The mission of the College of Education is to serve a diverse community of students, faculty, and professionals and to prepare lifelong learners who can effectively respond to the challenges of our global society.
The College of Education theme for 2012-2013 was *Pink Bat Thinking*. This theme is based on the work of Michael McMillan and it focuses on the idea that we can turn problems into solutions by combining intelligence and imagination as we creatively work to solve problems. Our faculty, students, and staff were encouraged to utilize *Pink Bat Thinking* to turn problems into solutions as they faced challenges throughout the past year. As you review the Annual Report for 2012-2013, you will see how our College of Education community put *Pink Bat Thinking* to work during the past academic year. In addition, one College of Education faculty member was recognized each month for their outstanding use of *Pink Bat Thinking*. The list of recipients is listed above.

One of the most significant achievements this year is the completion and submission of our NCATE (National Council for The Accreditation of Teacher Education) Institutional Report. This self-study has been ongoing for the past 2 years as we have examined our practice and the success of our candidates. We are looking forward to our NCATE Review visit in October 2013. In this Annual Report you’ll learn about the outstanding efforts of our faculty in the areas of teaching, scholarship, and service. You’ll also learn about the numerous service activities that involved both faculty and students as they shared their time, energy, and efforts in order to impact others in a positive way. As we continue to address the many challenges that our educational institutions face today, please know that our commitment to excellence remains strong. *Pink Bat Thinking* turns problems into solutions!
The mission of the East Stroudsburg University Reading Department is to create a community of learners dedicated to the teaching of reading and emerging literacies.

The Reading Department of East Stroudsburg University of Pennsylvania offers a nationally-recognized graduate program that leads to a Master of Education degree. The 36-credit program, which is in its 43rd year, is accredited by the National Council for Accreditation of Teacher Education (NCATE) and the Pennsylvania Department of Education (PDE). The program, which is aligned with PDE’s Chapter 49 regulations, qualifies candidates for the Pennsylvania Reading Specialist Certificate. This certificate enables candidates to provide reading instruction and literacy intervention to students in grades kindergarten through twelve.
The ESU Reading Department also offers a 12-credit, four course sequence in Literacy Coaching. Literacy coaches are reading specialists who focus on providing professional development for teachers by offering the additional support needed to implement various instructional programs and practices. Coaches provide essential leadership for schools’ entire literacy programs by helping to create and supervise long-term staff development processes that support both the development and implementation of literacy programs over months and years (International Reading Association, 2007).

Major Accomplishments and New Initiatives

The Reading Department has two program innovations in progress. The first focuses on Reading Supervisor Certification. The second involves the continuing advancement of our Distance Education Program.

Reading Supervisor Certification: The Reading Department faculty has developed a sequence of courses that will lead to Pennsylvania Reading Supervisor certification. The 18-credit sequence, which was created in response to alumni requests, includes four new supervisory level Reading courses: REED 592 Development of Professional Reading Supervisory Relationships, REED 594 Data Driven Decision Making in Reading, REED 596 Seminar: Current Issues in Reading, and REED 598 Reading Supervisor Field Experience, as well as PSED 590 Supervision of Instruction, and SPED 551 Inclusionary Practices. The Reading Supervisor Certification program has been approved by the ESU curriculum process and is awaiting approval by the Pennsylvania Department of Education.
Distance Education Program: The entire Master of Education degree in Reading Education is now available through Distance Education. REED 524 is subject to onsite supervision.

International Activity

Dr. Maureen McLaughlin is currently serving as the President of the International Reading Association. Her responsibilities include sharing the latest in literacy research and theory worldwide. This summer she will keynote conferences in Australia, New Zealand, and Kenya. She also consistently collaborates with members of IRA International Affiliates.

Student Honors, Awards, Recognitions

East Stroudsburg University of Pennsylvania recently bestowed graduating graduate student, Meryl Ironson the fall 2012 Shirley Chisholm Award. This award is sponsored by ESU’s Commission for Women, Commission on Racial and Ethnic Diversity, the ESU Graduate College, the Women’s Studies Concentration and the Women’s Center. The Shirley Chisholm Award was established in 1991 after Shirley Chisholm, the first African-American woman to be elected to congress and the first to run for United States President, was awarded an honorary doctoral degree from ESU. The award honors graduating female students who, like Shirley Chisholm, are dedicated to academic excellence, are sensitive to issues of social justice, and committed to activism.

Meryl Ironson completed her Master’s Degree in Education from ESU on December 15, 2012. She was named the Shirley Chisolm Award recipient based on her academic accomplishments and her involvement in improving the lives of others. Meryl has achieved an impressive grade point average of 4.0. She was honored at the Bragg Intermediate School in Chester, NJ, because of the work she has done on behalf of children in Chester and in South Africa. Through the Global Literacy Project, Meryl Ironson and her students were linked with South African children attending the Randfontein Primary School. Meryl and her students responded to the South African children’s need by conducting two book drives which resulted in 44,000 books being sent to them. The New Jersey and South African students participate cooperatively in international literacy events and publish a joint Poetry Anthology entitled: Teaching Minds, Reaching Hearts. As a result of this success, Meryl has become a representative for the Global Literacy Project. In this capacity she has traveled to South Africa twice on behalf of the Bragg School’s ongoing bond with the Radfontein Primary School. Meryl Ironson’s achievements clearly demonstrate a commitment to academic excellence, sensitivity to issues of social justice, and a concern to engage in actions to advance those causes.
ESU Reading Department Course/Program Service

In addition to service provided by individual faculty members, service at the community and regional levels is also embedded in several graduate courses. These include: REED 523 Analysis of Instructional Techniques, REED 529 Assessment and Evaluation, and REED 524 Reading Clinic Practicum which provides literacy assessment and instruction for struggling readers and culturally and linguistically diverse students.
Unique Opportunities for MCOM Majors

Students in the Media Communication and Technology major are encouraged to actively participate in televised fundraising auctions for the Pocono Medical Center, East Stroudsburg University Warrior Athletic Club and telethons for Big Brothers/Big Sisters and American Red Cross. Almost exclusively Media, Communication and Technology majors either staff or assist in staffing these broadcast productions. They provide excellent opportunities for Media Communication and Technology majors to use the skills they have developed during their coursework in a real-world environment.

