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Celebrating its 15th year, the symposium featured a keynote address by UB alumnus Arthur Levine.

New Directions in Education: Language, Literacy, and Culture

As a capstone event celebrating the 75th anniversary of the Graduate School of Education, the school brought four prominent scholars to campus for the lecture series “New Directions in Education: Language, Literacy, and Culture.”

The series began on February 22, 2008, with a presentation by Bill Cope and Mary Kalantzis from the University of Illinois, Urbana-Champaign. Entitled “Multiliteracies:



BILL COPE

Ten Years Later,” the lecture updated the issues of language diversity, globalization, and the many new versions of literacy beyond print that were addressed in their book *Multiliteracies: Literacy Learning and the Design of Social Futures*.



MARY KALANTZIS

On February 28, John Baugh from Washington University in St. Louis examined “The Evolution of Linguistic Diversity in American Schools and Society.” In this lecture, Baugh presented the social and geographic diversity of linguistic usage in the United States, including discussions on controversial topics such as Ebonics, affirmative action, and bilingual education.

“New Directions in Education” concluded

with two sessions on March 31 by P. David Pearson from the University of California, Berkeley. In the morning lecture, Pearson presented “An Historical Analysis of the Impact of Educational Research on Policy and Practice: Reading as an Illustrative Case.” This discussion examined the changing views of the nature of reading processes and pedagogies. In the afternoon session, “Teaching Comprehension in an Age of Accountability: Keeping the Science and the Art in Balance,” Pearson offered teachers and other school professionals perspectives on maintaining a balance between research and practice.

Dean Mary Gresham noted the wide-reaching impact of this series. “The response to these scholarly lectures from community educators, as well as GSE faculty, students, and alumni, was tremendous. I’m so pleased we had the opportunity to provide a forum to address these timely and important educational issues. Our ability to attract these highly regarded speakers is a tribute to the standard of excellence we adhere to in GSE.” ●



JOHN BAUGH



DAVID PEARSON

Dean's Message



MARY GRESHAM

GSE was well-represented at this year's American Educational Research Association annual conference in New York City; over 30 faculty and students made scholarly presentations. GSE faculty offered an impressive array of topics including research on: leadership; assessment in an international context; women and technology; social class; language and literacy; science education; educating for social and environmental justice; and multimodal approaches to literacy, just to name a few.

I would also like to mention two of our faculty members who received notable accolades prior to attending the conference. SUNY Distinguished Professor **Lois Weis**, from the Department of Educational Leadership and Policy, was named editor of the social and institutional analysis section of the *American Educational Research Journal* (see page 4); and **Douglas Clements** from the Department of Learning and Instruction was awarded the distinction of SUNY Distinguished Professor (see page 4). Congratulations to Lois and Doug on these outstanding accomplishments.

It is my pleasure to introduce you to our new Director of Development **Phillip Smith**. Phil, a GSE alumnus, has a lot of great ideas for alumni who are interested in getting involved and “giving back” to GSE. You’ll be hearing more about these ideas in the months ahead, and we are so pleased that Phil is a part of GSE (see page 18).

We have much to be proud of in GSE, particularly when it comes to research. Inside this newsletter is an update on faculty research, including a focus on our STEM (science, technology, engineering, and mathematics) related research activity. You’ll also find inside our regular newsletter features, faculty retirement tributes, and much more. As you read through this newsletter and reflect on GSE’s accomplishments, please let us hear from you. ●

Mary H. Gresham
(Ph.D. '92, Counseling Psychology)
Dean, Graduate School of Education, University at Buffalo

Fitting the Pieces Together: The Information Access Puzzle



Information literacy and technological fluency remain critical issues in today's information rich world. In order to have an informed and literate society, it is essential that people have access to accurate and relevant information. With the emergence of the World Wide Web (WWW) and the Internet, it is now possible to access information from anywhere, using a variety of communication devices. However, access to information is more complex than just logging in and typing a few search terms into an interface. Access is a combination of many variables, most of which are the center of my research.

I like to think about information access as fitting many pieces of a puzzle together. Sometimes we can use the patterns, shapes, and colors on the pieces to see where they belong. At other times, it is not this straightforward and we may have to make the pieces fit. An added dimension is that the pieces are often colored and re-colored by our own perceptions, experiences, and expectations, as well as by the advances in technology or the specific context or use for the information.

My research reaches a very broad spectrum as it focuses on building understandings about how many different groups of people use information systems in various

Anecdotal evidence and limited research contexts suggest otherwise; while youth may be early adopters and frequent users of technologies like cell phones, the Internet, and WWW, they are by no means fluent or efficient users. Youth have yet to assimilate the puzzle pieces of language, domain knowledge, understandings of how the system is organized and used, as well as how to choose the right words that will bring the useful results when searching for information. Anyone can type in a few words and a search engine will return something, but is it a useful something?

Accessing information using technology has become a component of youth's everyday activities. This generation of users adapts existing technologies to meet their information needs, sometimes in very novel ways that we did not anticipate. In order to understand more about how this age group interacts with systems, we need to consider several factors: their domain and system knowledge; the information retrieval system; the representation scheme used by both the system and the youth; their information seeking strategies and process; and their level of cognitive development. Because youth have different information needs and employ different processes for satisfying those needs, systems for youth should be based on what we know about their use of systems and their unique information seeking needs, instead of expecting youth to use ineffective, oftentimes not age-appropriate systems designed with adults as primary users.

Much of my research explores how to construct age-appropriate, context-specific

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JUNE ABBAS

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Access to accurate and relevant information demands an intersection of understanding: (1) how people use information systems and their processes for finding information (information-seeking behaviors); (2) how information systems are designed and how this design can impact a user's success with using a system; (3) how information systems are organized and the schema used to organize the information, or representations of information objects that are included in the system; (4) the changing nature of information and systems; and (5) human factors, like domain knowledge, language facility, and experience using systems.

contexts, such as youth (ages 6-17) and the public library or WWW, or emergency medical residents' use of the Google search engine for clinical practice. This puzzle analogy is particularly relevant with youth who are hampered by many pieces of the puzzle. For example, the popular perception about today's youth and technology use is that they intuitively access information using various communication technologies and devices we as adults are reticent to pick up and explore. However, little is really known about youth's success at accessing age-appropriate, accurate information that they can use to build on or extend their understandings.

Clements Named SUNY Distinguished Professor

Douglas Clements (Ph.D. '83, Elementary Education), professor in the Department of Learning and Instruction (LAI), has been named a SUNY Distinguished Professor for achieving national prominence and an established reputation in his field of expertise. The rank of distinguished professor, the highest faculty rank in the SUNY system, is an order above full professorship and has three co-equal designations: distinguished professor, distinguished service professor and distinguished teaching professor.



DOUGLAS CLEMENTS

Clements is a nationally recognized expert in early childhood mathematics education and the role of computers and technology in education. He has conducted research and published widely in the areas of the learning and teaching of geometry, computer applications in mathematics education, the early development of mathematical ideas, and the effects of social interactions on

learning. His work has led to the development of new mathematics curricula, teaching approaches, and teacher training initiatives, and had a tremendous impact on educational planning and policy, particularly in the area of mathematical literacy and access.

Clements' research has been supported through a number of federal grants. Since 1998, Clements and LAI colleague Julie Sarama have received over \$20 million dollars to fund various projects. Current studies include an implementation of their *Building Blocks* mathematics curriculum in three states (see page 8), and research on the learning and teaching of measurement in early and elementary education (see page 6).

In 2006, Clements was selected to join President Bush's National Mathematics Advisory Panel, where he has advised on issues concerning the learning and teaching of mathematics. He has also served on key advisory panels addressing educational policy issues, including the National Council of Teachers of Mathematics' curriculum committee.

Clements has published more than 110 refereed research articles, 8 books, 50 book chapters, and 250 additional publications. In recognition of his research achievements, he received a SUNY Chancellor's Award for Excellence in Scholarship and Creative Activities in 2007 and a UB Exceptional Scholar Award for Sustained Achievement in 2002. ●

Weis Appointed Editor of AERJ-SIA Journal

SUNY Distinguished Professor Lois Weis, from the Department of Educational Leadership and Policy (ELP), has been named an editor of the *American Educational Research Journal*, widely considered to be the most prestigious research journal in the education field. The journal comprises two distinct parts. Weis will edit the section that focuses on social and institutional analysis; the second section addresses research on teaching and learning. As a result of her appointment, the nationally respected journal will be housed in Baldy Hall.

