



OLD MAIN NEWS

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School of Education Hosts Mid-Hudson School Districts

Brainstorming was on the agenda at the Field Experiences Summit at the College Terrace on January 23rd. School of Education faculty, the Student Teaching office, area school superintendents and district administrators discussed ways to collaborate and build partnerships for P–16 learning to improve fieldwork and student teaching experiences for teachers in training and the classrooms they serve.

Each School of Education teacher candidate engages in 100 hours of classroom observations over the course of three fieldwork placements, capped by two student teaching placements in the final semester. Under the current model, a candidate may be placed in several school districts to fulfill the requirements.

A New Model for Fieldwork

Dean Michael Rosenberg describes an ideal fieldwork structure as “a looping model,” designed earlier in the candidates’ development so they can return to student teach in the same district where they had completed fieldwork observations. “We learned that they [school districts] are very interested in these innovative models, and that they want to make long-term



Dr. Maggie Veve, the School of Education’s Coordinator of Student Teaching.

commitments to the university and our students, but that we have to work a lot harder and earlier to set up these partnerships.”

Dr. Maggie Veve, Coordinator of Student Teaching, tracks the number of Elementary Education student teaching placements that follow from fieldwork and finds that 60 to 70 percent of collaborating teachers would like to have the student return. “The idea is they get more of their fieldworks in that setting, so the teachers in that building will get to know the students, and the students will get to know them, and be ready to hit the ground running for student teaching.”

The School/University Partnership

The next step is to formalize an outline of the model. Bill Ormiston, Supervisor of English and Social Studies, 7–12, for the Washingtonville Central



(Above): Mr. William Ormiston, Supervisor of English and Social Studies 7-12, Washingtonville Central School District. (Top right): Ms. Irene Watts-Politiza, the School of Education's Teacher Performance Assessment coordinator, and Mr. Brian Breheny, assistant principal at Circleville Elementary School in the Pine Bush Central School District. (Bottom right): Dr. Phyllis McGill, Superintendent, Ontario Central School District; and School of Education Dean Michael Rosenberg.

School District, says, "We should be preparing our future educators by getting them in the classroom as early as possible. Most other professions have an extensive apprentice program. Education should too." He adds, "Having extra assistance in the classroom is helpful, and teachers can model life-long learning by staying connected to universities."

To offset school budget pressures and time constraints for teachers due to mandated curriculum changes and increased evaluations of teachers, districts are requesting professional development opportunities for their staff, such as methods classes, offered via distance learning technology. Dean Rosenberg agrees: "Their budgets are not as high as they used to be, so here's a way for us to work together."

A Perfect Storm

The timing for implementing the looping model depends on current students' placement histories. As the Student Teaching office and fieldwork liaisons are tasked with contacting

about 1,000 teachers per cohort to arrange placements over the course of four semesters, it can be quite an undertaking to find and align these matches.

However, the greatest challenge in finding appropriate placements is teacher resistance. Dr. Veve attributes this to teachers' lack of time and a perception that a candidate is just another student they have to manage. Teacher participation is voluntary, and Dr. Veve comments, "Fundamentally the stress that all the teachers are facing has quadrupled in the context of budget cuts; the numbers [of students] have gone up for them; there is a new assessment process; there are Common Core Standards... and that combination really became a perfect storm for us."

Despite these obstacles, teachers who are core fieldwork partners appreciate that student teachers are an asset in the classroom. "The [classroom] students have more individualized attention; they have a young person

who is knowledgeable about all of the technologies and all of the different learning strategies," says Dean Rosenberg.

"They're learning the same thing in relation to Common Core and APPR standards," adds Dr. Veve. "They're a helping hand in addition to being a colleague. I tell the students, 'The more you act as a teacher, the more they'll give you the role of the teacher.' We're going to really be encouraging students that co-teaching is important."