The department faculty sponsor several student clubs: 1. Photography Club (Dr. Huang); 2. Television Club (Dr. Otto and Professor Wehmeyer); and 3. Gaming Society (Dr. Otto). These clubs have campus-wide membership with Media Communication and Technology majors as the target members in the Photography and Television clubs and involve these students in activities that will increase their knowledge of the media field, and promote professional practices.

In a student body of approximately 7500 students, the Department of Media Communication and Technology provides access and instruction to approximately 1300 undergraduate and post baccalaureate major and non-major students per academic year, circulate over 1600 course related media equipment items per semester (digital still/video cameras, microphones, light kits, etc.), secure, maintain, repair and update equipment and software, and supervise studio, smart classrooms, editing suites and open computer lab areas.

The department continues to co-support with Colonial Intermediate Unit 20, the Regional High School Computer Fair. For the 20th plus year we offered the MCOM Media Fair providing an opportunity for students and faculty to showcase their media.

Years ago, the MCOM faculty began to financially support an endowed scholarship fund for MCOM students. As part of the Media Fair, there is a scholarship dinner where MCOM scholarship recipients are honored for their academic achievements. The four current scholarships are named after these individuals or groups: 1) Media, Communication and Technology, 2) Christine Reilly Memorial, 3) David S. Campbell, and 4) Dr. Ernest E. Rydell. We were very pleased to begin offering the addition of a new annual undergraduate scholarship from the family of Julianna and Wayne Bolt.

In addition to the gift of the scholarship, as a result of a desire to honor the memory of Julianna V. Bolt, a very generous gift was given to MCOM to purchase specialized cameras for the students, by the R. Dale and Frances Hughes Foundation.
As part of last year’s Media Fair we met for the first time with the department’s first Advisory Board which was started to provide a partnership of targeted private and public support for our programs. The members come from many of the fields from which we prepare majors. The members of the board are: Scott L. Reda, Clavertis Miller, Dan Malsch, Susan Forrester, Marie Johns, Tom MacIntire, Meg Drobriak, Jack Lynch, Ed Mendez, John J Lynch, and Jamasyn Hyde.

**Undergraduate Internships**

Our internship program continues to grow and expand. Sample of undergraduate internships sites include: Pocono Dome, the Sherman Theatre, WVIA, News 12 the Bronx.
New Acquisitions

Fall 2012 and Spring 2013 enhancements hardware, software, and technology to support student instruction and production by students include:

- Windows computers were updated to Adobe Master Collection 6
- Mac computers received Adobe Design Premium 6.
- New Mics kits and cables
- New Sony HD Video Cameras and tripods
- Two new Sony HD video decks
- New Application software for ipad used by students

A major update and refurbishment of the MCOM area was undertaken beginning in the Fall 2012 semester. The department received many upgrades over the Fall semester. All of the hallways and interior spaces were painted, as well as the walls in the classrooms, adding some much needed color to MCOM to spur student creativity.

Master Program of Instructional Technology

During the 2012-2013 year, the Master Program of Instructional Technology continues to grow strong. The graduate students continue to help and aid others in technology integration. They have created a group called “iTeach, iTrain, iTech” as a motto and call to help others with technology integration. The graduate students help professors and visitors throughout the community. In Spring 2012 and 2013, over ten Graduate students served as judges and workshop leaders for the High School and Junior High School Computer Fairs, and helped facilitate a Spring 2012 PDS day. Graduate assistant Stacy Keller created the banner for the community service website, www.esu.edu/communityservice and Graduate assistant Regina Sayles Koilparampil works with the VISTA project. In Spring 2013, all graduate students that submitted a proposal to the Institutional Review Board received approval.
Graduate Internships

Our graduate program continues to excel, sending students to internship sites such as: Drew University, Right Reason Technology, Northampton Community College, St Luke’s Hospital, and East Stroudsburg Area School District.

Graduate Student Success!

*Graduate student Stacy Keller received the Mickey W. and Mary Lou (Gaydos) Karaffa Scholarship Spring 2012. Stacy Keller and Regina Sayles Koilparampil were selected as Interns at the Pennsylvania Technology Expo and Conference in Hershey, PA.

*Graduate Student Sylvent Otieno was a recipient of the Fedrick Douglas Fellowship.

*Spring 2012 graduate Ashley Scott received and accepted Fellowship to Syracuse University for a doctoral program in Instructional Design.

*Alumna Brittany Anthony shared her thought on her education at ESU: http://quantum.esu.edu/insider/high-achieving-student-thanks-esu-for-her-education/

Faculty News

In the spring of 2013 Professor Gary Braman retired after many years of dedicated service to the students, staff and faculty of ESU, as well as the larger community. He will be missed!
Professional Development

We were able to continue the involvement of our faculty in regional and national conferences, and contribute to the financial support for their attendance, participation and encourage them to continue to make contributions.

Our contention is that similar to recognition in earlier decades by academics of the need to address “writing across the curriculum,” today's baccalaureate and post baccalaureate students are ahead of the curve of the academics recognition of the need for “instructional technology transcends the curriculum.” The students are pulling instructors and administrators to deliver curriculum using technology across academic fields and increasingly requesting student services personnel provide technological access in residential and commuting areas.

Staff

We added a new member to the MCOM team, as Joan Rue was hired in the spring of 2013, and we welcome her to MCOM!

