

APACS Annual Meeting/Conference

APACS: Leadership to Transform Education!

2013

14th Annual APACS Meeting / Conference

Marriott Hotel, Albany, New York

Wednesday June 12 - Friday June 14, 2013



**APACS: Leadership to
Transform Education**

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2013 CONFERENCE SCHEDULE

Wednesday, June 12

Registration	10:00am – 4:00pm Outside Empire Room
Pre-Conference Certification Session National Resource Center on Advising * Open only to registered participants	10:30am - 1:30pm Salon H
Opening Lunch and Welcome Michael Molina, APACS President	1:30 - 2:30pm Empire Room
Workshop Session 1	2:45 – 4:00pm
1. The Role of Nanoscience and Nanotechnology in Addressing the World's Energy Challenges (B)	Salon A
2. Plugging the Leaky Pipeline: Fordham's CSTEP Summer Scholars Model (C)	Salon C
3. Climate Control Determines the Forecast! A Literacy Enriched-Experience (C)	Salon B
APACS Book Discussion* <i>Fatal Invention</i> by Dorothy Roberts * participation in this workshop is limited to those who registered prior to the conference	4:15 - 5:30pm Albany/Colonie Rooms
APACS Committee Meetings	4:15 – 5:30pm
1. Step For Leaders Website Committee (B)	Salon A
2. Statewide Kaplan Initiative Committee (B)	Salon B
3. What Can We Do For Day of Service Activities? (B)	Salon C
Dinner	6:00-8:00pm Empire Room
APACS Meet and Greet Reception	8:30-10:00pm Salon D

Thursday, June 13

Breakfast Kaplan Test Services Update	8:00-9:00am Empire Room
Plenary Session 1 Using Citizen Science to Engage Students in Place Based Learning	9:15-10:30 Empire Room
Workshop Session 2	10:45am-12:00pm
1. Bridging the Gap Between CSTEP and Brookhaven Nation Laboratory (C)	Salon A
2. Imagination Deprivation: Why Ethnic Minorities Are Not in Environmental Science Professions and What Can Be Done About It (B)	Salon B
3. Developing Students for Corporate America (B)	Salon C

Thursday, June 13 (Cont.)

Lunch 12:00-1:45pm
Keynote Speaker – Dr. Freeman Hrabowski III Empire Room

Workshop Session 3 2:00-3:15pm

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|---------------------------------------------------------------|---------|
| 1. Smart Scholars Panel: Dialogues about Student Learning (B) | Salon A |
| 2. Common Core Curriculum (S) | Salon B |
| 3. Engaging Students in Citizen Science (B) | Salon C |

Workshop Session 4 3:30-4:45pm

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|-----------------------------------------------------------------------------------|---------|
| 1. The Completion Agenda: What C/STEP Has to Offer Both 2 and 4-Year Colleges (B) | Salon A |
| 2. Strengthening Parent Communities Within Your Programs (S) | Salon B |
| 3. Broadening the Impacts of Student Research Programs (B) | Salon C |

APACS Annual Meeting 4:45-6:00pm
Officer Elections Salons A and B

Dinner 6:00-8:00pm
APACS Awards Salons D and E
Dr. John B. King, Jr. – New York State Commissioner of Education

APACS After Party 8:30pm
Salons D and E

Friday, June 14

Breakfast 8:00-9:15am
Empire Room

Workshop Session 5 9:15-10:30am

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|-------------------------------------------------------------------------------------------------------------------------------|--------------|
| 1. SENCER: Science Education for New Civic Engagement and Responsibility (B) | Albany Room |
| 2. The Global Classroom: Creating Relevant Global Awareness Curriculums & Educational Tour Experiences for Urban Students (S) | Colonie Room |
| 3. Admissions Panel: Effectively Guiding Students through Graduate and Professional School Admissions (C) | Empire Room |

Plenary Session 2 10:30-11:15am
Dr. Richard A. Rose, NYSED – STEP and CSTEP Final Report Changes Empire Room

NYSED Updates 11:15-11:45am
Empire Room

Closing/Box Lunch 12:00pm

Please note:

Workshop sessions targeting staff in **STEP** are designated with an "S"
Workshop sessions targeting staff in **CSTEP** are designated with a "C"
Workshops with content relevant to **both** programs are designated with a "B"

PLENARY ONE

Using Citizen Science to Engage Students in Place Based Learning

Linda Jones, Nikki Shrimpton, Sadie Ross, and Jeremy Stone – SUNY Empire State College

Citizen Science projects provide students with a potentially long term, interactive means of learning about their local environment, environmental change, and scientific research. These projects include creative strategies for educators who would like to design curricula which actively engage all students in science, technology, and mathematics. Our project team received a USDA Higher Education Grant to develop an open source citizen science template that allows students to capture and map a wide variety of data. Faculty members, K-12 teachers, and community organizations can download this template for free to create and map their own data for analysis. We used the template to create a citizen science project, "The Beetle Project," in which students make observations, record data, and map the life cycle of the Japanese beetle, vegetation, soil properties, and atmospheric conditions. Participation in the project enables students to better understand the ways climate change impacts regional and local ecosystems, biodiversity, and nonnative species. The Beetle Project is only one example of how citizen science can be incorporated into courses, however. In this presentation, we will share our experiences with integrating citizen science into studies related to a wide variety of disciplines.



