

From the Library Basement to...

A History of the Graduate Literacy Program Options



The Graduate Literacy program options, which grew from one of the college's first graduate programs, flourished despite a tenuous beginning.

Early in the 1970s, Dr. Alice Foley, the first lay president of Nazareth and former administrator in the Brighton Central School District, made the decision to expand the college's education department by offering graduate courses. One of the first programs was a sequence of courses which led to a Master's of Science Degree in Education with a concentration in reading.

> [READ MORE ABOUT THE HISTORY OF THE GRADUATE LITERACY PROGRAMS ON PAGE 6](#)



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Notes from Dean Timothy Glander

History Matters

History matters. The study of history provides explanations as to how we have gotten to where we are today. It provides continuity, just as it provides justification and direction for change. Where

education and schooling is concerned, the study of the past enables us to understand the original functions of the various instructional practices and organizational patterns that we have inherited, helping us to determine which of these should remain and which of these should be revised. A well developed historical perspective is a key element to any kind of effective administration, as important as a rudder is to a boat, and certainly as important as any of the other skills and perspectives administrators are supposed to possess.

When historical study is concerned at the macro level, it informs the educational policy of large social systems. When its focus is on the micro level, it can help a single educational institution understand where it has been and where it might reasonably expect to go in the future.

In our time, given the fast rate and pace of change, it is becoming increasingly difficult to assume an historical perspective on our educational institutions. People are taxed just to keep up and we consider ourselves lucky if we are able establish some short term adaptation to yet another external demand that has been forced upon us. We think in terms of next semester or next year. Without the ability to look critically backward, we lose our ability to look forward long term with promise and confidence.

And so I thank Dr. Naomi Erdmann for her insightful contribution to this edition of the newsletter. Dr. Erdmann's short essay deals with the early years of the Marie Callahan Reading Clinic and graduate literacy program options at Nazareth College. In so doing, she tells part of the story of the growth and vibrancy of graduate teacher education at the College over the past forty years. It is a story worth knowing and a story worth telling, particularly as we chart the course for teacher education at the College over the next forty years.

Many of the readers of this newsletter --- alums, faculty, staff, current students, K-12 partners --- are themselves part of this story. I thank you for your continued work in support of the preparation of excellent teachers. And I encourage you to find ways to tell your part of the story of teacher education at Nazareth College.

TEACHING FELLOWS PROGRAM

The Department of Inclusive Childhood Education announces a new initiative leading to Professional Certification in Inclusive Childhood Education. The Teaching Fellows Pilot is a highly competitive program that situates the graduate school learning in public schools. Teacher candidates complete a one year intensive study while spending two days a week in a school collaborating with teachers and leaders on action research projects that address needs of young learners. Nazareth College provides 12 credits of graduate assistantship for the selected candidates. The Teaching Fellows Program is limited to ten students. The initial cohort of candidates began during Summer Session II 2011.

The Department of Inclusive Childhood Education is currently partnering with five area school districts on this pilot:

- * Canandaigua City School District
- * Rochester City School District
- * Penfield School District
- * Rush-Henrietta School District
- * Webster School District

For more information about this exciting new initiative please contact:

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OUT IN THE WORLD

Horizons at Nazareth

This summer the Department of Inclusive Childhood Education joined the Horizon National Student Enrichment Program and hosted a six-week summer program for a group of 16 children who started first grade this fall. Horizons at Nazareth, funded by a \$50,000 grant from the Wilson Foundation, is a full-day educational enrichment summer session for low-income public school students with a broad range of academic abilities. Every summer, children from poverty fall backwards in their math and reading skills. Horizons at Nazareth blends high quality academics with arts, sports, cultural enrichment, and confidence-building activities to stop the summer loss.