Welcome Joan!
Major Accomplishments and New Initiatives:
Evaluation and Instructional Center Celebrates 20 Years of Service to the Community

If you are on the first floor of Stroud Hall in the late afternoon and early evening you will see and hear children with their parents attending an on campus tutoring center in the middle of the Department of Special Education and Rehabilitation. In the fall of 1993, the Evaluation and Instructional Center opened its doors to the East Stroudsburg community providing both evaluation and tutoring services. Dr. Diane Cavanagh, Center Director, designed this program so school aged children from the community could be tutored by undergraduate students enrolled in special education courses under the supervision of ESU faculty. Formal evaluations were conducted by Dr. Cavanagh, in order to obtain assessment information to use for instructional planning. Undergraduate special education majors met with faculty to go over the assessment results and develop a tutoring plan. They then spent the semester tutoring their assigned student and collaborating with the student’s parents and classroom teachers.

Since 1993 the Center has grown from 25 school aged students a year, to over 100 students each year. Students in the 1990’s were grades 1 through 5, however, now the Center includes students ranging in age from 5 years to 18 years of age. It is estimated that we have tutored over 2,000 students in reading, math, writing spelling, science and social studies. Evaluations are now more informal and are completed by the undergraduate students who are early childhood, middle level and secondary level integrated special education majors. A graduate assistant is assigned each semester to schedule and help supervise the undergraduate students and the school age children.

Undergraduate students are enrolled in the required course SPED 215 Instructional Planning in Special Education where they learn the skills and competencies needed to plan and implement weekly tutoring sessions. Skills such as writing lesson plans, administering and interpreting informal assessment measures, communicating with teachers and parents and planning units of instructions are modeled and guided in class.
These skills are then applied in the weekly tutoring sessions. Students have access to a variety of educational materials, fiction and non-fiction books and technology, such as laptops and iPads to use in their weekly lessons and activities.

Over the past 20 years, we have watched our school aged students grow, as they return each semester to be tutored. Parents value this important community service, spreading the word to their friends and neighbors. We continue to offer tutoring at no charge (except a nominal registration fee which keeps the cabinet full of healthy snacks and juice) and always have a waiting list each semester. We look forward to continuing this community service. It has greatly benefitted the children, their parents, the university students and the faculty.

In the community: Over the last year, members of Sigma Pi Epsilon Delta, under the direction of Dr. DiPipi-Hoy, have engaged in a partnership with 6th and 7th grade students at Northeast Middle School in Bethlehem for friendship development and mentoring. A total of 16 middle school students paired up with Sigma Pi members as pen pals and friends. Last fall, the pen pals met at an event at Northeast planned by Sigma Pi officers. The group played games, socialized and enjoyed snacks. The students at Northeast enjoy communicating regularly with their pen pals and were so excited to meet them. The pairs continue to send letters back and forth. ESU students enjoy the opportunity to interact with the middle school students as well.
Career, Independent Living and Learning Studies (CILLS)

One of the major accomplishments that we have had this past year has been the increase of the CILLS program participants and the hiring of a new position to conduct transition and community based instruction. The program continues to grow and continues to receive attention from parents, school districts and college/universities across the state as well as from other states. The first cohort completed the 3 year program in May.

Lincoln Elementary School is one of the professional Development Schools that our PreK-4 and PreK-4/SPED PreK-8 students go for numerous integrated field experiences. Dr. Scala is assigned to the building for the Primary II placements. Recently, the principal, a third grade teacher, and Dr. Scala were selected to present at the National Association for Professional Development Schools (NAPDS) in New Orleans. The school initiatives of Response to Instruction & Intervention (RtII), Positive Behavioral Invention & Supports (PBIS), Lincoln Leaders following the Covey principles, Inclusive practices, and integrated professional development were highlighted. Dr. Scala will be initiating continued work and resources to RtII and PBIS as well as developing new professional development initiatives with the faculty.

Students obtaining Supervisor in Special Education certification have been instrumental in planning and implementing the state conference for the Pennsylvania Council of Administrators of Special Education (PaCASE), the third largest CASE subdivision in the United States. This opportunity is invaluable to the students develop the skills and responsibilities which will be required in their future administrative roles. They work with professionals who are associated with all aspects of Special Education at the state and national levels. Dr. Scala incorporates as many authentic experiences as possible in their program.

Recently, the Special Education/Rehabilitation and Human Services Department was approached to become involved in the Aeropostel program to collect jeans for the homeless. They partnered with Nitchmann Middle School in Bethlehem to help in reaching the school’s goal of 8,000+ pairs of jeans. There was only a two week period to assist in this community service project. ESU faculty and students became involved in adding over 50 pairs of jeans to the cause. The school collected close to 9,000 pairs of jeans.
Student Honors, Awards, Recognition:

A very interesting and unique thing happens with the student organizations in the Department of Special Education and Rehabilitative Services... they all collaborate and work on integrated projects and activities, yet maintain their professional autonomy. It is an excellent way to accomplish tasks. We are very proud of their professionalism and accomplishment of so many worthwhile activities for students with disabilities, their families, and the community.

Our student organizations are strong and very busy. The Council for Exceptional Children (CEC) hosts numerous activities for the community and parents. Most recently, the student organization “thanked” the parents for all they do to support CEC activities at an evening celebration at the Innovation Center. This was a parent’s night out with free child care and gifts and door prizes for the parents. All parents were able to relax as a Mary Kay beauty consultant volunteered her time to pamper the parents. Other events, just as successful, included Movie Night, a Teacher Panel, the Penny Carnival, a Stony Acres trip and so many more great activities. The students are well represented on the PaCEC State Board as active members. Some of the officers were privileged to attend the National CEC Convention in San Antonio.
Rehabilitation Student Service Organization (RSSO) is tireless in completing their activities. The number of members has grown steadily so that this once-small student organization now fills a large classroom for its meetings. The officers have worked hard to formalize the format of their meetings and have included “In the News” presentations, as well as activities to inform and involve the membership. For example, a recent activity/presentation focused on the wide array of professions that graduates of the Rehabilitative and Human Services major can pursue.

