

Here IS HOW
we turn IDEAS into

IDEALS



SEE STORY ON PAGE 20



2018–19 ACCOMPLISHMENTS

By the Numbers

RESEARCH
EXPENDITURES
\$9,551,065

4 HONORIFIC AWARDS

FEATURED RESEARCH OF THE YEAR

Association for Educational Communications
and Technology

Yunjeong Chang, Assistant Professor

CITIZEN PSYCHOLOGIST CITATION AWARD

American Psychological Association

Catherine Cook-Cottone, Professor

HANNE MAWHINNY DISTINGUISHED SERVICE AWARD

University Council for Educational Administration

Stephen Jacobson, UB Distinguished Professor

SPECIAL RECOGNITION AWARD

American Council on the Teaching
of Foreign Languages

Erin Kearney, Associate Professor

55

FACULTY EXPERT Requests Across
553 MEDIA OUTLETS

41

NEWS STORIES Reported Across
101 MEDIA OUTLETS

34

ACTIVE RESEARCH **GRANTS**

12

RESEARCH CENTERS,
INSTITUTES AND LABS

20

MASTER'S DEGREE PROGRAMS

11

DOCTORAL DEGREE PROGRAMS

19

ADVANCED CERTIFICATE
PROGRAMS

27

FULLY ONLINE PROGRAMS

89

REFEREED ARTICLES
PUBLISHED

7

BOOKS/EDITED
BOOKS PUBLISHED

- **Mindfulness for Anxious Kids: A Workbook to Help Children Cope with Anxiety, Stress and Worry** (New Harbinger Publications)
Catherine Cook-Cottone (co-author), Professor
Rebecca Vujnovic (co-author), Clinical Associate Professor
- **The Elements of Counseling Children and Adolescents (2nd ed.)** (Springer Publishing Company)
Catherine Cook-Cottone (co-author), Professor
- **The Elements of Counseling (8th ed.)** (Waveland Press)
Scott Meier (co-author), Professor
- **Negotiating Place and Space through Digital Literacies** (Information Age Publishing)
Ryan Rish (co-editor), Assistant Professor
- **Neoliberalism, Gender and Education Work** (Routledge)
Sarah A. Robert (co-editor), Associate Professor
- **Divergent Paths to College: Race, Class, and Inequality in High Schools** (Rutgers University Press)
Megan Holland, Assistant Professor
- **Multicultural Competence in Student Affairs: Advancing Social Justice and Inclusion (2nd ed.)** (Jossey-Bass)
Raechele Pope (co-author), Associate Professor
Amy Reynolds (co-author), Associate Professor

PHILANTHROPIC GIFTS

\$706,673

764 DONORS

DEAN'S MESSAGE

Dear friends and alumni of GSE,

As we kick off the 2019–20 academic year, I am thrilled to present to you this edition of our GSE magazine. You will note that this edition is significantly expanded, in part reflecting the many initiatives and activities in which GSE faculty and students are engaged. As I begin my third academic year as dean of the Graduate School of Education, I am confident that GSE will continue steadily on its upward trajectory. We have been fortunate to hire several new faculty members who will undoubtedly continue our strong tradition of impactful research.

Our cover story, “Ideas to Ideals,” features many examples of innovative teaching initiatives currently underway in GSE. These innovations include our teacher residency program, our literacy program for refugee students, a writing initiative at BUILD Community School, and our expansive projects in school turnaround and urban principal preparation. These projects are great examples of what a school of education in a research-intensive public university ought to be doing — taking what we know from research and applying it directly to schools and communities in order to improve their practices. We are fortunate to have so many community partners who understand the value of educational research and its application to school improvement.

We are also pleased to announce that our Department of Information Science has officially launched its PhD program. The PhD in information science, a fully online program, prepares individuals who are fundamentally interested in exploring and addressing complex information problems.

In this issue we are able to meet some of our amazing students. Please take the time to read about them, why they enrolled in GSE and what they hope to accomplish with their degrees.

GSE faculty have been quite successful securing external funding. In this issue you can read about the variety of meaningful training and research grants secured.

Our “By the Numbers” page draws deserved attention to our faculty accomplishments. As noted by the high number of “media mentions,” the public has taken notice of the expertise GSE faculty bring to bear on matters of public significance. Effectively communicating to the public in order to make a difference is critical to GSE.

Speaking of making a difference. I do want to extend my heartfelt appreciation to all of you who have donated generously to GSE. Without your support, it would be very difficult for GSE to continue to engage in meaningful research, teaching and outreach.

If you are in the area, please stop by and see what all the buzz is about. GSE is an exciting place to be these days and I think the following pages should explain why.

Warm Regards,



Suzanne Rosenblith
Dean



New Faculty



STEPHANIE FREDRICK (PhD, Northern Illinois University) joins the Department of Counseling, School and Educational Psychology as an assistant professor and as the associate director of the Alberti Center for Bullying Abuse Prevention. Fredrick's research explores the impact of peer victimization on social-emotional well-being of children and adolescents.



ALIZA HUSAIN (PhD, University of Virginia) joins the Department of Educational Leadership and Policy as an assistant professor. Husain's research interests include K–12 principal labor markets and quality, and K–12 principal effects on teacher quality. She analyzes large-scale panel data to answer policy-relevant questions pertaining to these topics.



TIFFANY KARALIS NOEL (PhD, Purdue University) joins the Department of Learning and Instruction as a clinical assistant professor. Karalis Noel's research and teaching examine how pedagogical preparation influences beginning teachers' self-efficacy, and how interdisciplinary literacy practices facilitate learning among content-area preservice teachers.



JOHN STRONG (PhD, University of Delaware) joins the Department of Learning and Instruction as an assistant professor. Strong's research interests focus on adolescent literacy instruction, specifically in the design, implementation and evaluation of integrated reading and writing interventions in upper elementary and middle grades.



AMANDA WINKELASAS (PhD, City University of New York) has been appointed clinical assistant professor in the Department of Learning and Instruction. Winkelsas' teaching and research efforts focus on cultivating diversity in the teaching profession and preparing teachers to work with diverse students in historically underserved schools.



DANIEL WONG (PhD, University of Northern Colorado) joins the Department of Counseling, School and Educational Psychology as a clinical assistant professor and as the program director for the rehabilitation counseling program. Wong's research interests focus on attitudes towards individuals with disabilities and international disability policies.

Faculty Appointments and Promotions



DAN ALBERTSON, from the Department of Information Science, has been appointed department chair and promoted to professor.



AMANDA WINKELSAS, from the Department of Learning and Instruction, has been appointed assistant dean for outreach and community engagement.

Faculty promoted to associate professor are (l to r) **ALEXANDRA SCHINDEL** and **SAM ABRAMOVICH** from the Department of Learning and Instruction, and **SEONG WON HAN** from the Department of Educational Leadership and Policy.



Faculty members promoted to clinical associate professor are (l to r) **REBECCA VUJNOVIC**, **WENDY GUYKER** and **KAYTE CONROY** from the Department of Counseling, School and Educational Psychology, and **ELISABETH ETOPIO** from the Department of Learning and Instruction.



Collaborative grant *enhances* engineering education



Randy Yerrick, professor from the Department of Learning and Instruction, and Andrew Olewnik, adjunct assistant professor from the School of Engineering and Applied Sciences, received a two-year grant from the National Science Foundation (NSF) to help engineering students become better problem solvers. The grant also helps students connect their coursework to their professional preparation. The Graduate School of Education will measure whether the project has lasting effects.

“We have this opportunity to give AUTHENTIC PROBLEMS to students as part of their academic experiences.”

Yerrick and Olewnik recall instances when an outstanding student would complete a successful internship but not do well in a corporate interview due to the lack of professional competencies, such as working on a team, time management and communication. This research grant aims to help the students solve these professional, in-the-field problems.

The grant gives engineering students a way to recognize the nature and structure of a problem to be solved, then apply an appropriate method or set of strategies that fits the problem they face, rather than a pre-existing formula that’s too narrow in its applications. “Very few problems in the world, engineering or otherwise, are limited to one discipline,” says Olewnik. “We have this opportunity to give authentic problems to students as part of their academic experiences.”

The role of GSE is to help design the intervention and assessment

measures to determine whether the new educational programs for engineers are accomplishing their goals. “Designing high-quality social and behavioral research is not as easy as most people think,” says Yerrick. “Design is as important in educational research as it is in engineering.” Yerrick also emphasizes that GSE faculty have significant expertise in designing educational research studies, and assessing the effectiveness of innovation in the field of pedagogy.

“We in GSE love these opportunities to work in an interdisciplinary fashion, as we learn from each other how to ‘raise all ships with the tide,’” says Yerrick. “Our two deans work very closely together and share many of the same goals.” According to Carl Lund, SUNY Distinguished Teaching Professor and chair of the new Department of Engineering Education at UB, there is a great opportunity with engineering education to make a real national impact, as there are only a few formal engineering education departments in the nation.

“The predominant approach in engineering education involves lectures and homework,” Lund says. “Lectures typically present information and illustrate how to use that information to perform engineering tasks and homework, then allow students to practice using the information they learned.” Lund further explains that this approach helps show students what to do and how to do it, but it fails to show students how to recognize what they need to do for a problem when it is encountered in a context different from that lecture and a follow-up homework assignment.

The NSF grant of nearly \$200,000 will support GSE researchers in evaluating the new engineering education program and help design a study that measures what engineering administrators would like to be measured. Yerrick and Olewnik are hopeful that students will grow professionally at UB to prepare them to be engineers after their internship experience and coursework preparation.

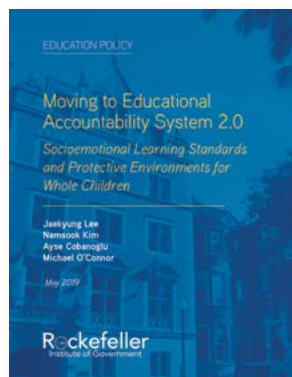


Moving to Educational Accountability System 2.0

GSE-authored policy report *compares* state learning standards

A growing body of scholarly research suggests that children’s socioemotional well-being is fundamentally important to their healthy and productive development. This finding implies that college, career and civic readiness is tied to better socioemotional skills and well-being.

This research, and opportunities under new federal policies such as the Every Student Succeeds Act, have sparked several states to adopt socioemotional learning (SEL) standards as part of, or in conjunction with, existing or revised academic learning standards. Historically, states have measured the educational progress of their students primarily, or even solely, on academic proficiency outcomes.



and Educational Psychology (CSEP). Lee, along with colleague Namsook Kim, clinical assistant professor from the Department of Educational Leadership and Policy; CSEP doctoral student Ayse Cobanoglu; and alumnus Michael O’Connor (MA ’18, Educational Psychology and Quantitative Methods), co-authored a policy report that compares state learning standards and offers steps for success.

The report notes that New York State has recently developed K–12

SEL benchmarks for voluntary adoption by school districts, trailing early statewide adopters, which use SEL standards for school improvement and accountability. New York State also lags behind other state leaders in terms of creating protective environments and advancing child well-being.

“Policymakers can take steps to enact meaningful socioemotional learning standards and ensure their effective implementation,” says Lee. He and his co-authors outline these four measures:

- reenvisioning the school accountability policy for whole child development
- well-balanced integration of academic and socioemotional learning standards and measures
- investment in school/teacher capacity-building and a protective environment for child well-being
- effective partnerships between schools, families and community agencies for interventions (e.g., community school programs)

The policy report, “Moving to Educational Accountability System 2.0: Socioemotional Learning Standards and Protective Environments for Whole Children,” was published by the Rockefeller Institute of Government, the public policy research arm of the State University of New York. The institute conducts cutting-edge research and analysis to inform lasting solutions to the problems facing New York State and the nation. Lee is a Richard P. Nathan Policy Fellow at the Rockefeller Institute of Government.

To read the policy report, visit ed.buffalo.edu/go/lee-report.



Ji-Won Son interacts with students during a Summer Math Program activity session.

Summer Math Program *addresses* achievement and gender gaps

Improving the math skills of Western New York girls entering grades five through eight was the focus of this year's Summer Math Program organized by Ji-Won Son, associate professor from the Department of Learning and Instruction. This free, five-day camp program, held at Enterprise Charter School, was funded by the UB Gender Institute and the Cullen Foundation.

