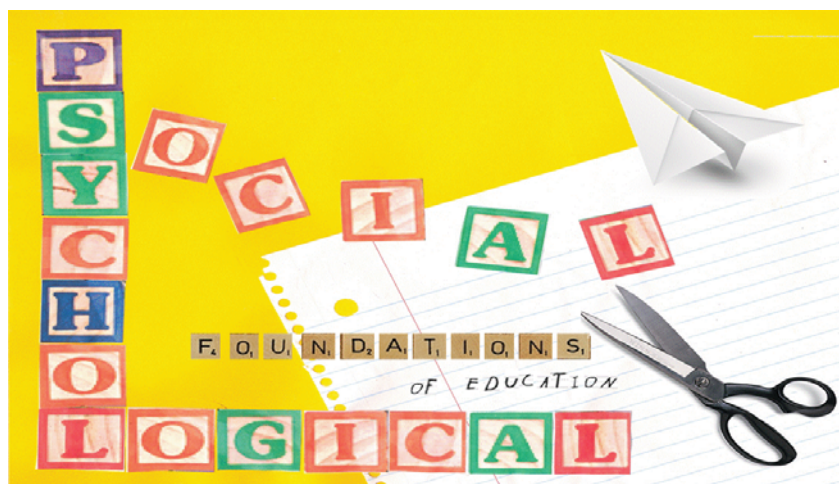


A Closer Look at Social and Psychological Foundations of Education



The role of the discipline of Social and Psychological Foundations in Education, among other things, is to raise consciousness about the role of external forces in education. SPF 204: History and Philosophy of Education, a course required of all Nazareth College undergraduate students preparing to be teachers, examines historical and philosophical origins of public schooling in the United States by scrutinizing the impact of socio-political economy on both the overt and covert curricula taught in public schools. Examination of the overt and hidden curricula is aimed at raising consciousness about the relationship between power and normativity, or what is considered to be the ideal standards for educational practice. Furthermore, the course aims to move students from a reliance on a worldview based on perception to one based on perspective.

Having SPF 204 students participate in the Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) project has been an effective method to unveil the relationship between power and normativity; and affording students opportunities for analysis of how students should be treated, an ability to critique the school design, and engagement in self-critique.

> READ MORE ABOUT THIS PROFESSIONAL DEVELOPMENT TOPIC ON PAGE 8



IN THIS ISSUE

NOTES FROM THE DEAN
PAGE 2

OUT IN THE WORLD
PAGE 3

SOE PRESENTS
PAGE 4

PROFESSIONAL DEVELOPMENT
PAGE 5

FACULTY AND STAFF
PAGE 10

ALUMNI NEWS
PAGE 11

UPCOMING EVENTS
PAGE 12



Notes from Dean Timothy Glander

What is “Foundational” About the Foundations of Education?

Although it is unlikely that you would learn this from listening to most contemporary discussions on school reform, education is really an infinitely complex and challenging area of study. At the heart of our work as educators rests as a series of compelling and enduring questions, the answers to which shape our work in untold ways. Because the answers we provide to these questions are historically and culturally situated, they are necessarily tentative and fluid. Thus, it is important for each generation to ask these questions anew so as to develop a deeper understanding of why we engage in certain educational practices and how we might revise them.

Consider, for instance, some sample, but hardly simple, questions: What knowledge about the world should we impart to the young? How do we determine that this knowledge is accurate, true, appropriate, effective, etc.? How do we connect our valued knowledge with the developmental/experiential level of the learner? Who should be taught? At what age should formal instruction begin, and when should it end? Should all learners be taught the same curriculum? Do learners have differing “styles” and, if so, how do we attend to these differences? How should the learners be organized? What are the optimal conditions for learning? How does one assess the relative influence of various social institutions (e.g., school, media, family, religion, peer group, corporation, military, etc.) on learning? Who should serve as teachers? And how should they be prepared and how should they be evaluated? What instructional methods should be utilized? How are we to assess whether learning has occurred? And so on.

And beneath all these questions rests the most foundational question of them all: What is, or should be, the purpose of education and how should schools (and other social institutions) be organized to reproduce or reconstruct these purposes?