About our presenters:



Nikki Shrimpton is Dean of the Central New York Center at SUNY/Empire State College. She earned a BS in Forestry from North Carolina State University and a PhD in Forest Management from the University of Edinburgh, Scotland. She teaches studies in ecology and environmental science and has research interests relating to authentic hands-on learning experiences for students working in online courses and independent studies.

Linda Jones is an Assistant Professor of Environmental Geosciences for the Northeast Center at SUNY Empire State College. She earned a MS in Geography and a PhD in Geology and Environmental Geosciences from Northern Illinois University. Her research and teaching activities have focused on dynamics of environmental change in natural environmental systems in the areas of soil science and forest ecosystem dynamics.



Sadie Ross is the Director of Environmental Sustainability for SUNY/Empire State College. She holds a Master's degree in Horticulture from Virginia Tech and her Bachelor's degree in horticulture from Cornell University. Her background as an Agriculture Extension Educator for two land grant universities gives her 9 years of experience in developing adult educational programs and program development in the natural sciences.

Jeremy Stone is an Instructional Technologist with SUNY/Empire State College. In 2001, he earned a BS in Information Studies from Florida State University and has been working as a programmer ever since. He is skilled using PHP, JavaScript, jQuery, Ajax, JSON, HTML, CSS, XML, SQL, Java, C, Visual Basic, Google Maps API 3, etc. He has created many custom websites / web applications in Drupal, CakePHP, Wordpress, Moodle, Mahara, and stand alone PHP.

WORKSHOP SESSION 3

Smart Scholars Panel: Dialogues about Student Learning

Gladys Palma de Schrynemakers – Long Island University

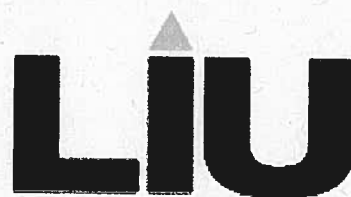
Stephanie Hundt – Long Island University

Marlene Blocker – Early College International

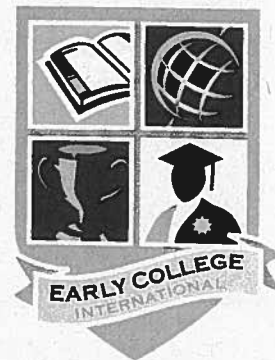
Rachel Goldstein – Long Island University

This panel discussion will offer a multifaceted look at creative and data-driven ways to improve the preparation of underprivileged high school students. First, the findings from an intensive qualitative analysis of the Smart Scholars Early College High Schools program will be presented. This research compiles experiences from ten distinct programs with particular attention to their identification of student learning needs, implementation of interventions to address those needs, and incorporation of assessments to track the effectiveness of their interventions. Best practices identified through this research will be discussed, with an emphasis on the need to intervene at multiple levels (teachers and staff, the student body, individual students, families) in a nuanced and coordinated way. The analysis will focus not only on how to help students to develop academic skills and knowledge, but also on the importance of socializing them to be active and engaged contributors to an academic community. An effective assessment scenario will be presented based on a compilation of best practices from several different programs. In addition, two of the Smart Scholars programs will present their innovative approaches to preparing high school students for college and beyond and will share some of the insights they have gleaned in the process.

Dr. Gladys Palma de Schrynemakers, Associate Provost at LIU/Brooklyn, she directs CSTEP and was Principal Investigator (P.I.) for Predominantly Black Institutions (PBI) Undergraduate STEM Grant, both prepare undergraduate minority and economically disadvantaged students to enter the STEM fields. As the Executive Vice President of APACS, she works closely with over 200 CSTEP/STEP directors and program staff to create a statewide professional development network for diverse students in high school, college/university to enter into STEM and licensed professions. She is the P.I. for the New York State's Smart Scholars Early College High School this program specifically engages groups of students who historically have not had access to college. She Co-Chairs the annual Teaching Narrative Conference at the Brooklyn Campus, an event that focuses on teaching narratives as a form of inquiry about student learning. Dr. Schrynemakers serves as a member of the Leadership Team for Integrative Assessment of the Imagine America Initiative. During her 23-year career with the University, she has secured over 9 million dollars in grants, taught social science research, and published frequently in peer-reviewed venues on theory and practice of constructing knowledge and assessment.