—S.R. Flynn

Migrant Education— Serving a Unique Community

Margaret Gutierrez tells the story of a young man named Adolfo who delighted everyone at an evening program family event many years ago when he passionately recited a long poem by Rubén Darío. When asked by a reporter, "What are some of your dreams?," Adolfo replied, "I can't afford to dream because then I can't be okay with what I'm doing."

Gutierrez, director of the Mid-Hudson Migrant Education Outreach Program, part of our School of Education, has worked with young people like Adolfo since 1977. The Migrant Education Program serves children between the ages of 3 through 22 who have moved with their families across school district lines within the past 3 years. They are eligible for services if family members are employed in agriculture, including field crop, orchard, horticulture and arborist activities; produce processing; and dairy, livestock, and fishery work.

Because this employment is seasonal, migrant children move between school districts and often fall behind their classmates by two or more grade levels, and 50 percent of them drop out of school. The goal of Migrant Education is to increase the graduation rate of these students and to provide the skills they need to independently pursue their long-term academic goals.



Some of the staff of the Migrant Education program: (front row, left to right) Ana Cobos-Dygart, Raquel Piazza, Jennifer Bartimole, Briana Kane; (2nd row) Jackie Broder, Margaret Gutierrez, Kay Mitchel, Mimi Rotela, Marissa Piazza, Mary Sherman, Kristin Gaesser, Elisa Kondzielaski, Melissa Barbosa; (Back row) Ruth Wesserling, Margarita Norambuena, Linda Shapiro-Zochol, Brenda Elliot, Joe Maggio.

Migrant Life

It's a common misconception that migrant families are also immigrants, but many students in the program were born in the area and have never left the state. Most of the 450 students in the Mid-Hudson area are of Mexican descent, while many of the rest are Central American. They are second language learners and, typically, their parents speak Spanish only.

Their living situations have also changed—only about 25 percent stay in farm labor camps. The majority live in cities and commute to work. Gutierrez says these changes have occurred as farms have given way to housing developments, gas prices have risen, and, since 9-11, travel across borders has become more restricted. “In 2000, we had almost 3,000 students in our service area, and now we're down to five or six hundred, depending on the year.

“The families are incredibly hard-working, and the work is really difficult,” Gutierrez adds. “The parents get up very early for the activity they're doing; whether it's planting, weeding or harvesting, these are very long days. When the kids come to summer school, what we'll find is an eight-year-old girl or boy who is responsible for the younger siblings. They don't get a chance to be a child because they have to do whatever is needed for the family to survive.”

Out of School Youth

Migrant Education also serves Out of School Youth (OSY), between the ages of 17 through 22 who travel by themselves to work for the season and send money home. They often do not have a high school diploma or an equivalent and did not come to this country to go to school. Migrant Education offers these isolated youth ESL and GED support and helps them better acclimate into the community.

Tutor Advocates

Migrant Education's adolescent, parent, out-of-school youth specialists, and tutor advocates facilitate cultural transition and school system navigation for families. The bilingual specialists and tutor advocates support students in their home language and include the parents in helping the children build strategies and skills. Parents feel more comfortable expressing their concerns without an interpreter, allowing staff to refer them to appropriate services.

New Paltz students can intern, do fieldwork or be employed as tutor advocates, partnering with teachers to support the curriculum. They travel to the students' homes and schools during the school year, and work on campus during the 5-week summer school program. Buses bring children from the corn camps in Hurley to the New Paltz campus to work on academics, take field trips, use the computer labs, and learn to swim in the college pools.

Rosamaria Davi, a Secondary Education undergraduate who hopes to earn her masters in Teaching English to Speakers of Other Languages tutored 3rd to 8th grade students in history, math, reading, and writing during the summer program in 2012. Davi says, “My favorite part was when we would go swimming on Fridays. The kids were overjoyed. They really didn't have the opportunity to swim in a huge pool like the one in New Paltz. Only 2 of the 12 kids owned goggles, and they would share. I went out and bought my kids goggles so they could each have their own. Little things like that really meant a lot to them, and it was great watching them swim.”