Weis will be joined by two associate editors; Jaekyung Lee, associate professor in the Department of Counseling, School and Educational Psychology, and Philip Altbach, ELP professor emeritus and current professor at Boston College. Weis' world-class expertise in qualitative research, economic stratification, and

educational policy will be complemented by Lee's critical attention to inequity concerns and proficiency in quantitative methodology, and Altbach's depth of knowledge in global issues and higher education.

Previously, Weis served on the editorial boards of journals such as *Educational Policy* (and was one of its founding editors), *International Journal of Qualitative Studies in Education*, and *Review of Educational Research*. She is the recipient of numerous book awards during her career. Most recently, Weis and co-author Michelle Fine received the outstanding book award from the prestigious Gustavus Myers Center for the Study of Bigotry and Human Rights in North America. Weis is author/co-author or editor/co-editor of 20 books, 40 book chapters, and more than 50 journal articles. ●



LOIS WEIS

The “Commissar of Librarianship”

Arriving during a time of turmoil at UB, George Bobinski recounts his 32-year career amidst the changing landscape of library and information studies, and his connections to the Graduate School of Education.

Dear alumni, colleagues, and friends,

I came to UB in August 1970 as a professor and dean of the School of Information and Library Studies (SILS) from the University of Kentucky, where I was a professor and associate dean of the School of Library Science. Previously, I had served as the director of libraries at SUNY Cortland and the assistant director of the Royal Oak Public Library in Michigan.

When I interviewed in Spring 1970 the campus was in turmoil and looked battle-scarred because of the student anti-Vietnam war riots. SILS had been established in 1966 but was



GEORGE BOBINSKI

in bad shape, without a dean and with rumors of closing. SILS students organized a successful mass protest demanding a new dean. I recall spending over two hours with concerned SILS students as part of my interview, which was more time than I spent with the faculty.

My first contact with GSE occurred at this time because Bob Berdahl, chair of the Department of Higher Education, also served as the capable chair of the SILS

Dean Search Committee. With added faculty, a revised curriculum, and wonderful new quarters in Bell Hall, we were able to achieve national accreditation of the master of library science (M.L.S.) program in 1972 and have held this accreditation

“...the campus was in turmoil and looked battle-scarred...”

by the American Library Association ever since.

In 1972 and 1977 I also served as the acting director of UB Libraries and the chair of the search committee for a new director. One UB administrator tried to persuade me to become both SILS dean and library director, dubbing me a “commissar of librarianship” on campus. Fortunately, our accreditation standards at that time frowned on such a dual role.

The next connection with GSE was in 1977 when Bob Berdahl and I developed a cooperative doctoral program in higher education/academic librarianship. After Bob left I worked closely with Phil Altbach in this joint program.

In 1983, we moved from Bell Hall to the third floor of Baldy with GSE Dean Hugh Petrie being very helpful and accommodating as we became neighbors.

In 1995, we moved to the present location on the fifth floor.

By the early 1990s, the M.L.S. program was ranked among the top 20 such programs in the nation. By the mid 1990s, we began to explore connections with other related information disciplines on campus. Out of this exploration came a merger with the Department of Communication and a new School of Information Studies, which later became known as the School of Informatics.

Once the new school was established, I stepped down as dean in 1999 after 29 years in this capacity and assumed the role of professor with much more time for teaching and especially research, which I had neglected for many years. I was able to complete a number of studies in library history, which is my specialty. One of these studies was a history of SILS from 1966–1999.

In 2002, I became professor emeritus but continued with my research. This led to a book being published in 2007, *Libraries and Librarianship: Sixty Years of Challenge and Change, 1945–2005* (Scarecrow Press).

I was disappointed over the closing of the School of Informatics but am pleased that the Department of Library and Information Studies found a friendly home in the Graduate School of Education.

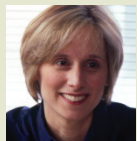
I still maintain an office in 433 Baldy Hall and am working on a number of projects. The most recent was the organization of the SILS archives and their transmittal to the University Archives. I would also welcome contact with M.L.S. graduates from the past. I can be reached at gsbobinski@verizon.net ●

New Directions in Educational Research

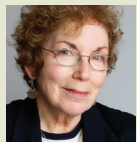
Faculty members from the departments of Counseling, School and Educational Psychology (CSEP); Educational Leadership and Policy (ELP); Learning and Instruction (LAI); and Library and Information Studies (LIS) are involved in a wide array of research activities. The following is a sampling of the current research projects being conducted within and outside the Western New York community. For more information about GSE faculty and their research, please visit www.gse.buffalo.edu/faculty/faculty.asp.



Douglas Clements (LAI distinguished professor) and **Julie Sarama** (LAI associate professor) have received funding from the National Science Foundation to study the learning and teaching of measurement in early childhood and elementary education. This four-year longitudinal study, conducted in collaboration



with alumnus Jeffrey Barrett (Ph.D. '98, Mathematics Education) from Illinois State University (ISU), will produce research-based developmental progressions in measurement across a seven-year span. UB researchers will study children from preK to grade 2 and ISU researchers will study students from grade 2 to grade 5.



Catherine Cornbleth (LAI professor), drawing from research in her forthcoming book, *Diversity and the New Teacher: Learning from Experience in Urban Schools* (Teachers College Press), is launching a study of culturally responsive teaching in secondary social studies, English, and science that actively involves students in determining cultural responsiveness. Of particular interest are ways of making abstract concepts such as freedom, metaphor, and gravity more easily accessible to students of differing racial/ethnic/cultural and socioeconomic backgrounds, as well as differing academic ability/motivation levels.



Janice DeLucia-Waack (CSEP associate professor) is researching what makes counseling groups effective. Projects include examining the use of a screening instrument to help select group members who will benefit

from being in a group; surveying high school counselors to determine which career instruments are being used with students; and examining what factors and people influence high school students' decisions to attend college and which college they choose. She is also researching eating disorder issues, and is currently exploring how self-objectification and reasons for exercise influence body satisfaction in female college students and athletes.



Jeremy Finn (CSEP professor) is studying student misbehavior in high schools through a U.S. Department of Education grant. Using data from a nationwide survey, this research focuses on three questions: (1) What types of schools experience high levels of misbehavior, from misbehavior in classrooms to substance use to physical conflicts and others? (2) How are a school's academic performance, graduation rate, and percentage of students entering college related to the degree of student misbehavior? (3) How does overcrowding affect the extent of misbehavior in a school?



James Hoot (LAI professor) is researching how teachers of very young children can more effectively support the unique needs of increasing numbers of refugee children in our schools. In a study involving 26 refugee families with children in the Buffalo Public Schools, helping children cope with trauma, supporting academic adjustment, and establishing positive parent/teacher relationships were the key issues identified for helping refugee children. As one of the largest refugee resettlement centers, Buffalo offers many opportunities for continued research in this important area.



Lauri Johnson (ELP associate professor) is investigating the historical development (1968–2008) of school district policies to promote educational equity in three urban locations: New York City; Toronto, Canada; and London, England. Through archival research, videotaped oral histories of parent, community, and school leaders, and discourse analysis of policy documents, Johnson seeks to understand the critical social and political events that influence policy formulation and implementation, the role of community activism, and changing conceptions of diversity over time.



D. Bruce Johnstone (ELP professor emeritus), Pamela Marcucci (ICHEFA project manager), and doctoral students Manar Sabry and Mary Ngolovoi are analyzing student income and expenditure survey data collected in Kenya, Ethiopia, Egypt, and Morocco by the International Comparative Higher Education Finance and Accessibility Project (ICHEFA). The research, involving over 2,000 second-year university students, aims to gain a better comparative understanding of how students pay for their higher education, their perceptions of cost-sharing, and the influence of gender and socio-economic status on these results.