The honor fraternity, Sigma Pi Epsilon Delta (SPED), has continued its pen-pal activity, as described earlier. They have also developed new ways to recognize active participation in the organization, and they are pursuing new strategies for fundraising. In addition to their typical organizational meetings, the officers have organized movie nights during which films related to people with disabilities are shown and then discussed. The officers and members of Sigma Pi Epsilon Delta continue to collaborate closely with the other student organizations within our department in completing service activities.
Unique and lasting genuine relationships are the focus for Best Buddies. The purpose of Best Buddies is to enhance the lives of people with intellectual disabilities by establishing one-to-one friendships between persons with intellectual disabilities and ESU college students. We do this at the college level by matching college student volunteers in one-to-one friendships.

Over the past year over 80 students from the various degree program across the campus have participate in Best Buddy events and activities. The ESU students far outnumber those individuals with disabilities which makes this a very intriguing situation. This year the organization has had an excellent response from the community with 15 – 18 individuals with disabilities as members. Also, this year marks the first time that the organization has included several individuals with severe disabilities. All of the events have been hosted on campus where the activities have been interactive and fun for everyone. The student buddies have been respectful and inviting whenever they interact with their buddies with a disability. This has been one of the most successful years in Best Buddies history at ESU with the growing number of students and their buddies participating in the group.

In recognition of Dr. Heather Garrison’s expertise and ongoing research using children’s literature with positive portrayals of characters with disabilities, she was invited by the Council for Exceptional Children (CEC) Division on Developmental Disabilities to serve on the Dolly Gray Children’s Literature Award review committee and helped select the most recent award recipients. Dr. Garrison’s personal collection includes over 1,300 children’s and young adult books with characters with disabilities, ranging from the 1800s to 2013. It is one of the largest collections in the world.
Dr. Garrison co-chaired the NCATE institutional accreditation report which required extensive collaboration and data collection and analysis across programs and departments to showcase the excellence of ESU’s programs. Dr. Garrison is proud to teach the first Disability Studies course at ESU, as part of the newly revised Rehabilitative and Human Services major, in the Fall 2013 semester. She co-advises the Sigma Pi Epsilon Delta honor society and also serves on numerous committees across campus related to assessment, pre-service teacher education and certification, and university advancement.

Dr. Garrison is also active in the community by serving on Pocono Medical Center’s Nurse-Family Partnership Community Advisory Board and sponsoring annual scholarships at ESU and local high schools. In honor of the NEA’s Read Across America Day, and in celebration of Dr. Suess’s birthday in March, SPSEA invited Dr. Garrison to read Dr. Suess books, alongside a few of his costumed characters, at a community event on campus.

Dr. Garrison’s contributions have been recognized by the authors of 3 textbooks, including Special Education in Contemporary Society: An Introduction to Exceptionality, 4th edition, by Gargiulo; The Exceptional Child: Inclusion in Early Childhood Education, 7th edition, by Allen and Cowdery; and Teaching Children to Read: The Teacher Makes the Difference, 6th edition, by Reutzel and Cooter. Dr. Garrison also created instructor and/or student instructional resources, for online and/or traditional delivery, to accompany 15 additional Pearson education textbooks between January 2012 and March 2013. She also reviewed content for new editions of diversity textbooks for Routledge and Wadsworth/Cengage Publishers. In 2012, Dr. Garrison redesigned Pearson’s extensive online children’s and young adult literature database into search categories that reflect trends and themes found in modern children’s literature, including characters with disabilities, LGBT characters, English language learners, international characters, and multicultural themes. She also added 500 recently published books with diversity topics and/or recent award winners to it.
Academic Program and Policy Initiatives:

As the certification options have changed significantly, the transition from the “old” programs to the “new” happened with very little problems or challenges. Students have embraced the new requirements and are steadily completing the rigorous steps towards their certification. Assistance with their required standardized tests has resulted in an “Assessment Boot Camp” which has provided support in meeting the new testing demands for all of our students.

As we have developed the undergraduate programs for PreK-4 and SPED PreK-8 and Middle Level 4-8 and SPED PreK-8, we knew there would be a void for those students who wanted to teach the secondary grades. Dr. Scala has initiated the submission of a PDE grant that includes the Special Education Department in collaboration with the departments of English, Mathematics, Social Studies, and Secondary Education to develop an integrated dual certification program. Students will be able to show proficiency in their selected content and have the Special Education credentials for SPED 7-12. This new proposed program will support the leaning needs for students at the secondary level.

The Rehabilitation program has received a new name, Rehabilitation and Human Services, which includes a reorganization of courses, competencies, and requirements. The program continues to grow and offer the students unique opportunities to work with youth and adults with disabilities in a non-classroom capacity. There are a number of new program options which are being explored as this program continues to grow.

Dr. Burcroff, Professor, Consultant, ABA Support Services LLC, is developing an undergraduate Associate Applied Behavior Analyst program to add to the options of the students in the Rehabilitation and Human Services program.

The Graduate program is under realignment to the new certifications and competencies. SPED PreK-8 and SPED 7-12 are under development to assist students in completing their requirements. Dr. Burcroff is moving the Applied Behavior Analysis program online as well as the majority of the Supervisory Certification program.

