GSE formally launched an undergraduate minor in education this fall enrolling nearly 150 students by the end of the first semester. The minor was established to provide avenues to engage students broadly in the field of education and to ensure that those students interested in pursuing education as a career are well prepared to do so.

Dave Archer who was appointed as the undergraduate education minor coordinator, immediately got to work to form a committee of undergraduate students to further develop the program. This group of hard-working, enthusiastic, and creative students has met biweekly to explore a range of interesting possibilities. For example:

Molly Conway developed an advising manual, Jackie Franklin compiled a list of reasons students should apply to the minor, and Brynn Bohannon led the work to produce an electronic newsletter to enhance communication and disseminate information about the minor to students.

Andrea Cioffi and Alexandra Fernandez developed and disseminated electronic surveys to students in the minor as well as to those who might be interested. The compiled information aided the process of deciding course offerings, course times, and website information effectiveness.

Kait Reed worked on coordinating internships for students in places like the Campus Pre-School, Binghamton Boys and Girls Club, Roberson Museum and Science Center, as well as in school districts and educational organizations.

Alexander Cooper used his experience in an independent study to design the steps, responsibilities, and activities for future students who do an independent study.

Nicole Schindel combed through all of the course offerings at Binghamton University to identify courses that could be included to count towards the minor.

continued on page 3
Note from the Dean

I have been asked to write a chapter on assessment for a new handbook of research in social studies education. I coauthored a chapter on a similar topic five years ago, so the invitation seemed like a nice opportunity to get into an area in which I am interested.

As I began thinking about the topic, however, I realized that we educators are in a peculiar place vis-à-vis assessment: Interest in evaluation has never been higher, yet the questions about who, what, and how we are assessing have never been thornier. The debate around evaluating teachers, for example, is just one of several that surround the issue of assessment and its presumed outcome — accountability. Concerns about testing teachers are understandable as it is new and our measures seem clumsy at best. We have been assessing children far longer, yet it is not clear that we have any better handle on how to do so in clear, coherent, and useful ways.

Psychometricians, the people who develop large-scale assessments, have to weigh two variables — validity and reliability. The latter is a fairly simple idea — if a test is reliable, it will produce similar results under similar conditions. The classic example is that two people measuring the height of a third person with the same tape measure should produce the same answer. Measuring the knowledge and skills of thousands of teachers and children proves a bit more challenging but, of the many things that can go wrong with such testing, reliability is a ways down the list.

Validity is another matter. By definition, validity means that a test measures what it is supposed to measure. On the surface, this too sounds like a pretty simple premise — after all, who would create an assessment that doesn’t measure what it is supposed to? It would be nonsensical, for example, to measure a person’s height by weighing them on a scale.

Ensuring that assessments of teachers and students are valid is tricky, however. Surely we want students to know history, but which historical actors, events, and ideas are critical and how do we chose only the 25-30 that are typically represented on a test? Then there is the issue of how students show us what they know: Multiple-choice tests are easier to grade, cheaper to score, and typically have higher reliability than do essay exams, but almost all of us have had the experience where we either got credit for a multiple-choice question we really didn’t understand or we got dinged on a question we knew because the responses fooled us. And finally, there is the problem of whether a standardized test of students’ history knowledge actually measures their ability to do something with that knowledge. Does knowing something about George Washington and Martin Luther King Jr. guarantee that students are ready to take their place as citizens in society?

And if we struggle to measure what children know and can do in valid and reliable ways, then what happens when we use those problematic measures to evaluate teachers? Holding teachers accountable for the performance of their students makes some sense, but what if the assessments are deeply flawed? Moreover, are teachers the only adults responsible for children’s academic success?

Criticism of testing students and teachers is growing across the United States. While many applaud this action, the question becomes, how will we know what teachers and students know and how will we measure it (if we can) in ways that give us confidence in the results? I suspect these questions will be the next big challenge.
Dean Grant Participates in Social Studies Framework

The College, Career, and Civic Life (C3) Framework for Social Studies Standards has just been released by the National Council for the Social Studies. Dean S. G. Grant served as a senior advisor and contributing writer to the project.

