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School of Education Newsletter

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President Jackson

Welcome President Deborah Jackson

The family of the SOE, including faculty, staff, students (currently enrolled and alumni), academic program leaders, and other School supporters, extends a sincere welcome to President Jackson. Your vision for the future of Cambridge College is our vision and we pledge to provide whatever support you need to achieve that vision. **Welcome!**

Message from the Acting Dean



N. Alan Sheppard, Ph.D.

"Keeping Alumni Engaged: A Challenge to the School of Education"

A serious challenge which many academic schools within a college or university must overcome is underestimating the value of their graduates. In fact, engaging alumni has never been more challenging as is the case today. In general, alumni can help the School by encouraging students to apply, by letting others know about its achievements and needs, and by supporting Cambridge College with annual gifts.

Please allow me to pose the following questions and, at the same time, share some thoughts on possible answers:

Question: What should be the priorities of the School of Education (SOE) in alumni relations?

Possible suggestions:

- Keep alumni informed and engaged with the SOE.
- Implement On-Line Networking strategies.
- Use alumni to promote the SOE programs and academic excellence.
- Encourage identification and recruitment of prospective students.
- Encourage support for student scholarships.

Question: How can SOE graduates help to promote both the SOE and Cambridge College?

Possible Suggestions:

- Promote the School/College in business, industry, the community, and in both private and public schools.
- Contribute to the College plans for fundraising.
- Encourage and support reunions, seminars, and other activities on campus and at regional sites/centers.
- Encourage legislative support for Cambridge College's academic programs.

Question: What will attract SOE alumni to return for onsite/campus visits?

Possible Suggestions:

- Reunions
- Special SOE events
- Annual Commencement for activities planned around graduation weekend

The SOE strongly supports the College's Alumni Office and offers its assistance to become more fully engaged in the development and assessment of alumni programs and activities. Furthermore, we believe alumni are our greatest ambassadors and the SOE will work to keep them engaged in varied and sundry activities across an array of outstanding academic programs.

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Educational Leadership: SOE Students Leading The Way

Students Offer Panel Presentation at Social Justice Conference

By Dr. Jim Horn, Associate Professor

A primary task of social justice education is to help students develop an enlarged understanding and moral commitment that can be applied in reflective action to 1) identify and challenge social injustice in its many manifestations, and 2) forge new pathways to advance and achieve social justice goals through teaching, scholarship, policy implementation, advocacy and community participation.

Reflected in our mission, vision and curriculum, social justice is the brightest thread that runs through the entire fabric of the Cambridge College Educational Leadership Doctoral Program (ELDP). Successful teaching for social justice leaders requires planning, reflective action, embodied dialogue and “impatient patience,” which is Freire’s term for a kind of reason imbued with persistence and purposive compassion. Social justice education also requires openness and respect for other viewpoints, ample opportunities to integrate various perspectives, and the moral courage to fully engage in honest debate and intellectual risk-taking. Finally, social justice teaching cannot be done without consistently challenging students’ preconceptions that often reflect unconscious acceptance of existing social structures and relations, all the while respecting student perspectives within a supportive, collegial learning ecology built on trust. A healthy sense of humor doesn’t hurt, either.

During EDL 830: Educational Leadership and Social Justice, which anchors the first summer residency of the doctoral program, students read and discuss a number of core texts. The last book (Freire & Horton, 1990) that students read in the course, *We make the road by walking: Conversation on education and social change*, was conceived as a series of conversations recorded at the Highlander Research and Education Center in 1989; the book still maintains an intimate immediacy that allows us to listen in on a series of reflective dialogues between Myles Horton and Paulo Freire (1990), two lions for social justice during the last half of the 20th Century.

Discussing this amazing “talked book” on the final face-to-face meeting day of EDL 830 continues to be a highlight for each new cohort of doctoral students. Following the 2010 Freire/Horton seminar, students took the initiative to develop the agenda for our final WebEx meeting that followed two weeks later. Rather than “talking a book,” as Freire and Horton had done, students proposed to “talk an article” that would locate the history of each class member within the contexts of important social justice leadership issues discussed during the class, and in so doing, seek to plant everyone’s feet on a path that would merge with others on the social justice journey.