Specific to the Nazareth program, three central themes were infused into the inquiry-based program: nature in our community, arts in our community, and wellness. All the students learned to swim, making enormous gains in self-confidence that spilled over into the classroom. Along with swim lessons, the children took multiple field trips, engaged in community service, and participated in dance and theatre workshops. On August 4, there was a celebration for the families to commemorate the program and their children's accomplishments.



Educating Every Learner, Every Day

This summer **SHANNA JAMANIS** presented at the International Association of Special Education Conference "Educating Every Learner, Every Day: A Global Responsibility" in Windhoek, Namibia. Her presentation, "Essential Functions: Articulating the Implicit Elements that Define an Effective Inclusive Educator in Teacher Education Programs" represented the work of the Department of Inclusive Childhood Education in evaluating the knowledge, skills, and dispositions of teacher candidates.



In Namibia, hundreds of delegates from around the world gathered to collaborate on how best to build sustainable learning communities for all learners. Jamanis participated in a variety of projects while she was there, including working with teachers from Namibia on program development for K-12 schools and collaborating with the University of Namibia to explore the possibility for potential international student teaching experiences. She also spent additional time discovering the beautiful country and its wildlife.

Teen Filmmaking Camp

Nazareth College was proud to partner with 360 I 365 to host the first-ever Summer Filmmaking Camp for Rochester Youth. The week-long camp for students ages 13-18 ran from July 18-22 on campus and ended with a screening of their work for parents and community members.

In the spring, Nazareth and 360 I 365 co-sponsored the Rochester Teen Film Festival, showcasing the film talent of Rochester area teens.

"Every year we are impressed with the movies that we see through the Rochester Teen Film Festival. We created the film camp as an opportunity for young filmmakers to take their art to another level," said **BRIAN BAILEY**, professor of adolescent education at Nazareth College and a lead organizer of the Teen Film Festival and the Summer Filmmaking Camp for Rochester Youth.

The camp included mini-workshops and guided participation in the art of filmmaking and the science of digital video production. Teaching was done by experienced filmmakers from the Rochester region. Hands-on learning helped students in developing their own projects during the class.

> More Nazareth News

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

> Sign Up a Friend

Know someone who would enjoy this newsletter?

Send their e-mail address to mkahl8@naz.edu

SCHOOL OF ED PRESENTS

Teacher Leader Quality Partnerships

The Teacher Leader Quality Partnerships (TLQP) program at Nazareth College has had a busy start to the fall semester. Under the leadership of **JACKIE BRYANT**, Director of Teacher Opportunity Collaborative (TOC), a Summer Institute was held at Flower City School #54. **JULIA POSTLER** of the Graduate Literacy Programs conducted a three day Literacy Institution with the theme “We Value Literacy” chosen by the teachers of School #54.

In September, The Flower City School, Nazareth College TLQP Literacy Center opened. The center serves children grades K-6 in the development of literacy skills in and out of the classroom. The center has a demonstration component, which is overseen by Julia Postler and is staffed by the School #54 teachers. The center currently serves thirty-six children throughout the school week in both individual and small group opportunities.

Through the additional support of the Frontier Center for Urban Education (FCUE), and the Graduate Literacy Programs, TLQP has developed a professional development partnership and an After-School Literacy Clinic as part of of LTED 611/626 Diagnosis and Remediation of Reading Problems. The course takes place twice a week at School #54. In addition, to this, the teachers at School #54 have been invited to take part in the FCUE Calendar of Events, as part of their own professional development. Continued support from the Nazareth College School of Education has been an essential component of the TLQP partnership at Flower City School #54.

LifePrep@Naz

The LifePrep@Naz Program is a brand new program to Nazareth College brought to life by **ELLEN CONTOPIDIS**, through the Office for Civic Engagement along with the Arc of Monroe County and Victor Central School District. The Program gives students with developmental disabilities the opportunity to have a campus based experience at Nazareth. There are currently 13 LifePrep students enrolled at Nazareth. Six of students come from various local school districts including, Victor, Brighton, Honeoye-Falls, and Bloomfield, while several of the students enrolled are sponsored by the Arc of Monroe County.