Now more than ever, teachers need to pose this foundational question and to analyze and seek out viable answers to it. More than ever, teachers need to be able to understand and articulate a coherent and defensible purpose for their work. The Foundations of Education coursework in the School of Education has long been a space for this kind of analysis and questioning. This edition of our Newsletter highlights just some of this work as it occurs in our Department of Social and Psychological Foundations of Education.

LifePrep@Naz

LifePrep@Naz is a new and innovative program designed to establish a college based program for students ages 18-21 with intellectual disabilities. Nazareth College, in partnership with Victor Central School District and the ARC of Monroe County, has identified needs within these communities that could be met with the establishment of the program. The LifePrep program will create opportunities for service learning and work study opportunities on campus for Nazareth students, as well as increase diversity among the student body. Victor CSD, a district committed to inclusive education, sees a college campus based program allowing the students to be in a less restrictive and more appropriate environment for their final years of education that are guaranteed under IDEA. The ARC of Monroe sees the program as another option available to support young adults to enter a life ready for competitive employment.

The first cohort for the program will begin attending classes in the Fall of 2011. Students will have core curriculum classes in academics and functional living skills as well as attend Nazareth classes with the support of mentors. Most importantly LifePrep students will have the opportunity to learn and socialize with same age peers throughout the Nazareth campus.

> More Nazareth News

Go online to read more about Nazareth students, professors, and programs.

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Know someone who would enjoy this newsletter?
Send their e-mail address to mkahl8@naz.edu

OUT IN THE WORLD

International Reading Association

On May 10 DR. MARIA HOPKINS along with students Karen Rigby and Elizabeth Wagner (Literacy), Kimberly Minchella and Kimberly Winden (Inclusive Childhood), and Kate Collier (Literacy/Naz Instructional Designer) will be presenting at the annual conference of the International Reading Association in Orlando, FL. The presentation is entitled "Teachers as Learners in the 21st Century: Taking Risks, Constructing Identities, and Enhancing Possibilities for Critical Literacy through Digital Narrative."

The Race to Nowhere

On February 16 the School of Education offered a special screening of the film *The Race to Nowhere* for members of the Rochester community. The film follows a concerned mother turned filmmaker as she aims her camera at the culture of hollow achievement and pressure to perform that has invaded America's schools. After the screening a panel consisting of teacher educator DR. SHAWGI TELL, parent of teenaged students Philene Crowell, and Pittsford Mendon High School student Charlie Harrington facilitated a discussion with the audience.

"Students are not numbers and they should be treated like real people."

—Charlie Harrington

Student

Pittsford Mendon High School

From his discussion of
The Race to Nowhere

Early Childhood Student Angelyn Friend Reflects on Student Teaching in Tanzania

Student teaching in Tanzania has been the most transformative experience I have had since coming to Nazareth College. Immersing myself in a culture and educational setting that is so diverse from our own has made me truly aware of the needs that exist in less developed countries and I have grown an appreciation for the resources that are available in our American schooling systems.

Overcoming language barriers and finding ways to integrate best teaching practice was a great challenge, but as a result I have grown immensely, as an educator and as an individual. Travelling to Tanzania as a learner, ambassador, person, and teacher, I felt a great responsibility to fulfill each of these roles in an exemplary fashion. These experiences gave me the confidence and poise to handle myself as a professional in all situations, attributes that are certain to carry over as I enter my first year of teaching.

My only gripe about student teaching in Tanzania was that it flew by way too fast! Exploring this new culture, sharing ideas with professionals, and working with the students breathed new life into me and I felt as though I still had much to share and learn. The students were eager and curious to learn about America and I felt a great sense of pride being their window to the other side of the world. The warm, welcoming nature of the Tanzanian people has filled my heart with an inexplicable joy that will follow me for life. I am beyond grateful for being provided this opportunity, which has expanded my worldview and strengthened my ability to communicate, adapt, and be a culturally responsive educator.

ANGELYN FRIEND

GRADUATE STUDENT

EARLY CHILDHOOD EDUCATION

Naz School of Ed to India

In November DR. BRIAN BAILEY was invited by the Rattle and Hum Music Society and Nagaland University to come to Nagaland, India in order to collaborate with American and Naga artists, speak about his research on film-making as a literacy practice and partner with youth media arts organizations. The goal of the collaboration is to better understand the ways in which we might provide more opportunities for youth from both countries to engage in transformative creative experiences through media arts and multimodal literacies.