Jaekyung Lee (CSEP associate professor) is investigating educational policy and research issues for closing reading and math achievement gaps in the U.S. and other countries. This research involves tracking and understanding racial and social gaps in preK-12 achievement trajectories, developing national/international norms and standards for desirable growth references, and exploring the effects of educational policy interventions such as the No Child Left Behind Act. He is also involved in experimental research on the efficacy of school interventions to improve reading and math achievement in Buffalo.



Xiufeng Liu (LAI associate professor) is developing technology-based formative assessment curriculum materials for middle school (electronic portfolio assessment)

and high school chemistry (computer modeling). In a second research project, he is using data-mining to develop competence models for predicting students' science achievement levels on standardized tests by opportunity-to-learn variables related to teachers, schools, and home and community environments.



Christopher Lopata (CSEP assistant professor) is conducting research on the effectiveness of a manualized socialization treatment program for children with high-functioning autism spectrum disorders.

Results of a randomized clinical trial of this treatment program during Summer 2007 showed strong treatment effects and a grant-funded replication study is planned for Summer 2008. In addition to treatment research, several studies are also underway examining a wide range of clinical and associated features of autism spectrum disorders.



Suzanne Miller (LAI associate professor) is researching digital video composing as a multimodal learning tool through the City Voices, City Visions (CVCV) Digital Video

Composing project, a partnership with the Buffalo Public Schools (BPS). Over the past seven years, 180 BPS teachers have participated in CVCV professional development and received start-up support in their grade 5-12 English, social studies, science, and ESL classes. Findings show positive increases in student attendance, attitudes, learning, and achievement on state tests. A new large-scale study is underway with funding from the John R. Oishei Foundation and NYSED.



Deborah Moore-Russo (LAI assistant professor) is making use of collaborative learning communities, manipulatives, definition construction, and collective discourse to study

pre-service and in-service mathematics teachers' spatial visualization and understanding of fundamental mathematics concepts in a three-

dimensional environment, using key topics from the secondary curriculum. In addition, she is researching preschool parents' perspectives on, expectations regarding, and at-home practices of mathematics education, in juxtaposition to literacy education, of young children.



Lorna Peterson (LIS associate professor) is conducting research on race conflict and cooperation in North American librarianship, specifically looking at segregation and librarianship.

She also conducts research in the area of service learning in the library and information studies curriculum and is currently writing a chapter on social activism service learning in library science education during the 1960s and 1970s, specifically concentrating on the High John Project of the University of Maryland and the UB School of Library and Information Studies Alternative Week.



Raechele Pope (ELP associate professor) is expanding her research on multicultural competence of higher education administrators. Specifically, she is conducting a

national study to examine how student affairs preparation program graduate students and faculty perceive the integration of multicultural issues within their curriculum. The influences of variables, such as age, gender, number of years in the profession, social attitudes, and multicultural competence on the perceptions of their efforts towards creating multicultural environments are also being explored as part of this study.



Amy Reynolds (CSEP assistant professor) is exploring the relationship between multicultural competence in counselors and self-esteem, social desirability, attitudes towards equality, defensiveness, comfort with ambiguity, and the degree to which individuals may be conservative or open to taking risks. In

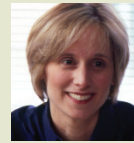
addition, Reynolds and **Anita Sankar** (CSEP assistant professor) are researching the personal attributes and learning experiences of counselors actively involved in social justice advocacy. This study seeks to provide an in-depth analysis

of the developmental pathways that contribute to a social justice orientation and the acquisition of the necessary awareness, knowledge, and skills.



Maria Runfola (LAI associate professor) is collaborating with the Buffalo Philharmonic Orchestra and several doctoral students to examine the efficacy of symphonic orchestra

youth concerts. She is also conducting several validity studies for the Test of Early Audiation Achievement, a new on-demand performance assessment she developed with support from the National Endowment for the Arts. In addition, MusicPlay classes in the UB Fisher Price Endowed Early Childhood Research Center and Villa Maria College provide continued opportunity for in-depth study and analyses of intricate musical behaviors displayed by infants and toddlers.



Julie Sarama (LAI associate professor) has received funding by the U.S. Department of Education's Institute of Educational Sciences to host postdoctoral fellows to conduct

research and learn the latest methodologies and practice of rigorous research in the complex setting of education. In particular, the fellows will be involved in the evaluation of implementations of a research-based intervention, the TRIAD model for implementing the preschool math curriculum, *Building Blocks*. The fellows will also initiate research on one or more relevant questions that would not have been answered without their participation.



Lynn Shanahan (LAI clinical assistant professor) is researching the status of elementary school students' comprehension and production of multi-modal texts with information

and communication technologies (ICTs). Specifically, she is studying the literacy skills and strategies needed by students of differing achievement or cognitive levels when using ICTs. A second accompanying research area is pre- and in-service teachers' understanding and use of multimodal texts and ICTs. The overall goal of this research is to help teachers adapt instructional practices to the specific academic abilities and cognitive levels of individual students.

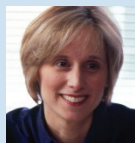
STEM Research in GSE

According to the May 2006 *Congressional Research Service (CRS) Report for Congress on Science, Technology, Engineering, and Mathematics (STEM) Education Issues and Legislative Options*, the U.S. was ranked 28th in math literacy and 24th in science literacy in a comparison of 15-year-old students in 40 countries. The report notes that these low achievement levels confirm the need to take action to sufficiently prepare students and teachers to compete nationally, as well as internationally, in STEM related fields. (The complete *CRS Report for Congress* is available at www.gse.buffalo.edu/alumni/edu.asp.)

In the Graduate School of Education, faculty members from the Department of Learning and Instruction are addressing STEM education issues through their research. The following summaries describe past and current research projects that are impacting math and science literacy, and the use of technology, in schools throughout Western New York and across the nation.



Douglas Clements (professor) and **Julie Sarama** (associate professor) have been researching how children learn mathematics since 1998, specifically underrepresented children whose potential for learning mathematics is often not realized. Children who live in poverty or are of linguistic and ethnic minorities show low math achievement



because they often lack support from homes and schools. Focused pre-K interventions can result in dramatic increases in achievement, although large scale interventions have not been attempted. Clements' and Sarama's research in this area has been funded through the Interagency Education Research Initiative with a series of grants from the National Science Foundation (NSF), the U.S. Department of Education's Institute of Educational Sciences, and the National Institute of Health. Early work in this project included Sarama and Clements developing the *Building Blocks* mathematics curriculum with funding from the NSF. The *Building Blocks* curriculum and its accompanying print materials and software are based on a common core of learning trajectories through which children develop. Initial findings indicated that, on a small scale, *Building Blocks* increases math achievement in young children, especially those at risk. Sarama and Clements next developed the TRIAD (Technology-enhanced, Research-based, Instruction, Assessment, and professional Development) intervention theory and implemented it on a limited scale. A small study with 36 classrooms showed strong positive effects. Based on this work, Sarama, Clements, and their research team are currently "scaling-up" the study by implementing the *Building Blocks* curriculum in three states: New York,

Massachusetts, and Tennessee. This expansion of the project is utilizing more than 175 pre-K teachers and over 2,500 children in a randomized trial design. The purpose of this expansion is to find out if the TRIAD implementation model and the *Building Blocks* curriculum work in multiple, varied settings, and to see if their positive effects are sustained longitudinally.



Xiufeng Liu (associate professor) conducts research in the closely related areas of technology-enhanced science assessment, applications of measurement models in science education, conceptual change in science, and science curriculum policies. His research on information technology and modern measurement models aims to provide an alternative to paper-and-pencil based assessment by incorporating technology (e.g., web-based portfolios, computer modeling) as both a context and a tool for science teaching and learning. Liu is developing technology-based resources and researching their validity and reliability when they are used as both formative and summative assessments. His recent co-edited book, *Applications of Rasch Measurement in Science Education* (JAM Press), has introduced modern measurement models to assessment in science education. Liu has developed a standardized measurement instrument for measuring students' long-term development of the science concept of matter. In his forthcoming book, *Developing Models of Competence Based on Opportunity-to-Learn: Theories and Methods* (Springer), he uses data mining technology to create models for predicting student competence levels on national science assessments using variables related to teacher classroom practices, home environment, and school and community resources.



