightful and thought-provoking presentation on what really happens in schools academically, and the challenges associated with the complexity of our students.

Teachers and administrators who attended were impressed and enjoyed the opportunity to share time and fellowship with colleagues, classmates and faculty they have not seen since attending the program.
SOE Grad Vickie Mike Named NYS Teacher of the Year

Congratulations are in order for Dr. Vickie Mike (EdD, ’00) who was named the 2009 New York State Teacher of the Year by the New York State Education Department. Recognized in this fashion, Dr. Mike clearly demonstrates the qualities associated with making a difference in the lives of her students.

A Spanish teacher at Horseheads High School for the last 27 years, Dr. Mike also serves as the department chair for Languages Other Than English. In addition to her statewide honor, she was recently invited to participate in the Symposium of World Language Educators in China.

Dr. Mike brings a number of passions to her work. Although a gifted teacher, she is not one to rely exclusively on tried and true instructional approaches. She is an avid user of educational technology, employing everything from YouTube videos to virtual field trips as ways to engage her students. She also is a firm believer in the pedagogical value of real-world experiences. Among her initiatives is a program in which her high school students teach Spanish to middle schools students in an after-school enrichment program. Finally, like many of her peers, Dr. Mike is intensely interested in and concerned about the kinds of state-level assessments that have emerged with passage of the No Child Left Behind legislation. She does not quarrel with the idea of student assessment, but she worries that standardized testing programs typically favor easy to score questions over more authentic tasks.

Her principal for the last three years, James Abrams, praises Dr. Mike as an ambitious teacher, one who constantly works to create new learning opportunities for her students: “Mrs. Mike is always searching for a more engaging lesson, a new way to use technology…a better way to share ideas… and the best way to make a difference in the lives of her students.”

Dr. Mike began her high school teaching career in Wilson and Albion, N.Y., before settling into a position in her hometown of Horseheads. In addition to her BU doctorate, she holds degrees from Corning Community College, SUNY Brockport and the University at Buffalo.

Faculty and Staff News

Elizabeth Anderson, Andy Cavagnetto, Kathryn Kear, Adam Laats, and Bev Rainforth participated in a panel (moderated by Anderson) at the 11th Institute for Student-Centered Learning held May 18-19 at the University Downtown Center. The conference was part of the Center for Learning and Teaching, whose mission is “Binghamton faculty helping Binghamton faculty.” Its theme was “Learning that Lasts: Connecting Theory and Practice.” SOE panelists shared learning theories that inform their instructional practices.

Karen Bromley has been elected to the International Reading Association Board of Directors.
The Center for the Teaching of American History held its annual Spring Peer Review Conference on Saturday, March 28. Participants from last summer’s history workshops came together again to share lessons and teaching-unit ideas about immigration and the American Constitution. Teachers from around the Southern Tier and Finger Lakes regions demonstrated their innovative approaches to improving history education. In each session, the audience offered comments and experiences about the teaching ideas. Participants shared everything from documents-based questions to webquests to student publications about their own immigration histories.

This summer, the CTAH will offer two more summer workshops for area teachers. The workshop in July will focus on westward expansion, heroic pioneers and more recent historiographical developments in the field. The August workshop will focus on the rise of industrial America.

The CTAH is a joint project of Binghamton University and Broome-Tioga BOCES. The center is funded by a three-year federal Teaching American History grant. In addition to summer workshops, the center offers four book circles per year for area teachers as well as a one-day fall conference. This year, we have invited historian Benjamin Justice of Rutgers University to talk and lead a discussion about educational history in New York and around the world. For more information about the center, see our website: ctah.binghamton.edu.

## Reception for Dean Grant

On Wednesday, April 22, Dr. Linda Biemer, former dean of the School of Education and Human Development, hosted a reception for Dean Grant at her home. The guests included members of the faculty and staff (Bob Carpenter, Jim Carpenter, Jean Dorak, Candace Mulcahy, Cory Jacobs, Tom O’Brien and Bev Rainforth), graduates (Heidi Chu and Jordan Titus), donors (Charles Brink, Nancy Brink and Robert Bromley), and members of the new SOE Advisory Council (Linda Biemer, Bruce Cameron, Eric Jensen, Mary Lake and Al Mamary).

After thanking Dr. Biemer, Dean Grant talked about the goals he has for the school and about how the faculty and staff have continued to move forward despite the looming state and national financial crisis.