Upcoming Visit from the Teacher Education Accreditation Council

The School of Education is hard at work analyzing and compiling data for all education program options in order to present a full School of Education Inquiry Brief to the Teacher Education Accreditation Council (TEAC) in April. The SoE reports annually to TEAC and then must undergo a full reaccreditation on a regular basis. Auditors from TEAC will be visiting campus to conduct the site audit on November 8-11, 2011.

SCHOOL OF ED PRESENTS

Cyber Bullying Workshop

On February 16th **DR. JENNIE SCHAFF** delivered a lecture on the increasing issue of cyberbullying in our society today. Citing astounding statistics, such as The National Crime Prevention's intensive study that found over 40% of students today claim they have been cyberbullied at some time, the lecture aimed to teach participants about this ongoing epidemic. Through defining cyberbullying and associated terms as well as discussing different ways in which schools and parents can get involved, the lecture aimed to get participants thinking about innovative ways to combat this serious issue.

Teacher Leader Quality Partnership Initiatives

Recently a group of sixth graders from RSCD School #54 came out to the Nazareth campus for a culminating activity on their three month long Water for Life Project. This project is a national project to raise awareness of the world's water issues, conservation, and how we can make a difference. The project was initiated by TLQP partner **KHIETA DAVIS**, who spent her summer in Kenya and Ethiopia. The sixth graders studied water and soil samples in a hands on science laboratory designed by **DR. BEVERLY BROWN** and **DR. LYNN O'BRIEN**. As one student put it, "it was awesome to feel like a real scientist using real science equipment."

Mentors in the TLQP program will be able to take part in school based and campus based professional development to take back to their peers to educate them.

Voices of Experience

On May 11th Nazareth College will be hosting the Genesee Valley Women's Foundation Voices of Experience, in the Callahan theater located in the Arts Center. Voices of Experience is a two hour program for middle and high school girls that includes a panel discussion and an open mic session. Panelists are women from a variety of professions. Voices focuses on "life education" for girls. The program emphasizes the importance of education for women, and stresses the skills they will need to take care of themselves financially. Since 1997, more than 2500 girls and women have participated in this event. This year's event will include national author and Rochesterian Sonja Livingston who wrote her memoir *Ghostbread* about growing up in the city in a life of poverty. The doors will open at 6:30 pm and the program begins at 7 pm. The event is free, but groups must register in advance. If you have group of students, or young women who would like to attend the event please contact the GVWF at (585) 242-0940.

If All of Rochester Read the Same Book

On March 23rd the Marie Callahan Reading Clinic and the Graduate Literacy Programs in partnership with Writer's and Books, proudly present "If All of Rochester Read the Same Book" featuring **HANNA TINTI** and her bestselling book *The Good Thief*. The event will take place in the Otto Shults Forum from 4-5:30 pm. The book discussion will be followed by Q & A and a book signing. The event is free and open to the public.



Upcoming Teen Book Festival

On Saturday, May 14, The Sixth Annual Greater Rochester Teen Book Festival will be returning to Nazareth. This year, TBF will be welcoming 28 fabulous young adult authors down the red carpet entrance outside of Shults. There will also be a performance by the Mercy High Teen Vocal Group, a showing of award winning films developed and produced by teens from the Rochester Teen Film Festival, and this year's TBF Program will feature the artwork of a local teen artist. It is sure to be the most exciting event yet!

If you're interested in participating this year contact **DR. LAURA JONES** at: ljones1@naz.edu

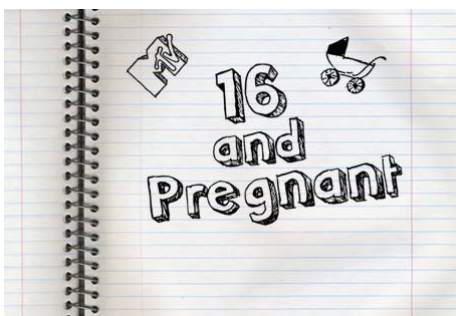
Finding Joy in Teaching Students from Diverse Backgrounds

On March 24th The Frontier Center for Urban Education welcomed **DR. SONIA NIETO** as the presenter for their Spring Lecture Series. Dr. Nieto is Professor Emerita of Language, Literacy, and Culture in the School of Education at the University of Massachusetts, Amherst. She is an internationally renowned scholar and author of numerous books and articles on multicultural education. This event was sponsored in part by the Alice Foley Lecture Fund.