Deborah Moore-Russo (assistant professor) is working on collaborative efforts with the New York State Center for Engineering Design and Industrial Innovation (NYSCEDII), as well as the Multidisciplinary Center for Earthquake Engineering Research (MCEER), on projects related to the use of technology to enhance science, technology, engineering, and mathematics education. She is working with NYSCEDII on two projects funded by the NSF, including a multi-university project that investigates the use of cyber-resources to enhance undergraduate reverse engineering design experiences such as spatial visualization in a virtual environment. The second NSF-funded project with NYSCEDII involves the study of student and instructor perceptions of simulation activities incorporated in upper-undergraduate Vehicle Dynamics courses. In addition, she has a third NSF-funded project in coordination with MCEER and other U.S. and international universities. For this project, Moore-Russo directs the educational and outreach component that aims to disseminate information at the middle and high school grades regarding earthquake engineering in general, and the use of base isolation tools in particular, through the use of numerous materials including a virtual earthquake simulator.



Randy Yerrick (professor) has conducted numerous research funded projects through the NSF and the National Institute of Health. In a current study, "Learning from Children's Voices & Improving Science Education," elementary science student teachers enrolled in methods courses attempt a variety of teaching strategies, practice thoughtful reflection upon best practices using digital video, and revise traditional beliefs about the nature of science teaching and learning. The purpose of this research is to determine what shifts can be expected of science teacher candidates during their preparation to comply with evolving teacher standards, and which attributes of a field-based teacher education model are most strongly linked to desired clinical intern dispositions. In a second project, "Improving the Participation and Achievement of Students in Diverse Schools by Enhancing Teacher Professional Development in Science and Learning Technologies," cohorts of elementary science student teachers are being placed in 4th, 5th, and 6th grade classrooms. During this experience, student teachers are learning teaching strategies associated with the sociotransformative constructivist model for science education and collaborating with their assigned teachers to measure their students' learning.

SCIENCE AND THE PUBLIC ONLINE DEGREE

The Graduate School of Education has been a leader in offering online degree programs since 2001. Through a partnership with the Center for Inquiry (www.centerforinquiry.net), GSE has launched an Ed.M. degree in Science and the Public available exclusively online. The creation of a science literacy degree program reaffirms GSE's commitment to addressing and contributing solutions to STEM education issues.

Since its inception in 2006, the program has attracted students from diverse geographic and vocational backgrounds. Students have enrolled from as far away as Ireland and France, while others live right here in New York State. These students are primarily employed in science fields but also work in areas such as law, education, and business. Together, students engage in a challenging curriculum focused on global concerns such as climate change, energy,

population growth, gene-based technologies (cloning, stem cells, genetically modified foods, reproductive technologies, and artificial life creation), and surveillance and privacy. Students dialogue on these concerns, discuss public policy, and collaborate on solutions.

The program is designed for professionals with an interest in promoting the public understanding of science and a desire to become leaders in science and the public. The program prepares professionals to better engage in public activities and debates related to science; promotes science literacy and understanding in the public at large; and promotes scholarship in science and humanism, science and public policy, and science in the political, religious, and secular environments.

To find out more about the Science and the Public program, including application information, please visit www.gse.buffalo.edu/programs/lai/31.

MICHAEL TINSMON APPOINTED DIRECTOR OF INFORMATION TECHNOLOGY



MICHAEL TINSMON

Michael Tinsmon, formerly of the UB provost's administrative technology staff, has joined GSE as the new director of information technology. He will be responsible for supervising and managing GSE's technology infrastructure and integrating GSE with the resources of the university. Tinsmon has been serving the technology support needs of the UB community since 1999.

Tinsmon views coming to GSE as an opportunity to apply the knowledge and skills he has acquired at UB to the betterment of GSE. "I look forward to providing the technical and instructional support that allows GSE to continue to grow and realize the school's potential for research and scholarship." Tinsmon adds that he is committed to working together with faculty to find creative solutions to any current or future technology challenges they may encounter.

ACCESS THIS NEWSLETTER ONLINE!

This edition and past issues of the **GSE Alumni Newsletter**, .edu, are also available online at www.gse.buffalo.edu/alumni/edu.asp. For your convenience, each online newsletter can be viewed in a "scroll down" or a "page turning" pdf format. You will also find supplemental features for selected articles from each online newsletter, beginning with the Spring 2004 issue. The supplemental features in this edition are the *CRS Report for Congress on STEM Education Issues and Legislative Options* (referenced on page 8); an expanded version of the Michael Kibby retirement tribute (page 11); and Robert Heller's complete eulogy for James Conway (excerpted on page 15).

Thomas Frantz: Warmheartedness and the Compassionate Career

BY JAMES DONNELLY



Thomas Frantz shares a thank you with guests at his retirement party.

In Fall 2007, the University at Buffalo was honored to host a visit from the Dalai Lama. His message to the UB community was a simple one that exemplified his life: “Be warmhearted.” In Spring 2008, it was GSE’s pleasure to honor a person who has personified the Dalai Lama’s advice for the last 40 years at UB: Thomas T. Frantz, associate professor in the Department of Counseling, School and Educational Psychology (CSEP).

It is difficult to enumerate all of Dr. Frantz’ contributions to the university, to the field of counseling, or to the Western New York community. He has made a permanent impact in the quality of life in our community through many years of pioneering efforts in the field of grief and loss. He co-founded the Life Transitions Center, the Buffalo chapter of Compassionate Friends, the Parents of Murdered Children Support Group, the Ravlin Clinic for patients facing life threatening illness, the local Suicide Bereavement Group, and other community groups related to grief and loss.

Dr. Frantz has served on the boards of numerous community organizations including Erie County Crisis Services, Hospice Buffalo, and Niagara Hospice. He has also consulted with dozens of schools and most, if not all, of the hospitals in our community. He has presented talks to community and academic groups

that number not in the hundreds, but the thousands. He has also unselfishly “been there” for innumerable people grieving profound losses. It was at times like these that Dr. Frantz provided the ultimate acts of warmheartedness in his extraordinary career of caring.

As a scholar, Dr. Frantz has written two books on grief and loss and more than 50 articles, chapters, and reviews. In our school, he has taught 20 different courses and supervised scores of dissertations and qualifying research papers. The legion of Tom Frantz advisees is strong and proud. He has also contributed mightily as an administrator in GSE, serving multiple terms as department chair, program director, chair of numerous graduate school and university committees, and as associate and acting dean.

In November 2007, over 150 colleagues, current and former students, and members of the community whose lives Dr. Frantz has touched gathered together from across the country to celebrate his career. GSE Assistant Dean Jenifer Lawrence organized the event, and she presented Dr. Frantz with a bound volume of memories she had previously solicited from hundreds of guests and those who could not attend. I had the pleasure, along with CSEP colleague Tim Janikowski, of narrating a humorous slideshow chronicling Dr. Frantz’ life. The evening was filled with endless heartwarming stories that illustrated how one man can impact an entire community.

Like the Dalai Lama himself, Dr. Frantz has confronted our most profound forms of suffering with compassion and love, and he has brought these gifts to all of his students and colleagues, as well as to our Western New York community for the past 40 years.

My personal gratitude to Dr. Frantz goes back about three decades. I transferred to UB from a doctoral program in California after hearing him speak one day while I was home on break in 1981, and all of the best things in my life since then have resulted from that event. We have all been blessed to have such a true humanitarian among us, and I am honored to pay tribute to him by recognizing his accomplishments. ●

James Donnelly (Ph.D. '88, Counseling Psychology) is a clinical associate professor in the Department of Counseling, School and Educational Psychology and a longtime friend and colleague of Thomas Frantz.

Michael Kibby: Teaching Readers, Creating Leaders

BY CHRISTINA BOGAN AND DEBRA DECHERT

Professor Michael Kibby, a leading authority in literacy education and director of the Center for Literacy and Reading Instruction (now known as CLARI), retired in January 2008 after a 37-year career in the Department of Learning and Instruction (LAI).

Each semester of his career, Professor Kibby introduced himself to his master's and doctoral students by informing them of his preference to be called "Mr. Kibby," stating, "only my mother calls me 'Dr.'" At a university where research trumps teaching, he thinks he should probably not admit that, professionally, teaching is his first love. He likes to think (he says, "perhaps deluding myself") that a professor's tutelage and mentoring should change forever what his students know and how they think. Professor Kibby believes every reading teacher he teaches must and will be the catalyst in changing a child who failed in reading into a child who succeeds in reading; the responsibility is significant for the reading teacher. In 1991, the LAI Graduate Student Association presented him with its Distinguished Professor Award, and he received a SUNY Chancellor's Award for Excellence in Teaching in 1994.

