

University at Buffalo Graduate School of Education

RESEARCH PROJECTS IN THE BUFFALO PUBLIC SCHOOLS (PreK-16):

LITERACY		
Name of Project	Participants	Description of Project
City Voices, City Visions (CVCV)	Suzanne Miller (LAI associate professor)	CVCV is a digital technology project partnership that prepares teachers in curriculum-based uses of digital technologies with 6 th to 12 th grade urban students. Through professional development institutes, teachers learn how to engage students in authoring digital video and written documentation of school-based and community experiences to help them learn in a student-centered, inquiry-based, project-oriented curriculum. Using the Internet, hand-sized digital video cameras, and video editing software as creative research tools, teachers engage students in strategic composing that allows them to connect what they learn in school to what they know about the world. CVCV research in these classrooms shows that students develop composing strategies that assist them in achieving new higher-level state learning standards in literacy, social science, and other areas.
New Literacies Group	Suzanne Miller (LAI associate professor)	The mission of the New Literacies Group is the advancement of knowledge about and innovative uses of new literacies, cultural lenses, and new media technologies, as critical mediators for millennial student literacy learning and school change. The group has established a scholarly community across departments and programs, with the goal of creating a joint agenda of research, teaching, and professional development which focuses on these topics in the context of PreK-12 classrooms and teacher education.

LITERACY (CONTINUED)		
Name of Project	Participants	Description of Project
Reading First	Julius Gregg Adams (TEI associate dean for teacher education)	Formerly known as America Reads, the Reading First program currently serves local community schools and after school programs by providing undergraduate and graduate students to help below grade level readers improve their reading skills. We currently have tutors in 23 classrooms in the following Buffalo Public Schools: D'Youville Porter Academy Campus (School 3); B.E.S.T. (School 6); Early Childhood Center (School 36); Dr. George Blackman E.C.C. (School 54); Early Childhood Center (School 77); and Makowski E.C.C. (School 99).
Reading Tutors/School 77	Guofang Li (LAI assistant professor)	Students enrolled in Guofang Li's course tutor students in reading at School 77.
Six Traits Writing	James Collins (LAI professor) Mary Thompson (LAI assistant professor) Sharon Raimondi (LAI adjunct associate professor)	Five-year program funded by the Western New York School Support Services at Erie 1 BOCES, which uses GSE students to provide professional development for Buffalo teachers in Six Traits Writing instruction. "Six Traits Writing" refers to an approach to writing emphasizing six main criteria: Ideas, Organization, Voice, Sentence Fluency, Word Choice, and Conventions. The Six Traits program emphasizes the mental procedures writers use as tools to control their writing. Schools that have participated to date include Triangle Academy (School 28); D'Youville-Porter Academy Campus (School 3); Buffalo Elementary School of Technology (School 6); Martin Luther King (School 39); Frank Sedita (School 3); and Herman Badillo Bilingual Academy (School 76).

LITERACY (CONTINUED)		
Name of Project	Participants	Description of Project
Writing Intensive Reading Comprehension (WIRC) Grant	James Collins (LAI professor) Jaekyung Lee (CSEP assistant professor)	The purpose of this project is to design and test an intervention which uses guided writing-about-reading to focus instruction on and improve reading comprehension in grades three and four in low-performing Buffalo Public Schools. It will integrate reading and writing by creating the need for using them as tools of understanding, and it will make this an inviting necessity by assisting students with problems they encounter.

MATH EDUCATION		
Name of Project	Participants	Description of Project
Buffalo Public Schools and Building Blocks	Douglas Clements (LAI professor) Julie Sarama (LAI associate professor)	The Buffalo Public Schools (BPS) has adopted the Building Blocks preschool mathematics curriculum. Written with a grant from the National Science Foundation, the Building Blocks program is a research-based early childhood mathematics curriculum with a proven record of success, from early pilot work in BPS to randomized controlled trials. The adoption of the Building Blocks curriculum will be phased into all BPS preschools. The purpose of this grant is to develop and evaluate innovative research-based curricula in mathematics for early childhood education, preschool to 2 nd grade. The Building Blocks program incorporates old and new technologies, from blocks to puzzles to multimedia computer programs. Preliminary evaluations show the program's approach of finding the mathematics in, and developing mathematics from, children's every day activity, allowing children to learn and do more mathematics than previously assumed.
Gifted Math Program	Gerald Rising (LAI professor emeritus)	Students commute to the university twice weekly to study an enriched and accelerated program of school mathematics in 7 th to 10 th grades, and university level courses in discrete mathematics and calculus in 11 th and 12 th grades. They can accumulate 22 semester hours of university credit for successful participation.