Outstanding Educators:
Congratulations to Dr. Caroline DiPipi-Hoy who was selected as the “Outstanding Professor of the Year” by the Gamma Xi Chapter of Kappa Delta Pi, the International Honor Society in Education. One of our school district partners, Jody Kunkle, a teacher at Bangor High School was recognized as the “Outstanding Educator” of the year. Both of these inspiring educators were honored at the Kappa Delta Pi Initiation and Recognition Ceremony.
Visiting Scholars, Speakers, Consultants:

In October we were honored to have guest speakers from Father’s Heart, Inc. and Orphanage Outreach Ministers of the Almaz Church present “Serving the Least of These: Sharing the Vision”. This event was sponsored by the Department of Special Education and Rehabilitation, Pocono Parents of Children with Down syndrome and Student Chapter #909 - Council for Exceptional Children. David and Jan Daulton, Pastor Sasha and Olya Skripak spoke about a unique adoption program in Ukraine that matches loving parents and children with Down syndrome. Both of these organizations provide much needed supplies and manpower, bringing teams to Ukraine each year. Through this humanitarian aid much is being done to improve conditions for these children. ESU students, faculty and staff in attendance learned about the difficult situation in the orphanages and how this program is changing society’s view of children with Down syndrome.

As a department we continue to host the Through Their Eyes conference. The conference is chaired by Dr. Cavaiuolo and Dr. Steere and each year they bring to the conference national and state wide speakers. This year speakers included Victoria Mavis, an author and motivational speaker who has a disability; India Scott and person with a disability from the Pittsburg area whose story of success is motivating and interesting; Everett Deibler, who works as a Community Building Coordinator at the Lehigh Valley Center for Independent Living tells of his struggle to be recognized as a capable person by his school district and peers and his perseverance to succeed.
Dr. Domenico Cavaiuolo was asked to speak at various functions such as the Arc of Lehigh/Northampton Counties on transition, as well as other regional sites in the Philadelphia area. He was invited a guest speaker at Holy Family University to doctoral students discussing the topics of education, inclusion and post-secondary education for individuals with disabilities. He also worked as a consultant to various school districts in New Jersey and Pennsylvania conducting transition program evaluations and individual student evaluations. He has been an expert witness in cases where individuals with disabilities are in dispute over various educational and rehabilitation issues.

**International Activity: Italy**

Dr. Cavanagh (SPED), Dr. Benson (ECED/ELED), and Dr. Pinciotti (ECED/ELED) along with ESU students Evan Stokes and Elise DeCasale were part of a selected contingent to attend and observe the Reggio system of education. The Tour to Reggio Emilia for Literacy Educators was held at the Loris Malaguzzi International Center, Reggio Emilia, Italy from October 23-26, 2012. This approach emphasizes the rights and potentials of children, the inclusion of community and family, and creativity as means of exploration. An in depth study of the Reggio approach was attained through lectures from internationally known speakers, visits to early childhood centers, roundtable discussions, publication planning sessions and professional development meetings with Reggio faculty. Over 80 educators from the United States and several international schools attended. It was an intense week of conversations, collaboration and program planning incorporating the lesson learned from pedagogistas, early childhood and primary teachers, and the children and parents of Reggio.
ESU Faculty and Professional Development Schools partners have been focused on the design and expectations of the PDS fieldwork experience throughout the past year. Within each certification program at the Middle level, Pre K-4, and the Dual K-8 Special Education certifications, we have been collaboratively addressing PDE competencies, aligning course experiences and rethinking models that meet the needs of ESU beginning educators and the Professional Development Schools in which they work.

ESU’s Professional Development Schools are guided by the Nine Essentials detailed by the National PDS Association and the NCATE PDS Standards. Across these guidelines the following four functions are consistently addressed:

1. The development of **ESU Beginning Educators** in authentic learning settings;
2. **Professional development** with all PDS stakeholders;
3. An **inquiry stance** as “students of teaching”, examining our practice and developing our intentionality and crafting a shared knowledge;
4. **Student success!** A collaborative stake in sustaining high quality education for all K-6 students.

The collaborative process we use is called Appreciative Inquiry, which values the best in people, affirming the past and present strengths, successes and potential. Time for creative problem posing and solving are built into the process as we work towards a sustainable, transformative design. [http://appreciativeinquiry.case.edu](http://appreciativeinquiry.case.edu)

A full-day retreat in June afforded an opportunity for ESU faculty across campus and PDS Principals and Liaisons to look closely at the PDE fieldwork competencies and how they connected to our new certification programs and Professional Development School work. Our conversations about the design, expectations, and assessment of ESU student outcomes continue as we think and learn together over the course of this academic year. ESU has shared our process and ongoing work at the National Professional Development School (NAPDS) conference in New Orleans and at the PA-NAPDS conference in April. The fieldwork competencies and new collaborative design were topics discussed at the spring Coordinating Council meeting.
THE REGGIO STUDY TOUR
Reflections from Diane Cavanagh, Evan Stokes, Elise DeCasale, Margaret Benson, and Pat Pinciotti

In October three ESU professors and two students embarked on a life-changing journey as they boarded a train in Florence, Italy for Reggio Emilia. The journey was a study tour of the Reggio Emilia schools and their approach to learning. The Reggio study tour included teachers from the US and around the world in both public and private schools. These sixty-eight educators were professors, teachers, and early childhood students with an interest in investigating the Reggio model of education and its application to Pre K-4 education. The impact of our collaborative learning experience will be documented through multiple venues including a publication of the Reggio group’s beliefs and reflections, more intentional application of socio-constructive theory and the Reggio approach in our teaching, and an infusion of ways to make teaching and learning visible in our courses and fieldwork. Here are some of our understandings related to children, documentation, collaboration, constructive learning and pedagogy, and ways to integrate Reggio inspirations into our daily teacher education work.

In anticipation of learning
We began dreaming of our trip to Reggio in Foundations of Early Childhood Education taught by Dr. Pinciotti. In the early fall we read more about the Reggio approach as well as writings from the organizers of the trip, Mat Glover and Renee Dinnerstein. Elise recounts, “I entered the study with an open mind full of curiosity and questions of the practices of the Reggio Emilia Schools. I quickly learned from my first visit to one of the schools how difficult it is to describe in words the beautiful and rich learning environments that the teachers and atelierista’s create for children.” Dr. Cavanaugh looked forward to the “collaborative possibilities” and being part of an “international program meeting educators from around the world who shared a passion for learning.” Evan desired more in-depth professional development based on his theoretical beliefs. “The Reggio approach is an uninhibited manifestation of social constructivist theory, and as someone who believes
firmly in the teachings of Vygotsky and Piaget, I jumped at the opportunity to visit this wonderful place. Here is our journey....