Professor Kibby has established a long-lasting impact on his students and the literacy field. In 1995, he presented the rationale and processes of reading diagnosis and re-mediation in his monograph, *Practical Steps to Informing Literacy Instruction: A Diagnostic Decision-Making Model*. A significant number of his former students, who are now reading specialist teachers in Western New York and beyond, are incorporating his reading diagnostic model into their work. Many of his students have also gone on to earn doctorates in the literacy field and now hold leadership positions at other educational institutions, where his model has also been adopted.

Throughout the years, Professor Kibby has assumed a variety of leadership roles within the university. Most notably, he served as LAI chair for 13 years (1988–2000). In this role, he initiated numerous positive changes that benefited students (e.g., complete revision of the doctoral program) and faculty (e.g., administering and facilitating 28 successful faculty promotion and tenure cases).

The impact of Professor Kibby's teaching on students, professionals, and parents is best characterized by testimonial letters written to the Executive Committee, appointed by GSE to

review CLARI in 2001: "It is obvious that the knowledge and expertise acquired through the reading center sets me apart from my colleagues who have attended other programs. All this, I owe to Michael W. Kibby and the others who are committed to excellence at the Center for Literacy and Reading Instruction" (Gail Przewozny, Ed.M. '99, Reading Education); "Dr. Kibby has established a well-respected center and program that is recognized nationally for its design and significant contributions to literacy education. The ultimate impact of this center on children, families, graduate students, the university, and the field are immeasurable and profound" (Mary Anne Doyle, Ph.D. '83, Reading Education).

In retirement, Professor Kibby looks forward to enjoying reading, of course, and continued training for long distance bicycling. In 2007, he bicycled 3,000 miles and 7 centuries (a century is 100 miles in one day) and his goal for this summer is 4,000 miles and a century every month, plus a century for two consecutive days. Travel plans with his wife, Carol, include a cruise on the Baltic Sea, a trip to Norway, and various biking trips, as well as visits to their children and two grandchildren. ●

Christina Bogan, *assistant to the chair in the Department of Learning and Instruction, has enjoyed working closely with Michael Kibby as his assistant and on innumerable projects over the past 30 years.*

Debra Dechert (Ph.D. '07, Reading Education), *associate director of CLARI, was honored to have Michael Kibby as her doctoral advisor, and to have worked with him as a CLARI colleague the last 13 years.*

An expanded version of this retirement tribute is available at www.gse.buffalo.edu/alumni/edu.asp.



MICHAEL KIBBY

Elaine Bartkowiak: Sharing a Passion for Early Childhood Education

BY JAMES HOOT



ELAINE BARTKOWIAK

In 1993, Elaine Bartkowiak (Ph.D. '96, Elementary Education) accepted the position of associate director in charge of day-to-day operations of GSE's Fisher Price Endowed Early Childhood Research Center (ECRC). Since that time, she has worked tirelessly to make the center an exemplary facility for training and research. Under her leadership, ECRC became one of the very few centers in the nation accredited by the 100,000+ member National Association for the Education of Young Children. This accreditation certifies that ECRC maintains the highest quality of programming for very young children.

In our most recent re-accreditation process (Summer 2007), ECRC received a rating of 100% in all evaluation categories (curriculum, teaching, assessment, health, family relationships, community relationships, physical environment, leadership, and management). Thus far, ECRC is the only center in the U.S. achieving a perfect score in this comprehensive externally evaluated process—a real tribute to Elaine's abilities and leadership.

A major reason for achieving a perfect rating has been the high quality of our ECRC staff. Elaine has nurtured and mentored over 100 teaching assistants in ECRC over the past 15 years. Elaine's commitment has even included housing several international students in her home during their studies. Through her mentoring, Elaine has worked tirelessly to involve ECRC staff in professional organizations for children. Many former ECRC teachers are currently in key leadership positions in local, national, and international organizations. Further, these former staff members often attribute their passion for early childhood education to their work with Elaine.

Elaine has also gained the respect of parents and guardians of children in our center over the years. For example, she worked collaboratively with parents and staff to host end of the semester celebrations. In addition, she always tried to involve children and

parents in special events at the university such as the recent visit by the Dalai Lama. Elaine's efforts to maintain both diverse enrollment of children/families and staff has been greatly supportive of UB's 2020 globalization initiative.

Elaine has also worked with the entire university community (e.g., Building and Grounds, Carpentry, Public Safety, Parking, and researchers from many university disciplines) to make a high quality program for young children accessible to us all.

Finally, in an era when university teaching is often devalued, Elaine has been an inspiration to so many undergraduate and graduate students and interns in her classes. Elaine will be retiring in June 2008, but her passion for teaching and young children will remain with her students for years to come. She will surely be missed!

In recognition of her passion for teaching and tireless mentoring of so many UB students, we are in the process of developing a scholarship in her name to be used to advance the leadership potential of promising UB graduate students majoring in early childhood education. If you would like to contribute to this fund, please contact us at jhoot@buffalo.edu ●

James Hoot, professor in the Department of Learning and Instruction, is the director of the Fisher Price Endowed Early Childhood Research Center.

IT'S EASY TO KEEP IN TOUCH!

There are three convenient ways for GSE alumni to stay connected:

1. Register on **UB Connect**, the university-wide alumni online community. At this secure site, www.ubconnect.org/olc/pub/BUF/homepage.cgi, you can sign up for lifetime e-mail forwarding, search for jobs, and communicate with fellow alumni,
2. Visit GSE's **Keep in Touch** site, www.gse.buffalo.edu/alumni/keep.asp, where you can provide current contact information and your recent accomplishments, or
3. **E-mail** Assistant Dean Jenifer Lawrence at jlawrenc@buffalo.edu or call (716) 645-6640.

We look forward to hearing from you!

JAMES HOOT TO SERVE SECOND TERM AS ACEI PRESIDENT



JAMES HOOT

James Hoot, professor in the Department of Learning and Instruction, has been voted president-elect of the Association for Childhood Education International (ACEI). His one-year term as president-elect began at the conclusion of ACEI's annual conference in March 2008, after which he will serve a two-year term as president. Hoot previously served as president-elect from 1996–1997 and president from 1997–1999.

Hoot has been an ACEI member for more than 30 years, serving in many capacities in the organization. He has contributed numerous articles to *Childhood Education* and to the *Journal of Research in Childhood Education*, official journals of ACEI and he is a frequent presenter at annual conferences. Hoot was also instrumental in

establishing international ACEI branches in Ethiopia, Finland, Hong Kong, and Hungary. Currently, Hoot is a member of the Publications Committee (2005–2008).

In 2004, Hoot was honored with the Patty Smith Hill Award, the highest honor that can be bestowed upon an ACEI member, for his outstanding, consistent contributions to ACEI, and his achievements in the field of education.

In speaking of his goals for the organization, Hoot said, "I will work diligently with ACEI headquarters, committees, and members to build much stronger ties with colleagues from other nations. We have so much to learn from our global colleagues, and the world's children will be the beneficiaries of mutually supportive global collaboration."

Established in 1892, ACEI is the oldest professional association of its type in the U.S., with approximately 11,000 members.

GSEAA PRESIDENT'S MESSAGE

Fellow Alumni,

It is with a sense of honor, gratitude, and optimism that I begin my tenure as president of the GSE Alumni Association. I am honored to serve a university and Graduate School of Education that have had a profound impact on my life. I am thankful to the departing GSEAA Board of Directors and to GSEAA members who have made our association a valuable resource for alumni, students, and faculty. I am optimistic because I will be working with a Board of Directors whose collective experience and enthusiasm can only help to successfully lead our association into the next decade.

A major goal of GSEAA leadership should be to support and provide initiatives that enhance professional growth for alumni and students. Examples of such projects can include sponsorship of professional development activities, involvement in valid educational research, creation of an informational networking system, and providing employability services specific to education. It is my belief that our association can enhance and expand upon the work that has begun in

these areas in order to assist our alumni and students in their pursuit of intellectual achievement and career excellence.