"IT IS AT THE MIDDLE SCHOOL LEVEL THAT GIRLS TURN THEIR ATTENTION AWAY FROM MATHEMATICS AND TO OTHER FIELDS."

The purpose of the Summer Math Program is to help address racial and gender gaps in math achievement in Western New York schools. Nationally, children from families who are economically disadvantaged often perform below average in math skills. The gender gap refers to the underrepresentation of women employed in STEM (science, technology, engineering and mathematics) fields.

"It is at the middle school level that girls turn their attention away from mathematics and to other fields," says Son. "In particular, during the summer, when school is out and non-school influences are dominant, gender gaps and achievement gaps among students of varying backgrounds grow largely."

The camp emphasized hands-on, project-based and creative learning experiences, as well as personal attention, active learning and relationship building, with the goal to support and encourage interest in math by girls. The students were introduced to mathematical concepts beyond what they would normally learn in their schools.

The first Summer Math Program, also funded by the Cullen Foundation, was held in 2017. Son interviewed the 150 girls who attended that program and found that overall the camp positively impacted the way students learned and viewed math. "Many students stated that their feelings about mathematics and fractions have changed since coming to the program," says Son.

Visit the Summer Math Program website at buffalo.edu/summer-math.

Read the University at Buffalo press release at ed.buffalo.edu/go/math-gaps.



Encouraging science learning and the local environment

Alexandra Schindel, associate professor from the Department of Learning and Instruction (LAI), is partnering with Buffalo Niagara Waterkeeper to support their youth-centered education programs. Waterkeeper recruits high school students from Buffalo Public Schools to participate in these programs, which encourage environmental science learning. This collaborative project, with LAI faculty members Ryan Rish and Sameer Honwad and UB Department of Geology faculty member Christopher Lowry, is part of the Graduate School of Education Faculty in Residence Program.

“Our hope is that students will embrace the relationship between environmental science and the local community to make a positive impact on our environment.”

“Waterkeeper is a local nonprofit that protects and restores the waterways and ecosystem of Western New York,” says Schindel. “Their youth programming accomplishes this through community-focused science learning and advocacy in partnership with Buffalo Public Schools high school teachers.” The environmental science programs include participation in an emergent after-school class that provides youth the opportunity to earn college credit and a paid summer internship.

The overall goals of this project are to: (1) research and strengthen pathways into science for and with historically marginalized communities; (2) explore ways youth author science identities, engage in placemaking within science, and leverage science for self and community; and (3) support Waterkeeper with learner outcome assessments, digital tool development, and grant identification and applications to support future education programming.

“By engaging local students in science that is important to the community, youth can develop powerful views of themselves as science learners and advocates for the environment. This project is a win-win for our community, particularly given the pressing issues of climate change and sustainability,” says Schindel. “Our hope is that students will embrace the relationship between environmental science and the local community to make a positive impact on our environment.”

The Faculty in Residence Program is an initiative designed to engage GSE faculty and local community-based educational institutions in site-based, mutually beneficial research-based projects. These projects must demonstrate clear benefits to the community and may include a wide range of researchable topics.



Alexandra Schindel

Orientation eases transition for new students



The second annual Graduate School of Education new student orientation welcomed incoming students from eight countries, 21 states and 172 undergraduate institutions. The goal of orientation is to give students an opportunity to meet faculty and peers, help the students feel comfortable and provide guidance on how to make a successful transition to graduate studies.

“Having an orientation is important because it helps students understand that they are about to enter something special as they become a part of the GSE culture and identity,” said Raechele Pope, GSE associate dean for faculty and student affairs and chief diversity officer, who organized the event.

Commenting on the diversity of the incoming class, Pope added “I think diversity strengthens education as I believe we’ve got big educational and societal problems to solve, but we cannot solve

them all — we can only solve them when we come together and figure them out.”

Throughout the day, students attended various presentations, including department breakout sessions where they learned about the different research and teaching opportunities available to them. Advice was also provided from current PhD students on how to make the best out of the GSE experience.

“My best advice is to think about your primary motivation for the program you are in, whether you need this credential for a career or there is a research project you really want to work on,” said Melissa Hubbard, a PhD student from the Department of Educational Leadership and Policy, who addressed the students. “Whatever your goals may be, just make sure you stay motivated because there are so many opportunities in graduate school.”

Alumni Ambassador Program *launched*



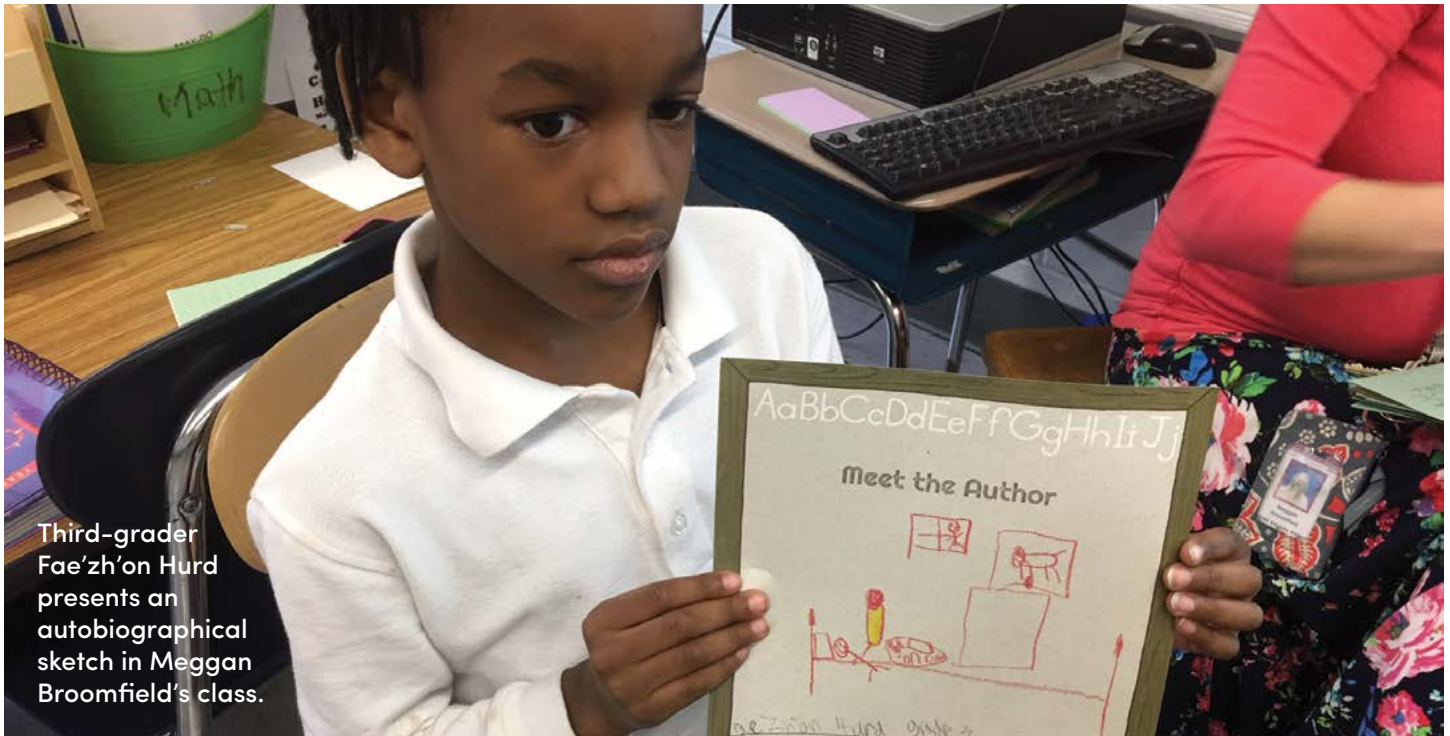
The Office of Graduate Admission has launched a new volunteer program for GSE alumni to share their experiences and insights with students who are exploring our graduate programs. By helping prospective and newly accepted students gain a better understanding of the value of a GSE education, alumni can play an important role in building and strengthening our community.

Alumni can sign up for the ambassador program by completing a brief form at ubgradconnect.buffalo.edu/register/gse-alumni. Once the form is submitted, it will be reviewed by the Office of Graduate Admission and alumni will be contacted within two weeks regarding next steps as an ambassador volunteer.

A list of ambassadors is available at ed.buffalo.edu/admission/ambassadors. For more information, contact Renad Aref, assistant director of admission recruitment, at raaref@buffalo.edu or 716-645-2110.

Ownership, empowerment and pride

By-products of the UB-led writing initiative at BUILD Community School



Third-grader Fae'zh'on Hurd presents an autobiographical sketch in Meggan Broomfield's class.

When speaking with teachers at BUILD Community School about the student writing initiative piloted last school year through the school's partnership with the Graduate School of Education, you hear words like creativity, empowerment and ownership. The teachers in this PK-8 school on Buffalo's East Side were describing the qualities and characteristics associated with a student-centered writing program. One of the writing programs was led by David Gorlewski, clinical assistant professor from the Department of Educational Leadership and Policy.

Last fall, following an analysis of the curriculum and numerous classroom observations, Gorlewski proposed balancing BUILD's test-preparation reading and writing activities with a student-centered writing program recommended by the National Council of Teachers of English — a proposal accepted by building principal Tanika Shedrick. Gorlewski began working with seven teacher volunteers to implement the program, which featured daily writing, student collaboration and writing for different audiences and purposes. A key program element was the establishment of a student writing portfolio system that allowed teachers and administrators to view student writing programmatically,

and to gauge writing growth over time.

The approach worked so well that Shedrick asked Gorlewski to implement the writing initiative on a school-wide basis for the 2019-20 school year. The implementation began with two full days of writing instruction professional development for BUILD teachers this past August, led by Gorlewski and several BUILD faculty members.

"STUDENTS HAD A POSITIVE RESPONSE BECAUSE THEY WERE ABLE TO EXPRESS THEMSELVES FREELY." ←-----

Looking back at the pilot program, teachers were uniformly pleased with the outcomes. Third-grade teacher Meggan Broomfield notes that the program gave students "a voice," as well as multiple opportunities to write. "Students had a positive response because they were able to express themselves freely," says Broomfield.

John Alessandra, a fifth-grade teacher, agrees. "Students fostered a love for

writing and were given the freedom to display their creativity through a variety of writing pieces. Students were empowered to choose their own topics and they felt a sense of ownership and pride after creating their own piece and sharing it with an audience."

Another fifth-grade teacher, Jessica Bernstein, sees a connection for students between free writing and motivation to write. "The students truly enjoyed being able to express themselves through free writing rather than being told to write about a specific topic," says Bernstein. "And they really looked forward to writing."

Reflecting on his experiences at BUILD last year, Gorlewski observed that students developed a positive attitude toward writing. "Perhaps the key outgrowth of this initiative is that BUILD's students truly see themselves as writers."

Gorlewski will be working with BUILD administrators, teachers and students throughout the 2019-20 school year providing on-site, ongoing professional development and support for this student-centered writing program.



Science Exploration Day at UB *promotes* STEM learning

Science Exploration Day welcomed hundreds of Western New York's most promising STEM (science, technology, engineering and mathematics) high school students to the University at Buffalo in March 2019. The late Rodney Doran (see story on page 36), professor emeritus from the Department of Learning and Instruction, served on the event's planning committee for 33 years.

The goal of this event is to encourage local high school students to continue their science studies. "Throughout the presentations, these outstanding students will hear the same messages: Science is everywhere; scientists and engineers work in teams; scientists and engineers take advantage of many different technologies," said Doran.

Professionals from science, engineering and health care fields offer insights for the next generation of scientists, as well as everyday citizens who will be impacted by science during their lifetime. The seminars, many of which are innovative and offbeat, provide hands-on, accessible experiences on popular science topics.

Presentations during this year's Science Exploration Day included "Science in Your Life (That you Probably Never Think About!)," "Exploring the Human Brain," "Colorful Coral Reefs," "Really Gross Anatomy and Physiology," "Electrical Engineering: Interactive Tour with Hands-on Participation" and a tour of UB's earthquake simulator.

The event was a collaborative effort between Western New York educators and a variety of organizations. Presenters came from UB and area colleges and universities, local industries, research laboratories, government agencies and health care services. Group presentations were also led and assisted by graduate students.