Contopidis, a faculty member in the Department of Inclusive Childhood Education, describes the LifePrep program as one that “will provide community learning experiences that allow for the transformation of individuals with developmental disabilities from students to self-determined contributors in our society.” As RC Westra, one of the 13 LifePrep students, said, “It means we will be official adults.” The goal of the program is for individuals to continue their education with same age peers while working towards competitive employment.

Executive Director of the Center for Civic Engagement **NUALA BOYLE** comments, “Our Nazareth students have opportunities to become mentors, friends, and co-learners with the LifePrep students through the many work study, volunteer, service-learning, internship and practicum opportunities. LifePrep@Naz is just one more example of how Nazareth College is an inclusive learning environment that embraces diversity.”

Ernest Morrell on Urban Education

Urban Education is at the forefront of discussion when the School of Education hosts a discussion with **ERNEST MORRELL**, director of the Institute for Urban and Minority Education (IUME) at Teachers College, Columbia University, on November 10th at 6 pm. Morrell is a professor of English education and director of the Institute for Urban and Minority Education (IUME) at Teachers College. He is also the Vice President of the National Council of Teachers of English (NCTE).



Morrell's list of literary achievements is extensive, ranging from authoring several poems, plays, novels, and academic books to writing articles, reviews, and encyclopedia entries. Sponsors for this event include: Nazareth College's School of Education, Office of Multicultural Affairs, Alice Foley Fund and the Faculty Lecture, Film, and Associates Committee, along with Frontier Center for Urban Education and Teacher Opportunity Corps Program.

A Closer Look at TESOL for International Educators

PROFESSIONAL OPPORTUNITIES

The International TESOL program is a 30 credit, master's degree program. It takes one year to complete the entire program with full time study. The program attracts local American students who plan to teach abroad or outside public school venues, or who already hold initial certifications in TESOL, but need a master's degree. It's equally exciting that the International TESOL program attracts students from other countries. In the four years of its life, the program has enrolled students who were originally from Algeria, China, Italy, Puerto Rico, Turkey, Russia, Korea, Tunisia, Saudi Arabia, Venezuela, and Japan. Some of them finished their study and went back to their home countries, while others obtained employment opportunities in the U.S.

Individuals who complete the program will leave with:

- A love of the profession and strong foundational knowledge in TESOL
- An enhanced ability and knowledge that exceeds simply mastering the English language
- A solid grasp of the theories of linguistics and second language acquisition that support English as a Second/Foreign Language teaching.
- Practical strategies and skills for working with ESL/EFL learners.
- A clear sense of engagement in reflective practices and to consider multiple perspectives of teaching and learning.
- Expanded career opportunities in community colleges and universities in the US, their home country (international students) and worldwide.

Let's now listen to what students say about the TESOL program and Nazareth College:

What has surprised you about living in the United States?

- Taxes: you pay taxes for everything, including meals.
- People drive a lot.

What are some of the challenges you have experienced while at Nazareth College?

- Food: I can not get used to American food.
- I have to learn how to drive.
- I have a hard time participating in classroom discussion. Other students here are more aggressive than me.
- Transportation: it's hard to get to places without transportation.

What do you enjoy doing here?

- Studying and visiting other states when I have vacations.
- Traveling and making friends
- Talking with my International friends
- Reading
- Using the library facilities. I can stay there for a whole day.

Why did you choose this program and what are your career goals?

- I always want to study TESOL in the United States and the college I am attending in Japan has an exchange program with Nazareth College
- I chose this program because I want to start my career as a qualified and well trained English teacher and I think the International TESOL is the perfect program for me.
- I want to go back to my country and convey everything I have learned to improve the educational process
- I want to be an ESL teacher
- I'd like to teach abroad

• I'd like to travel to India, south east Asia or China and teach ESOL.