In order for GSEAA to effectively provide growth opportunities, support from our graduates is essential. The wealth of talent and resources that our alumni possess is incalculable. Therefore, I encourage each and every alumnus to contribute to association goals and activities. That contribution can

come in material or service form and will provide results in which we all can take pride. Together, we can become a formidable agent in addressing the many challenges that face all levels of education in the coming years.

I look forward to working with those GSE alumni who choose to participate in association activities.

All the best,

Joseph Casazza (Ed.D. '04, Educational Administration)



JOSEPH CASAZZA

Remembering James Conway

The following tribute honors Professor Emeritus James Conway from the Department of Educational Leadership and Policy (1967–2000), who died on June 28, 2007, at the age of 74. In addition to being an innovative and provocative teacher, Conway was the coordinator of the educational administration program and was involved in the development of the LIFTS (Leadership Initiative for Tomorrow's Schools) program.



JAMES CONWAY



Jim Conway was one of a group of outstanding professors of educational administration in GSE. They earned a national reputation for their educational administration

preparation program and had close and rewarding ties with a number of Western New York educational administrators. Jim was especially good at keeping up continuing contacts with these colleagues in the field. His warm Irish humor set him apart and made him a favorite of colleagues, students, and alums. We miss him.

—Hugh Petrie

Dean 1981–1997



I had the opportunity to team teach or co-teach a course with Jim several times. This very close working relationship demonstrated to me what a great teacher Jim was,

as well as a great scholar. He was demanding of his students and always firm but fair. Jim leaves a legacy of scholarship and dedication to GSE, the university, and the field of educational administration. He was active on the local, state, national, and international education of future educational leaders.

—Al Pautler

Professor 1970–2000



I have fond memories of Professor Jim Conway. Jim was department chair when I departed UB and I wish his family the best.

—Frank Brown

Professor 1972–1983



There is no better way to understand the souls of people than to play both golf and poker with them. Both games reveal the very core of an individual. After about 35

years of being in a regular foursome with Jim Conway and sitting with him at the poker table, here's what I have learned about him. He was honest and forthright and one of the worst bluffers in history. I think his basic integrity just did not allow him to be dishonest with any semblance of verisimilitude. He had a wonderful sense of humor. Who else but Jim would appear on a golf course with a checklist of about a dozen reminders? These he consulted several times during a round. Most pros tell you to have only one swing thought in mind. Perhaps trying to remember too much is what caused Jim frustration and let his famous temper erupt. A few seconds later, he'd be as calm and jovial as can be. He was fun to be with; he was smart and well-read; and he was a man of strong faith who practiced his religion to the very end. He and Linda produced three exceptional young men, each of whom has a great wife. The grandchildren are cuter than cute. He was a righteous man and I was proud to call him a friend.

—Stan Cramer

Professor 1965–2001



Jim and I both arrived in the Department of Educational Administration in Fall 1967. He quickly became both my devil's advocate and one of my most valued colleagues. I can't remember *anything* passive about Jim. He was an "in your face" kind of guy. Much as it drove me to distraction, it turned out to be very helpful to me. His probing and pushing challenged me to be clear and articulate in my thinking. In short order we came to hold each other in high respect. In fact, we quickly developed a good working relationship, tapping into each other's strengths and interests to create a rather unique academic area of concentration focusing on organizational development. I doubt that either of us could have done this alone. It wasn't until I left Buffalo to join the faculty at another university that I fully realized how important Jim's probing and pushing was to me. His insightful critiques and regular questioning kept me focused and alert. Sadly, I never found another faculty member who had the passion, urgency, and skill that Jim brought to the collegial table. Jim was a one of a kind. He is deeply missed.

—Mike Milstein
Professor 1967–1985



I have two very fond memories of Jim Conway. The first was during the time we were writing *Educational Leadership in an Age of Reform*, a book we co-edited in 1990. Jim was working on a chapter that we eventually called, "Normative roles and administrator preparation: Examining three sports metaphors of organization." As he struggled with the direction the work would take, he needed someone to bounce ideas off and, as his co-editor, I turned out to be that person. I recall one afternoon we spent several hours imagining schools as if they were led by a baseball manager, then by a football coach and, finally, by a basketball coach. It was simultaneously a flight of fancy and an incredible learning experience. Jim would throw out an idea that we would play with, critique, and then move on to the next idea. I had no idea what it all meant that afternoon, but several days later he shared with me a near complete draft of the chapter. I thought it was brilliant, a work that reads as well today as it did almost 20 years ago—in fact, better because it presages so many of the changes that were to come in our conceptions of school leadership.

My second memory occurred during Jim's term as coordinator of the educational administration program, probably around 1988 or 1989. In those days, our area had nine faculty members and our meetings were often contentious, although all disagreements were handled respectfully and what happened in the meetings, stayed in the meetings. One morning, Jim called me into his office and told me that he was turning a new page and that he was no longer going to let little things bother him and so he planned to say very little at the meeting that afternoon. The meeting lasted about two hours and for the first hour and half or so, Jim was faithful to his new credo, which actually had us all a bit flustered. I cannot recall exactly what triggered it, but late in the meeting, Jim turned to me and said, "I can't do this any more," and lit into whatever the issue was in his more characteristic fashion. Within a few minutes everyone was laughing because we were glad that the Jim we knew was back!

Jim Conway was one of the most creative and mercurial colleagues with whom I've ever had the pleasure of working. I feel very lucky to have had the opportunity to collaborate and spar with him intellectually, and privileged to have a book that shares authorship on my shelf.

—Steve Jacobson
Professor 1986–present

(The following memories are excerpted from the eulogy presented on July 7, 2007, at the Newman Center on UB's North Campus. The complete eulogy by Professor Emeritus Robert Heller is available at www.gse.buffalo/alumni/edu.asp.)



Dr. James A. Conway: scholar, educator, author, researcher, leader, military veteran, humorist, magician, artist, wood carver, colleague, husband, father, father-in-law, grandfather, and dear friend—a true renaissance man.

Jim was quick to challenge you to defend your ideas. He was not prone to accepting things at face value and frequently pushed you to the point of frustration if you were unable to clearly articulate your position. I always admired Jim's ability to conceptualize abstract concepts and offer a variety of new perspectives for you to explore. He pushed students and colleagues

hard and would not let you off the hook until you were able to stand firm in your beliefs. If you waffled, he could be tough but after you struggled for a bit he provided you with alternative ways to strengthen your ideas or position. Jim had that unique ability, that so few possess, to tell you what you needed to hear, not necessarily what you wanted to hear—a characteristic of a truly exceptional leader.

His Irish temper could flair up quickly. Both Jim and I had fairly aggressive and competitive personalities and while we clashed occasionally, we had equally strong respect and admiration for one another. I vividly recall one encounter Jim and I had many years ago when he was chairperson of the Department of Educational Leadership. He was on my case for a variety of reasons, most deservedly so. But at last I had had it and burst into his office shouting, "Conway, you are a pain in the butt." Well, that is a close approximation as to how it came out. Before Jim could respond I turned around

slamming his office door as I exited. Sitting in my office, a few doors down the hall from his, I was thinking, "Why did I say that to my dear friend with such anger?" A few minutes later there was a knock at the door and Jim entered saying, "Heller, you are right, I am a pain in the you know what." We looked at each other for a few seconds and then both broke out in laughter giving each other a firm handshake and slap on the back. It was truly the only time in our friendship spanning three plus decades that we ever faced one another at this level of aggression.

Jim had a great sense of humor. He enjoyed a good laugh and was a master story teller—usually with a hint of Irish wit in them. How fortunate all of us have been to have shared our lives with this wonderful man. He will live forever in our hearts and minds. I love you, dear friend Jim.

—Bob Heller
Professor 1964–1998

From Outreach to In-reach: A PreK-16 Journey with the Buffalo Public Schools

BY MARA HUBER

The Graduate School of Education has a long history of partnering with area school districts and enjoys a particularly close connection with the Buffalo Public Schools (BPS), the second largest school district in New York State. This relationship was taken to a new level in July 2006 when Dean Mary Gresham agreed to a progressive experiment in school-university partnerships. For one year, GSE and BPS would jointly fund a GSE professional staff person—myself—to coordinate and facilitate higher education partnerships. What transpired during that year left me with a profound respect for the leadership of BPS, and provided me with a foundation on



MARA HUBER

which I continue to build in my current roles at UB.