**Collaborative inquiry**
Collaboration occurs on many levels and across various groups in this approach to learning. Conversations between children or with teachers lead to dialogue between teachers, which make possible communication between the children and the community of Reggio Emilia. Evidence of children’s learning is found throughout this medieval city, in underpasses, storefronts, and on buildings. The goal is to make learning visible within and to the entire community. In our first lecture, Paola Cagliari stated ‘Reggio is an educating community’, notes Dr. Cavanagh. There is an ongoing “dialogue and exchange” with the city. This expansive view of collaboration influenced our discussions and its potential for the ESU community and our Professional Development Schools.

**Beauty is intelligent**
Our lectures were at the Loris Malaguzzi International Centre, a re-imagined cheese factory. This amazing learning space housed galleries of student learning, shops, cafeteria, meeting rooms, and the new elementary center. Every center and classrooms we visited, their outdoor environments, and the gathering spaces were aesthetically beautiful. The lecture on “Beauty is intelligence” was very profound for us all. Observing children and teachers in these beautiful spaces reinforced the importance of seeing the world through artist’s eyes and how essential intelligent, inclusive, aesthetic design is in building community, creating an identity, a sense of purpose and meaning, and a feeling of competence. We left dreaming of the changes we could make to our own learning spaces at ESU and how we could share these aesthetic concepts with our P-12 partner schools.

**The pedagogy of listening**
Discussions about how to listen and observe more fully to the inquiry and questions of children provided significant reflections on our part. The Reggio approach challenged us to view the child as a researcher. “The adult’s role is to listen to and support the ‘theories’ of children. This was a reminder to be more ‘constructive’ and less ‘instructive’ when working with children,” says Dr. Cavanagh. Evan came away from this experience “resolved to become fluent in the many languages of children, because this grand conversation between children and educators is what makes the Reggio approach possible.” Now when we work with children, we listen differently and try to take on the point of view of the child. We take the time to look more carefully at the works they produce and the ways that they show their thinking.
The rights of children
This concept expanded our view of the child and made us confront our views as educators. “The power of choice can inspire children to explore, investigate and learn about their interests”, states Elise. As a special educator, Dr. Cavanagh says, I tend to view rights through a litigation lens that focuses on services mandated and implemented and the needs of children. The emphasis on the “rights and potentials” of every child in the Reggio approach was a connection for me that both validated my work in special education but also gave a deeper meaning to inclusive education.”

Making learning visible
Thoughtful documentation is the way teachers and children make their teaching and learning visible. Evan reflects, “I am constantly looking to bridge the gap between social-emotional and cognitive development, as I believe that they are inextricably linked. A well designed lesson induces deep-levels of engagement that will naturally minimize disruptive behaviors.” This richness of student documentation supports these ideas. Elise found that the process of examining children’s learning through documentation requires a child to “rethink” prior knowledge and their theories. The documentation process advances teacher professional development on many levels.

“The study group in Reggio was a transformative experience”, says Evan. “I learned quite a lot about child development, lesson planning and professionalism, but most importantly who I am as a teacher.” Elise brought back ideas on documentation, collaborations with families and communities, and the power of allowing children to have a choice. Concepts about the 100 languages of children and the importance of aesthetic environments resonate in our teaching. This experience provided a deeper understanding about social-constructivism, zones of proximal development, and ways to make teaching and learning visible in all of our teacher education work, declares Dr. Pinciotti.

“My favorite memory, and there are many, was getting up in the early morning and “seeing” the town of Reggio Emilia on my daily run. Although I could not understand the language spoken, I shared the beginning of each new day with children walking to their schools, teenagers waiting for the city bus, people of all ages on their bicycles ringing their bells to warn me of their approach, people having their morning cappuccinos and pastries in small cafes, and shop keepers sweeping the sidewalks getting ready for their customers. Smiles and greetings of “buongiorno” were abundant. My favorite route brought me through the Piazza San Prospero where I was greeted by the majestic lions, continuing past beautiful churches, cathedrals, a municipal theatre and a beautiful park. How could one not be inspired when surrounded by such rich history in a picture postcard setting?”
Archaeological Digs: Dynamic Collaborations

Dr. Lare (PSED) has been work with the Lehigh County Historical Society, the Harrison Morton Middle School in Allentown, and the Pennsylvania Department of Transportation setting up an archeological dig at the Trout Home in Allentown in the Spring, 2013. William Allen, founder of Allentown, grew up there. This project involves professional archeologists, archivists from the Lehigh County Historical Society, ESU students and faculty, and seventh grade students from Harrison Morton Middle School. Dr. Lare visited the middle school to prepare the students for the dig and to conduct follow-up activities. The first phase of the archeology project was presented at the National Council for the Social Studies 2012 conference in Seattle by Dr. Lare and Dr. Gray (History Department).
NCATE Accreditation

The Professional and Secondary Education Department is proud to again have received national recognition for its Educational Administration Program from the Education Leadership Constituent Council (the Specialized Professional Association for Education Leadership programs). The report recognized the program as excellent, meeting every standard and preparing students at a high level.

Graduates of our leadership program are in administrative positions in most schools throughout the county. One of our graduates, Eric Sheininger, has become a leading national figure in using social media as a school leader. Another graduate, Billy Staples, was selected as keynote speaker for ESU Spring 2013 undergraduate commencement ceremonies.