The Graduate School of Education was a co-sponsor, along with the Niagara Frontier Science Supervisors Association, Western Section of the Science Teachers Association of New York State, UB, College of Arts and Sciences, Instructional Technology Services, School of Engineering and Applied Sciences, Great Lakes Program, New York Sea Grant, and COSEE Great Lakes (Centers for Ocean Sciences Education Excellence).

"In addition to our sponsors, we exist because of the cooperation of UB faculty and the hard work of a committee of local teachers and supervisors," said Doran. "As a result, we're able to provide an experience that benefits our youth and our community."

Visit the Science Exploration Day website at scienceexplorationday.com.

Read the University at Buffalo press release at ed.buffalo.edu/go/science-day.

Enterprise Charter School students tour UB



Twenty-seven students from Enterprise Charter's Junior Frontiers of the Mohawk Valley program visited the UB North Campus in March 2019 to learn about diversity, intercultural experiences and the importance of going to college. Part of the tour was organized and sponsored by multiple faculty in the Graduate School of Education.

"I spend a lot of time in the community working with students thinking about going to college," said Nathan Daun-Barnett, associate professor from the Department of Educational Leadership and Policy. Speaking to the students, Daun-Barnett added "I love the fact that all of you are visiting." He gave a tour of the UB Intercultural and Diversity Center, where he discussed the center's role on campus.

Levi Vasquez, an eighth-grader from Enterprise Charter School in downtown Buffalo, sat with the rest of his classmates in the center. This was the first time Vasquez visited UB, and he was surprised at what he saw when he arrived here.

"I like how spacious UB is, as it reminds me of a little town," Vasquez said. "I would love to take many more visits in the future. I think education is important and who you surround yourself with is also important."

For the eighth-graders, it was the latest experience for the students enrolled in the school's Junior Frontiers program, the largest civic youth organization based in Central New York that expanded to Buffalo two years ago. The organization provides opportunities for underrepresented students to explore higher education.

Junior Frontiers students have toured historic black colleges, visited the house where Martin Luther King Jr. grew up, and explored the Slave Haven Underground Railroad Museum in Memphis, Tenn. Locally, they toured the Nash House, the site of the Underground Railroad and the Colored Musicians Club in Buffalo.

The tour continued as UB admissions counselors answered questions about getting accepted to UB and life at the university. Elisabeth Etopio, clinical associate professor from the Department of Learning and Instruction, led the students on a tour of Alumni Arena and the Center for the Arts and provided commentary on the history of UB. The day concluded with offers to the students and teachers to come back and explore the campus as often as they like.

For more information, visit ed.buffalo.edu/go/student-tour.

Program Highlight ← Information Science – PhD

If you are a looking for a doctoral program that provides sophisticated quantitative and qualitative research skills that equip you to address complex information problems, this program is for you. Our online doctoral program in information science will help you meet your goals such as advancing your career and moving into a faculty position or enhancing your leadership experience in a library setting.

Career possibilities include digital librarian, government information analyst, information manager, information processor, library senior manager, tech sector researcher and university faculty/scholar. This program is the only online PhD in information science at a Research I, Association of American Universities or SUNY institution, and online students outside of New York State receive a 40% discount.

For more information, visit ed.buffalo.edu/go/info-sci.

GSE *hosts* former New York State Education Commissioner MaryEllen Elia

MaryEllen Elia, former New York State Commissioner of Education and alumna from the Department of Learning and Instruction, was invited to UB by the Graduate School of Education to discuss state education department policies. Elia was given an Honorary Lifetime Achievement Award for her extraordinary service, outstanding leadership and exemplary contributions to the education profession. The award was presented by the GSE Alumni Association.

As former New York State Commissioner of Education and president of the University of the State of New York, Elia oversaw the work of more than 700 school districts and 3.2 million students. She was also responsible for 7,000 libraries, 900 museums and 52 professions encompassing more than 850,000 licenses.

Elia was born and raised in Western New York. In 1970, she began her career as a social studies teacher while obtaining a master's of education from GSE. She taught in the Sweet Home Central School District for 19 years before moving on to administrative positions. Elia credited GSE for helping to pave her career path.

"I had some incredible opportunities while I was in GSE and I was also teaching at the same time I was getting my master's degree, so I could use what I was learning from the different courses I was taking and apply it to my own classroom as an educator," said Elia. "I also had great professors who helped mentor me."

Several issues impacting New York schools were addressed by Elia during her presentation. One of the concerns included the measles outbreak affecting schools downstate. Elia noted the importance of vaccinations for all students before going to school. "I think we have to be very aware that this is a public health risk and we need to ensure that our children get the vaccines that are necessary," said Elia.



MaryEllen Elia received an Honorary Lifetime Achievement Award from GSE Dean Suzanne Rosenblith and GSE Alumni Association President John McKenna.

There was also a discussion regarding the possible expansion of eligibility rules for Unified Sports players in New York. Unified teams are made up of students with special needs and their peers. Students with special needs are able to stay in high school until they are 21-years-old, but they are not allowed to be a part of unified teams after they turn 18. "This may require a change regarding the expansion of eligibility rules," Elia said. "We need to work with the athletic association across the state and find out exactly what the issues could be, and how we might be able to make changes."

Kelli Hare, an elementary teacher in Grove City, PA drove two hours to attend Elia's talk. Hare asked a question regarding the reciprocity agreement process between New York and Pennsylvania. "I have a serious passion for teaching in New York,

but I am only certified in Pennsylvania," Hare said. "I wanted to know if there was anything being made to support reciprocity and have the process of getting teachers certified in New York much smoother."

The floor was open to questions after Elia concluded her presentation. Hare was impressed with Elia's responses. "She expertly answered all of the questions, including my own," Hare said. "I am very happy I was able to go and listen to her speak."

Elia also offered direction for students who intend to go into the field of education. "The best advice I have for students who aspire to be educators someday is to start early so they can understand how rewarding it is to teach others," said Elia. "I am so thankful for what I have learned over the years."

English Language Institute *improves* language skills of international students



Timothy Cauller teaching an English Language Institute class in Baldy Hall.

Enhancing English language support and helping international students transition to the American university are among priorities at the University at Buffalo. These efforts promote international student inclusion and engagement, and enable students to achieve their educational and career goals.

UB has been providing international student support for over 45 years through the English Language Institute (ELI). The institute has been offering English as a second language (ESL) instruction and programs since 1971, and ELI has been part of the Graduate School of Education since 1981.

Rough estimates indicate that through the years, close to 30,000 students have benefited from ELI instruction and programs. In addition to earning advanced degrees at UB and other U.S. institutions, graduates hold senior positions in academe, the professions, business or government in their own countries.

Timothy Cauller, program director for ESL instruction in ELI, said most international students who are pursuing degrees at U.S. colleges and universities — and at UB — have already put in eight to 10 years of English study.

“And whatever amount of English language study they may have had, once they arrive in the U.S., they are taking on a very complex, challenging and cognitively demanding task,” said Cauller. “From that perspective, the first part of what we do at UB — and what most students need — is to continue the trajectory of English language learning.”

UB has been successful in improving the English proficiency of its international students. “Building international students’ familiarity and proficiency with the English language is a highly integrated part of the UB character,” said Cauller. “UB has been doing this well for a long time.”

Plans are underway to improve the instruction and programs ELI provides for students. The improvements will help strengthen the institute’s impact on international students as they strive to meet their goals.

Visit the English Language Institute website at buffalo.edu/eli.

Read the University at Buffalo press release at ed.buffalo.edu/go/esl-support.

TEI renamed Office of Educator Preparation



University at Buffalo

Office of Educator Preparation

Graduate School of Education

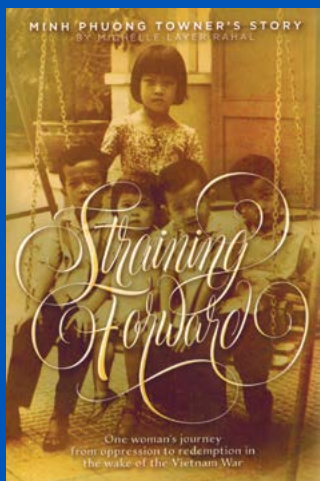
In order to fully encapsulate all of its expanding avenues for teacher certification, the Teacher Education Institute (TEI) has been renamed the Office of Educator Preparation. While clinical experiences and strong school partnerships will remain an integral part of its work, the office has been re-focused to address student needs and to increase pathways to certification (including the innovative UB Teacher Residency and undergraduate UB Teach programs). “It was time to rename the office so it better reflects what we do,” said Elisabeth Etopio, assistant dean for teacher education in the Graduate School of Education.

In addition to expanding program offerings, the office provides extensive support for teacher candidates in certification programs. Office of Educator Preparation staff advise students

through the program, start to finish, on program matters as well as certification requirements. Teacher candidates are mentored as they become qualified, committed and caring teachers who implement effective teaching practices. The office also collaborates with faculty in the Department of Learning and Instruction to better coordinate the transfer of theory learned in coursework to their teaching practices.

While stressing the importance of forward thinking and the excitement over the new certification programs, Etopio remains committed to the central theme which perpetually guides the office. “At the Graduate School of Education, we will continue to collaborate with our valued stakeholders to prepare preservice teachers for the rewarding profession of teaching,” she said.

Alumna News Brief



MICHELLE LAYER RAHAL (EdM '93, Elementary Education) is the author of "Straining Forward" (Xulon Press), the story of Minh Phuong, a Vietnamese girl who endured abuse, prison and torture during the Vietnam War to become the third Asian woman in America to be ordained a Presbyterian pastor.

Rahal first heard of Minh Phuong's ordeal during a church service one Sunday morning she gave a five-minute testimony of where God showed up in her life. "I want to write your story" were the first words Rahal said to Minh Phuong.

Published in 2018, "Straining Forward" achieved a five-star rating from Amazon and Readers' Favorite, and was a finalist in the Indie Excellence Book Awards. Xulon Press also selected "Straining Forward" as one of its top books for 2018.

"This book provides a clear view of what life can be like for women and children during war and in a communist country," says Rahal. "It highlights the plight of refugees in their most vulnerable status – a hot topic, to say the least, in light of the immigration issues faced by refugees in the U.S. and around the world today, as it offers hope to those who think life may not be worth living."

Alumnus leads high school trip to Costa Rica



CHRISTOPHER BANAS (EdM '12, Spanish Education) brought 27 Amherst High School students on a trip to Costa Rica to engage his students interculturally, as well as improve their Spanish proficiency. Banas has been a Spanish teacher in Amherst High School since 2016. Previously, he worked at the Health Sciences Charter School for four years where he did two service learning trips to Puerto Rico.

The students entered a rural school named Escuela Agua Azul (EAA), in a small village outside La Fortuna in central Costa Rica to help 60 children, from kindergarten through sixth grade. EAA is a two-room school with a separate building with bathrooms and another with a small kitchen, where they prepare food that is grown on school grounds. According to Banas, the students that attend EAA are children of migrant workers and these children walk up to three miles each day because they know the importance of education.

While there is a commitment to education in Costa Rica, school supplies are low in impoverished communities, so the Amherst students spent months collecting supplies to bring with them. According to Michelle Bernardi, a Spanish teacher who accompanied the students to Costa Rica, the Amherst students brought reams of paper, coloring books, games and puzzles for the little children.

The Amherst students donated their time

and labor, helping to paint the school, pull out old vegetation and plant fruit trees because the more they grow, the more they eat. Part of the students' cost of going on the trip was to buy the paint and landscaping supplies once they arrived in Costa Rica.

"In the short week, my students were challenged physically as well as mentally when it came to using Spanish in all of their daily interactions and encounters," said Banas. "The first two days were difficult, but by the end, they were no longer afraid of using Spanish with a native speaker. As their confidence increased, they saw the value in what they were learning in the classroom and most importantly, they saw how a little bit of kindness and hard work to help others can make the world a better place." Banas explained that these reasons are why he will always select a service learning trip.

Everyone participated in a friendly game of soccer at the end of each work day. "Playing soccer really made everyone come together and it gave me a sense of satisfaction to see everyone getting along so well," said Banas. "It was a great way to end each day."