MATH EDUCATION (CONTINUED)		
Name of Project	Participants	Description of Project
IERI Scale-Up: The TRIAD I Project	Douglas Clements (LAI professor) Julie Sarama (LAI associate professor)	The Technology-enhanced, Research-based Instruction, Assessment, and professional Development (TRIAD) project will scale-up the implementation of an integrated research-based Pre-K mathematics curriculum with an emphasis on teaching for understanding following developmental guidelines, or learning trajectories, and using technology at multiple levels.
IERI Scale-Up: The TRIAD II Project	Douglas Clements (LAI professor) Julie Sarama (LAI associate professor) Jaekyung Lee (CSEP assistant professor)	This is a follow-up to the initial TRIAD project which will truly scale-up the implementation of an integrated research-based Pre-K mathematics curriculum in over 100 classrooms in two states.

BILINGUAL EDUCATION		
Name of Project	Participants	Description of Project
Bilingual Program	Lilliam Malave (LAI associate professor)	<p>The Bilingual Program is involved with the Buffalo Public Schools (BPS) in three ways:</p> <ol style="list-style-type: none"> 1. Advise committee members regarding current findings related to the education of English language learners (ELL). 2. The Bilingual Program received a National Professional Development grant (2002-2007) to implement an English language acquisition professional development grant to, in consortia with BPS and in collaboration with the NYS Department of Education (NYSED), establish a master's degree program to train teachers to improve instruction for EL learners. This semester the program is providing scholarships to participate in the master's degree program to 17 BPS professionals. 3. The Bilingual Program, in collaboration with and through funds provided by the NYSED BOCES-Suffolk, has provided 18 BPS professionals training, at the master's degree level, to improve classroom instruction for EL learners.

AFTERSCHOOL		
Name of Project	Participants	Description of Project
Office of University Preparatory Programs (OUPP)	Julius Gregg Adams (TEI associate dean for teacher education)	OUPP is designed to improve the ability of students to succeed in high school, and increase access to post-secondary education. OUPP is actively engaged with the Buffalo Public Schools in helping students meet new academic standards, such as those for the NYS Regents Examinations. OUPP increases access to post-secondary education for many students who may have never considered college as an option.
BEHAVIOR		
Name of Project	Participants	Description of Project
Buffalo Public Schools Academic and Behavioral Competencies (ABC) Program	Gregory Fabiano (CSEP assistant professor)	This program assists district staff with the ongoing implementation of scientifically based school-wide discipline programs and child-specific daily report cards. In addition, the program includes the supervision of the district's two classroom teachers of at-risk students who attend classrooms housed in the Center for Children and Families. Numerous district families are also supported with strategies to implement at home when addressing their children's behavioral concerns.

LEADERSHIP		
Name of Project	Participants	Description of Project
Leadership Initiative for Tomorrow's Schools (LIFTS) Program	Stephen Jacobson (ELP professor)	LIFTS is a collaborative effort between GSE and Buffalo and Western New York school districts to identify and support future leaders for positions in education administration. Participants are required to complete a two-year commitment that includes intensive coursework and a significant practical administrative internship experience. Begun in 1996, the program has graduated over 50 potential administrators, most of whom are employed as school principals, assistant principals, or district administrators in 11 area school districts. The program is unlike traditional school-administrator preparation programs, which emphasize the mastery of managerial skills, such as curriculum planning, instructional evaluation, and scheduling. While including these traditional areas, LIFTS also has an emphasis on the development of interpersonal skills that promote group facilitation and team building. The purpose is to engage and use the talents of teachers, parents, and students as part of the educational process. Approximately 16 to 20 current Buffalo Public Schools administrators are LIFTS graduates.
Leadership Study	Stephen Jacobson (ELP professor) Corrie Giles (ELP assistant professor) Lauri Johnson (ELP assistant professor) Rose Ylimaki (ELP assistant professor)	Studied successful school leadership in two Buffalo Public Schools.

PROFESSIONAL DEVELOPMENT		
Name of Project	Participants	Description of Project
Teacher Education Institute (TEI) Field Experience	Julius Gregg Adams (TEI associate dean for teacher education)	Students have successfully completed field experience and student teaching placements in 40 Buffalo Public Schools. The cohort/liaison mode that TEI follows allows students to become an integral part of the liaison school. The participants provide assistance and support to unique programs and practices specific to the liaison school. The student teachers become acquainted with the curriculum, student achievement, and building priorities. This familiarity creates a smooth transition to student teaching, which promotes optimum learning experiences for students, cooperating teachers, and other school staff at the liaison site.
PROFESSIONAL SUPPORT		
Name of Project	Participants	Description of Project
Committee to Identify and Develop Educational Leadership (CIDEL)	Stephen Jacobson (ELP professor)	Serves as the GSE representative to the committee. Provides professional development opportunities for school leadership development in Western New York.
Greater Buffalo Leadership Consortium (GBLC)	Stephen Jacobson (ELP professor)	Serves as the GSE representative to the group. Provides professional development opportunities for Buffalo Public School leaders.
New Curriculum Team for Buffalo Public Schools	Rose Ylimaki (ELP assistant professor)	Invited to serve on Superintendent James Williams' new curriculum team for the Buffalo Public Schools. Responsibilities of the team include curriculum mapping and alignment to state standards and assessments.