Former tutor advocate Jamie Levato, who has an MS in Literacy Education from New Paltz, is now Education Manager at the Poughkeepsie Farm Project. Levato had worked with Maria (not her real name), a struggling reader in second and third grade. When they ran into each other last year, Maria had become a high school honor student and was looking for an internship in farm education. One of Levato's middle school students graduated from Dutchess Community College and now teaches at a community center in Poughkeepsie.

Moving On

After 36 years with Migrant Education, Margaret Gutierrez is retiring. Although a successor has not been announced, her legacy resides with Resource Specialist Kay Mitchel and Data Clerk Ruth Wesserling, who have been working at the program for 38 and 39 years, respectively.

Gutierrez says, “I think that it's a place where you can really create programs that you know work... What I take away from the program is the incredible opportunity to reach out to a community that's invisible... and many times forgotten. And the work that the families do to put food on our tables gets lost in all of that. So we have an opportunity to provide them programs that are tailored to what their needs are... It's so rewarding to do that and have families who really just absorb everything that you're putting out there for them.”

Reflecting on the young man who didn't dream, Wessering compares adolescents in the program today: "I think those kids do have dreams. We're pushing them: 'Where do you see yourself in five years?' We have them go through a visualization process —sometimes they actually chuckle about it because it seems so farfetched. But you can't get there if you don't dream about it first."

—S.R. Flynn

Rethinking Race to the Top

Ken Mitchell, South Orangetown Schools Superintendent, spoke January 30th on campus. His presentation, "Race to the Top: Costs and Consequences" centered on unfunded mandates and their impact on schools. Dr. Mitchell, a SUNY College at New Paltz alumnus, is the Lower Hudson Council of School Superintendents' liaison to the New York State Education Department (NYSED).

Race to the Top (RTTT) is a federal education reform initiative that, like its predecessor, No Child Left Behind (NCLB), links rewards and sanctions to standardized test results. In August 2010 New York State was awarded the right to join 9 other states in RTTT and has been promised \$696,646,000 over 4 years, but the funds come with unforeseen caveats and costs, according to Dr. Mitchell.

About half of the money is designated for private and charter schools, leaving public schools with \$348.3 million, or

an average \$38 per student. At a time when public schools are struggling for resources under a record low state tax levy of 2 percent, and staff is stretched thin after recessionary layoffs, schools are now mandated to fund RTTT training, technology and test scoring to the tune of about \$400 per pupil. Districts' varied tax resources to make up the deficit deepen the inequity. "If we stay on this course, 40 to 60 percent of school districts will become insolvent," says Mitchell.

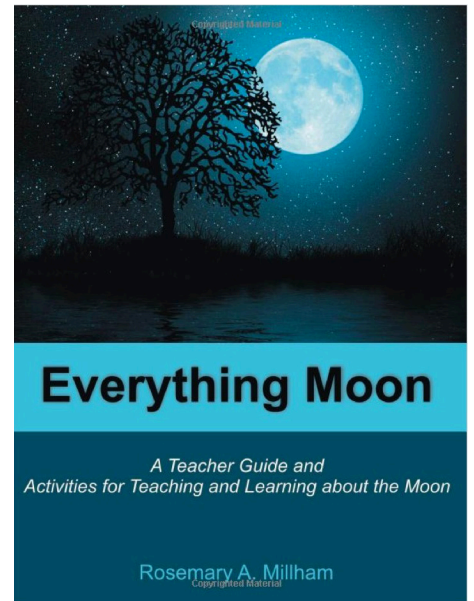
Under RTTT, schools will have to sacrifice non-tested subjects to raise scores. Meanwhile, they are accommodating an attendant mandate, the Common Core Curriculum, which Mitchell describes as costly and not research based.

RTTT's required Annual Professional Performance Reviews (APPRs) will affect teacher employment and may lead to expensive lawsuits, as the evaluations are based on student assessments that vary depending on which test vendor a district selects.