Banas believes the Amherst students' experience in Costa Rica has changed their perspective on education. "I will forever remember the smiles on kids' faces when we showed up and how sad they were when we left," said Amherst sophomore Joey Murak. "We meant a lot to them and it was really good to feel that."



JIM COLLINS

Professor Emeritus, 1979–2011

Department of Learning and Instruction

I've been meaning to write this brief account of my post-retirement activities. My immediate prompt for finally getting in touch comes from a notice I received that my one publication since retiring has been read 600 times. Or maybe they said it was downloaded 600 times. Anyway, I think I finally have an achievement worth sharing.

The news was from a website called ResearchGate. The article is called "Bringing Together Reading and Writing: An Experimental Study of Writing Intensive Reading Comprehension in Low-Performing Urban Elementary Schools." It appeared in Reading Research Quarterly a couple of years ago, and it was the flagship report of the funded project I completed with Professor Jaekyung Lee just before I retired. I still get a kick out of being published, especially since this paper represents a long project we did with a large team of graduate students, many of whom I'm still in touch with and all of whom I still admire greatly.

I'm not sure I want to know the piece has been read 600 times, since that seems like a pretty small number. However, ResearchGate called it a milestone achievement and gave me a nice virtual medal for reaching it. Still, I prefer the olden days when it was possible to imagine a much larger readership.

Speaking of medals, I know I told everyone at UB I was a runner. I still am, and running has become literally quite rewarding as I get older. Racing is done in five-year age groups, so you don't have to beat everyone, just the other same-sex runners in your age bracket. I've won nine medals this summer, three each at state, regional and national track meets. Eight of the nine medals were gold, the remaining one was silver, but only by 3/4 of a second.

Come to think of it, retirement has also meant continuing other activities I used to do before retiring. I still read many hours a day but now I am catching up on my reading for pleasure, such as the many novels of John Grisham. He lives in Charlottesville, Virginia, like Roma and I do. In fact, one of my grandsons played baseball at a huge little league complex Grisham built for local kids.

I also have a basement full of woodworking tools and I still build furniture like I did while at UB. Recently, for example, I teamed up with my granddaughter to build a nightstand for her redecorated bedroom. We made the nightstand with three secret compartments to hold valuables, and we'll always have the memory of building it together.

So life goes on as before. Only now it's more rewarding.

Jim Collins

"I think I finally have an achievement worth sharing."

GSEAA President's Message



Fellow GSE Alumni,

It is my privilege to continue to serve as the president of the Graduate School of Education Alumni Association (GSEAA) for the 2019–20 school year. Being a GSE alumnus is a prestigious honor! A degree from UB is recognized around the world and our alumni are accomplished leaders locally, nationally and internationally.

The theme of my message is simple: Stay connected to GSE! Doing so will keep you on the cutting edge of current research and practice in education. You will also learn about educational opportunities such as professional development programs. I encourage you to participate in at least one educational program at UB this year.

Staying connected is also fun! UB offers so many exciting activities: concerts, musical shows, sporting events and theater performances. This year, GSEAA is planning multiple events that are engaging, interesting and fun. Please come out and join us. I look forward to seeing you at GSE events throughout the 2019–20 school year.

Respectfully,

John McKenna (EdD '08, Educational Administration)



Research *examines* link between gestational diabetes and childhood obesity

Myles Faith, professor from the Department of Counseling, School and Educational Psychology, was the lead author of a research study that examines the link between the temperament of babies born to mothers with gestational diabetes and childhood obesity. Gestational diabetes is a form of diabetes found in women during pregnancy.

The study enrolled 382 racially and ethnically diverse pairs of mothers and their infants from 2009 to 2011. Researchers followed the infants from birth through ages 2 to 5 years, and the mothers were surveyed about their babies' temperaments. The mothers were members of the Kaiser Permanente Northern California health system.

The findings of the study suggest that among children whose mothers had gestational diabetes, those infants who were easier-to-soothe (had higher positive temperaments as reported by parents) were over two times as likely to be obese by age 5, and more likely to have started drinking sugared beverages during the first six months of life.

According to the Centers for Disease Control and Prevention, ges-

tational diabetes develops in up to 10 percent of all pregnancies in the United States. The condition is characterized by elevated blood sugar during pregnancy, which can adversely affect the child's health. The American Academy of Pediatrics does not recommend introducing fruit juices to children until at least 1-year-old.

"Assessing temperament during infancy may be a novel strategy for the early assessment of obesity risk and for developing personalized interventions," says Faith. "However, the research points toward the need for public health professionals to initiate discussions with parents about soothing strategies, especially those with infants born to mothers with gestational diabetes."

Faith co-authored the study "Association of Infant Temperament with Subsequent Obesity in Young Children of Mothers with Gestational Diabetes Mellitus" with Erica Gunderson, Louise Greenspan, James Hittner, Shanta Hurston, Jie Yin and Charles Quesenberry Jr.

The study was funded by the National Institute of Diabetes, Digestive and Kidney Diseases, and the American Diabetes Association. The research findings were published in *JAMA Pediatrics*.

For more information, visit ed.buffalo.edu/go/diabetes-obesity.



Gifted Math Program serves *exceptional* math students in WNY

The Gifted Math Program provides a curriculum to exceptional mathematics students in grades seven to 12 that is challenging beyond the standard school curricula. The program strives to capture the interest of young scholars at a critical time in their development. By teaming students with others of high ability, the program improves their ability to address difficult problems.

Classes are held twice each week and each session is 70 minutes. The classes are the equivalent of university courses and include three semesters of calculus and linear algebra. Students can accumulate up to 22 semester hours toward university coursework.

Since 1979, over 800 students have graduated from the Gifted Math Program. The program has been recognized as outstanding by national educational associations, and has achieved success at highly-regarded national competitions.

"We have worked with students from every school district in Western New York," said Harry O'Malley, director of the Gifted Math Program. "We help community youth make the most of their talent and they make our community proud."

For more information, visit giftedmath.buffalo.edu.

Student research *spotlight* at AERA

The annual conference of the American Educational Research Association (AERA) was held in Toronto, Canada in April 2019. The research theme of the five-day conference was “Leveraging Education Research in a ‘Post-Truth Era’: Multimodal Narratives to Democratize Evidence.”

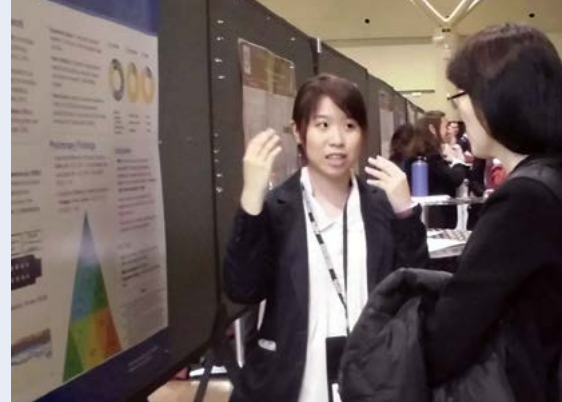
Christine Chang, a PhD student from the Department of Learning and Instruction, was one of 30 graduate students presenting at the conference. Chang presented a paper, “Experiential Learning and Networking: Bridging Cross-Cultural Communication for Local Community with Digital Video Composition,” and a poster, “Light Up the Brain: The Examination of Cognitive Dynamics During Video Composition with fNIRS.”

The paper discussed the transactional process and product of multimodal video composition for college students to connect with the local community as social participants.

The poster described the complementary nature of the collaboration of education, psychology and neuroscience fields by using a physiological measurement, fNIRS, to analyze cognitive dynamics in the process of video composition as an illustration of embodied learning.

“The poster session provided an opportunity to engage in conversations with scholars from education, psychology and neuroscience fields,” said Chang. “The feedback I received gave me insights from different fields of study, which is extremely valuable for this interdisciplinary study and the collaboration across fields. It also helped me refine the design of my dissertation and inspired me to think beyond the scope of my dissertation for future research directions.”

In addition to the 30 master’s and doctoral students, Graduate School of Education presenters included 24 faculty members, one



Christine Chang explains her research during the poster session at AERA.

postdoctoral associate and nine alumni. The school contributed 78 presentations among the conference’s paper, poster, roundtable, symposium and invited speaker sessions.

AERA, a national research society founded in 1916, strives to advance knowledge about education, encourages scholarly inquiry related to education, and promotes the use of research to improve education and serve the public good. The annual conference is one of the largest nationwide for educators.

Grant-Funded Research Awards

“ALLMs: Assessment for Learning in Library Makerspaces”

SAMUEL ABRAMOVICH, PRINCIPAL INVESTIGATOR

Funded by Institute of Museum and Library Services

“Enhancing IEPs of Children with ADHD Using Daily Report Cards: An Efficacy Trial”

GREGORY FABIANO, PRINCIPAL INVESTIGATOR

Funded by U.S. Department of Education

“SPROUTS: Development of Eating Behaviors in Young Children”

MYLES FAITH, PRINCIPAL INVESTIGATOR

Funded by University of North Carolina at Chapel Hill

“Postsecondary Experiences of Alumni of a College Preparatory Pipeline Program for Traditionally Underrepresented Students”

MEGAN HOLLAND, PRINCIPAL INVESTIGATOR

Funded by Buffalo Prep Incorporated

“Collaborative Research: Voices to Hear (V2H): Native American Youth Learning about Environmental Sciences, Related Careers and Engaging their Communities through Podcasts”

SAMEER HONWAD, PRINCIPAL INVESTIGATOR

Funded by National Science Foundation

“Liberty Partnerships Program”

MICHELLE JONES, PRINCIPAL INVESTIGATOR

Funded by New York State Department of Education

The following are recent grants that were awarded to faculty members in the Graduate School of Education. These externally-funded projects represent scholarly research that can have an impact on our educational communities.

“Community College Librarian and Student Perceptions of Student Information Literacy Needs”

HEIDI JULIEN, PRINCIPAL INVESTIGATOR

Funded by Florida State University

“Academic and Sociocultural Readiness for Postgraduate Education Among Immigrant and International Students: Promoting Equal Access and Success in Graduate/Professional Schools”

JAEKYUNG LEE, PRINCIPAL INVESTIGATOR

Funded by Association for Institutional Research

“Producing Productive Public Library Programming for Older Adults: A Participatory Design Approach”

VALERIE NESSET, PRINCIPAL INVESTIGATOR

Funded by Institute of Museum and Library Services

“Creating Upstanders: The Development of Norms and Bystander Intervention Training (NAB IT!) to Reduce Bullying and Sexual Harassment”

AMANDA NICKERSON, PRINCIPAL INVESTIGATOR

Funded by U.S. Department of Education

“University at Buffalo Teacher Residency Program”

SUZANNE ROSENBLITH, PRINCIPAL INVESTIGATOR

Funded by U.S. Department of Education

“Fostering Equitable Mathematical Experience: Project-Based Learning for Under-represented Girls”

JI-WON SON, PRINCIPAL INVESTIGATOR

Funded by Cullen Foundation

“Leading Turnaround of Struggling Schools and Comprehensive Support and Improvement Schools”

CORRIE STONE-JOHNSON, PRINCIPAL INVESTIGATOR

Funded by State University of New York

“Model P20 Partnerships for Principal Preparation”

CORRIE STONE-JOHNSON, PRINCIPAL INVESTIGATOR

Funded by Buffalo City School District

“Reading and (Re)writing the World: Exploring Critical Pedagogy of Place in Early Science and Literacy Learning”

X. CHRISTINE WANG, PRINCIPAL INVESTIGATOR

Funded by Spencer Foundation

“Does the Class Warfare Continue? Race, Class, Postsecondary Institutions and Positioning Practices”

LOIS WEIS, PRINCIPAL INVESTIGATOR

Funded by Spencer Foundation



TURNING

ideas into



IDEALS

INNOVATIONS IN TEACHING & LEADERSHIP EDUCATION

Innovations all start with one idea and then expand to research, actions and outcomes with the ultimate goal of improving lives. As a new academic year begins, we reflect as a school and a community on the many innovative approaches our faculty, students and partners have created and implemented. “Innovation is only possible if we are willing to be critically self-reflective of our current practices,” says Suzanne Rosenblith, dean of the Graduate School of Education. “What works, for whom, and in what contexts are foundational to innovation and progress.”