Teen Pregnancy and the Sexual Education of MTV's "16 and Pregnant"

PROFESSIONAL
DEVELOPMENT

As fewer schools teach comprehensive sex education and federal legislation in the form of No Child Left Behind granted federal funding for just abstinence-only sex education, information about the realities of sex, STDs, and teen pregnancy are getting difficult to find in American public schools. However, in this void of official education, the representation of pregnant teenagers has become increasingly ubiquitous in the unofficial education of popular culture. The film *Juno*, and the ABC Family show "The Secret Life of the American Teenager" are just two of the many fictionalized accounts of teen pregnancy that have attempted to capitalize on the drama of pregnancy. The fictional accounts tend to romanticize the situation and leave out details that are not central to the storyline or do not play into the requisite happy ending. In the summer of 2009, MTV debuted a show entitled "16 and Pregnant" that follows six teenage girls as they attempt to navigate the realities of pregnancy, delivery, caring for an infant, along with the "normal" teenage issues of boyfriends, homework, cliques, and the prom.



This show is presented from the perspective of the teenage mother, in her voice, allowing her to be the subject rather than the

object of the media. This show represents adolescent female sexuality and subjectivity from a poststructural feminist perspective that theorizes the complexity of circulating power and agency. The young women in the show claim a form of power through their choice to be presented on this show and agency through telling their story to the viewing public.

The question for educators is what effect these representations of young women with power have on even younger women looking for guidance and information on issues of sexuality. Unlike many representations of teen pregnancy, this show does not stop at the birth of the darling little baby; it continues for the first few months of parenthood and shows the stress of not sleeping, of not having free time away from the baby, and of the strain babies put on relationships. The episodes are made available on MTV's website with a message board for comments and links to expert answers about sex and pregnancy. The online environment offers resources and interactivity that alter the meaning of the show. Is "16 and Pregnant" a more realistic and educational representation of teen pregnancy or does it fall into the same traps of creating a romantic picture of pregnancy? Is the show a form of unofficial sexual education that adds an important perspective to the abstinence preached in increasing numbers of schools? The answers are far from clear. The show's official website states, "Faced with incredibly adult decisions, these girls are forced to sacrifice their teenage years and their high school experiences" (MTV's 16 and Pregnant, N.D.,

para. 2). MTV's intention for creating the show was to educate adolescents about the not-so-glamorous realities of teen pregnancy, yet the young women on the show have achieved reality TV superstardom. Some of the featured moms from the first season have gone onto "Teen Mom," a follow-up show that has only increased their dubious fame and led to the covers of *US Weekly* and *People Magazine* to document their parenting and relationship drama.

With the increasing fame of the pregnant teenagers and young mothers on the MTV network and images of sex and sensuality surrounding young people in the media, educators need to work for greater levels of comprehensive sex education, denying the pressure from federal legislation to teach and preach abstinence-only.

RACHEL BAILEY JONES, Ph.D.

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PROFESSIONAL
DEVELOPMENT

Isn't it About Teamwork?

Investigating School Practices and Parent Advocacy in Special Education

Why do statements such as, "I have a meeting next Tuesday, and I haven't slept for days," become common for parents who have children with disabilities? Parents believe that making decisions about the needs of their child "should be teamwork," but in reality parents often don't feel that they are treated as equal members of the Individualized Education Plan (IEP) team.



The Individuals with Disabilities Education Improvement Act (IDEIA) of 2004 was written with the specific intent to enhance parent and student participation through the special education processes, however many parents do not feel that these goals are being adequately met in practice. Also, according to Mlawer (1993) an "advocacy expectation" has been created for parents who have children with disabilities. If they don't act as strong advocates, their children will probably not get the services they need, and they are likely to be pigeonholed as unconcerned or uninterested parents. Parents of children without disabilities do not have such expectations.