Mitchell urges state leaders to reconsider their commitment to RTTT: "Force us to assess students, teachers and administrators on a weak, inconclusive, computer-generated assessment? It takes away local control, costs districts money they do not have and polarizes teachers, pitting them against each other, taking time away from their students."

—S.R. Flynn

To read the full Center for Research, Regional Education and Outreach (CRREO) brief by Ken Mitchell, go to: *Federal Mandates on Local Education: Costs and - SUNY New Paltz* www.newpaltz.edu/crreo/brief_8_education.pdf



Hooked on the Moon

- Where did the moon come from?
- Why do we always see the same face of the moon?
- Is there really a dark side of the moon?
- What causes eclipses, tides, and phases?

Ask Dr. Ro Millham (Secondary Education)! Her new book, *Everything Moon*, examines these questions and more. "Science, it seems, is a continuing process of asking questions, seeking answers, solving problems, and then finding new questions to answer," she writes. Millham, assistant professor and Science Coordinator, brings her expertise in atmospheric, environmental, and geologic sciences to the Secondary Education department. She also plays several roles at the NASA Goddard Space Flight program: Senior Science Outreach Coordinator, Climate Day Earth Co-Principal Investigator, and writer of science curriculum.

When visiting classrooms Millham involves students in exploring environments, including the Hudson Valley wetlands and the Adirondack



From left: KT Tobin, Assistant Director of CRREO; Ken Mitchell, and Dr. Terry Murray, associate professor in Educational Studies.



Dr. Ro Millham, assistant professor in Secondary Education.

Links to an additional source, the Lunar Module, with Lessons and NASA educational videos can be found at: <http://www.newpaltz.edu/lunarlander/lessons.html>
—S.R. Flynn

School of Education Literacy Clinic Expands Services

Four evenings a week, Old Main is crowded with children curled up in chairs with their books. After Old Main's renovations, the Department of Elementary Education's Literacy Clinic has settled into its new home in the basement. The clinic serves 80 community children this semester, each under the care of an individual candidate working toward the MS in Literacy Education.

Literacy Education Coordinator Ms. Tarie Lewis, lecturer in Elementary Education, says, "One of the really positive things about our program is that our candidates are taught how to access what interests kids and how to build on areas of strength to address areas of need. No matter what evening you walk in, you're going to see kiddos who are really engaged and candidates who are working hard to figure out how to build that bridge for children."

The Literacy Clinic and its remedial one-on-one literacy development program expanded into the Fall semester for the first time in 2012 after several years as a Fall and Summer School of Education offering. Childhood Literacy Education now has the largest enrollment of all graduate programs at SUNY New Paltz. Applications are pouring in for the Summer 2013 session, which will serve about 65 students. Many of those children had been wait-listed in Spring, as the amount of applicants exceeds the number of tutors. One reason for the Clinic's popularity is that at \$50.00 per semester, the program is affordable.

It's also effective. Exit surveys parents complete at the end of each semester attest to their children's new relationship to the written word. Literacy Center Coordinator Sam Slotnick marvels at the students who enter disengaged and discouraged with reading, but who exit the program asking to go to the library, reading with a flashlight under the covers at night, and reading to their siblings, or to the family dog. Slotnick says, "The candidates unlock the treasure of literacy for these kids. It's very rewarding to see these changes."
—S.R. Flynn

night sky. *Everything Moon: A Teacher Guide and Activities for Teaching and Learning About the Moon*, is a nontechnical, clear and comprehensive guide to our nearest neighbor. Beautiful images and active investigations bring the moon to life for students. The Appendix contains documentation to help understand the moon, the Galileo sunspots, and lunar phases. "Lunar science is not always an easy science," Millham writes. "Every day, lunar scientists make new discoveries about the Moon. Whatever the science, the more we know about our nearest neighbor, the more we know about our planet—and the more we know about our solar system and the universe."