New Courses

Dr. Yarmus has successfully launched a new course: PSED/ELED 424/524 – Teaching English Language Learners in the Diverse Classroom Setting, providing undergraduate and graduate level teacher education candidates with theoretical and practical foundations for educating culturally and linguistically diverse students. He designed the course to meet the three credits of English Language Learner adaptation and accommodation competency requirements specified by the Pennsylvania Department of Education in Chapter 49.

Partnership Activities

Leadership interactions between PSED faculty and K-12 schools help the community schools and students; they also help the PSED faculty stay current in terms of the challenges and successes of our K-12 partners. Keeping current allows PSED to continue to offer relevant programs and courses with curriculum on the cutting edge. Following are just two examples of PSED leadership in the field.

A PSED committee is working with MCOM, local school districts and Intermediate Units, to develop a four-course sequence for those teachers interested in teaching online in cyber schools. The committee members are currently developing courses descriptions and curricular ideas. Members of the committee include ESU faculty, K-12 teachers, and IU administrative personnel. This is an exciting collaborative effort which responds to current needs of teachers who are being expected to deliver courses online.

Dr. Senese is currently helping develop the strategic plan for Lehigh Valley Regional Charter School and their plan for Middle States Accreditation. He is also helping to develop a new conceptual school governance model for Philadelphia Independence Mission Schools.
National Board Certification

The Professional and Secondary Education Department continues to be involved in the National Board Certification effort. Through the efforts of Dr. Lare, ESU has negotiated an affiliation agreement with IU 20 that allows PSED to continue a very successful program offered the last eight years. The process by which teachers achieve National Board Certification has been shown to be one of the most effective professional development activities available. ESU is offering teachers throughout the states of Pennsylvania, New Jersey and New York the opportunity to enroll in either ESU or IU courses focusing on preparing the national board portfolio. This program is unique and is being closely monitored as a model for other universities.

ESU/IUP Doctoral Program

The ESU/IUP doctoral partnership program continues to thrive. PSED welcomed the 6th cohort in fall 2012. Cohorts 1 and 2 have completed the program at approximately an 87% graduation rate, well above the national average. Cohort 3 has graduated 68% of its candidates and several more are on schedule to graduate this year. Cohort 4 is firmly in the dissertation writing stage and Cohort 5 is finishing up their course work, soon to start forming their dissertation committees. PSED is proud to have the collaboration of more than 20 faculty from 8 departments across campus that help teach courses and mentor the research by serving on dissertation committees.

Our doctoral students continue to have an impact in the field through action-research projects with K-12 partners. During the past year, Cohorts 5 and 6, partnered with the Stroudsburg Area School District (Curriculum Evaluation Project), East Stroudsburg Area School District (Implementing Core Standards), Faith Christian School (Curriculum Design; Analysis of Assessment; Principal Leadership) Lehigh Valley Regional Charter School (Curriculum Implementation with the International Baccalaureate; Data Driven Decision Making; Leadership and Program Development; Best Practices in Foreign Language Implementation; Delivery Models for Gifted Education), and the Allentown School District, (pilot project for teacher evaluation in conjunction with the PDE).

Adding to their fields through scholarship, six current doctoral students and graduates presented their research at The New England Educational Research Organization (NEERO),
the regional affiliate of the American Educational Research Association (AERA) at the 2013 conference. Other students and graduates have been active publishing and presenting at other conferences. Nancy Jo Greenawalt presented her work on “Modern Sexism and Preference for a Coach Among Select NCAA Division I Female Athletes: A Quantitative and Qualitative Analysis” with Drs. Seaton and Fleischman at the National Association of Sports Management Conference in Texas. Greg Farley, has co-authored a chapter with Dr. Lare in Lessons Learned in Teacher Mentoring: Supporting Educators in K-12 Online Learning Environments, a book by the International Association for K-12 Online Learning. Steve Locascio has co-authored an article entitled "How Induction Programs Affect the Decision of Alternate Route Urban Teachers to Remain Teaching" with Drs. Waters and Smeaton which has been accepted for publication in Education and Urban Society.

Dr. Foster Retires

We bid a fond farewell to Dr. Kathleen Foster, an ESU alumna, after her 15 years of service to ESU. During her time as a PSED faculty member she taught undergraduate, graduate, and doctoral courses. She mentored principal interns, served on dissertation committees, supervised student teachers, was the PSED Graduate Coordinator, brought the American Democracy Project to ESU, and served on numerous campus committees. Her dedication to ESU and her infectious laugh heard throughout Stroud 209 will long be remembered.
The Mission of East Stroudsburg University’s Teacher Education Unit is to provide diverse learning experiences and dynamic collaborations that develop reflective, deliberate 21st century educators who support and extend the learning of all students in a global society. The Office of Field Experience and Partnerships is responsible to provide our students with the field experiences necessary to bring this mission to fruition.

Professional Development Schools

East Stroudsburg University’s PreK-4, Middle-level, Health/Physical Education, and Special Education programs currently partner with 19 Professional Development Schools representing 5 school districts. These school districts offer a wide range of urban, suburban, and rural experiences. The Office of Field Experience and Partnerships work closely with our academic departments and these schools in an effort to provide field experiences for our students that link theory and research to best practices in teaching and learning. These partnerships were highlighted at the National Professional Development School Conference in New Orleans when Dr. Barry, Dr. Pinciotti, and Dr. Scala shared how East Stroudsburg University used collaborative inquiry with its partner schools to navigate the changing tides of our educational system.