I've been working with parents at a local Parent Advocacy Center, as well as collecting data through interviews with parents and observations of IEP meetings to learn more about how parent-advocates feel they are positioned in schools. I collected data from a diverse range of schools in Central New York, and found that regardless of the label of the child, the age of the child, the type of school, and the social class of the family; parents faced similar struggles when trying to advocate for their child.

Many parents felt overly burdened by the amount of labor they had to put into getting adequate services for their children, and the parents overall claimed that they did not feel that they were working with the school to best provide services for their children, but that they were often working against the school. For instance, one parent claimed, "It was like a war, and nobody wants a war, we just want services for our children." On the road to becoming advocates, parents found a variety of strategies which they felt empowered them, such as educating themselves about the IDEIA, attending workshops, collaborating with other parents, and seeking out "experts" to act as advocates for them.

Parents also pushed for more opportunities for inclusive education where nuanced and strength-based understandings of their children occurred. Parents described their children much differently and used much more positive language, than school personnel did during IEP

Parents often don't feel that they are treated as equal members of the Individualized Education Plan team.

meetings. It became clear that parents tried to move away from practices which shift “the blame for school failure through medicalizing and objectifying discourses” (Skrtic, 2005, p. 149). Instead, parents worked to explain their child as a “whole” person instead of having their child’s actions being listed as “a log of dirty deeds,” as one mother claimed.

Most parents I spoke with simply wanted the chance to be heard as important and equal members of the IEP team. Overall, bureaucratic aspects of special education have not allowed for equal parent-school collaboration, regardless of the intent of the IDEIA. However, parents note that there are positive contributions that many teachers make to their children’s education. Overall, it seems that both parents and educators want what is best for the students, but how to reach what is “best” is not always understood in the same ways. Right now, it seems that schools reflect uneven decision making power, and parents are simply asking for an equal seat at the table.

In order to obtain that equal seat, my research has led me to offer some recommendations for educators to consider: (1) Parents need adequate and accessible information about the IDEIA, and their rights. (2) School support of the development of special education focused PTA’s, will foster regular communication between parents and educators. (3) Schools fostering practices which unite local communities, with education communities will ensure that families can be more fully understood by

educators. (4) Enhanced education on fully inclusive education practices, on Universally Designed Learning, and on the disability rights movement for all education personnel is necessary. (5) Schools conduct ongoing evaluations to assess whether processes they may see as improving efficiency in special education, are actually allowing for parents to be equal participants.

If more work can be done to unite the efforts of parents and educators to fully develop an appropriate plan for students with disabilities, sentiments such as “it’s where he belongs. It’s amazing what a sense of belonging does to his self-esteem and academic progress... He’s proud of himself, as we are with him” will become more common.

JESSICA BACON, M.S.ED

ADJUNCT FACULTY MEMBER

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JESSICA BACON is a fourth year doctoral student in Special Education at Syracuse University. Jessica also received her master’s in Cultural Foundations of Education from Syracuse University. She has been an instructor in Nazareth College’s Social Foundations department since 2009. Jessica’s research interests include the self-advocacy movement, parent advocacy in special education, self-determination practices and how standards based reforms affect special and inclusive education.



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PROFESSIONAL DEVELOPMENT

Senior Peggy DeLong Reflects on SPF 204

In SPFE 204: History and Philosophy of Education, we discuss how social justice should be included in our curriculum and learning. These discussions have us looking at how students today are surrounded by negative social forces. Dr. Sommers asks us to consider what differences we can make in our classrooms. This approach begins with pre-service teachers exploring and better understanding their own social identities. Through in-class discussions and our participation in the GEAR UP program, we begin to understand our own racial identity formation and are provided the learning space to work with the range of emotions and feelings of indignation that evolve from an exposure to white privilege and the 'myth of meritocracy'. To deal with defensiveness and resistance, Dr. Sommers provides students with alternative beliefs that will eventually lead to dissatisfaction with their existing beliefs; providing a safe classroom environment where teacher candidates can work through their discomfort, anger, fear, et cetera and the availability of instructor support to help teacher candidates to process their experiences.