• I'd like to teach English in Japan or other countries.

What differences in your educational experiences have you found between Nazareth and your home country?

- Education in my country is very strict with the teacher just teaching. There is no interaction.
- At Nazareth there is a small group of students in each class which helps me to concentrate more.
- Education in my country is more formal and less student-centered.
- Students participate and interact more in the class activities and with teachers and other students than in my country.

How do you like your Nazareth College experience?

- I am proud to be a Naz student.
- I will introduce this program and Nazareth

REFERENCES

- > Responses were gathered from nine graduate students enrolled in the TESOL for International Educators Program by Dr. Rui Cheng, Program Director.

HISTORICAL CONNECTIONS

From the Library Basement to...

The first director of the program was a professor from downstate who taught several of the beginning courses to a cohort group during the year he was at Nazareth. When he informed the college he was not returning only a week before the fall semester started, Dr. Jamesetta Slattery, Director of Graduate Studies, scurried to find an adjunct instructor to teach the next course in the curriculum. The adjunct had only a week's notice to prepare for the graduate course as well as undergraduate class. The instructor continued to teach for Father Reñe Phillips when he was selected to be the Director of the Reading Program.

These were interesting and challenging times. Father Phillips had a small office and a large classroom devoted to the reading program in the basement of the library approximately where the Media Center is today. The reading department classes included students from all graduate programs so the sections were large. The adjunct faculty member often had classes of 40 or 50, but her record was 84 students in one Foundations of Reading class.



In addition to teaching his classes, Father Phillips was given the responsibility of articulating the fundamental tenets upon which all coursework and practica experiences would grow as well as structuring a curriculum leading to NYSED approval of the reading program. He succeeded: when the state added that certification area Nazareth was among the first colleges in the state to be approved to prepare reading teachers (K-12).

The "old" reading program and its reading education courses have been restructured to meet new state certification standards. The current Literacy Programs' curricula, field experiences, and practica have grown, expanded and been enriched, however, they all have the same foundation as Father Phillips had laid. First, the underlying and primary focus of the programs was and is to prepare certified teachers to support the growth of learners in all areas of literacy, to accelerate the progress of those students who are challenged by the process of becoming literate, and to serve the community.

These challenges have always been met by engaging students in rigorous study of theory and guiding them to transform theory into exemplary teaching practices. No one has ever described the programs more accurately than one of the Grade 5-12 program's students, who is near the end of her program. Emily Thome wrote in a recent reflection she had experienced "a shift from being a student of Literacy Education to Literacy Specialist."

The faculty of the Literacy Programs continues to seek out and cooperate with community members as well as campus partners to serve the community. The fourth annual Pre K@ Nazareth took place this fall as part of the Helen C. and Walter Cooper Urban Education Institute which is sponsored by the Office of Multi-Cultural Affairs. For the third year, the author of the Writers & Books' event "If All Rochester Read the Same Book" will be on campus in March, and in May the Teen Book Festival will provide several thousands of teenagers an opportunity to meet and talk with their favorite authors. Throughout the years, courses and clinics have been taught in the city, suburban, and rural school districts. This year the students in the Diagnosis

NAOMI ERDMANN, PH.D
PROFESSOR/ DIRECTOR
LITERACY PROGRAMS (K-5 AND 5-12)

The faculty of the Literacy Programs continue to seek out and cooperate with community members as well as campus partners.

and Remediation class are teaching children at School #54 twice a week before their graduate class.