## Scholarship/Fellowship Recipients 2009-10

**Barnes & Noble Scholarship**
Christine Delany
Ashley Ferber
Joseph Kovac
Ellen Pollock
Justinia Rieg
Natalie Zanot

**Charles G. and Nancy M. Brink Scholarship**
Justine Spriggs

**Karen M. Bromley and Robert G. Bromley Literacy Scholarship**
Jenna Nemcek

**Clifford D. Clark Graduate Fellowship Program for Diversity**
Pamela Placido
Kerri-Ann Smith

**Edgar W. Couper Fellowships**
Jie Deng
Ji Zhou

**School of Education Scholarship**
Carmen DiFeo
Kevin Finn

**Marie R. Garcia Fellowship**
Ann Eckerson

**Dolores Granito Scholarship**
Gina Guerra

**Horace and Jane Hill Scholarship**
Joseph Pienta

**Chandler Y. Keller Scholarship**
Melissa Emm

**Fred L. Kennedy Scholarship**
Stephen Campbell

**Conrad and Virginia Klee Fellowship**
Sean Keenan
Elyse Tsang

**David L. Kushner Endowed Scholarship for Elementary and Secondary Mathematics Education**
Kimberly Delperuto

**LYCEUM Graduate Assistantship**
Jessica Hurd

**LYCEUM Scholarship**
Yahaira Rivera

**Geraldine S. Weil Memorial Scholarship**
Suzanne Jolevski
In response to the 2004 amendments to the Individuals with Disabilities Education Act, schools locally and nationally have been developing and implementing a systems approach to behavior management: Positive Behavioral Supports (PBS). PBS is a model for preventing problem behavior and dealing with student misbehavior in consistent and proactive, rather than punitive, ways. PBS is associated with reduced suspensions and expulsions, improved behavior, improved academic performance, and improved school climate. The PBS model is considered best practice by leading researchers and policymakers at the state and national levels.

The Office of Vocational and Educational Services for Students with Disabilities (VESID) is currently assisting schools and districts in adopting PBS by developing a set of quality indicators. These quality indicators include expectations, activities and resources for promoting PBS in schools. The PBS quality indicators are available from the VESID website at www.vesid.nysed.gov.

To support understanding and use of the PBS quality indicators by New York teachers, the New York State Higher Education Support Center for Systems Change has organized a study group of experts from teacher preparation programs in colleges and universities across the state. Members include Dr. Candace Mulcahy (Binghamton University), Dr. Amanda Fenlon (Oswego State University), and Dr. Kevin Miller and Dr. Lisa Rafferty (Buffalo State College).

The study group has developed and disseminated a survey of current PBS practices to colleges and universities statewide. They also have collected resources on instruction (syllabi, activities and projects) in PBS practices used in teacher preparation courses at other universities and colleges across the nation.

The study group is currently identifying ways that professors and instructors can more effectively prepare pre-service and in-service teachers on best practices in using the PBS quality indicators. They are also collaborating with NYS Education Department representatives to align training activities in the public schools with instruction in higher education courses. One goal of the study group is to develop a set of PBS quality indicator activities and resources for use in teacher preparation programs, so that graduates from our teacher preparation programs are familiar with all of the tools and features in the quality indicators.

The difference | summer 2009

Lyceum Members Delve Into History

Affiliated with Binghamton University’s School of Education and with Elderhostel, Lyceum has just concluded its 20th year, offering such courses as Contemporary Turkish History, Africa in 2009, Health Policy, French Movies, and backstage previews of Tri-Cities Opera and Philharmonic rehearsals.

Many faculty members have taught multiple courses and are sought out as each new course catalogue is published. One Lyceum favorite is Robin Oggins, associate professor emeritus of history, who illustrates his courses with numerous slides from historical manuscripts. This spring he traced the rise of Christianity from paganism and the death of Christ through monasticism to a class of more than 70 Lyceum members. He has also taught Medieval Falconry, the Grand Tour, and an extensive series on the History of London, which was taught over a four-year period.

Harry Lincoln, professor emeritus of music, was recently honored for teaching Lyceum courses in each of the 20 years since Lyceum’s founding in 1988.

In addition to courses, members enjoy daylong bus trips each semester to museums and historic sites, with ethnic dinners in the evening. This spring’s Moroccan dinner even featured belly dancers!

Lyceum’s lifelong learning experience provides members over age 50 with stimulating courses and discussions, fellowship and socialization, and opportunities for volunteer service and leadership in this participatory organization.

For more information about Lyceum or to request a course catalogue, contact Patricia Rantanen at 607-777-2587 or lyceum@binghamton.edu.
Recent Conference Presentations

While the faculty have been writing for publication, they have also been presenting their work in state, national and international arenas:

**Elizabeth Anderson**

**Karen Bromley**

**S. G. Grant**

**Kathryn Kear**

**Adam Laats**

**Candace Mulcahy**

**Tom O’Brien**

**Beverly Rainforth**

**Jean Schmittau**
Recent Publications

SOE faculty, staff and students have been busy publishing their work in a variety of scholarly and practitioner venues:

**Karen Bromley**


**Beth Burch**


**James Carpenter**


**M. Sue Crowley**


**Margaret Golden**

(doctoral student, curriculum specialist, Broome-Tioga BOCES)


**Sandi Graham**

(doctoral student, coordinator of family and consumer sciences, Marywood College)


**S. G. Grant**


**Doug Green**

(principal, Woodrow Wilson Elementary School, Binghamton City Schools)


**Kathryn Kear**


Joan Bouza Koster
(K-6 enrichment teacher, Maine-Endwell Central Schools)


Pat Krizan
(doctoral student, curriculum coordinator and staff developer, Bellmore-Merrick School District, Merrick, N.Y.)