PREPARING ASPIRING TEACHERS

Sydney Favors, one of 13 students in the inaugural UBTR Teacher Residency Program (UBTR) cohort, was once a student in the Buffalo Public Schools (BPS). Now, as a teacher resident, Favors wants to become a positive and motivating force in the lives of students in urban schools. “Students that live in cities like Buffalo need teachers that can relate to their experiences as a member of an underrepresented group,” says Favors (see resident profiles on pages 28 and 29).

In fall 2018, GSE launched UBTR, which is a partnership between GSE and BPS. This collaboration is an innovative pathway for prospective teachers who want to work in city schools. Students who are accepted into this program are placed into BPS classrooms for

an entire academic year to learn from their mentor educators. Student benefits include partial tuition support and a stipend to help with living costs. The program is designed to attract strong candidates who may have been reluctant to teach due to financial barriers.

“We are looking for teachers of excellence for our children for whom we will always set the bar high,” says Kriner Cash, superintendent of BPS. “UBTR aims to diversify the local teaching community and prepare, support and retain learner-ready teachers who foster positive academic and social-emotional change in classrooms, schools and communities.”

Amanda Winkelsas, UBTR director, explains that the program was created with a commitment to increasing BPS teacher diversity. “There are tremendous barriers that prevent people from underrepresented groups from pursuing teaching,” Winkelsas says. “The UBTR program is dedicated to eradicating these barriers and providing a unique and innovative approach to preparing teachers for the classroom.”

Diversifying the teacher pool in the city of Buffalo is one of three goals for UBTR. The other two goals are to increase the number of learner-ready teachers in Buffalo and expand the number of teachers who stay and teach in Western New York urban schools. “By seeking out residents with a particular interest in teaching in Buffalo and matching that with an innovative preparation program and ongoing support, we hope to improve retention of new teachers in BPS,” Winkelsas says. “It’s difficult for schools to gain traction toward new instructional initiatives or innovation in classroom teaching if new teachers are constantly cycling through a school.”

“I commend Dr. Rosenblith for her swift action in creating UBTR to increase educational opportunities, ensuring more equitable school experiences for all students,” says Cash. “The BPS and UB collaboration will go a long way toward ensuring diverse new teachers have the proper tools and theoretical framework for rigorous acclimation and induction to the urban classroom.”

“Students who see diversity in the teacher population are inspired to become part of the next generation of educators.”



LITERACY TRAINING IN BUFFALO PUBLIC SCHOOLS

Initiated through GSE in spring 2018, a course was designed to provide literacy training to an influx of BPS students who are under refugee status. “There are a large number of multicultural and multilingual students so this literacy training program is meant to close the learning gaps in many of our schools in the Western New York area,” says Christiana Kfourri, a doctoral student and course instructor from the Department of Learning and Instruction.

Kfourri teaches Literacy, Access and Equity: Embracing Diversity to Enrich Our Community. This course examines cultural practices with regard to literacy and provides GSE students with an opportunity to mentor BPS students and teach them early and emergent stages of literacy, such as phonics, phonemic awareness and vocabulary concepts. The course has become the only one of its kind in BPS to satisfy an important educational challenge within the district.

BPS understood the need to address early literacy practices with many of its new students. Schools such as BPS #6 (Buffalo Elementary School of Technology) included a vast number of immigrant student populations (children speak 21 different languages aside from English), so they require literacy tutoring

tailored to more individual and small group instruction. Kfourri notes that UB’s large population of international students makes it easier for undergraduates to relate to the culturally and linguistically diverse student populations in BPS.

Gunnar Haberl, one of 18 students who completed the literacy course says his experience was rewarding for BPS students and himself as he was able to interact with students on a daily basis. “Through my conversations with these students, I was able to learn about their heritage and culture,” says Haberl. “There is no better learning than hands-on experience and this course provided the opportunity for aspiring educators to put into practice the theories and tools they are learning from their professors in the classroom.”

Seeing the joy on each BPS student face when Haberl arrived made him look forward to coming into the classroom and reading with them. “Innovative courses like this allow for the students in BPS to learn more about higher education and learn from someone who may not be their day-to-day teacher,” says Haberl. He has always been a strong supporter of collaboration within the community. “What makes a community special is when you have various people with various backgrounds coming together to accomplish a common goal.”

“I am so pleased that GSE is able to play a part in helping to support these students as they strengthen their literacy skills,” says Dean Rosenblith.

“When universities are able to partner with school districts in ways that are mutually beneficial, everyone stands to gain.”



During the spring 2019 semester, UB undergraduate students Gunnar Haberl (left photo) and Sydney Wolny (right photo, center) and LAI doctoral student Christiana Kfourri (right photo, right) engage students in literacy instruction.



BUILDING ON A STRONG FOUNDATION OF LEARNING

An ongoing partnership between the Graduate School of Education and Buffalo Public Schools is helping to improve learning in the BUILD Community School, previously known for being one of the lowest performing schools in Buffalo. GSE is working side-by-side with the new BUILD administration to improve the school's approaches, outcomes and experiences.

One innovative approach was to bring GSE specialists into BUILD to help revamp the literacy program (see story on page 11). "When speaking with teachers at BUILD about the student writing initiative piloted last school year through the school's partnership with GSE, you hear words like creativity, empowerment and ownership," says David Gorlewski, clinical assistant professor from the Department of Educational Leadership and Policy.

Gorlewski began working with seven teacher volunteers to feature daily writing, student collaboration and writing for different audiences. "A key program

element was the establishment of a student writing portfolio system that allows teachers and administrators to view student writing programmatically, and to improve their writing over time," says Gorlewski. He also notes that this innovative approach creates internships for GSE students, which allows them to learn in the community where they will eventually teach.

Jessica Bernstein, a fifth-grade teacher at BUILD, sees a connection for students between freewriting and the motivation to write. "The students truly enjoyed being able to express themselves through freewriting rather than being told to write about a specific topic," says Bernstein. "They really look forward to writing."

Students, teachers and BUILD Community School Principal Tanika Shedrick are very pleased with this GSE-led writing initiative. Shedrick thought the approach worked so well that she even asked Gorlewski to implement the writing initiative on a school-wide basis for the 2019-20 school year. "Perhaps the key outgrowth of this initiative is that BUILD's students truly see themselves as writers," Gorlewski says.



PROVIDING PROFESSIONAL DEVELOPMENT OPPORTUNITIES

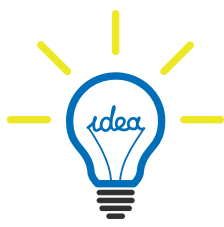
The New York State Education Department has also agreed to partner with GSE to provide professional development opportunities for teachers and other staff at religious and independent schools. The agreement allows each participant to take up to 12 credits of coursework through GSE at no cost.

"These are courses across all four of our departments so it's professional development based on what the teacher needs," says Cory Meyers, GSE director of admission. "All of these courses are taught online, which ultimately saves teachers time."

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"Perhaps the key outgrowth of this initiative is that BUILD's students truly see themselves as writers."

Imari Spain, a student in Jessica Bernstein's fifth-grade class, prepares to read a selection from her writing portfolio.





TRAVEL WITH A PURPOSE

Amy VanScoy (right) with scholars from Ghana, Nigeria, South Africa and New Zealand at the Nelson Mandela statue in Pretoria, South Africa.



AMY VANSCOY, ASSOCIATE PROFESSOR, INFORMATION SCIENCE

While working on a reference and information services (RIS) project in the United States, VanScoy wanted to think outside the borders. As a result, she decided to expand her project to Slovenia and South Africa.

“I felt like if I was going to make a claim about what librarians do, then I should turn it into a global study,” says VanScoy. “So, I gathered participants from three different countries to provide for a more international perspective.” The goal of this project is to understand the variety of conflicting librarian approaches to RIS in these countries.

This study uses Q methodology, which involves a card sort and an interview, to

identify and examine conceptualizations of RIS by experienced librarians. Q methodology is meant to explore points of views or opinions. The cards that study participants sorted is called the “Q sample” and consisted of 35 statements that reflect conceptualizations of RIS.

The Q samples included statements such as “My job is to teach,” “It’s all about giving the person the answer” and “I think of reference librarianship as being a human services occupation in some ways.” VanScoy notes that the advantage of conducting research abroad is that the library systems are all so different, especially in South Africa.

“South Africa has gone through a cultural upheaval over the last 20 years,” VanScoy says. “The librarians have begun to advocate for more libraries, particularly

in schools because they receive so little funding there.” She also notes that Slovenia is different because their library system is so well-organized, and every person in the country has to be within a certain number of kilometers away from a library. This project is still in progress but VanScoy says the data are revealing differing conceptualizations of RIS between Slovenia, South Africa and the United States.

Whether it’s studying librarian preferences or working to reduce gender-based violence, faculty members from GSE are finding innovative new ways to expand their research abroad and gain a new perspective from different countries. “Personally, I find it ethnocentric if I only conduct studies in the United States,” says VanScoy. “I want to do research in other countries because there has to be some differences that we can learn from.”

Faculty members from GSE are reaching outside of UB, including travel abroad, to expand their research and develop innovative ways to collect data and conduct studies. These research projects are providing insights from a global perspective.

STEPHEN JACOBSON, UB DISTINGUISHED PROFESSOR,
EDUCATIONAL LEADERSHIP AND POLICY

As a longtime professor at UB, Jacobson has been all over the world teaching courses and participating in many different research projects. Jacobson was brought to Albania to discuss education from an American perspective, and is also involved with a large international research project in India to reduce gender-based violence with the use of prosocial computer games.

Jacobson traveled to Albania as a Fulbright teaching scholar to give lectures about American public education at Aleksandër Moisiu University (AMU), a public university in Albania. He notes that AMU was the first Albanian university to adopt the American model of higher education, which was a milestone for a country that was once very isolated. “Albania was once a communist government, but they went through a structural change and shifted more towards a democratic system to break out of the rigid thinking that has guided their behavior in the past,” Jacobson says.

In India, Jacobson is participating in a research project titled, “None in Three (Ni3).” The goal of this project is to globally change cultural, social and religious attitudes towards

gender-based violence. “The research suggests that one in three women around the world have been physically or sexually abused at some point during their lifetime,” Jacobson says. “This project is working to reduce that number to zero.”

Ni3 spans four different countries, India, Jamaica, Uganda and the United Kingdom, and aims to create story-driven computer games that explore the reality of gender-based violence. Research has shown prosocial computer games can enhance children’s moral reasoning, foster empathy and reduce aggression, which is why Ni3 is creating games to help children develop non-adversarial interpersonal skills. For more information on the Ni3 project, visit www.noneinthree.org.

“Having the opportunity to go abroad, help do research and be involved with so many different projects was such a great experience,” says Jacobson. “I am really looking forward to going back.”



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“Having the opportunity to go abroad, help do research and be involved with so many different projects was such a great experience.”



Stephen Jacobson teaching a class at Aleksandër Moisiu University in Albania.



IMPROVING LEADERSHIP SKILLS FOR STUDENTS

The Department of Educational Leadership and Policy (ELP) has developed an innovative approach to the educational administration doctorate in education (EdD) program. Students will now be recruited as a cohort from ELP's Leadership Initiative For Tomorrow's Schools (LIFTS) program to the EdD program. Corrie Stone-Johnson, ELP associate professor, says that students would typically apply individually and be admitted independently.

"Our hope is that this will help students develop their leadership skills with a cohort of their peers and a connection to the university faculty and their resources," says Stone-Johnson. She additionally notes that in the past, students graduated from the LIFTS program, obtained a position as a

district leader, worked for several years and then returned to GSE to enter the doctoral program in educational administration.

Stone-Johnson and Thomas Ramming, ELP clinical associate professor, are currently working to combine LIFTS with the EdD educational administration program. Ultimately, GSE students will be encouraged to stay and earn their LIFTS certification and EdD degree in only five years. "We thought this was another great way to help our students develop their leadership skills," says Stone-Johnson. "The innovation in this approach is seeing the doctoral component as an extension of leadership preparation."

The EdD program has also joined the Carnegie Project on the Education Doctorate (CPED), a consortium that

includes over 100 colleges and schools of education from the United States and Canada. In collaboration with CPED, GSE is committing resources to undertake a critical examination of the EdD program through dialogue, experimentation, critical feedback and evaluation.