I believe that the twenty-first century is going to be different because of courses such as this. The students graduating from Nazareth College are excited about the opportunities to put into practice both the psychology and social justice aspects of this course. After just 15 weeks we walk away with a feeling that we will be able to make a difference.

PEGGY DELONG
SENIOR
INCLUSIVE EDUCATION

The Role of SPF 204 and GEAR UP in Raising Consciousness

Continued from Page 1

A survey-based study was recently conducted on the impact of GEAR UP in raising consciousness of Nazareth students. Eighty students participated in the study. In a baseline survey, some students reported to harbor stereotypes about urban youth. 42% of the students surveyed indicated that they believed urban youth were involved in some gang activity. After being in the classroom and interacting with students, only 3% of the same population believed that urban youth with whom they worked were involved in gang activity.

Another stereotype that some college students harbored prior to the GEAR UP assignment was that urban youth were not motivated to learn and did not care about their education. Baseline survey showed that 63% of the students believed that the urban youth they would be serving will not be motivated to learn. After being in urban classrooms and interacting with urban youth only 21% reported that they believed that the students were unmotivated to learn.

Students were able to understand that the negative stereotypes they harbored were also part of the larger power structures and dynamics. They began to understand that those in positions of power disseminate and perpetuate some of the negative stereotypes that they had harbored, and also understood the connection between that power and reification of normativity. The GEAR UP experience, in accordance with the objectives of SPFE 204, moved them from reliance on perception - un-interrogated beliefs and stereotypes to perspective. As students have pointed out, the journey from perception to

perspective was not always comfortable. It created a lot of internal conflict for students, which Freire (1970) contends is a prerequisite for critical consciousness. In this way, GEAR UP fulfilled one of the roles of Social and Psychological Foundations of Education: raising consciousness.

SHIRLEY SOMMERS, Ph.D.
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Students were able to understand that the negative stereotypes they harbored were also part of the larger power structures and dynamics.

High Teacher Turnover in Charter Schools

I've been investigating the charter school movement for the last 10 years. In that time, I've read hundreds of news articles, examined many reports, and studied a number of books on the topic. I've also had the chance to present papers on charter schools at various education conferences and to speak publicly about them in different venues. Many former and current charter school employees have graciously shared their experiences with me as well. Charter schools have arrived on the education scene with a huge bang and are growing at an exponential rate.

Ever since their appearance in the U.S., charter schools, now numbering over 5,000, have been plagued by controversy, criticism, and resistance, with many exposing how they contribute to union-busting, promote privatization, selectively enroll and test students, overwork teachers, dodge accountability, manage in unethical and undemocratic ways, deprive segregated urban school districts of funding, and eliminate publicly elected school boards.

The following briefly highlights the high teacher turnover rate in charter schools. Using data from the National Center for Education Statistics' (NCES) 2003-2004 Schools and Staffing Survey (SASS) and Teacher Follow-Up Survey (TFS), Stuit and Smith's (2009) analysis of a sample of charter schools in sixteen states found that:

- 25% of charter school teachers turned over during the 2003-2004 school year, compared to 14% of traditional public school teachers.
- Fourteen percent of charter school teachers left the profession outright and 11% moved to a different school, while 7% of traditional public school teachers left the profession and 7% moved schools.

- The odds of a charter school teacher leaving the profession versus staying in the same school are 132% greater than those of a traditional public school teacher. The odds of a charter school teacher moving schools are 76% greater.

Stuit and Smith also found that, "The data lend minimal support to the claim that turnover is higher in charter schools because they are leveraging their flexibility in personnel policies to get rid of underperforming teachers. Rather, we found most of the turnover in charter schools is voluntary and dysfunctional as compared to that of traditional public schools."

Miron and Applegate (2007) found a similar pattern:

- Overall, attrition rates in charter schools are generally between 20 and 25 percent; for new teachers, however, the attrition rate is close to 40 percent annually.
- Generally, teachers who left or were being asked to leave were also routinely less satisfied with: curriculum and instruction; resources and facilities; and salary and benefits. It appeared that teachers who were not satisfied were leaving or were being asked to leave.