Adam Laats


Jo Malin


Candace Mulcahy


Chris Pescatore


Beverly Rainforth


Jean Schmittau


Carol Stark


Marilyn Tallerico

Dr. William J. Reese, the Carl F. Kaestle WARP Professor of Educational Policy Studies and History at the University of Wisconsin-Madison, presented the 17th Annual Edgar W. Couper Lecture on Friday, April 24. Reese’s talk was titled “The Summer of ’45 and the First Big Tests.”

An educational historian, Reese talked about the development of standardized testing, which he traces back to two Boston educators, Horace Mann and Samuel Gridley Howe. Students took tests before 1845, but those oral exams required little more than the recall of memorized material. Howe and Mann introduced written, standardized tests that demanded that students demonstrate their understanding of the material they had studied. Initially applauded for creating a common standard for all students, Mann and Howe soon found themselves scorned by parents and school administrators. The “tests applauded the best, and embarrassed the worst,” Reese said.

Those first tests, and the reaction to them, offered a preview of the future as proponents and critics of the current testing climate make many of the same arguments that were heard in 1845. Yet, for all its faults, competitive testing, Reese argues, will never disappear. “We are still testing children, still arguing what information should be tested and still wondering what to do with those left behind,” Reese said.

Reese teaches courses on the history of American education and the history of childhood and adolescence. His recent books include America’s Public Schools: From the Common School to ‘No Child Left Behind.’ Reese was named a Fellow by the American Educational Research Association in 2008.

The Couper Lecture is given each year in honor of the late Edgar W. Couper, one of the men responsible for the founding in 1950 of what is now Binghamton University. After his death at the age of 88 in 1988, his family and friends honored him and his accomplishments by establishing the Edgar W. Couper Endowment Fund for Educational Excellence at Binghamton University.

Before the lecture, President Lois B. DeFleur and Dean S. G. Grant spoke at a reception to honor the Couper Fellows. After congratulating Maureen Squires and Elizabeth Hughes, the current Couper Fellows, Dr. James Carpenter, director of the doctoral program in SOE, welcomed Jie Deng and Ji Zhou as the new Couper Fellows for the 2009-10 school year.

Rev. Janet Watrous, Edgar Couper’s granddaughter, also spoke at the reception, recalling her grandfather’s hard work and kindness. She said instead of remembering him as he looks in his scholarly clothes in the picture hanging in the Couper Administration Building, she pictures him working outside in khaki pants and rolled-up sleeves, “We are at a time when we need to roll up our sleeves,” Watrous said, “I hope you keep that picture of him in mind. It is because of him that we are here.”

The Couper Lecture is funded by the Edgar W. Couper Endowment Fund for Educational Excellence.

SOE ALUMNI IN THE NEWS

Scott Jaffe, MSED ’03 Elementary Education is a fourth-grade teacher in the Wachusett Regional School District in Rutland, Mass.

Barbara McCausland, MAT ’92 Biology Education has accepted the position of associate professor in the Department of Mathematics and Natural Sciences at Sullivan County (N.Y.) Community College where she teaches nutrition, forensic science and biology. She also teaches microbiology and anatomy and physiology for nursing students. Previously she had been an adjunct there for 13 years.

Nick Nuciforo, EdD ’07 has an article titled “Portrayal or Betrayal: Representations of Overweight Characters in Children’s Literature” in a new online journal, The Body as a Site of Discrimination, published by the School of Social Work at San Francisco State University.
Funding Opportunities

SOE faculty, staff and students deeply appreciate your generous support for the school. Please consider our two newest funds for student and faculty excellence:

**The Fund for Student Excellence (FSE)** provides an opportunity for donors to contribute to the recognition of and support for outstanding student potential and achievement. Among other things, FSE monies will help students attend and present papers at professional conferences and seek funding for independent research projects.

**The Fund for Faculty Excellence (FFE)** offers a similar opportunity to support the outstanding work done by SOE faculty. Dispersed at the discretion of the Dean’s Office, FFE funding will enable faculty to travel to collect data, present their findings in national and international settings, and explore possibilities for external funding.

Keep Us Informed

We would like to know more about our alumni! In future publications, we would like to have a section addressing what our former students are up to now.

Please cut this page out, place it in an envelope with postage, and send it back to us; we are eager to hear from you.

Name

Year graduated

Program

**Your job:** Tell us about your job (where you work, what grade level, position, etc.), what your students are like, the culture of your school.

**Your pursuits:** Tell us about any awards that you have been given, promotions, publications, new opportunities, etc.

Thank you for your participation!

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Inside this issue:

- Interdisciplinary School-Linked Services
- Faculty and Staff News
- SOE Advisory Council Established
- SOE Grad Vickie Mike Named NYS Teacher of the Year
- CTAH Spring Peer Review Conference
- Positive Behavioral Supports: Preparing Teachers in New York State
- Scholarship & Fellowship Recipients
- Cooperating Educators Reception
- Lyceum Members Delve into History
- Recent Conference Presentations/Publications
- Dr. William J. Reese Presents the 17th Annual Edgar W. Couper Lecture
- Alumni in the News