The C3 Framework is intended to help teachers and curriculum developers make sense of the enormous subject matter that comprises social studies (e.g., civics, economics, geography, history, and the behavioral sciences). The document is built around an inquiry arc that begins with the use of compelling and supporting questions to frame instructional units and ends with students communicating their conclusions and taking informed action. Taking this approach should help teachers and students harness the power of social studies knowledge and skills without getting lost in a parade of facts. The C3 Framework is available at www.socialstudies.org/c3.

Elizabeth Smyth formed a great partnership with the Career Development Center to further enhance existing internships to spread the word about the internship program. A relationship has also been established with the Watson School Undergraduate Course Assistants program.

While all of this was going on, an education club was organized mainly through the efforts of Matt DeCarlo, Angela Franz, and Brynn Bohannon. A constitution has been written for the club and the students are waiting to be officially chartered by the Student Association. In the meantime Assistant Dean Jean Dorak worked with the Newing Learning Community to organize a range of events for the Education Club. One was a guest lecturer to speak with students about their career paths in the education field; the second was a panel discussion with local teachers from the community.

As the spring semester begins, the Education Minor Student Advisory Group is excited to get back to work . . . and the possibilities seem endless.

Student’s Speech Is Rated 10th Most Inspirational

Anthony Corvino (MSED, 2011) is listed among the greats: collegemagazine.com lists his 2009 undergraduate commencement speech as the 10th most inspirational graduation address. Chosen to give the talk because he represented the “average Binghamton student,” Corvino went on to skillfully articulate how “average is the new exceptional . . . I am sorry to say that average will never be fame or fortune or the American Dream. Average is something much more. Average is the parent who drives their son or daughter to school every day so their child may have a better life than the one they had.”

Among the luminaries that Corvino shares accolades with are Steve Jobs, John F. Kennedy, and Oprah Winfrey.

After completing his bachelor’s degree in political science, Corvino applied to and was accepted into the Childhood/Early Childhood program in GSE, which he completed in 2011.

To hear his speech, go to www.collegemagazine.com/editorial/3798/Top-10-Commencement-Speeches.
On Saturday, September 28, 2013, more than 100 educators and students from various institutions came together on Binghamton University’s campus for the 1st Annual Conference of Foreign Language Teaching. Sponsored by Binghamton University’s Department of Romance Languages and Literatures, the Graduate School of Education, Center for Korean Studies, Harpur College Dean’s Office, and the Nukporfe African Dance and Drumming Ensemble, conference efforts concentrated on the theme *Bridging Theory and Practice: Building Effective Classroom Methodology*.

Throughout the day, attendees collaborated, shared their love of language, discovered a variety of effective classroom strategies, and learned innovative instructional design techniques during the conference’s 30 presentations.

Keynote speaker Paul D. Toth, PhD, from Temple University (Philadelphia), presented on “Making Grammar Instruction ‘Relevant’ for Linguistic Development: Applying L2 Theories to the Real World of Language Teaching.”

Conference chair Chesla Ann Bohinski, PhD, from Binghamton University, is pleased to announce that Binghamton University’s 2nd Annual Conference on Foreign Language Teaching is slated for September 20–21, 2014. The conference theme will be “Modernizing Modern Language Teaching: Reinventing the Classroom and the Curriculum.” Visit binghamton.edu/romance/language-conference for more information.

From right to left, Antonio Sobejano-Morán, Chair of Romance Languages and Literatures (Binghamton University), Donald J. Loewen, Vice Provost for Undergraduate Education (Binghamton University), Sally Crimmins Villela, Assistant Vice Chancellor for Global Affairs (SUNY), Harvey G. Stenger, President (Binghamton University), Chesla Ann Bohinski, Conference Chair (Binghamton University), S.G. Grant, Dean of Graduate School of Education (Binghamton University), Anne McCall, Dean of Harpur College of Arts and Sciences (Binghamton University).
s the new year began, GSE faculty Erin Washburn and Marla Mallette eagerly anticipated the resumption of Partner Power, an afterschool program sustained through a long-standing partnership between the Graduate School of Education (GSE) and Johnson City Elementary/Intermediate School (JC). In Partner Power, GSE graduate students provide one-on-one and small-group literacy instruction to JC elementary-grade students.