Marlene Blocker is completing her third year as the founding principal of the Rochester Early College International High School in Rochester, New York. Mrs. Blocker has been in the education field for over twenty five years serving in various capacities as a teacher, coach, mentor, assistant principal and principal of both elementary and high school. Her degrees include an M. Ed. in Administration and Supervision from St. John Fisher College, a M. in El. Ed. from SUNY Brockport and a B.S. in El. Ed. from the University of North Carolina at Chapel Hill. Mrs. Blocker has served as a facilitator of principals for the National School Leaders Network, as a founding member of the Rochester Leadership Academy and as a presenter for various educational topics. She is married to Darren Blocker and they have three daughters, Courtney, Kierra, Brionna, and a



son Darren Jr. She attended UNC-CH on a full basketball scholarship and still loves to play. Mrs. Blocker enjoys all sports, mowing the lawn, outside activities and spending time with her family. Mrs. Blocker is the 2013 recipient of the SAANYS James E. Allen award for significant contributions in education, leadership, and community service as a Secondary School principal.

Stephanie Hundt recently completed her third year of the Clinical Psychology Ph.D. program at Long Island University's Brooklyn Campus. In addition to her academic pursuits, Stephanie has been involved in research in the social and behavioral sciences for the past 11 years. This work spanned from porcupine ecology research in the temperate forests of rural Wisconsin to primate field research in the tropical rainforests of Costa Rica and, more recently, to psychiatric research in child and adolescent psychiatry at New York State Psychiatric Institute / Columbia University Medical Center (NYSPI). Stephanie's research at NYSPI focused primarily on assessment and diagnostic decision making for pediatric bipolar disorder and assessment of adverse events related to pediatric psychopharmacotherapy. She was also involved in the DSM-5 Child Field Trial, a national, multi-site research program funded by the American Psychiatric Association to test the utility and effectiveness of the upcoming 5th Edition of the Diagnostic and Statistical Manual for Mental Disorders.

Stephanie has chosen to focus her career on the socio-emotional development and functioning of adolescents and emerging adults, particularly those who have experienced chronic interpersonal trauma beginning in early childhood. Her theoretical orientation is grounded in object relations theory and the critical importance of attachment dynamics. Stephanie's current research examines the impacts of emotion regulation abilities on cognitive performance for emerging adult survivors of early interpersonal trauma. Stephanie further dedicates herself to promoting the success and resilience of adolescents and emerging adults in her work with the Smart Scholars Program and the Collegiate Science and Technology Entry Program (CSTEP).



Rachel Goldstein, M.A., is an advanced doctoral student in the Clinical Psychology PhD program at LIU/Brooklyn. Her clinical work is focused on helping underserved, and particularly Latino, children and families. She has worked extensively with children, adolescents, and adults who have survived traumatic experiences and is interested in finding ways to help them cope with such experiences. Her research interests include the effects of exposure to domestic violence on children and specific processes between patient and therapist that effect change in the process of psychotherapy. She has previously worked as a primary and secondary school teacher in Mexico, as a tutor for children identified as at-risk for drop-out, and as a volunteer with children in foster care and those with special needs.

Common Core Curriculum

Kate Gerson - Senior Fellow for Educator Engagement & the Common Core - NYSED

This session will provide STEP administrators with information about the Common Core in New York State.

About our presenter:

As a former high school English teacher, New York City principal, leadership coach and program lead, **Kate Gerson** brings years of practical field experience to her role as Senior Fellow for Educator Engagement & the Common Core in New York State. Kate is leading the implementation of the Common Core State Standards in New York, as well as the website (EngageNY.org)



and professional development associated with RttT reforms. Prior to her work with the state, Kate served as the Executive Director of Academic Programs at New Leaders for New Schools. Before joining the staff of New Leaders, Kate had been the organization's first principal in New York City. There she was the founding principal of South Brooklyn Community High School, a model transfer school for over-aged-under-credited students which was later duplicated throughout the city. With Jon Schnur, she co-authored a chapter on the principalship in Rick Hess' *Urban School Reform*. She earned her Masters in Language Education from Indiana University and a B.S. in Women's Studies from University of Arizona.

Citizen Science Project Design: Collaborative Application of the Citizen Science Template

Linda Jones, Nikki Shrimpton, Sadie Ross, and Jeremy Stone – SUNY/Empire State College



During this interactive session, conference participants will have the opportunity to collaborate with others as they work through the process of designing a citizen science project. We will use the project ideas generated by group discussions to simulate the creation of a citizen science project using the Citizen Science Template, which is available as an open educational resource.

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Jeremy Stone is an Instructional Technologist with SUNY/Empire State College. In 2001, he earned a BS in Information Studies from Florida State University and has been working as a programmer ever since. He is skilled using PHP, JavaScript, jQuery, Ajax, JSON, HTML, CSS, XML, SQL, Java, C, Visual Basic, Google Maps API 3, etc. He has created many custom websites / web applications in Drupal, CakePHP, Wordpress, Moodle, Mahara, and stand alone PHP.