Student Teaching and Practicum

Student teaching is the capstone experience for our teacher candidates. This year, the Office of Field Experience and Partnerships secured nearly 500 placements for our students in local schools, inter-city schools, and international schools. Student teaching candidates representing PreK-4, Middle-level, Health/Physical Education, Special Education, and Secondary Education work side-by-side with practicing educators in the field for 14 weeks. Our students assume all of the responsibilities of the classrooms as they transition from student to teacher. The Office of Field Experience and Partnerships balances field experiences with Practicum sessions. At these sessions, our teacher candidates are exposed to a range of professional development topics such as Data-Driven Decision Making, Common-Core Standards, Legal Aspects of Teaching, and Interviewing Strategies.
**Act 48 Initiative**

A hallmark of East Stroudsburg University’s Teacher Education Program is its ability to award Continuing Professional Development hours (Act 48) to the mentor and cooperating teachers that work with our students in the field. In fact, ESU is the only PASSHE School certified to do this. This year, the Office of Field Experience and Partnerships successfully applied to the Pennsylvania Department of Education to award these hours for another 3 years.

**Office of Field Experiences & Partnerships Staff**

Ms. Fuentes, Dr. Barry, Mrs. Allotey
East Stroudsburg University’s College of Education uses Tk20, an online data-management system, to track the progress of its students, evaluate the performance of its programs, and to organize the myriad of data required for state and national accreditation. Due to the critical nature of this information, the University recently hired a full-time assessment specialist to manage this system.

Tina Marie Rey officially started her new position at East Stroudsburg University in August of 2012; Tina Marie Rey, however, is no stranger to running our Tk20 system. While attaining her Master’s degree in education, Tina worked for two years as a graduate assistant in charge of Tk20. Since being hired full-time, Tina has worked diligently to improve the efficiency of ESU’s use of this system.

This fall, Tina attended a Tk20 conference in Austin, Texas. At this conference, Tina learned how to operate Tk20 on a more comprehensive level. Tina now organizes data for programmatic evaluation, develops grading binders that are electronically delivered to our cooperating and mentor teachers in the field, facilitates communication between the university and its partner school districts, and works closely with the Office of Field Experience and Partnerships to help manage countless clerical and accounting responsibilities associated with this office.

Tk20 is used by all teacher certification programs at East Stroudsburg University. Students begin using Tk20 their freshman year. They are able to upload artifacts representative of their teaching, chart growth using both departmental and unit-wide assessments, and communicate with administration, faculty, and practicing teachers in the field. ESU’s Faculty and administration use Tk20 to evaluate the performance of their students and analyze the effectiveness of their programs. As such, Tk20 represents a common-thread that unites all teacher certification programs in preparing our future educators.
Department of Early Childhood and Elementary Education
Presents with Special Education and Rehabilitation Departments at
National Professional Development Schools Conference

Three members of the department of Early Childhood and Elementary Education joined faculty from the Special Education and Reading Departments to present at the National Professional Development Schools Conference in New Orleans, Louisiana in February. Dr. Andrew Whitehead, Prof. Cynthia Adams and Dr. Patricia Pinciotti teamed up on presentations with Dr. Gina Scala and Dr. Shawn Watkins for the international audience. Dr. Terry Barry, Associate Dean for Field Experiences also joined Drs. Scala and Pinciotti on a presentation.

Drs. Whitehead, Scala and Watkins presented on how to make an interdisciplinary program work for Professional Development Schools (PDS). Over the past eleven years, the Department of Early Childhood and Elementary Education, in conjunction with the Special Education and Rehabilitation and Reading Departments, made the interdisciplinary aspect of its PDS program the cornerstone. Members from all three departments have worked together for the benefit of a very strong field-based program that allows students to get valuable experience teaching lessons before student teaching. This ensures that the students are ready and capable when they do student teaching. The unique part of this interdisciplinary program is the fact that all students participate.

Drs. Watkins and Whitehead presented on how reading should be blended with other content areas to make it more interesting and meaningful. Incorporating theories of human development is imperative to help students learn better, and this presentation highlighted the importance of creating cognitive-based learning strategies.

Dr. Whitehead presented on assessment. His presentation entitled, “Our Obsession with Assessment and Why We Need to Focus on Good Instruction,” detailed how many Pk-12 schools have abandoned good instruction to focus simply on passing high-states tests. He suggested that school return to cognitive-based learning strategies to help build more meaningful learning, and with that, students should be able to pass any high-stakes assessment.

Dr. Pinciotti, Dr. Gina Scala Dr. Terry Barry, Associate Dean for Field experiences presented on the topic of teacher certification. The main idea of this presentation was to look at how PDS partnerships can be sustained and redesigned through collaborative inquiry.
The National Professional Development Schools conference was held in New Orleans, Louisiana February 13-17, 2013. Over a thousand participants form the all across the nation, and around the world, took part in the conference.

**College of Education Faculty Present at the European Teacher Education Network Conference in Belgium**

Dr. Yarmus and Dr. James Vagliardo (Department of Professional and Secondary Education) presented a paper at the 23rd Annual European Teacher Education Network Conference in Hasselt, Belgium. The title of the paper was: “Teaching to Teach with Recursive Mediated Learning Experiences”. In the paper, they describe learning tasks that they are utilizing in courses on campus and during the supervision of student teaching that draw future teachers “under the hood”, leading them to more informed and more successful professional practice.

Dr. Nurun Begum, Department of Early Childhood and Elementary Education, also presented a paper at this conference. The title of the paper was, “Catch Me If You Can: Discipline Problems in Urban Schools and the Role of a Restorative Justice”. Dr. Begum focused on what is a restorative justice and how it could help to bring justice in urban classroom and school. Instead of resorting on the punitive discipline, this presentation gave some examples from real classroom to understand what causes the problem and how the problem could be addressed. Dr. Begum has been a presenter at the ETEN Conference for the past 5 years, addressing many timely issues in the field of teacher education.

**Disability Literature Presentations**

In January (2013), Dr. Garrison was invited to present to the Northwest Jersey Reading Council and share her vast collection of children’s books featuring characters with disabilities. She was invited to present at the SPSEA conference at ESU in February to discuss children’s books with positive portrayals of diverse characters. Dr. Garrison was invited again this year to speak about children’s disability literature at the annual Healthy Child, Whole Child conference, in March, for the Monroe County Association for the Education of Young Children.
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