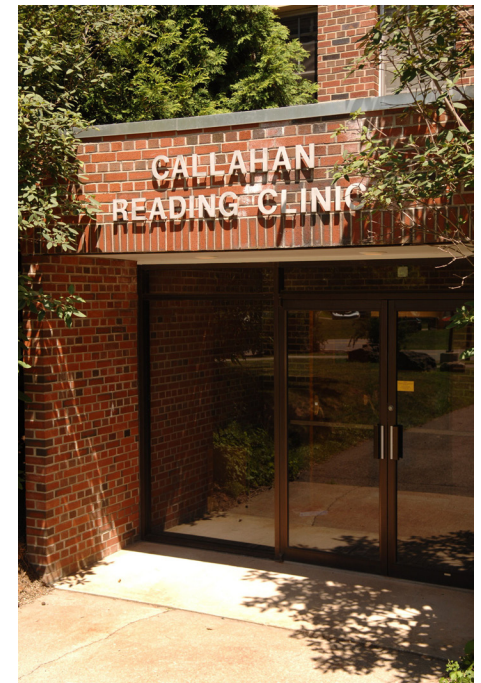
The programs' most significant service to the community is offered by the Marie Callahan Reading Clinic, which, as the program itself, had an interesting beginning. When the first cohort group was ready for its practicum experience, Father Phillips had no place for the graduate students to teach the children. He had no choice but to commandeer the only available space – the college's chapel, which was across the hall from his office. The lighting was dim except near the altar, so graduate students and children clustered on the steps surrounding the altar. Even though this was less than ideal, it proved to be fortuitous. Arthur Callahan had recently died while picnicking at Letchworth Park with his fiancé of 27 years. In his will, he remembered Nazareth College with the proviso his sister Marie (class of '33) would decide how his bequest would be used, and whatever her choice it must carry her name. Marie toured the campus many times, being introduced to the needs and requests of various programs, departments and facilities. She happened to be in the basement of the library and spotted the children being tutored in the dim chapel. Marie sought out Father Phillips for an explanation and promptly made her decision. Her brother's bequest would subsidize the remodeling of the mailroom and bookstore in the basement of Lourdes and transform the space into the Marie Callahan Reading Clinic.

Today the clinic continues to serve the

community by each year supporting over a hundred elementary, secondary students, and, on occasion, adults who need to grow as readers and writers. Recently the children in the clinic were asked their opinions of the clinic. One responded, "It is the best place to come if you need to get better at reading." Another pointed out, "The teachers here know exactly what you need to learn to be a better reader and writer," and one of the young boys, who every time he comes lets the director of the clinic know coming is interfering with his "real" life surprisingly stated, "I would recommend it to anyone who needs help." A primary aged girl who flounces in each session thought and responded, "What I like best is how the clinic is dressed up for each holiday," and her friend added, "It's simply magic."

Parents have also given their support to the clinic's work with unsolicited comments. A first grader's mother wrote, "I just wanted to pass along my son's comments after the program on Saturday. With as much enthusiasm as possible he said that he loved it, he wished he could go every day and next year, and that he had the best teacher ever. I was so happy to hear this from him and have never heard him say anything positive about reading or really school in general! Thanks so much!" One of the older student's mothers shared her thoughts in this message, "I have to say (with tears of gratitude and joy in my eyes) we owe these successes to the clinic and the program [my daughter] has been fortunate to participate in. We would not be where we are today without it. [My daughter]

is entering High School a confident reader. I know she enjoys coming to the clinic and has developed quite a relationship with you and your students."



POSTSCRIPT

> The part-time faculty member who taught the class of '84 is now the Program Director

FACULTY SABBATICALS

AN INTERVIEW WITH CINDY MCPHAIL

The following is an interview with CINDY MCPHAIL, Director of the TESOL Program. McPhail took her sabbatical during the Spring 2011 semester.

What did you do during your sabbatical?

I was very fortunate in that I was able to work with a 3rd grade, bilingual class of students in the Rochester City school district. I did some intensive instruction with them on the topic of expressive reading of narrative texts. I also was able to travel to Moldova and Ukraine where I was the keynote speaker at two professional conferences and I gave a number of professional development workshops for English language teachers.

How long was the trip and how did you end up in that region of the world?

I was hired by the US State Department as an English Language Specialist. As a result, I was assigned the countries in which to work. I spent a week in each.