Jamie Spires and Ron Watson from Cohort 4 joined Keino Baird and Patti Flaherty from Cohort 5 as presenters at the 4th Annual Conference on Equity and Social Justice

The results of that class provided the first pieces of what would become a panel presentation for a peer-reviewed conference on social justice issues in education. On March 4, 2011, four Cambridge College ELDP students and I converged at Richard Stockton College in Pomona, New Jersey to participate in the 4th Annual Conference on Equity and Social Justice. Jamie Spires and Ron Watson from Cohort 4 joined Keino Baird and Patti Flaherty from Cohort 5 formed a panel aimed to 1) share reflections of student autobiographical connections to the literature and history of social justice, 2) locate autobiographical and professional contexts of participants within the larger struggle for social justice in education settings, and 3) provide a practical assessment of this kind of pedagogical practice for future social justice leaders.

This validating experience provided our students with important exposure to scholars and graduate students from across the U. S. with similar interests and new ways of talking about them. All four of our students should be congratulated for their participation, as each has taken an important step (and a peer-reviewed one!) toward a life of scholarship and social justice leadership in education.

School of Education: Making Things Happen!!

Partnership to Help Worcester Build Teacher Leaders

By Dr. Betsy Tregar,
Program Coordinator, ESL Program

Cambridge College (CC) is entering into a consortium with the Center for Collaborative Education (CCE) and Worcester Public Schools (WPS), to help WPS address the educational needs of a rapidly increasing population of English Language Learners (ELLs). The foundation for this partnership was established during a series of discussions that began during Fall 2010 among staff of the School of Education (SOE) Collaborative and ESL Programs, the Office of Institutional Advancement, and Dr. Sergio Paez, WPS Manager of Supplemental Services and English Language Learners.

The SOE's ESL program and CCE will provide WPS with support to improve the academic achievement of its ELLs K-12. This is an ambitious goal: some ELLs are in classes taught by teachers with specialized preparation in strategies of Sheltered English Instruction, but most are in general education classes where content area teachers are not yet prepared to teach ELLs. WPS aims to ensure that every ELL is taught by fully prepared teachers, and that schools with high concentrations of ELLs have a school-based structure to maintain a focus on the instruction of these students.

The consortium plans to create a cadre of language acquisition and content teacher leaders for the WPS schools with high concentrations of ELL students. These teachers will assume leadership in building the capacity of all faculty in their schools, to provide effective instruction to ELL students in the four major content areas (particular focus on math and science), through school-related data-based inquiry, professional development, and coaching. This plan is contained in CC's application for a five-year \$2M grant from the U.S. Department of Education, under the National Professional Development Program, to fund the project Preparing Teacher Leaders of English Language Learners (PTLELL).

Challenges + Excitement + Fun + Accountability = Assessment!

By Dr. Mary Garrity, Program Coordinator of Special Education



Find this hard to believe—well it is true! On Saturday May 2011, the student teachers in the Moderate Disabilities program were ready to prove they could be teachers of record – real teachers about to take their places among the best.

All students in licensure programs must put into practice all they have learned through life, in class through fieldwork experiences called the Practicum. The amount of time spent in a practicum varies from program to program and level to level. Throughout the practicum students must gather data and documentation to verify that they fulfill all the requirements of the Professional Standards for Teachers. Each student receives a CD on which are all the requirements of the practicum

including the *portfolio* are included. Completed portfolios can run from 3 to 5 inches thick with all the required data, lesson plans, students' work, and several items that show that the student understands what it means to be a special educator.

Challenges – In addition to a hard copy of the portfolio (3 to 5 inches), students in the Moderate Disabilities must also produce a digital portfolio using PowerPoint that includes all of the data that is on the paper copy on a single disk!

Excitement – In creating a digital portfolio, students are developing and expanding several new skills.

- They learn that PowerPoint has many applications
- They learn to create folders in their computers which include all the data that is on the hard copy of their portfolio.
- They learn how to link that data to their PowerPoint portfolio.
- Finally, they put everything together in their digital portfolio!

Fun – Sort of!! On the last day of Practicum Seminar the students assemble for class. Each one has been assigned to sit on a panel to be part of the discussion and evaluation.

