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School of Education Newsletter

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Message from the Acting Dean



N. Alan Sheppard, Ph.D.

"A Real Sense of Pride"

Please allow me to pose the following question, "What happens when the academic leadership of the four academic schools (deans, program coordinators, directors, librarian, etc) come together to engage in conversation with the New England Association of Schools and Colleges (NEASC) Visiting Team members?" The result of such an experience on Tuesday, November 2, 2010, was **"a real sense of pride!"**

As one who has been a part of Cambridge College for a little more than one year, I was literally and figuratively "blown away" in listening to the unrehearsed, candid, uplifting and thought-provoking comments shared by colleagues with the Visiting Team members about our academic programs, academic leadership, students, faculty, assessment of learning outcomes, resource needs, and other topics. It is indeed a real sense of pride to be part of an institution which is so very special, unique, one of a kind and led by academic leaders just as compelling, special, and unique.

The real sense of pride was magnified even more when the Chair of the Visiting Team, Dr. Paul LeBlanc, congratulated the Doctoral Program faculty for having a well thought-out and exemplary academic program. Many kudos to our Doctoral faculty for their hard work, commitment, and resiliency of effort in the redesign and development of implementation strategies for a Doctoral program all of us (not only in the School of Education, but all of Cambridge College) can share a sense of enormous pride.

Continuing with the "a real sense of pride" theme, the highlight of this edition of the School of Education (SOE) Newsletter is provided by Dr. George Guasconi on the School's effort to become more engaged in addressing the many and varied challenges facing school districts. Dr. Guasconi represents a "real sense of pride" for NOT just the SOE, but all of Cambridge College as the collaborations between Cambridge College and school districts and other educational agencies continue to grow. I invite you to become more informed on how the SOE is striving to become a significant player through collaborative efforts by tackling some of the tough issues in the preparation of educator personnel.



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Building Partnerships: Working With School Districts to Solve Current Educational Issues

The Need for Trained Teacher Leaders

By Dr. George Guasconi
Program Coordinator, Collaborative Programs

School districts across the nation are faced with a common set of issues related to current changes in our society. In many cases, the challenges facing schools stem from: a lack of sufficient funding, exacerbated by the international economic crisis; a constantly changing curriculum, caused by the need to compete in a world market; technological advancements which can vastly improve the methods of learning and the sharing of information, while at the same time adding to disciplinary issues (cyber bullying, classroom distractions, etc.); the need for data-driven decisions based on legislated mandates and standardized testing; and in too many instances, a reduction in the number of teachers and administrators. While some can debate the merits of each issue, most would agree that dealing with the related changes requires more time and energy.

The Cambridge College School of Education as a Partner

The Cambridge College School of Education is collaborating with local school districts and educational organizations to improve the educational training for teacher leaders. The most recent collaboration is with the Boston Teacher Leadership Resource Center that will build upon Boston's successes and accelerate student learning by strengthening teachers' capacity to be resources for school and district improvement. The Boston Teacher Leadership Resource Center was established through the collaboration between the Boston Plan for Excellence, Boston Public Schools, and Boston Teacher Residency.

Boston teachers have always had a variety of formal and informal leadership roles in their schools and in the district. As team leaders, mentors, and members of instructional leadership teams, for example, teacher leaders have helped to strengthen teaching by leading collaborative teams, supporting colleagues' professional learning, and facilitating data-driven decision-making. Today's urgency for accelerating student learning makes these roles even more important and calls for increasing teachers' abilities to be effective in these roles." (<http://www.bpe.org/schools>).

Through the new resource center, teachers who hold leadership roles will be able to participate in practice-based, graduate credit-bearing courses designed to strengthen the skills that are important to their roles. Teachers who complete the program of specifically designed courses will receive a Boston Teacher Leadership Certificate, issued by the Teacher Leadership Resource Center. They will also have the option of earning graduate credit from the Cambridge College Collaborative/Professional Development Program, or as part of the new University of Massachusetts Boston CAGS program in teacher leadership.



*SOE graduates
are making a difference*

The four courses of the Boston Teacher Leadership Certificate program are structured to address the specific knowledge and skills required for Boston's most critical teacher leadership roles and informed by research on what teachers and instructional leaders should know and be able to do. To ensure stronger resources for school and district improvement, and to further strengthen the course development process, the Boston Teacher Leadership Resource Center's Director, Dr. Jill Harrison Berg, initiated a review panel. The review panel is charged with reviewing and providing feedback on elements of the courses before the courses are considered complete. Two members of the review panel represent Cambridge College's School of Education: Susan F. Henry, an instructor in the Teacher Leadership Certificate Program offered in collaboration with the Massachusetts Association for School Curriculum and Development (MASCSD) and Cambridge College; and Dr. George Guasconi, Program Coordinator for Professional Development & Collaborative Programs.