Developed in 2003 by GSE faculty member Dr. Karen Bromley and GSE student and JC teacher, Laurie McKeveny (who is now a principal at Owego Elementary School), Partner Power provides an authentic learning environment for all members who participate. During the first few sessions, the GSE tutors administer multiple literacy assessments to the JC students. The tutors then analyze the assessment data and plan literacy instruction that builds on their students’ strengths and targets areas of improvement.

By focusing on an individual student’s literacy development and then applying knowledge gained throughout their graduate studies, the tutors solidify their learning and gain a deeper understanding of reading and writing processes.

The students benefit from receiving the individualized literacy instruction provided by knowledgeable, soon-to-be literacy specialists. Perhaps, though, the value of Partner Power is captured most compellingly through the voices of the JC students and their parents.

The following are comments from 2013 Partner Power students:
- I learned how to read with more fluency.
- I had a great time being here (PP); I am going to really miss it.
- I liked reading and writing with my tutor.
- I learned a lot about stories, like settings, theme, problems, solutions, and I got to write stories.
- I liked Partner Power because every time I came there were people to help me with my reading and writing and made me happy.

The following are comments from 2013 Partner Power parents:
- My child has enjoyed it (PP) very much and it has helped him greatly with his schoolwork.
- His tutor has given him new ideas for reading and he seems to have a new mindset.
- He is reading with more emotion!
- I think this program is wonderful. It has helped her a lot.
- My child is trying to read harder books now.

As with last year, Drs. Washburn and Mallette will team teach the graduate course. Last year, they also extended the partnership to the community level by developing a community of readers and writers through a collaborative writing project. After doing some research, the students wrote an alphabet book about Binghamton and Johnson City. The students were excited to share their books with their families and happy to have a copy of the book to take home. A similar writing project is planned for this year.

Drs. Washburn and Mallette look forward to continuing this project and their collaboration with JC’s Primary School Assistant Principal, Tracy D’Arpino in building this strong partnership.
National Recognition for CAS

We are pleased and proud that our Educational Leadership program earned national accreditation in fall 2013. Launched in 2007, the Certificate of Advanced Studies (CAS) is one of the younger programs in our school. The accreditation review required analysis of five years of data on CAS graduates' knowledge, skills, and accomplishments. The review also included a two-day, on-campus study by auditors from the Teacher Education Accreditation Council (TEAC) in April and evaluation by several panels of experts representing the Council for the Accreditation of Educator Preparation (CAEP) in October 2013.

What were the results of this comprehensive, multi-year assessment process? Full national accreditation for seven years with no weaknesses, stipulations, or contingencies — the best outcome possible for such reviews. As GSE Dean S. G. Grant explains, “only 30% of the programs reviewed by TEAC achieve this distinction.”

The purpose of the CAS is to prepare educational leaders to serve in PreK-12 schools and districts. Successful completion of the program leads to eligibility to obtain dual NYS administrator certifications: School District Leader (professional) and School Building Leader (initial). The CAS had previously earned approvals from both the New York State Education Department and the SUNY system. Its recent national recognition supplements and extends those regional and state quality assurances.

The CAS program coordinator, Dr. Marilyn Tallerico, led the faculty work essential to this successful outcome. She emphasizes, however, that “this was a collective effort involving the dean, the University’s Office of Institutional Research, and Educational Leadership faculty members Dr. Tom O’Brien, Dr. Larry Stedman, Dr. Carol Eaton, Dr. Judy Kugelmass, and Dr. Albert Penna.” Numerous CAS students, alumni, intern mentors, and area K-12 administrators also assisted by sharing their time and feedback with accreditation auditors.

Detailed information about the Educational Leadership certificate can be found at binghamton.edu/gse/educational-leadership or by contacting Dr. Tallerico at mtalleri@binghamton.edu. Inquiries and applications are welcome at any time of year.