Upon joining BPS, I quickly discovered that I was surrounded by a team of highly knowledgeable professionals who were committed to providing the best educational opportunities for their students, and a superintendent who understood the systemic challenges facing his district. Also evident was a clear vision for school-university partnerships that emphasized a need for alignment, rigorous research and evaluation, and a focus on college readiness.

This vision, which is shared by UB President John Simpson, was articulated in a formal partnership between UB and BPS in December 2006, and has begun to bear fruit in many exciting ways. In July 2007, I was formally asked to lead the university's preK-16 efforts with BPS, and in October 2007, UB created the Center for Educational Collaboration (CEC), in which I currently work. As an independent center to be housed downtown within the UB Gateway facility, the CEC is uniquely positioned to facilitate interdisciplinary preK-16 initiatives and evaluation research focusing on BPS. In addition to coordinating the UB/BPS Partnership, the CEC also serves as a central point of communication for resources and information related to preK-16 engagement.

With this new infrastructure in place to facilitate and guide our preK-16 efforts with BPS, the university will be better positioned to leverage the diverse talents and expertise found throughout the university's schools and colleges. It is both a pleasure and honor to have the opportunity to lead this exciting initiative, and I will remain forever grateful to Dean Gresham for having the vision and courage to support my involvement in the school-university partnership concept. ●

Mara Huber is the special assistant to the president for educational initiatives and the director of the University at Buffalo/ Buffalo Public Schools Partnership.

UPWARD BOUND PROGRAM: SERVING THE COMMUNITY FOR 40 YEARS



SABRINA PERRY

The Upward Bound Program (UBP) at UB was established in 1967 as an eight-week high school to college transitional service for low-income and/or first-generation college bound students. In 1969, the program expanded its service to include high school students from 13 to 19 years of age. UBP was designed to increase the number of disadvantaged students with demonstrated potential who enroll and graduate from institutions of higher education.

Led by Director Sabrina Perry, UBP provides year-round academic, cultural, social, and residential, college readiness, and career awareness support services to approximately 100 students. The program targets potential candidates from seven area high schools: Bennett High School, Buffalo Academy of Visual and Performing Arts, Burgard Vocational High School, Emerson School of Hospitality, Hutchinson-Central Technical High School, Riverside Technical High School, and South Park High School.

Included in their year-round services is a six-week residential summer program, which is designed to prepare students for their upcoming fall semester. UBP students have the option to commute to campus daily or live on campus for a "real life" college experience. There is no cost to attend and students receive a stipend for taking advantage of this program.

For the past 40 years, UBP has successfully assisted over 5,000 disadvantaged high school students to realize their worth as productive, contributing members in a wide range of career fields. Program graduates are represented in fields such as law, medicine, education, business, engineering, and nursing, "It's heartwarming to know that our program has helped change the lives of so many students, and by extension, their families and the community at large," says Perry. "Upward Bound has truly been a 'gift that keeps on giving,' and one that we look forward to continuing to share."



UBP alumni and staff on the steps of Abbott Hall, UB South Campus.

WNY School District Spotlight

ORLEANS/NIAGARA BOCES

"If BOCES did not exist it would have to be invented," says Orleans/Niagara BOCES District Superintendent Clark Godshall, Ed.D. Created in 1948, BOCES (Boards of Cooperative Educational Services) were authorized by the New York State Legislature to enable smaller school districts to offer more breadth in their educational programs by sharing resources. In essence, BOCES is a voluntary, cooperative association of school districts in a geographic area that share planning, services, and programs; thus providing educational and support activities more economically, efficiently,



CLARK GODSHALL

and equitably. In 1955, legislation was passed allowing BOCES to offer vocational and special education.

Orleans/Niagara BOCES (www.onboces.org) provides programs and services to 43,000 students in 13 school districts: Albion, Barker, Lewiston-Porter, Lockport, Lyndonville, Medina, Newfane, Niagara Falls, Niagara-Wheatfield, North Tonawanda, Royalton-Hartland, Starpoint, and Wilson. Currently, Orleans/Niagara BOCES employs 500 full-time and 400 part-time employees. Of the 290 Orleans/Niagara BOCES teachers and administrators, 19 are alumni of the Graduate School of Education.

"As a regional service entity, BOCES can offer a confluence of talent and academic options that individual and smaller school districts may not be able to," says Godshall. Based on student count, Orleans/Niagara BOCES is the 15th largest out of 37 BOCES in New York State, and ranks third for the largest vocational enrollment in the state. Through the two technical centers, the Orleans Career and Technical Education Center and the Niagara Career and Technical Education Center, 1,550 students received advanced training and certifications this past year. At its various classrooms throughout Orleans and Niagara counties, 432 special education students received education and services last year. There are 248 alternative students that are enrolled in the GED (General Education Development)

Program, the Niagara Academy, and the Niagara Falls Alternative School. The Adult/Continuing Education Department has 3,250 students enrolled. In the extended school year program this past summer, 285 students were served in special education and 2,020 in its academic program.

Under the 19-year leadership of Godshall, Orleans/Niagara BOCES has experienced tremendous growth in program development and support for staff training. Examples of new program areas include Digital Media and Emergency Medical Services, both at the Niagara Career and Technical Education Center; Welding at the Orleans Career and Technical Education Center; and the Legal Academy located in Albion. BOCES staff development initiatives include TCI (Therapeutic Crisis Intervention) and PBIS (Positive Behavior Interventions and Support) training for special education personnel. This training has helped the staff better prepare and handle crisis situations, as well as modify behavior problems with students. In addition, the special education staff is becoming known as autistic specialists due to their extensive experience and education with this disorder.

Godshall attributes the continuing success of Orleans/Niagara BOCES to "the synergy of a superior staff, a supportive board, and satisfied clients." He believes strongly in the power of collaboration and points to the New York State Board of Regents recently released document, *P-16 Education: A Plan for Action*, which calls upon the educational community to seek collaboration. "We are very supportive of working collaboratively with local community colleges and universities in the form of joint ventures in student partnerships, tapping each other's expertise, and the placement of interns. We are always looking for Graduate School of Education students that would like to join us for our summer school program as interns. They always make a great addition to our staff. BOCES is very supportive and provides financing for our staff to further their education at UB." Godshall views this as being consistent with the Orleans/Niagara BOCES mission statement: "To be the premier provider of the innovative and effective solutions for the evolving needs of our component districts and other learning collaboratives."



Your Will, Your Values

BY WENDY IRVING



WENDY IRVING

Just when I thought I'd heard it all, I turned on the television to learn that "Trouble," the white Maltese dog owned by the late Leona Helmsley, was the beneficiary of a \$12 million dollar trust fund, per the terms of Mrs. Helmsley's will.

Because of the quirky nature of Helmsley's will, it received quite a bit of media coverage. After all, it's not every day that a beloved pet becomes a multi-millionaire.

As someone who has worked with bequest gifts in the charitable arena for over a decade, I can recall countless "feel good" stories about individuals who have done great things through their estate plans. Unfortunately, most of those good deeds were not covered by the media.

Although gifts by bequest can leave a donor's imprint on society, these gifts continue to receive little attention; perhaps due to the relatively small percentage of bequest gifts that have been made. According to LEAVE A LEGACY, a national organization committed to the promotion of planned giving, a recent study shows that approximately 80% of Americans give annually to charity, while only about 8% have made a bequest in support of their long-held charitable interests.

Clearly, Americans are charitable, so why don't more people support their favorite charities through bequests? Lack of information is one of the most popular reasons. Also, many

individuals erroneously believe that a bequest to charity (like the Graduate School of Education) has to be a large amount and thus, a privilege reserved for the wealthy. However, charity bequests come in all sizes. Gifts can be in the hundreds, thousands, or millions of dollars. You can be assured that any amount you leave to the Graduate School of Education will be helpful and appreciated. Finally, some people are concerned that they won't have enough money to live on if they make a bequest gift. To that end, it is important to understand that bequests are paid from the money left over after you die.