Focusing on Wisconsin, a 2010 study by Gross and DeArmand discovered that:

- Charter school teachers are, on average, far more likely to leave their schools than traditional public school teachers: charter teachers have 40 percent greater odds of moving schools than traditional public school teachers, and 52 percent greater odds of exiting the system altogether.

Formal and informal conversations with more than 15 former and current teachers and principals from different charter schools over the last 18 months validate the information above. Put simply, teacher attrition is very high in charter schools, much higher than in traditional public schools. Long hours, excessive responsibilities, disproportionately low pay, few benefits, an inadequate retirement plan, and a corporate rewards and punishment system are some of the conditions generating instability in charter schools.

SHAWGI TELL, Ph.D.

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SHAWGI TELL, PH.D.

The authors are SoE faculty from the Social and Psychological Foundations Department in the School of Education. Foundations of Education is the academic study of teaching, learning, and schooling through the insights generated by crossing a number of related disciplines, such as anthropology, cognitive studies, cultural studies, disability studies, history, leadership, philosophy, policy studies, and sociology.

The faculty come from diverse academic and national backgrounds and are committed to high-quality instruction and scholarship. They are also engaged in individual and collaborative scholarship, active in a number of professional associations, and provide a variety of professional development activities.

MISSION: Faculty in the Department of Social and Psychological Foundations of Education are committed to equity and social justice. We strive toward these goals by critically examining forces and structures of power, and the role of education in bringing about progress. Our programs prepare students to think critically and embody aspirations of democratic participation. We encourage our students to sustain an active role in advocacy in educational settings and the broader society.

For more information visit
www.naz.edu/education/social-psychological-foundations

IN THE NEWS



The School of Education welcomes **DEBBIE GODSEN DEPALMA** as the new Coordinator of International & Intercultural Initiatives in the School of Education. Debbie's international experience includes serving as a Peace Corps Volunteer in Nambia, Southern Africa for 2 years. Debbie has worked in the Department of Inclusive Childhood Education for 10 years, as an instructor for INCH/INEC 520, Literacy Assessment, Program Planning and Assistive Technology, which she continues to teach.

JACQUIE SMITH and **LINDA BICE** from the Department of Inclusive Childhood Education, in partnership with **CHRISTINE ALLAN** from Leeds Met University, received a grant from the Rochester Area Literacy Council: "Building multiple perspectives in our international literacy program through literature circles."

On November 18 **DR. SHANNON ELLIOTT** and Art Education Instructor **TRACIE GLAZER** co-presented "Start With Art," an art education lesson invention workshop at the NYSATA Pre-conference Workshop "What's the BIG Idea, In-Depth." Professor Emeritas **DR. KAREN TRICKEY** coordinated the all day event at the Memorial Art Gallery which also featured art education researcher Dr. Sydney Walker from Ohio State.

TERESA RIEKSTINS of Field Placement Services once again helped the School of Education to organize a gift basket to be donated to a campus wide United Way charity auction. This year the basket's theme will be Auto Care. Stop by Office Services after March 25th to enter the raffle.

DR. MEG CALLAHAN had an article accepted for publication in *The Journal of Adolescent and Adult Literacy* entitled "Classroom remix: Patterns of pedagogy in a techno-literacies poetry unit." The article was co-authored with Jennifer M. King of the University of Rochester. Callahan also co-presented at the National Council of Teachers of English Annual Convention in Orlando, Florida with Reenah Golden (Spoken Word Poet & Teaching Artist). The title of the presentation was "Got Junk?: Adolescent students' reflections on gender, sexuality and popular culture."

DR. SHANNON ELLIOTT, Associate Professor and Program Director of Art Education, has been chosen to be the 2010 New York State Art Teacher's Association (NYSATA) Educator of the Year for Region Two. Elliott will receive her award and special recognition at New York State Art Teachers Association's annual conference in mid-November.

In February, **DR. KATE DABOLL-LAVOIE**, **DR. SHANNA JAMANIS**, and **DR. MOLLY KEOGH** from the Department of Inclusive Childhood Education presented two papers at the annual conference of the Association of Teacher Educators: "Essential Functions: Shifting an implicit understanding of what is necessary to be an effective teacher to an explicit one" and "Reflection in teacher education programs."