Student Athletes for Success

GSE Senior Staff Assistant Tami Mann has been meeting with the Student-Athlete Success Center (SASC), an academic support resource for Binghamton student-athletes, to explore how GSE students might assist SAS students while polishing their own teaching skills. According to SAS Coordinator Heather Miller, reading and writing skills have been identified as the main focus for tutoring. Three GSE students — Matt Halfond (MSEd, Adolescence Special Education), Megan Faughnan (MAT, English Adolescence Education), and Kim Young (MSEd, Literacy Education grades B-6), have been hired to tutor SAS students for the academic year. This semester the three tutors worked with 30 student-athletes representing 12 of 19 Division I sports teams. This is a new venture for SAS and GSE, and the hope is to firmly establish and continue to strengthen this mutually beneficial project.
News from Our Centers

Educational Talent Search

Educational Talent Search is in the final weeks of compiling our Annual Performance Report for the 2012-13 grant year for the U.S. Department of Education. All of our mandated objectives have been met or exceeded.

Some highlights to date: We served 690 participants, 566 of them high school seniors; 100% of non-seniors completed the academic year and were promoted; 324 seniors graduated in four years with a Regents diploma, 159 with a higher diploma such as Honors or IB; 397 seniors enrolled in college (plus one junior). We also connected with one of our distinguished former students, Lea Webb, Binghamton City Council member. She was the youngest person and the first African American to be elected to her post, and she has been featured in O, the Oprah Magazine.

This fall we worked in 14 school districts, with the addition of Chenango Forks. Sadly, Anne Considine Dwyer will be leaving us for a position with the Vestal Central School District. We are pleased, however, that her position will be filled by Heather Crandall, who will be splitting her time with us and the Liberty Partnerships Program.

Liberty Partnership Program

Liberty Partnerships Program (LPP) at Binghamton University is an organization that seeks to improve the lives of young people in the community through education, leadership opportunities, and skill development. This year, LPP is focusing its efforts on a media project that explores the values and beliefs of today's youth.

This short documentary will feature conversations regarding controversial topics such as politics, religion, peace, war, justice, and human rights. The objective of the project is to highlight the depth of the youth perspective and demonstrate that young people are paying attention to and have opinions about what is happening in the world.

Lyceum

In September, we celebrated our 25th anniversary at our annual Kickoff event. Our members presented a program recognizing the many achievements we have attained in the past quarter-century, including beautiful displays, music, and entertainment.

We also enjoyed our Frenchman Abroad dinner and visited the George Eastman House International Museum of Photography and Film and the LeRoy House and Jell-O Gallery. Our fall program was in full swing, delivering stimulating courses to a record number of members.

Doctoral Students Gather for Brown Bag Sessions

Each month, doctoral students and faculty gather on a Friday evening for lively discussion and casual conversation. Referred to as the “Brown Bags,” these informal gatherings provide a forum for discussions on relevant and timely issues in public schools and in higher education. The sessions offer a unique opportunity for students and faculty to interact in a setting outside of the classroom, promoting a sense of community within the GSE.

Students leave these sessions with information and tips for success from those who have been through similar experiences. Past topics included the changing landscape in education, writing for publication, developing a research agenda, drafting a curriculum vitae, securing a position in higher education, and writing a literature review. Future sessions planned include preparing for and networking at conferences and finding and writing grants.

Brown Bag sessions are held monthly at 5 p.m. on Friday evenings. The events, sponsored by the Professional Education Graduate Organization (PEGO), are collegial in nature and include light refreshments. Anyone with ideas for future topics or interested in learning more about doctoral studies in education is welcomed and encouraged to attend. For more information, please contact Lizabeth Cain, Brown Bag coordinator (lizabeth.cain@gmail.com).
These insights were shared by participants in the Study Skills and Mentoring Program, a collaborative project of the Graduate School of Education (GSE) and the Office of Services for Students with Disabilities (SSD) in which GSE graduate students work as mentors to undergraduate students with disabilities. The program provides support and structured time for coursework through two weekly study sessions and a weekly study skills workshop. While working with the undergraduates, the mentors gain knowledge that will assist them when they become high school special education teachers charged with helping students with disabilities prepare for college as part of federally mandated transition planning.