How did you manage to communicate?

The State Department people were usually bilingual or fluent in Romanian, Russian and/or Ukrainian, so that helped a great deal with getting around day to day. I was able to conduct my workshops in English since the audience was made up of English teachers.

Did you have a chance to travel within the countries?

My professional development workshops were scheduled to be held all over Moldova so I had a chance to see a great deal of the country as we drove to the sites. With its many vineyards and small lakes, the countryside reminded me of the Finger Lakes region of New York except with small, rustic villages, rougher roads, and occasional horse drawn carts. At one time, Moldova was considered to be the wine producing area for the Czars. In Ukraine, I conducted workshops in Kiev and in Zhytomyr, a city about an hour and a half away from Kiev, where a TESOL conference was being held. I did have a chance to walk around Kiev for at least one day. It was a beautiful city and it was the one sunny day in March!

What would you say are the benefits to Nazareth College that resulted from your experiences?

The experience of teaching in a 3rd grade bilingual classroom in Rochester was a wonderful re-awakening of why I love education and also of the many challenges that face educators today. There are so many responsibilities to juggle! The teacher with whom I worked was an inspiration to me. It was a breath of fresh air to get back into an elementary level classroom and that practical experience can only benefit my instruction of Nazareth students who plan to teach English.

The professional development workshops in Moldova and Ukraine really pushed me to take my instruction to a new level. I was able to take research topics of interest to me, really study them, and then interpret their impact on pedagogy. I also was able to network with international professionals. In fact, one professor from Ukraine is currently applying for a Fulbright with the hope of coming to Nazareth!

SHAWGI TELL REFLECTS ON HIS SABBATICAL

SHAWGI TELL is Associate Professor in the Department of Social and Psychological Foundations of Education. Below is his account of his Fall 2010 Sabbatical.

Sabbatical is a time for one to mentally, emotionally, and physically decompress and rejuvenate. It is also a valuable opportunity to engage in the kind of scholarship and/or professional development one might not otherwise have the time and space to do so.

My mission during my sabbatical was to secure a contract for a forthcoming book I'm writing on charter schools, tentatively titled: "Charter School Report Card." A related mission was to ride my motorcycle across Western New York, taking in the stunning sights, sounds, and smells of nature. Both goals, I'm pleased to report, were achieved.

I spent most of my time researching charter schools, collecting and organizing various materials for the book, drafting the book's outline, doing some initial writing, and preparing a book prospectus to be sent to different publishers for consideration. Needless to say, there is much to learn through this process. In between I put a couple thousand miles on my motorcycle.

The good news is that I secured a book contract with Information Age Press, which has published numerous texts in education and social science by well-known scholars. The book, which is now about 50% complete, is slated to come out next year. I also became a much better rider.

Teacher Education Accreditation Council

The New York State Education Department mandates that all colleges with teacher certification programs achieve accreditation by a nationally recognized accreditation agency. Nazareth College successfully gained accreditation through the Teacher Education Accreditation Council (TEAC) with no stipulations in 2006. Annual reports have since been submitted to TEAC updating our assessment data and other pertinent information. The Teacher Education Program is currently undergoing the process to achieve continued accreditation. As part of the process, a more substantial document known as the Inquiry Brief was submitted and deemed auditable by TEAC in August 2011. The inquiry brief submits quantitative and qualitative evidence of the education program's capacity to meet our student claims of learning and offer quality program options. A sample of the data provided includes New York State certification exam scores, grade point averages, and course grades. Evidence of our education students' performance is compared to that of the college as a whole. The Nazareth College three claims of student learning are 1. Teachers prepared at Nazareth College demonstrate the knowledge to be successful educators 2. Teachers prepared at Nazareth College design and implement effective instruction for diverse learners in various settings 3. Teachers prepared at Nazareth College reflect critically on their practice and profession. The next step to continuing