[Read more at www.naz.edu](http://www.naz.edu)

The SoE is proud of our students and alumni. Here's what they're accomplishing:

ALUMNI

Alyssa Pantano '11 Wins Fulbright Award

Congratulations to The School of Education's newest Fulbright Scholar **ALYSSA PANTANO**. Alyssa will be graduating in May with a B.A. in Spanish and Inclusive Education. After graduation she'll be traveling to Argentina for her Fulbright awarded English Teaching Assistanship.

Kappa Delta Pi Honor Society

The School of Education proudly awaits this year's new student induction to the Rho Psi chapter of Kappa Delta Pi National Honor Society. Student inductees are undergraduate education students maintaining a 3.5 GPA or above and graduate students with a 3.75 GPA or above who are nominated by their faculty members for and demonstrating excellence in the field of education. This year the ceremony will be April 30 at 11 am in the Linehan Chapel.

Jane Morale Wins Award for Outstanding Music Educators

JANE MORALE '01 was chosen to receive a 2010 Philharmonic Orchestra Musician's Award for Outstanding Music Educators. Morale is the orchestra director and string instrument instructor at Webster Spry Middle School. She is a member of the American String Teachers' Association and the Music Educators' National Conference. She currently serves on the Monroe County School Music Association Executive Board as elementary all-county orchestra coordinator. In 2009, she also received the Nazareth College Music Educator's Service Award.

NYSATA Pre-conference Workshop

Approximately 20 Nazareth Art Education Students volunteered their time at this year's New York State Art Teachers Association Conference which was held at the Memorial Art Gallery at the end of November. Presentations included discussion of instructional unit plans, assessment in response to National Assessment of Education Progress (NAEP), and an artisans market.



Tracie Glazer, Director of Nazareth's Saturday Art for Children & Teens, and Kristen Pullen, Alum, G'10

> Read more about what Naz alumni are doing at www.naz.edu

Graphics and content editing for the School of Education Newsletter provided by **MEREDITH KAHL '07**.

Teachers prepared at Nazareth College:

- > Demonstrate the knowledge to be successful educators
- > Design and implement effective instruction for diverse learners in various settings
- > Reflect critically on their practice and the profession

ALUMNI EVENTS

- > April 7: Tapas and Topics
- > April 13: Teacher Recruitment Day
- > June 3: Reunion 2011
- > For more information about Naz alumni events check out the Nazareth Alumni Network at: alumni.naz.edu

SEND US YOUR NEWS

- > Send us your stories and accomplishments! E-mail us at: mkahl8@naz.edu

SUPPORT THE SCHOOL OF EDUCATION

- > Visit www.naz.edu/support to make a contribution on-line or contact Peggy Martin, director of development, at mmartin0@naz.edu or 585-389-2415. Thank you!

MARK YOUR CALENDAR

- > May 8: Commencement
Blue Cross Arena
- > May 12: Spring SOE Lecture Series,
Colie's Café
- > May 14: Teen Book Festival
Shults Center
- > May 25: Graduate Information Session
6 p.m., Shults Center Forum
- > August 3: Teen Film Festival
Little Theater
- > August 2-4: Educational Technology Conference

SCHOOL OF EDUCATION DEGREES OFFERED:

MASTER OF SCIENCE:

Art Education

Initial certification
Professional certification

Business and Marketing Education

Initial certification
Professional certification

Educational Technology Specialist

Traditional
Hybrid

Inclusive Education

Early Childhood [Birth-Gr. 2]
Childhood [Gr. 1-6]
Adolescence [Gr. 7-12]

Literacy Education Specialist

Birth-Grade 6
Grades 5-12

Music Education

Teaching English to Speakers of Other Languages (TESOL)

Initial certification
Additional certification
International Program
(Does not lead to NYS certification)

EDUCATION NON-DEGREE ANNOTATIONS AND EXTENSIONS:

Bilingual Education Extension

Coordinator of Work-Based
Learning Extension

Gifted & Talented Education Extension

Teaching Students with Severe or
Multiple Disabilities Annotation



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School of Education. Become a fan today!

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