For the small percentage of individuals who have used a bequest as a way to leave their mark on our world, the impact has been tremendous. For example, bequests from UB donors have made it possible for hundreds of intelligent poor and middle class students to receive a scholarship and take the first step in achieving the American dream. Bequests have also established professorships—named in honor of the donor—that allow UB to recruit top quality faculty.

If you currently support the Graduate School of Education with an annual gift, I encourage you to contact us at irving@buffalo.edu or toll free at (877) UB Legacy to learn more about your planned giving options, such as bequests. You might be surprised by how easy it is to set one up, and you'll surely be delighted by the impact that you'll have on your alma mater for generations to come. ●

Wendy Irving, Esq. (Ed.M. '91, *College Counseling and Student Personnel Work*) is the assistant vice president for gift planning for University Development.

PHILLIP SMITH APPOINTED DIRECTOR OF DEVELOPMENT



PHILLIP SMITH

After 29 years in the private sector, alumnus Phillip Smith (Ed.M. '76, Physical Education) returns to the Graduate School of Education as the school's new director of development. Smith has worked in education abroad and domestically, and in sales and marketing with companies such as WBEN Radio, AT&T, and most recently with ING as a financial advisor for K-12 educators.

Smith notes that his passion for education has played a key role in his marketing success. "Educating the individuals and companies I've worked with has helped them evaluate the best options available in order to make beneficial financial decisions." Smith seeks to use his passion, skills, and experience to make a difference within the GSE community. "I look forward to talking with our alumni, emeritus faculty, and current faculty and staff to explore ways that we can grow together through shared GSE experiences."

THIRD ANNUAL SCHOLARSHIP RECEPTION



The 2007 GSE Student Scholarship Reception was held in September 2007. Honored guests included professor emeriti David Farr, Marceline Jaques, and Dwight Kauppi; and Carolyn Hansen, wife of the late professor James Hansen. Dean Mary Gresham presented the following students with scholarship awards for the 2007–2008 academic year:

Zaynab Alnakeeb (LAI doctoral student) received the **Ralph Theurer Scholarship**, which supports a student pursuing a degree in science education.

Richard Arcoleo and **Michele Bohms** (LAI master's students) each received an **Adelle H. Land Scholarship**, which supports students pursuing a teaching career.

Maria Baldassarre Hopkins (LAI doctoral student) received the **William Eller Scholarship**, which supports a student pursuing a degree in reading education.

Jennifer Cherelin (LIS master's student) received the **E. Alberta Riggs Scholarship**, which is used to support graduate students in the Department of Library and Information Studies.

Silas Escalante (ELP doctoral student) received the **Mary Lou and S. David Farr Scholarship**, which supports a student researching digital technology and learning.

Catherine Flanagan (CSEP doctoral student) received the **James C. Hansen Scholarship**, which supports a student pursuing a doctorate in counseling psychology with a focus on working with families.

Blodine Francois (LIS master's student) received the **H.W. Wilson Scholarship**, which is funded by the H.W. Wilson Foundation on a rotating basis to students in U.S. and Canadian library education programs.

Jessica Kane (CSEP doctoral student) received the **Marceline Jaques Scholarship**, which supports a student pursuing research in rehabilitation.

Nathan Tallman (LIS master's student) received the **A. Benjamin and Helen Ravin Scholarship**, which provides annual support for students in the Department of Library and Information Studies.

Elizabeth Thomann (LIS master's student) received the **Marie Ross Wolcott Scholarship**, which is used to support graduate students in the Department of Library and Information Studies.

Congratulations to this year's scholarship award recipients. The Graduate School of Education sincerely thanks the alumni, professor emeriti, faculty, and friends who have established these scholarships.

Above left: GSE student scholarship recipients (standing l to r): Escalante, Tallman, Kane, Thomann, Flanagan, Alnakeeb; (seated l to r): Francois, Cherelin, Bohms, and Baldassarre Hopkins.

Above right: Scholarship reception guests of honor (l to r): David Farr, Marceline Jaques, Carolyn Hansen, and Dwight Kauppi.

Fitting the Pieces Together: The Information Access Puzzle

continued from page 3

means to represent the items within a collection that are accessed using a system designed for a specific set of users. I am currently exploring the use of user-defined or user-supplied descriptors (search terms or descriptive tags users assign in social sharing sites like Flickr or del.icio.us) to describe the items within a collection designed for youth. To explore this issue, I asked the question, "What can we learn about youth's access to information sources through examination of their everyday information seeking and information sharing habits within social contexts like blogs, MySpace, and Facebook?" Using Wittgenstein's theory of language games as a foundation for this exploration, I am investigating how we can construct a controlled vocabulary for youth, (like the *Library of Congress Subject Headings* list used by library catalogers, but at a much more age-appropriate level), to use in information

systems to describe the items. Wittgenstein's theory provides a framework for understanding language acquisition and context mastery by youth. This framework states that youth learn language by "playing" language games in their everyday lives and environments, and learn how to apply words appropriately in specific contexts. In addition to social sharing spaces, I am using this framework to examine music websites, popular media sources, textbooks used in grades 6 to 12, and to interview teachers, who through their daily interaction with youth provide additional opportunities for language acquisition and context mastery. The results of this research, including a controlled vocabulary for youth, will inform library and information science, and enable system designers to develop more effective means of accessing information for this specific group of users. ●

Willower Family Lecture



**KHAULA
MURTADHA**

"Rethinking Leadership Preparation: Reflections from the (Battle)Field for Equity in Education"

Khaula Murtadha

Professor, Indiana University-Purdue University Indianapolis
Keynote Speaker

Khaula Murtadha has written about African-centered education, spirituality, social justice, activism, and urban school leadership. She is currently researching the lives of African American women in educational leadership and the roles they play in city school reform efforts.

JULY 18, 2008 | 8:30 a.m.–2:00 p.m.

WHERE: UB North Campus, Knox Hall, Room 104

COST: \$50 includes registration, breakfast, and lunch

REGISTER: (716) 645-6640, mcw22@buffalo.edu, or www.gse.buffalo.edu

Co-sponsored by the Willower Family Fund, Education Outreach Network, and the UCEA (University Council for Educational Administration) Center for the Study of School Site Leadership.

GSE STUDENT RESEARCH SYMPOSIUM CELEBRATES 15 YEARS

The 15th Annual GSE Graduate Student Research Symposium was held April 10, 2008, at the Buffalo Niagara Marriott. Over 60 students presented their research, with additional participation from GSE faculty and alumni. Throughout the years, the symposium has provided an opportunity for students to learn about conferences and gain experience presenting. In preparation for their future academic and professional careers, GSE students are encouraged to attend and present at local, regional, and national research conferences.

The first half of the symposium comprised a wide array of concurrent panel, roundtable, and poster presentations. The culminating event of the day was the keynote address by Arthur Levine, which attracted over 150 attendees. Levine is the president of the Woodrow Wilson National Fellowship Foundation and the former president of Teachers College, Columbia University. In his inspiring presentation, Levine discussed the current state of higher education and, drawing upon his more than 30 years of experience, speculated on future issues and trends in education.

Each year a doctoral student is selected to coordinate the research symposium. This year's committee chair was Danielle Johnson from the Department of Educational Leadership and Policy. "It was an honor to play a role in such an important part of our education as graduate students," Johnson said. "For many students, this was

their first time presenting and the experience was invaluable. The symposium was also an opportunity for student presenters and attendees to exchange ideas and initiate dialogue about

current issues relevant to education. To also have Dr. Levine serve as our keynote speaker was an immense honor, and hearing him speak was incredibly inspiring." Johnson wanted to publicly thank those who were an integral part of the day's success. "Without the help and support of UB President John Simpson, GSE Dean Mary Gresham, Dr. Raechele Pope (the 2008 symposium faculty advisor), the faculty moderators, and the committee members and volunteers, this symposium would not have been nearly as memorable."

The event was co-sponsored by the Graduate School of Education, Office of the Vice-President for Student Affairs, Office of Alumni Relations, Center for Academic Development Services, Baldy Center for Law & Social Policy, and the Graduate Student Association.



(l to r) GSE Dean Mary Gresham, Danielle Johnson, and Arthur Levine.

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