Julie Gorlewski, chair of the Department of Learning and Instruction (LAI), notes that ELP and LAI are participating in CPED to develop and implement cutting-edge theories and practices. For example, she discusses the "Dissertation in Practice," which is designed for students to address an authentic issue related to their field. "A persistent, contextualized and specific issue embedded in the work of a professional practitioner will create immediate impact by applying theory to practice," says Gorlewski.



VIEWING EDUCATION THROUGH A VIRTUAL LENS



Elisabeth Etopio, assistant dean for teacher education, and Erin Kearney, associate professor from the Department of Learning and Instruction, are using virtual reality (VR) to help improve the teaching abilities of preservice teachers. Within this innovative project they have created a number of VR scenarios, which they are piloting with students in the teacher education program.

One of the programmed VR scenarios that preservice teachers will experience features misbehaving students who are either texting in class or standing on

chairs and arguing with their peers. The preservice teachers will then have the option of choosing which interaction to engage in with students.

"We are aiming to immerse our teachers into highly interactive and realistic environments to shape their thinking about pedagogical practices," says Etopio. "The use of VR is innovative because these teachers can experience real-life scenarios in a safe environment." Etopio notes that the beauty of utilizing VR in an educational setting is that teachers can hit stop, take the headset off and reassess a situation, which you cannot do in a real classroom.



TRANSFORMING TECHNOLOGY IN CLASSROOMS

GSE faculty and students are using the latest innovations in technology to enhance the classroom experience for students and improve teaching skills.

MARC ISSEKS

DOCTORAL STUDENT,
LEARNING AND INSTRUCTION

When Isseks first started teaching, he printed exams on a machine that was cranked by hand. Now, he watches students airdrop packets of information into their iPads. Isseks wrote the book “Forward Fast: Making Sense of Education in an Era of Rapid Change,” which explains the changes that have occurred over the past two decades regarding education and technology.

After realizing how quickly technology is advancing, he started to examine the New York State (NYS) testing system and how slowly it adapts to new technology. “All of these transformations have occurred in the world over the past decade and NYS is still trying to iron out the kinks of computer-based testing,” says Isseks. “When you look at a test

in NYS, it’s just a computerized version of what you take on paper and that’s not a transformation at all or even a reflection of the kind of change that we need to address.”

Isseks notes that individuals spend a lot of time and money acquiring new

technology, but he encourages knowing how to use the technology rather than just having it be there. “It’s not about the tools themselves,” says Isseks. “It’s about how you use the tools that make the difference.”

As an assistant principal at New Hyde Park Memorial High School in New Hyde Park, N.Y., his goal is to have a significant impact on how teachers use technology in the classroom and utilize that technology to educate their students. “I want to amplify my voice in whatever way I can,” says Isseks. “I want to have an impact on how teachers educate their students and just be a part of that conversation.”

MARY MCVEE AND LYNN SHANAHAN

PROFESSOR AND ASSOCIATE PROFESSOR EMERITUS,
LEARNING AND INSTRUCTION

In education courses and professional development settings, it is common to ask preservice and inservice teachers to reflect individually in writing. Although reflecting in this manner is valuable, it does not give teachers a chance to co-construct knowledge with multiple modes of communication (e.g., movies, images, talking and writing).

To address this concern, McVee and Shanahan (who retired from UB in August 2019; see story on page 37) are using video reflection as a tool to mediate teachers’ understanding of their pedagogical practices. They are working with GSE’s Center for Literacy and Reading Instruction (CLaRI) and the Amherst Central School District (ACSD) to implement a video-learning reflection tool with kindergarten through second grade science teachers for the 2019–20 school year.

CLaRI has had a longstanding partnership focused on literacy with ACSD, but recent focus has shifted to have inservice teachers use video reflection on their pedagogical practices. One of the goals is for teachers to develop effective teaching practices with their increasingly diverse population, as 28 different languages are spoken with students from 32 different countries.

“We are using a technological system called Swivl, and the benefit of Swivl is that it captures teacher’s lessons, provides space to annotate their lessons so teachers can identify their areas of development, and provides a platform to share their lessons if they choose to,” says Shanahan.

Another main goal of video reflection is to provide a learning space for teachers to reflect on new teaching methods across multiple years so they can feel more comfortable with how they teach and also impact learning. “If we build the capacity of teacher learning around video reflection, then the prediction is that instructional delivery will be stronger, particularly in target areas related to language and literacy,” says McVee. “With more intensive teacher development, students should also have the opportunities to engage in rich language, literacy, and science practices to think and engage more intensively and actively to positively affect student learning.”

NOEMI WAIGHT

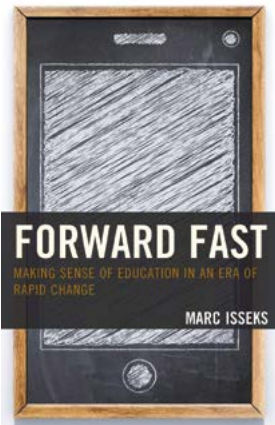

ASSOCIATE PROFESSOR,
LEARNING AND INSTRUCTION

As an expert in the field of technology and education, Waight is also taking full advantage of the technological tools that are advancing at such a rapid pace in today’s world. Her research helps explain the nature of technology as it relates to K–12 education. She also examines the factors that impact the adoption, design, development and implementation of technology in STEM (science, technology, engineering and mathematics) education.

Waight highlights the use of Probeware, which is an innovative technological tool used to help students analyze and collect data.

“If you have 30 students in a classroom and they are collecting data at the same time, what they will find is that even though they were collecting data in the same location, there might be slight differences in their data and the immediacy of access to the data,” says Waight. “Probeware allows students to interrogate these discrepancies and ensue a discussion that can help students visualize their data and understand the need for multiple trials and data points.”

Waight explains that the crux of technology use for science teaching and learning is ensuring technologies are appropriate and they align with the goal of demonstrating to students that science is a dynamic process. “Science is about doing,” Waight says. “Essentially, this provides opportunities for students to engage with and understand the scientific process.”

“I am proud of GSE’s experimental spirit and stubborn refusal to stick with the status quo.”

-Suzanne Rosenblith, Dean

ideals

Teacher Resident Profiles

The inaugural cohort of the UB Teacher Residency Program (UBTR), a partnership between the Graduate School of Education and Buffalo Public Schools (BPS), began in summer 2019. There are 13 students enrolled in the first cohort. The students were chosen through a rigorous selection process that included committee interviews with representatives from GSE and BPS.

Each student is assigned a BPS mentor teacher and placed as a resident in a school within the district. Residents work alongside a mentor teacher in a co-teaching capacity for a full school year, while engaging in coursework that connects research and theory to practice. Upon program completion, residents have access to a support network as they begin their teaching careers in the district.

The residents discussed their past experiences, why they applied to UBTR, their goals and how the program will impact their careers.



Yolonda Attaglo has been a teacher's aide with BPS, a charter school aide and a child therapy aide. Her future objective is to become an English educator and influence her students to achieve and surpass their individual goals. "I live in an urban setting and I have found that I can relate to these students because of my background and ethnicity," said Attaglo. She applied to UBTR because she wants to inspire and motivate students to always do their best. She believes the program will help her grow personally, give her new perspectives and provide many learning experiences.



Matthew Cato taught seniors at Lafayette International High School in Buffalo and fourth graders in Brooklyn, N.Y. These two teaching experiences instilled in him the importance of consistency in the classroom and how to be a better communicator and nurturer. Cato applied to UBTR because he wants to learn what he can do to assist the children that he aims to uplift on a daily basis. His goal is to become an elementary school teacher. "The UBTR program will ensure that I gain a much more meaningful experience and the knowledge to help me serve those students in need," said Cato.



Sydney Favors was once a BPS student and wondered why diversity in the teaching staff didn't match the diversity of the student population. She applied to UBTR because the program acknowledges the need for a diverse workforce to provide an effective education for the students of Buffalo. "The UBTR program will provide me with the educational and social foundations to be a successful teacher and administrator," said Favors. She has participated in civic engagement projects in Buffalo and Washington, D.C., and wants to become an educator to promote change in the educational system.



Jack Friscaro fell in love with Buffalo Public Schools after working as a teacher's assistant at Lafayette International High School, and his goal is to be a high school English teacher. As an undergraduate, Friscaro worked as a consultant at the UB Center for Excellence in Writing. He believes UBTR will allow him to begin working as a teacher under the guidance of an experienced mentor. "This opportunity will give me the knowledge and confidence I need to begin teaching a class of students on my own," said Friscaro.



Jessica Jones worked as a substitute teacher in the Syracuse City School District and always wanted to be a high school English teacher. She wants to help students find their voice through creative writing assignments. "My classroom will be an inclusive safe space for students to explore the lessons to be found in all genres of literature and writing, and I hope to be a positive influence on my students," said Jones. She feels UBTR will help her become a successful teacher, and she would like to work in BPS for the duration of her career.



Coral Lopez came from the Dominican Republic when she was 14 years old. She applied to UBTR because she wants to assist students similar to how her teachers helped her. "It is important to have teachers who understand your background and life," said Lopez. She believes UBTR will provide her with the necessary tools to be an effective teacher. Lopez worked as a substitute biology teacher at Hutchinson Central Technical High School and as an Upward Bound science tutor. Her goals are to be certified in biology, chemistry and American history, and eventually earn a PhD.



Cristina Mata wants to be a Spanish teacher so she can make a difference for students whose first language isn't English. She was a substitute teacher in Texas and a teacher's aide for the Williamsville Central School District. Mata applied to UBTR after learning about the world language teacher shortage experienced in many parts of New York. "This is a great opportunity because UBTR will prepare, mentor and facilitate my experience in becoming a Buffalo Public School teacher while contributing to a better educational experience in urban school settings," said Mata.



Steven Mcilwain Jr. participated in the New York State Office of Alcoholism and Substance Prevention Services, and a college environmental grant in which he helped create public service announcements that highlight prosocial healthy behaviors. He wants to be a part of change and be influential in the urban school system, impacting the lives of children on a day-to-day basis. "The UB Teacher Residency Program will help me impact the lives of others because it will help me stay outside of my comfort zone and have a voice that is beneficial in the urban school system," said Mcilwain.



Miriam Monfiston discovered her love for teaching at UB, and became a fourth-grade teacher in Brooklyn, N.Y. "It is so rewarding to watch my students grow and be able to teach them that they can be successful as long as they have the drive to do so," said Monfiston. Her first interaction with students in a classroom started at UB and she feels that it is only right to continue her educational journey at the university. She applied to UBTR because of the opportunity to gain knowledge from professors and mentors while developing her educational craft, and grow as a teacher and a person.



Caitlin Orgek was an English teaching assistant in Germany on a Fulbright grant. While in Germany, she taught bilingual lessons with a focus on social studies to students in fifth through 10th grade. She applied to UBTR because she believes teachers can make a huge difference in students' lives. "I like the idea of co-teaching in Buffalo Public Schools and gaining initial experience there because I can continue to work in the district for at least three years after," said Orgek. Her goal is to earn TESOL certification so she can assist English learners in the classroom.



Angelique Santiago found her love for teaching at Rochester Prep Elementary School #3, where she has been teaching for three years. "I knew this was the kind of work I wanted to pour all my energy and love into," said Santiago. She wants to construct a foundational layer of knowledge for students and provide a safe space for children to grow and be themselves. Santiago feels UBTR will allow her to give back to underserved communities and challenge her to become the best teacher her students deserve. She will be the first member of her immediate family to earn an EdM degree.



Tara Strade, recipient of a SUNY Chancellor's Award for Student Excellence in 2019 and a UB Nancy Welch Award, intends to bring the knowledge she gains from UBTR to historically underserved populations. "I am excited to learn from my teachers, future students and other faculty members to help become the best educator I can be," said Strade. She applied to UBTR to increase the ethnic, cultural and linguistic diversity of classrooms by forming meaningful relationships with her students and their families. Her goals are to earn certification in early childhood/childhood and special education.



Harrison Watkins wants to make a difference as a teacher in the Buffalo Public Schools. "Throughout my life, teachers have helped me tremendously and I want to return the favor by doing the same for my students," said Watkins. He believes UBTR will help him achieve this goal by providing the support and resources he needs to succeed. Watkins notes that the toughest part of teaching is the first year but feels that gaining real-world experience in UBTR will make his first year easier. His long-term goal is to earn a master's degree in school administration and become a principal.