accreditation is that TEAC will send an audit team to Nazareth College November 10-11, 2011 to more thoroughly examine data, as well as have an opportunity to speak with staff, faculty, students and other constituents. The TEAC principles assure that institutions accredited through their council prepare teachers who are competent, caring and qualified educators and the program has the capacity to offer quality. Our education undergraduate initial certification program options include: Adolescence, Inclusive Childhood/ Middle Childhood, Speech Language Disabilities, Business and Marketing, Art and Music. Graduate program options include: Inclusive Adolescence, Art, Inclusive Childhood, Inclusive Early Childhood, Literacy birth-grade 6, Literacy grades 5-12, Teaching English to Speakers of Other Languages (TESOL), Educational Technology, and Music. Program options across disciplines are united through their culturally responsive and relevant pedagogy. Assessment and the accreditation process allow Nazareth College teacher certification programs to improve and strengthen existing processes.

ALICIA COLLINS
COORDINATOR OF DATA MANAGEMENT
SCHOOL OF EDUCATION

ASSESSMENT AND ACCREDITATION

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

FOR YOUR REFERENCE

> More information on TEAC can be found: www.teac.org

FACULTY

CONTRIBUTING AUTHOR

NAOMI ERDMANN

is Director of the Marie Callahan Reading Clinic and the graduate Literacy Programs (K-5 and 5-12)

A professor at Nazareth for over two decades, Dr. Erdmann feels that she has the “best of both worlds” because she has the privilege and enjoyment of teaching the courses in which her graduate students work with children and teenagers in the Marie Callahan Reading Clinic. She is able to enjoy teaching adults as well as children.

Erdmann lists two of her proudest achievements as working at a school that resulted in its being removed from the SURR list and her work on Mayor Duffy’s Literacy Council. Her personal interests include reading—especially mysteries, knitting and needlepoint, baking, and her family, including her four grandchildren.

Erdmann’s areas of expertise are as follows: Emergent learners; Foundations of Literacy; Diagnosis of reading and writing needs; Accelerating the progress of students who need support in becoming readers and writers; Children’s literature and its use in the classroom; and Program assessment and evaluation.

IN THE NEWS

Congratulations to [MARIA HOPKINS](#) on the birth of her second child Zara Louise Baldassarre Hopkins. The entire family is doing great!

[GAIL GRIGG](#) presented with student [MORGAN ROEMER](#) and [SARA BOETRISCK](#) of the Strong Mesuem of Play at the NYS Council for Exceptional Children Conference held in Rochester.

[BRIAN BAILEY](#), professor of adolescence education, and his wife [HEATHER LAYTON](#), artist and senior lecturer of art at the University of Rochester, hosted a group of young filmmakers from Nagaland. The seeds for this trip to America were planted when the U.S. Department of State invited seven South Asian artists to Rochester through the International Visitor Leadership Program. Last December, Bailey and Layton were then invited to Nagaland for two weeks to foster international relations and promote the arts as a form of cultural diplomacy.

[NAOMI ERDMANN](#) was awarded a Lifetime Commitment to Education Award by the Rochester Education Foundation Partnership for her commitment to Rochester city students as seen through her work supporting students at School 9 and through the flourishing of the Marie Callahan Reading Clinic. Commemorated as one of six nominees, Erdmann is the only nominee to receive the Lifetime Commitment to Children and Education Award.

In November [SHAWGI TELL](#) will present his paper titled “A Human-centered Outlook Verses a Capital-centered Outlook” at the annual AESA conference in St. Louis, Missouri. Tell has recently had publications in *City Newspaper*, journals *Educational Studies* and *Educational Change*, as well as in a book entitled *Using Standards and High-Stakes Testing for Students: Exploiting Power with Critical Pedagogy*.

This summer [RACHEL BAILEY-JONES](#) published a book, *Postcolonial Representations of Women: Critical Issues for Education (Explorations of Educational Purpose)*. Jones was also named Director of the Women and Gender Studies Program at the close of the 2011 Spring semester.