Panels – There are 5 panels (15 students). Each panel has a faculty member, two peers and the presenter/defender. The presenter has about fifteen to twenty minutes to present the highlights from their practicum. Using the digital form of their portfolios on their computers, the students take the panel through their presentations. The panelists have been assigned questions to ask, based on the DESE subject specific questions, rubrics by which to judge responses and a place to record their grade assessments. Time is up and the next panel begins.

Accountability and Assessment – Each of the panelists evaluate the present on several points. They ask questions, judge the presentation and content and assign a grade.

All students have the opportunity to be presenters and panelists.

Student Awards & Recognitions

Congratulations are extended to the following students and alumni:



On June 2011, Ms. Isilda (Lords) Colonette, a 1993 graduate of the School of Education's Elementary Education-Grades 1 to 6 Program, received a 2011 Educator of the Year Award at the 11th Annual Boston Educators of the Year celebration where Mayor, Thomas Meninno and other officials were in attendance.

Angela Quick, Cohort 4, Ed.D. student was one of a group responsible for the State of North Carolina to receive a "Race to the Top" award from the U.S. Department of Education, 2010.

Cambridge College Science student, Ms. Jennifer Bunt was named Massachusetts Teacher of the Year by the New England Patriots, January, 2010.

Connie Barry (class of 2006) of Sioux City Iowa, received recognition in the Poster Presentation Division of the National School Association of School Nurses Conference. The topic was an extension of her ILP topic on the means of applying early screening interventions to identify students at risk of developing Type 2 diabetes. Ms. Barry was also named Iowa School Nurse of the Year, 2007.

Patricia Post (class of 2007) from Michigan, co-authored an article published in the **Journal of School Nursing** entitled, "Medical Emergency Response Teams", 2009.



*How Alumni from the SOE are using their
Independent Learning Projects (ILPs) to
make a Difference*

Science Alumnus, Mr. Peter Trull recently released his new book: **Closer to the Great Whales**. Mr. Trull's photos of the whales are breathtaking. Peter also used his authoring skills to guide him through his ILP: **A Guide to Cape Cod Kettle Ponds**. This natural history guide for teachers boasts of illustrations produced by his own middle school science students. Mr. Trull is also considered one of Cape Cod's leading authorities on Coyotes and Fishers.

Roberta Sherwood (class of 2007) from West Bath, Maine has successfully published her children's book on diabetes which she developed, designed and wrote as part of her ILP Project.

Announcements

Professor Publishes Children's Book

Professor Miriam Kronish has published a children's book entitled: **The Magic Spatula**.

The book received a first place award in children's books at the recent Hollywood Book Festival. The book is available on Amazon.com. There is a good chance that the book will be made into a movie. Professor Kronish is already working on the sequel!

Addition to the Office of the Dean

Candyss Woodberry, a native of Rhode Island, has been appointed to serve as the SOE's Director of In-State Licensure Programs and an Administrator in the Office of the Dean. Candyss has demonstrated the ability to direct programs, manage projects, supervise staff, write grants, perform administrative duties, and work with regulatory agencies to ensure compliance. She also has presented/conducted over 60 workshops for adult learners.

Candyss holds a Bachelor of Arts degree in English from the University of Rhode Island and a Master of Education in Interdisciplinary Studies from Cambridge College.

Important dates to remember!

August 2011

- 01 Term ends for all Graduate Schools
- 03 ILP/IRP/ARP due to the Office of Academic Affairs
- 06 Grades due for Graduate degree completion and continuing students
- 14 New students who have been accepted for Fall Term 2012-2013 may register www.cambridgecollege.edu
- 28 Summer 2012-Degree Conferal Date
- 31 Open House for the SOE

September 2011

- 05 Labor Day (Offices closed, No classes held)
- 10-22 Registration/Orientation for New Graduate Students
- 17 SOE Faculty and Staff Convocation
- 19 Term begins for all programs
- 26 DESE Pre-Visit to review Licensure Programs

October 2011

- 03 Last Day for Add/Drop, Independent/Focus Study Submissions
- 03 Last Day for ADD/DROP Late ILP/IRP /ARP Capstone registration
- 10 Columbus Day (Offices closed, Classes held)
- 15 Theory and Practice in Education
- 28 Intent to graduate forms for January 2012 graduates due to Registrar