CSEP doctoral student Jessica McFadzean discusses her research during the symposium.

Student *research* symposium addresses diversity and social justice

“United We Stand, Divided We Fall: Centering Diversity and Social Justice in our Research Field and Practice” was the theme of the 26th annual Graduate School of Education student research symposium. Student presenters at the April 2019 event were encouraged to envision their work as a critical conversation for improving educational experiences for every student.

“These symposiums help us share our ideas and these ideas may someday become projects,” says Shuyi Zhao, a doctoral student from the Department of Educational Leadership and Policy. “I have received some important criticisms from presenting in the past and it encourages me to improve my research ability, so I can come back the next year to impress.”

The symposium challenges students to reimagine the possibilities of 21st century education through the lens of their own research. Through this event, students can enhance their research relevant to their field of study, as well as learn about research outside their immediate interests.

“It is helpful to see the research that is being conducted outside of your department,” says Alyssa Button, a master’s student from the Department of Counseling, School and Educational Psychology (CSEP).

The symposium is also an opportunity for GSE students to discover

innovative approaches to research. Christine Chang, a doctoral student from the Department of Learning and Instruction (LAI), notes that you can learn about the same education issue from different perspectives.

“For instance, the other presenter and I were both addressing bullying issues in education,” says Chang. “But I focused more on the qualitative analysis as a LAI doctoral student and the other student focused more on the quantitative analysis as a CSEP doctoral student.”

GSE students appreciate the impact of this event, which is completely organized by students from the school’s four departments. “I believe an event like this is important because we can step out of our bubble and see what research other students in our school are conducting,” says Michelle Corieri, a CSEP master’s student. “Seeing significant contributions in research from other students motivates me to have the same impact.”

“These symposiums help us share our ideas and these ideas may someday become projects.”

Arthur Schomburg Fellowship Program

The Arthur A. Schomburg Fellowship program at UB provides financial support for master's and doctoral students who demonstrate that they can contribute to the diversity of the student body, and that they have overcome a disadvantage or other barrier to success in higher education.

The Schomburg Fellowship was created by the University at Buffalo in 1987 to honor activist, historian and writer Arturo Alfonso Schomburg (1874–1938). Born in Puerto

Rico and of African descent, Schomburg immigrated to the United States at age 17 and dedicated his life to researching and raising awareness of the contributions that Latino- and African-Americans made to society.

The following recipients of a Schomburg Fellowship in the Graduate School of Education shared information about their background, reasons for enrolling in our school, and their career goals after they graduate.



AMANDA BREESE is in the counseling/school psychology PhD program. Before receiving her fellowship, Breese completed her undergraduate degree in psychology at The College at Brockport. “I chose the counseling/school psychology PhD program because I am passionate about giving back to the communities that assisted me in accomplishing my goals,” said Breese. “I want to provide future young people with programs and

interventions that will aid in their personal and academic feats.” Breese hopes to use her fellowship to investigate colorism among minority and persons of color populations, and her career goal is to become a school psychologist.



ISNINO IFTIN is in the educational culture, policy and society PhD program. Iftin earned a BA in linguistics and psychology from UB, and she is a first-generation college student and a refugee. “I chose educational culture, policy and society because I feel like when it comes to education there are many overlapping issues that make getting a quality education restrictive for many people, especially minorities,” said Iftin. “I would like to do my part

to help make education accessible, free and available in the best of quality for everyone.” Iftin’s career goals include owning her own school that focuses on the benefits of multilingualism and nurtures students to be multilingual.



SUMYUNG MOON is in the information and library science MS program. Prior to receiving the fellowship, Moon worked as a law clerk at a minority law firm primarily practicing immigration law. She earned her Juris Doctor degree in 2018 from Fordham University School of Law. “I chose information and library science because the theoretical foundational courses and practical courses will provide me

with an opportunity to build an awareness of, responsiveness to, and respect for the variety of functions of a law librarian,” said Moon. She hopes to promote open access to legal information that could make a profound difference in minority communities.



CHAZZ ROBINSON is in the higher education PhD program. Robinson earned an EdM in higher education administration from UB, and was previously a staff member with UB Campus Living. “I chose the higher education PhD program because of the stories and voices that are often untold in the field of higher education,” said Robinson. “While working in UB Campus Living, I frequently heard the cries, challenges and triumphs of students

with marginalized identities.” A Schomburg Fellowship allows Robinson to pursue his passion of becoming a faculty member. “I aspire to not only teach but to be a mentor and a role model like the faculty in GSE have been to me,” said Robinson.

Recognizing GSE faculty and staff *excellence*



STAR Award recipients (l to r) Valerie Nasset, Rebecca Vujnovic, Raechele Pope and Margaret Sallee.

Valerie Nasset, Rebecca Vujnovic, Raechele Pope and Margaret Sallee are the recipients of the Graduate School of Education STAR Awards, recognizing their work for the 2017–18 academic year. The four awards were created to honor faculty for their outstanding contributions in service, teaching, advising and research. GSE began presenting STAR Awards in 2015.

Nasset, associate professor from the Department of Information Science, received the STAR Award for service; Vujnovic, clinical associate professor from the Department of Counseling, School and Educational Psychology, was recognized with the teaching award; Pope, associate professor from the Department of Educational Leadership and Policy (ELP), was presented the award for advising; and Sallee, ELP associate professor, was honored with the research award.

The Dean’s Apple Award is presented to faculty and staff members who have gone above and beyond their job responsibilities during the past academic year. This year’s recipients are Raechele Pope, Erika Bagnoli, Shannon Mahany-Kulinski and Amber Winters. The inaugural Dean’s Apple Awards were presented during the 1998–99 academic year.

Pope, as associate dean for faculty and student affairs and chief diversity officer, oversees programs, guidelines and initiatives related to faculty and students, including equity, inclusion and engagement; Bagnoli is the unit business officer and is responsible

for all administrative operations; Mahany-Kulinski as director of assessment and data analytics, supports schoolwide assessment and data needs; and Winters, assistant dean for communication and marketing, develops and implements the school’s communication and marketing strategies.



Dean’s Apple Award recipients (l to r) Erika Bagnoli, Raechele Pope, Amber Winters and Shannon Mahany-Kulinski.

Nickerson receives UB President's Medal



AMANDA NICKERSON, professor from the Department of Counseling, School and Educational Psychology and director of the Alberti Center for Bullying Abuse Prevention, received the prestigious UB President's Medal at the Graduate School of Education commencement ceremony on May 17 at the Center for the Arts. Nickerson is one of only 34 individuals to receive the medal since it was first awarded in 1990.

"Professor Amanda Nickerson has brought great prominence to the University at Buffalo through her scholarly pursuits and academic excellence."

The medal recognizes individuals who have expended truly extraordinary effort on behalf of the University at Buffalo and the communities it serves. UB President Satish K. Tripathi presented Nickerson with the medal at the commencement ceremony and noted "Professor Amanda Nickerson has brought great prominence to the University at Buffalo through her scholarly pursuits and academic excellence."

A prolific and internationally recognized scholar, Nickerson has authored five books and nearly 100 journal articles and book chapters. As a nationally recognized expert on school

crisis prevention and intervention, with a focus on violence and bullying, she is a sought-after speaker. Nickerson has delivered hundreds of presentations to educators and mental health professionals, nationally and internationally.

"Since becoming the first director of UB's Alberti Center for Bullying Abuse Prevention, Professor Nickerson has helped elevate the university's national leadership in this area," said Tripathi. "Our university and our community have been greatly enriched by her scholarship, teaching and service."

Alumnus receives coveted *teaching* award



MARK MARINO (EdM '05, Mathematics Education) received a 2019 Milton Plesur Excellence in Teaching Award from the UB undergraduate Student Association. The award recognizes Marino's commitment to students and the quality of his teaching. Award recipients appreciate the honor because students nominate the candidates.

The award is named for Plesur, a professor from the UB Department of History who died in 1987. He was a beloved teacher, author and scholar of popular culture and the American presidency, and Plesur's humor captivated his students.

Marino, an instructor in the Department of Mathematics and Undergraduate Learning Center in the College of Arts and Sciences, teaches all levels of calculus and pre-calculus courses. He has received numerous awards, including the 2015–16 SUNY Chancellor's Award for Excellence in Teaching and the 2017 Friend of the University at Buffalo Educational Opportunity Program Award.

Marino taught mathematics at Erie Community College and SUNY Empire State College, as well as online mathematics and statistics courses for Purdue University and Northwestern University.

A faculty fellow of the American Mathematical Association of Two-Year Colleges in 2007, Marino is frequently invited to speak at state, national and international conferences on the topics of teaching and learning mathematics, online education and computer literacy.

Commencement and Awards 2019



UB Provost Charles Zukoski conferred degrees during the 88th annual commencement ceremony of the Graduate School of Education, held May 17 in the Center for the Arts. UB President Satish Tripathi also attended the ceremony to present the prestigious UB President's Medal to Amanda Nickerson, professor from the Department of Counseling, School and Educational Psychology and director of the Alberti Center for Bullying Abuse Prevention (see story on page 33).

Four other individuals were honored with awards that day: Gunilla Holm was presented with the GSE Distinguished Alumni Award; Patti Stephen received the Dean's Service Award; Katherine Mejia was the recipient of the Delbert Mullens Thinking Outside the Box Award; and Cheryl Taplin was presented with the Edwin D. Duryea Jr. Higher Education Memorial Award. The program also featured a video remembering the life of the late Henry Durand, clinical associate professor from the Department of Educational Leadership and Policy.



DISTINGUISHED ALUMNI AWARD

Gunilla Holm

Gunilla Holm, PhD, became the Swedish Professor of Education at the University of Helsinki in 2006. In 2011, she started an early childhood teacher education program and in 2016, she started primary and secondary teacher education programs at the university. Elementary teacher education in Finland is privately funded and Holm raised \$10.6 million for the program.

Since 2013, Holm has been the director of the Nordic Centre of Excellence in Education called Justice through Education, which consists of 14 institutions and 140 researchers from eight countries. The center has conducted research on social justice-related issues, and organized summer schools for doctoral students and international conferences for researchers from over 30 countries.



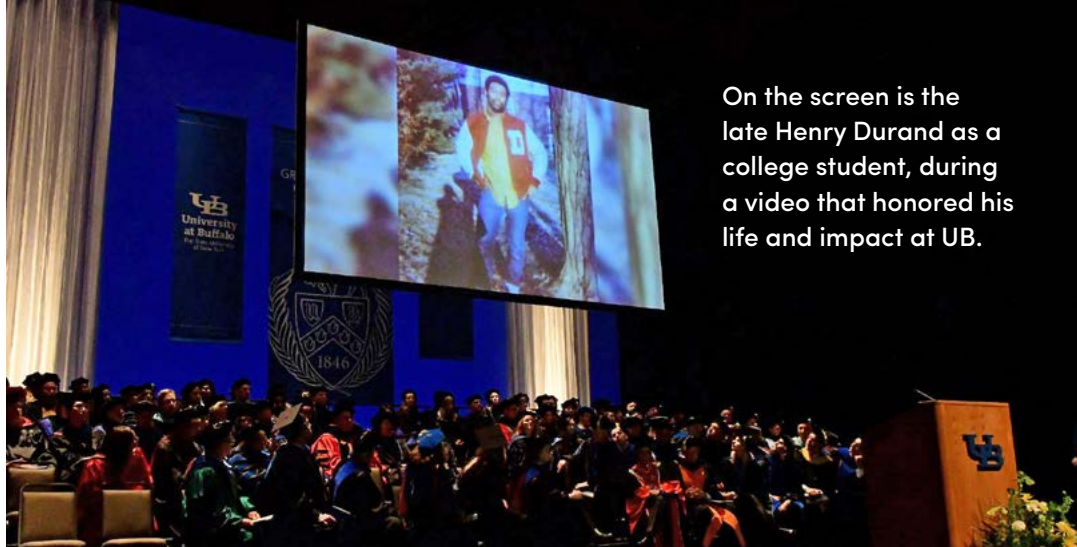
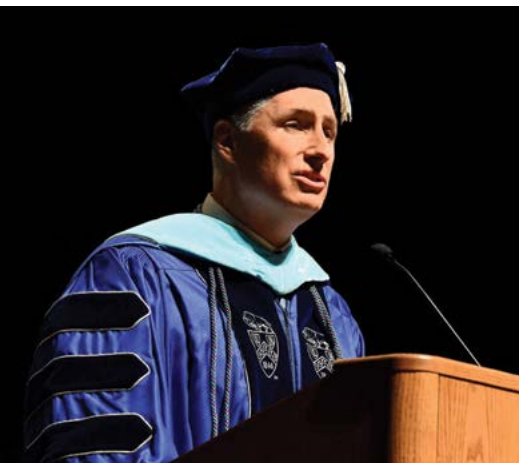
DEAN'S SERVICE AWARD

Patti Stephen

Patti Stephen, the Robert G. Wilmers Endowed Executive Director of Buffalo Prep, is helping to implement a culturally relevant and sustaining curriculum with a focus on experiential learning and social justice. Buffalo Prep is an academic enrichment program providing a robust pipeline of academic and enrichment programming for talented underrepresented students.