Note:

- Information regarding the MASCSD / Cambridge College Teacher Leadership Certificate program may be found at the following link:
<http://www.cambridgecollege.edu/academics/mascd/certificate.cfm>.
- Information regarding the Boston Teacher Leadership Certificate program may be found at the following link:
<http://www.bpe.org/teachers/teacherleaders>.

School of Education Standing Committees in Action

Professional Development Committee

Professor Lyda Peters, Chair

The broad purpose of this Committee is to design and support professional development opportunities for faculty and staff in the SOE. The rationale is to offer institutional support to assist faculty and staff in remaining current in their respective disciplines and jobs. To do this, the first goal is to institutionalize a professional development culture advanced within an atmosphere of support, encouragement, and engagement with others both internal and external to the college. We are currently designing an assessment tool from which we will determine what each constituent identifies as professional development needs as we prepare a strategy, which best supports those needs

To accomplish the aforementioned goal, the committee is working with the Office of Institutional Advancement to create a strategic plan for professional development. The strategic plan will provide an outline for the Professional Development model, which will be guided by certain principles, as follows:

- It will be driven by an understanding of adult learning principles and practices (Cross, 1981; Rogers, 1983; Knowles, 1984).
- It will consider current educational challenges within schools and schooling to inform our work.
- It will require school and financial support.
- It will be driven by the voices of faculty and staff.
- It will distinguish between training (“know how”) and education (“know why”) and will strive for an integration of the two as a best practice.
- It will respond to “need to know” as defined by constituents (staff and faculty), expertise in the field (research and best practices), and accreditation and administration.
- It will use assessment of offerings as a major instrument to guide our work and will draw from Professional Development models offered at other colleges and universities.

Marketing, Recruitment, & Retention Committee

Dr. Nicholas Rubino, Chair

There is a famous line from an 80's popular movie *Field of Dreams*; “If you build it they will come.” More explicitly if you build what they need, promote it, and always review its standing to ensure it is still relevant; then, and only then will they come!

The Marketing, Recruitment, & Retention Committee's role is to ensure the School has something the educators of today need; to interface with other departments to ensure everyone understands the immense value of what we have and are marketing it appropriately; and, to always listen carefully to our students to ensure we are offering timely and relevant programs.

The Committee has produced a report that identified areas in marketing, recruitment, retention, and graduation that must be strengthened to enhance the SOE's effectiveness and future. Some of the ideas include letting the public know that among the 50 plus colleges and universities in the Greater Boston area, Cambridge College's School of Education is among the best that teachers/administrators ought to attend for excellence in academic programming, full utilization of one's professional experience, and enhancement of pedagogical skills. The report also acknowledges the importance of SOE's faculty members and role in supporting the Admissions Office team to recruit students. Two major initiatives to sustain those efforts are the planned Workshop Series and Open House for spring 2011. Additionally, the committee also has set its sights on implementing strategies to improve retention and graduation rates.

Given the Committee's charge, there is much to do, but given the tenacity of its members, we have just begun; and, what an exciting time to be a part of the School of Education!

Curriculum Committee

Dr. Ethlyn Davis Fuller, Chair

The Curriculum Committee provides guidance, approves, and conducts ongoing examination of academic courses and programs within the School of Education. The goal of the curriculum committee is to ensure curricula will be academically sound, comprehensive, and responsive to the evolving needs of the community and regions served by Cambridge College. This includes three distinct tasks:

- 1) evaluation and recommendation of new individual courses;
- 2) review, evaluation and approval of new programs; and
- 3) review, evaluation, and recommendation for shelving and/or elimination of existing courses and programs.

During fall 2010, the Committee was engaged in the following initiatives:

- 1) a review of the proposed redesign of the Ed.D. Program in Educational Leadership;
- 2) examine and proposed changes in the formal structure of the Independent Learning Project (ILP) and Action Research Project (ARP); and
- 3) approved non-licensure tracks options for licensure programs in Early Childhood, Elementary Education and Special Education (Teacher of Students with Moderate Disabilities).