Launched in fall 2012, the program currently enrolls two graduate mentors and 10 undergraduates. Sue Atkinson, a GSE doctoral candidate, coordinates the program, supervises the work of the mentors, works with SSD to ensure appropriate support for the undergraduate students, and teaches the accompanying course, Supporting the Transition of Students with Disabilities to Postsecondary Education, in which the mentors are enrolled. In addition, Sue is studying the experiences of the program participants as her dissertation research.

CASEY BAUMLIN (MSED, 2013) and KAREN BROMLEY just published an invited article in the Illinois Reading Journal entitled, “Don’t Throw That Jar Away! Expanding Students’ Vocabularies.”
Binghamton University Foundation Donor List

(1/1/2013-12/31/2013)

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Student Publishes Children’s Book
Sally’s Favorite Color, a trade book targeted for children ages 3-7, is Jennifer Grassi’s (MSED, 2006) first foray into the publishing world. The book explores how Sally’s adamant stance that she will only wear red changes as she takes a walk and decides to give other colors a chance. The book is being published by Tate Publishing Company.
A Graduate School of Education research team has contracted with the New York State Education Department to evaluate New York’s new Virtual Advanced Placement (VAP) program. Dr. Pamela Sandoval, associate professor and principal investigator, is joined by two faculty members, Professor Beth Burch and Assistant Professor Nicole Fenty, as well as four Research Associates, Andrea Allio, Andrew Blaine, Nathan Burch, and Margo Undercoffer.

The New York State Education Department awarded $17 million in Race to the Top (RTTT) monies to 17 grantees across New York. These Virtual Advanced Placement grantees include a number of large New York cities (Buffalo, New York City, and Yonkers, for instance) as well as several consortia of BOCES (such as Wayne-Finger Lakes BOCES and Madison-Oneida BOCES) and a few districts (e.g., Lawrence) working independently.

The GSE evaluation team will focus initially on evaluating how successful grantees are doing in meeting the program’s goals, including creation and implementation of College Board-approved Advanced Placement courses (both fully online and hybrid courses) and in providing professional development for teachers in the program. Further tasks will include investigating the number of students who successfully complete the courses, students’ performance in the courses, and their achievement of AP credit.

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**GSE Faculty Awarded NYSED Program Evaluation Contract**

**New Faculty and Staff**

**Hoe Kyung Kim** (PhD, University at Buffalo) joined the GSE as an associate professor of TESOL. Previously, Professor Kim worked for eight years at Cleveland State University, where she taught both pre- and in-service teachers. She also previously taught Korean as a Foreign Language for two years at the Defense Language Institute, in California.

**Professor Matthew McConn** brings over a decade of English teaching experience in secondary schools to GSE as an English education professor. He also worked as a teacher development specialist, a writing project trainer, and an adjunct professor at the University of Houston, where he earned his doctorate in English education.

**Caroline Millen** (Instructional Support Specialist) recently graduated from the MS Educational Studies and the MAT English Adolescence Education programs. She was a graduate assistant for the GSE from 2010 to 2013. She assists with the New Orleans, Educational Leadership, and Educational Theory & Practice programs.

**Jessica Morris** is the new GSE development associate. Jessica holds a bachelor’s degree in communications from SUNY Oneonta and brings three years experience working in alumni relations and with University donors. Her focus will be on the school’s fundraising efforts and building a continued relationship with the GSE alumni and supporters.
Keep Us Informed

Please e-mail us at gse@binghamton.edu or mail this form back to us.

We would like to know more about our alumni. Let us know what you are doing.

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!

Binghamton University
Graduate School of Education
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Binghamton, New York 13902-6000
The Graduate School of Education welcomed the fall graduates to the GSE Recognition Ceremony on Sunday, December 15, 2013 at Traditions at the Glen. 21 students and 60 guests joined Dean Grant, President Harvey Stenger, and GSE Advisory Council members Jason Andrews, Linda Biemer, Bruce Cameron, and Dennis McCabe in congratulating the graduates on their successes.

The featured student speaker, Michelle Gierlach McStine (MSED, Literacy), offered a set of thoughtful and pointed remarks that reminded the audience of the special role that educators play in children's school lives.

The Special Education faculty presented the Capstone Intervention Project award to Stephanie Berkowitz.