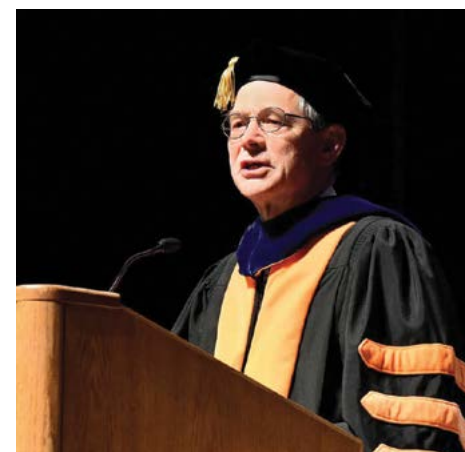
In her role as executive director, Stephen promotes educational equity across the organization's communitywide partnerships. After joining Buffalo Prep in 2009, Stephen witnessed the organization's evolution while overseeing its Prep for Tomorrow capital campaign and its 25th anniversary initiative. During her tenure, the student population and overall budget have grown by over 25%.

GSE Alumni Association President John McKenna welcomed graduates as new alumni of the school.



On the screen is the late Henry Durand as a college student, during a video that honored his life and impact at UB.

Katherine Mejia (right), doctoral graduate in counseling/school psychology, received the Delbert Mullens Thinking Outside the Box Award from her advisor, Associate Professor Amy Reynolds.



Provost Charles Zukoski conferred student degrees during the ceremony.



Cheryl Taplin (right), doctoral graduate in higher education, received the Edwin D. Duryea Jr. Higher Education Memorial Award from her advisor, Associate Professor Nathan Daun-Barnett.

Professor Gregory Fabiano provided the opening declaration to begin the ceremony.



PHOTOS: GRADIMAGES

Here IS HOW WE KEEP IN TOUCH!



UB Connect (www.ub-connect.com), where you can share accomplishments, update contact information, network with fellow alumni and search for jobs.

Social media conversations on Facebook, Instagram, LinkedIn and Twitter, while YouTube offers news and information that impacts you and our communities.

In memoriam



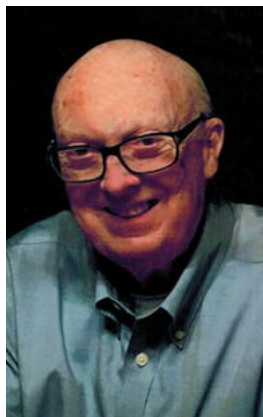
RODNEY DORAN, a professor of science education in the Department of Learning and Instruction for 34 years, died July 24, 2019. He was 79. Recipient of a SUNY Chancellor's Award for Excellence in Teaching in 1994, Doran made a difference in the lives of countless students and teachers through his teaching, publications, presentations and service.

Doran was a prolific scholar and researcher. He authored or co-authored over 15 books, several book chapters, more than 70 research

articles, and he directed or played a lead role in securing millions of dollars in grant projects. Doran was also recognized with over 15 professional awards and honors throughout his career.

Among Doran's service accomplishments: creating the New York State Summer Institute for Science and Mathematics; establishing the Science Assessment Liaison Network; developing resources for the New York State Education Department; and organizing Science Exploration Day at UB, which began in 1983 (see story on page 12).

"Rod was a very fine man and a great colleague," said Lois Weis, SUNY Distinguished Professor from the Department of Educational Leadership and Policy (ELP). "He contributed a great deal to strengthening teacher education at UB and was an outstanding researcher. He will be missed." Professor Emeritus Al Pautler, longtime friend and ELP colleague, said "He had the respect of everyone in the GSE faculty."



RONALD RAVEN, a professor of science education in the Department of Learning and Instruction for 30 years, died Jan. 26, 2019. He was 84. During his time at UB, Raven served as the director of graduate studies, was a member of the Graduate School Executive Committee, and taught and advised students in the GSE science education doctoral program.

Raven occasionally covered undergraduate chemistry courses for other professors at the university,

having taught high school chemistry and physics before earning his doctoral degree. He also served as a visiting professor at UC Berkeley, University of Iowa and the University of Toronto, and as a consultant to the Brazilian government.

Author of the Raven Test of Science Reasoning and the Raven Test of Logical Operations, his commitment to education included editorial roles for the Association for Science Teacher Education, the Association of Science Education, the Journal of Research Science Teaching, the Journal of Science Education and NARST, a worldwide organization for improving science teaching and learning through research.

"Dr. Raven was a friend and a mentor, and shared his passion for teaching and research with his students," said Jeffery Arnold (PhD '10, Science Education). "As an instructor, he stimulated discussion by weaving a wide range of personal experiences into his instruction. Dr. Raven cared for and inspired his students. He will be missed."

Your continuing support will create a better tomorrow



As you read this .edu magazine, you will learn about the immense impact our faculty, students and staff are having on advancing critical research and developing best practices in education.

I walk the corridors of Baldy Hall and see the passion and dedication of these individuals as they work toward finding the answers to the many challenges found in the classroom and in our communities. I am so proud of their efforts and hope you are as well.

We cannot have this impact on the world

without your philanthropic support. As you probably know, UB is in the midst of its largest philanthropic campaign ever: **BOLDLY BUFFALO – THE CAMPAIGN FOR UB**. Thank you to all of the alumni and friends of GSE who have contributed to the campaign thus far, and we must continue to invest in this work that is so important to our future.

Please join us by making your gift today to GSE. Whether you wish to support scholarships, professorships or assist in bringing knowledgeable speakers to campus via a distinguished lecture series, we need your support. Your generosity will help guide the future direction of education so we will have a better tomorrow.

If you are considering support through an estate plan or other beneficiary designation such as life insurance or a retirement account, please contact me. As the director of advancement and planned giving for GSE, I am available to facilitate your philanthropic intentions for maximum impact while assuring you and your family's future needs are satisfactorily addressed. Let's be **BOLD** together!

Sincerely,

James Bender, CFRE
716-881-7485
jbender5@buffalo.edu

Retirements



STEPHEN DUNNETT (PhD '77, Higher Education), UB vice provost for international education, director of the GSE English Language Institute and a professor from the Department of Learning and Instruction, retired in August 2019 after serving the University at Buffalo for 48 years.

Dunnett joined UB in 1971 as an instructor in the foreign student English program. After successfully organizing an English as a second language summer program, Dunnett was appointed by the Division of Student Affairs to plan and direct a year-round intensive English program. The result is currently known as the English Language Institute, which has served nearly 30,000 students (see story on page 15).

In 1980, Dunnett was integral to establishing the first open educational exchanges of any U.S. university with Chinese universities, which opened the door for other universities to launch educational programs with China. In 1986, he played an important role in creating one of the first 2+2 cooperative education programs in Malaysia, a forerunner of UB programs delivered in Singapore 20 years later.

Dunnett was named UB vice provost for international education in 1989. Among his accomplishments are his success in growing UB's international enrollment and enhancing the multicultural campus community. Under his leadership, UB has developed a global reputation as a welcoming and diverse university, ranking in the top 25 U.S. institutions hosting international students for the past 15 years.

[Read the University at Buffalo press release about Stephen Dunnett's retirement at ed.buffalo.edu/go/dunnett-retires.](http://ed.buffalo.edu/go/dunnett-retires)



LYNN SHANAHAN (PhD '06, Reading Education), associate professor from the Department of Learning and Instruction (LAI), was a faculty member in the Graduate School of Education for 14 years. She served as the director of the LAI literacy program, chair of the LAI doctoral studies committee, and as a secretary of the executive committee for the Literacy Research Association.

Among her scholarly accomplishments, Shanahan authored or co-authored 30 publications spanning refereed journal articles, books and book chapters, and served as a principal or co-principal investigator on eight research grant projects. As a literacy expert, Shanahan shared or co-shared her research at 39 national and international conferences, and she was an invited speaker at five of those conferences.

Locally, Shanahan helped educators have a better understanding of urban education in our community. In 2016, she took a one-year leave from her GSE faculty position to serve as the assistant superintendent of professional development at the Enterprise Charter School in Buffalo. In this position, Shanahan was involved in the day-to-day operations of the school and served as a sounding board to the school superintendent.

Shanahan consistently provided professional service to the literacy community, most notably as a reviewer of research articles. She has reviewed articles for the Journal of Literacy Research since 2006 and has been a member of the journal's editorial review board since 2016. Shanahan is also known as an excellent teacher, receiving a Best Educator Award in 2006 and 2008 from the LAI Graduate Student Association and a STAR Award for Teaching for 2014–15 from her LAI faculty colleagues.

[Read the Buffalo News press release about Lynn Shanahan at Enterprise Charter School at ed.buffalo.edu/go/shanahan-lessons.](http://ed.buffalo.edu/go/shanahan-lessons)



Dear Readers,

For the past 20 years, I've been the editor of this newsletter/magazine of the Graduate School of Education. Since 1999, the publication has evolved and you can see part of this evolution in the accompanying montage of covers spanning the 32 issues I've edited during that time. The goal of each issue has always been to keep you informed about important GSE research, news and events. I've always felt that this publication serves as a historical record for our school, and I'm proud to be a part of that record.

This issue marks the last before my retirement and I'd like to thank those who have helped make each issue the best it can be. A lot of eyes, in addition to my own, have reviewed these pages prior to publication for accuracy, omissions and consistency. Thank you to these individuals who, at various times during the early years, were part of this proofreading/editorial process: Anne Bartone, Jessica Biegaj, Jim Collins, Amy Ferry, David Forgues, Elizabeth Goulette, Jessica Kane, Mary Lanham, Josh Mirwis, Don Nowak, Monica Parikh, Karen Sausner, Sarah Watson and Guidi Yang.

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Thank you to our current expert proofreading/editorial team: Will Belz, Dawn Haak, Tim Hartigan (who has been on the team since 1999!) and Elizabeth Lesswing. Thank you to deans Mary Gresham, Jaekyung Lee and Suzanne Rosenblith for their support throughout the years, including their insightful and inspiring Dean's Messages. Thank you to the faculty, staff, students and educators who have contributed stories. There are too many to name individually but I'd like to thank Charles Anzalone from University Communications, whose press releases have been part of countless stories.

I have also worked with numerous layout designers throughout the years. This issue marks the 10th with designer Erin Harris. Thank you, Erin, for elevating the overall look and feel of this publication while expertly adhering to UB's branding standards.

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Finally, thank you for reading this publication over the years and for sharing your comments and suggestions. Best wishes as you read this and future issues.

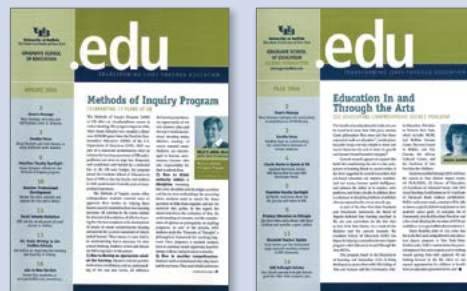


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2003



2004



2005



2009



2010



2011



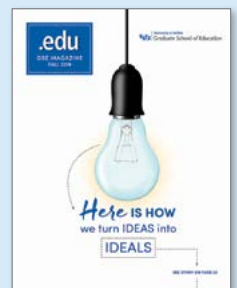
2017



2018



2019



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