(Top left): Mr. Sam Slotnick, Literacy Clinic coordinator. (Center): The Department of Elementary Education's Literacy specialists are (from left): Dr. Jennifer Davis-Duerr, assistant professor; Ms. Tarie Lewis, lecturer and literacy program director; and Dr. Caroline Hopenwasser, assistant professor. (Top right): Mr. Bill Hampson, Literacy Education candidate, and pupil. (Bottom left): Ms. Sara Cordero, Literacy Education candidate, and pupil. (Bottom right): Ms. Joanna Suarrey, Literacy Education candidate, and pupil. Not pictured: Dr. Kathleen Lord.



Author K.L. Going is holding her first picture book, *Dog in Charge*, at the screening of *Fat Kid Rules the World*. Want to learn more about *Dog in Charge*? Listen to Dr. Davis-Duerr's book talk at <https://docs.google.com/file/d/0B3ZKLUmlxEj3UEE4Sm5vZGRjV1U/edit?pli=1>

Fat Kid Rules the World

The Department of Elementary Education presented author K.L. Going and the film based on her 2003 young adult novel, *Fat Kid Rules the World*, on campus in March. *Fat Kid Rules the World*, Going's first young adult novel, was inspired by biographies of Kurt Cobain and a rejection letter from an editor who advised Going to create characters who are larger than life. She took the advice literally, and the result was the story of Troy Billings, an obese and suicidal teenager who is saved by punk rock music.

Elementary Education Assistant Professor Dr. Caroline Hopenwasser organized the event. "I think *Fat Kid Rules the World* is an amazing book. It really isn't about being fat. Instead, it's about feeling self-conscious, a feeling that almost everyone can relate to. I also think it's wonderful because K.L. doesn't solve Troy's problems by having him lose weight. Instead, she gives him a new, hopeful way to see himself in the world."

The actor Matthew Lillard, who voiced the audio book, had been overweight when he was young and was so moved by the novel that he raised money to produce and distribute the film, which

he also directed. *Fat Kid Rules the World*, starring Jacob Wysocki (*Terri*), won the Audience Award at the South by Southwest film festival in 2012.

Eve Tuck wins prestigious book award

Dr. Eve Tuck (assistant professor, Educational Studies) has earned the 2013 Outstanding Qualitative Book Award from the American Educational Research Association (AERA) Qualitative Research Special Interest Group. Although the awards committee received numerous worthy nominations, her *Urban Youth and School Pushout: Gateways, Getaways and the GED* is distinguished by her innovative approach and her groundbreaking attention to youth participatory research. Her study examines the dilemma of young people in urban public high schools that, inadvertently or by design, push them out before graduation. Dr. Tuck will receive her award at the AERA annual meeting in late April.



Dr. Eve Tuck, assistant professor in Educational Studies

Gregory Bynum Speaks at Oxford

Dr. Gregory Bynum (Educational Studies) spoke at New College, Oxford, in late March. His talk, "A Kantian Perspective on Interrelated Understandings of Reasoning, Childhood, and Maturity", was



From left: Dr. Klas Roth, professor, Department of Education, Stockholm University, Sweden; our own Dr. Gregory Bynum, assistant professor, Department of Educational Studies, SUNY New Paltz; Dr. Christopher Martin, assistant professor, Faculty of Education, University of British Columbia, Canada; and session chair Richard Davies, independent scholar.

delivered at the annual conference of the Philosophy of Education Society of Great Britain.

Using Immanuel Kant's critique of the pretensions of rationalism, Dr. Bynum looks at the societal constructs of gender and their influence on how we view the evolution of intelligence in children. He focuses on the attribution of so-called feminine characteristics to childhood—an era without reason or rationality—and the attribution of so-called male characteristics to adulthood—a time of rationality and overmastering.

This gender binary, Bynum suggests, undermines the intellectual significance of childhood while overestimating its intellectual limitations. In turn, it overrates the intellectual significance of adult experience while underestimating its intellectual limitations.

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