Students & Alumni News

Congratulations are extended to the following students and alumni:

Susan Dillon, alum of the M.Ed. in School Nurse Education Program (2009), was chosen to receive the School Nurse of the Year 2010 Award from the State of Vermont. Coincidentally, this is the second year in a row that Vermont's school nursing organization has chosen one of our program's graduates to honor and receive this award. **Linda King**, a colleague of Susan's from the same class, received her recognition last year in being named School Nurse of the Year 2009 from Vermont. These Vermont school nurses serve their communities with pride and compassion, and certainly "do" the nursing profession proud!

Everett Public Schools. The Everett Public Schools' Health Education Department, under the leadership of Cambridge College graduate Jodi Lava, announces that the following Cambridge College graduates (or in the process of getting their Master's Degree) in Health/ Family and Consumer Sciences are now teaching health in the school district:

Jodi Lava – Health and Wellness Coordinator of Everett Public Schools

Julie Ann Whitson – Health & Wellness, Parenting Skills, and Girls Health Issues Teacher

Winter Abboud – Allied Health Academy Health Care Skills I and II Teacher

Shannon Worth – Nutrition & Fitness and Making Life Choices Teacher

Lisa Heavey – Health & Wellness and Allied Health Academy Health Care Skills I Teacher

Krista Gainty – K-8 Health Teacher, Lafayette School

Dan Laniewicz – K-8 Health Teacher, Madeline English School

Dennis Taylor – K-8 Health Teacher, Parlin School

What a wonderful way to ensure that Everett School children are on their way to growing up healthy and learning from inspirational and dedicated teachers from Cambridge College!

Again, Congratulations one and all!!!

News Briefs

- ❖ The School of Education extends its hearty congratulations to Dr. Joe Lee for being named the College's Interim President.
- ❖ The Department of Elementary and Secondary Education (DESE) has extended the timeline for review of all the licensure programs in the SOE, plus those in the School of Psychology & Counseling to **September 20-22, 2011**. To facilitate preparation for the report and visit, a pre-visit by DESE will be held on May 11, 2011.
- ❖ The School of Education is recruiting to fill the position of Director of In-State Licensure:
 - Until the position is filled, inquiries regarding all licensure and DESE related matters should be addressed to Ms. Ludmilla Lewis (Extension 1811 or Ludmilla.Lewis@cambridgecollege.edu).
 - Until the position is filled, inquiries regarding SOE's Workshops and related matters should be addressed to Tahia Bell-Sykes (Extension 1669 or Tahia.Bell-Sykes@cambridgecollege.edu).
- ❖ The School of Education is pleased to announce the appointments of Dr. Betsy Tregar to the position of Program Coordinator for English as a Second Language (ESL); and Professor Diane Harper to the position of Program Coordinator for Interdisciplinary Studies.
- ❖ The School of Education welcomes **Dr. Kristin Poppo, Executive Director of the Center for Professional Advancement**, which includes being the Director of the National Institute for Teaching Excellence (N.I.T.E.) Program. Dr. Poppo served as the Director of Extended Learning at Olympic College, Bremerton, Washington. She was responsible for administrative leadership for branch campuses, university partnerships and tribal initiatives.

Important Dates to Remember

March	
01	Satisfactory Academic Progress (SAP) and Incomplete Grade Notices to All Students
04	Faculty Planning Day (10:00 a.m. to 3:00 p.m.)
19	Workshops
25	School Wide Faculty Meeting (4:00 p.m. to 7:00 p.m.)
April	
01	Continuing Students Web-Registration Opens for Summer 2010 Term Month of April
16	Graduate Workshops--Education and Counseling

SOE Open House is coming soon!

Date and details to be announced

Announcement

We are pleased to announce the School of Education's partnering with "**Food for Free**" to help in combating a devastating and pervasive enemy in the Cambridge and area communities – **Hunger!!** There are varied and sundry ways by which we intend to become involved in this community service effort including voluntary opportunities for faculty, staff and students. However, what we are requesting to jumpstart this partnership is for faculty and staff to bring non-perishable foods for pick-up by "**Food for Free**".

We are asking faculty, staff, and students in the School of Education to stand tall in helping this non-profit, "**Food for Free**" community-based organization to reach more people, through more food programs than ever before. **Food donations will be collected on an ongoing basis at the School of Education, 1st floor foyer, 80 Prospect Street, Cambridge.**