This past spring, [TRACIE GLAZER](#), faculty in Art Education and the director of Nazareth College’s Saturday Art program, traveled to the University of Pannonia in Veszprem, Hungary. The purpose of the trip was to bring worldwide recognition to the role of Art in Education. Glazer headed the American Week Art Exhibition, a show that documented the progression and development of young American artists.

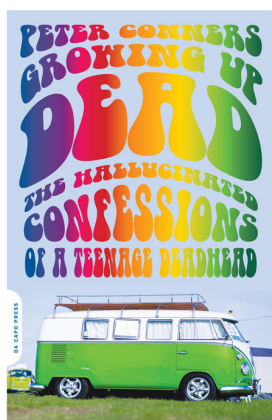
[KEITH KOSTER](#) and [BEVERLY SMOKER](#) of Music Education wrote a paper entitled, “Is Effective Teaching a Performance Art?” that was accepted for presentation and publication at the annual meeting of the Educational Research Association of Singapore (ERAS). The international conference was held this past September at the Raffles Institution there. Koster presented the paper at the conference. The theme of the conference was “Empowering Educators as Researchers: Exploring Ideas and Enhancing Practices.” In addition, Koster is collaborating with music faculty at the National Institute of Education in Singapore for future international opportunities for Nazareth students and faculty.

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

Keep Connected with School of Education Graduates

Growing Up Dead: Excerpts and Outtakes from an Ever-Evolving Present

On October 3rd, The School of Education welcomed local author and School of Education alum [PETER CONNERS](#) to speak to students and members of the Nazareth Community.



Conners is author of the memoir, *Growing Up Dead: The Hallucinated Confessions of a Teenage Deadhead*. His latest book, *White Hand Society: The Psychedelic Partnership of Timothy Leary & Allen Ginsberg*, was published in November 2010. He is currently working on an oral history of jam and festival bands titled JAMerica to be published in fall 2013.

His other books include the prose poetry collection *Of Whiskey and Winter*, the novella *Emily Ate the Wind*, and his newest poetry collection, *The Crows Were Laughing in their Trees* (spring 2011). He lives in Rochester, New York where he works as Publisher of the not-for-profit literary press BOA Editions.

SOE Alumni on Linked In

The Career Services and Alumni Offices at Nazareth are interested in connecting with SOE alumni on Linked In. Linked In is a networking site used by professionals to connect with colleagues, share and give advice, and explore new opportunities. The Nazareth College alumni group on Linked In currently has over 750 members and we've begun a Naz Educators subgroup to help facilitate on-line discussion between our alumni working in the field of education. We also hope to connect graduating students with this group so that they might learn more about the many different districts and schools where our alumni are working. Setting up a Linked In profile is free and can be done at www.linkedin.com. Alumni can cut and paste information from their resumes to build their on-line profile, and then join groups and invite colleagues to connect. To join the Naz Educators group on Linked In, put Naz Ed in the group search window on the Linked In website. Career Services at Nazareth is prepared to assist you with this process. If you need help either e-mail them at careers@naz.edu or call the Career Services Office at 585-389-2878.

MIKE KAHL
DIRECTOR
CAREER SERVICES

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

ALUMNI



Peter Conners, School of Education Grad '98

ALUMNI EVENTS

- > Legacy Luncheon - Oct 22, 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

- > LifePrep@Naz Open House
November 2nd, 4 pm
- > Graduate Information Session
November 3rd, 6 pm
- > Web Registration
November 3rd, 7:30 am
- > Ernest Morrell Lecture
November 10, 6 pm
- > Listening Urban Voices
November 16, 1:30 pm
- > Anibal Soler Lecture
November 16, 4 pm

SCHOOL OF EDUCATION DEGREES OFFERED:

MASTER OF SCIENCE IN EDUCATION

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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