PROFESSIONAL SUPPORT (CONTINUED)		
Name of Project	Participants	Description of Project
Richard Hofstadter Institute for Ambitious History Teaching	S. G. Grant (LAI associate professor) Scott DeWitt (LAI assistant professor) Jill Gradwell (LAI alumna)	Primary contributors of the grant proposal for the Buffalo Public Schools submission for a U.S. Department of Education program. GSE will play a major role in the implementation of this professional development grant.
School Leaders' Responses to Current Accountability Policies	Rose Ylimaki (ELP assistant professor)	During 2004-2005, researched school leaders' responses to current accountability policies, including the No Child Left Behind Act. Research sites included several schools in Western New York as well as other regions of the United States. Findings from the research study were presented at the recent European Educational Research Association conference in Dublin, Ireland and will appear in an upcoming issue of the <i>Journal of School Leadership</i> .

PROFESSIONAL SUPPORT (CONTINUED)

Name of Project	Participants	Description of Project
Small Schools Workshop	Michael Klonsky (Small Schools Workshop) Don Jacobs (GSE research associate professor) Mara Huber (GSE director of special programs) Pedro Noguera (New York University professor)	Through our partnership with the Small Schools Workshop, GSE provided support to the Buffalo Public Schools Smaller Learning Communities planning grant, and their efforts toward obtaining a Smaller Learning Communities implementation grant. This support included professional development activities and presentations by experts affiliated with the Small Schools Workshop. In addition to Buffalo, GSE has also provided ongoing support to the Amherst School District. Specifically, GSE brought Pedro Noguera, national expert on school reform, and Michael Klonsky, to speak to Amherst teachers and administrators on two separate occasions. GSE also supported the attendance of Windermere school principals at the national Small Schools Summer Institute in Tampa, FL. Currently Scott Meier (CSEP professor) is working with McKinley High School as their external evaluator for the Smaller Learning Communities implementation grant.

PROFESSIONAL SUPPORT (CONTINUED)		
Name of Project	Participants	Description of Project
Western New York Area Teacher Education Programs	James Hoot (LAI professor)	For the past five years worked with a research team consisting of colleagues of other Western New York teacher education programs. Meet bi-weekly to brainstorm ideas with teachers for improving instruction with challenging children.
Workshop: Raising Intercultural Sensitivity in Schools	Vladimir Ageyev (LAI adjunct professor)	Conducted five multicultural workshop sessions for Buffalo Public Schools teachers at the Buffalo Teacher Center with the assistance of Joanne Sadler (Daemen College assistant professor).
RESEARCH/EVALUATION		
Name of Project	Participants	Description of Project
Biography, Social Structures & Diversity: Professional Socialization Toward Constructive Engagement with Diversity	Catherine Cornbleth (LAI professor)	This project investigates interplay of individuals and institutional references on how professionals engage difference and diversity in two Buffalo schools.
Evaluation of Buffalo Preschool Programs	Jeremy Finn (CSEP professor)	Conducted evaluations for 2½ years of all preschool programs in the Buffalo Public Schools. Worked with the early childhood programs office to design, administer, and analyze data showing students' academic progress during the preschool year.
Web-Based Portfolio Assessment in Science	Jaekyung Lee (CSEP assistant professor) Xiufeng Liu (LAI associate professor) Christine Kroll (GSE assistant dean)	Collecting data on the validity and reliability of the Buffalo Public School science portfolio assessments in order to revise and resubmit a grant proposal to the National Science Foundation.

RESEARCH/EVALUATION (CONTINUED)		
Name of Project	Participants	Description of Project
Longitudinal Study of the Effects of a Pre-Kindergarten Mathematics Curriculum on Low-Income Children's Mathematical Knowledge	Douglas Clements (LAI professor) Julie Sarama (LAI associate professor)	Grant awarded by the U.S. Department of Education under the Preschool Curriculum Evaluation Research Grants Program to conduct research on the effectiveness of preschool curricula. The goal of this research is to implement rigorous evaluations of preschool curricula that will provide information to support informed choices of classroom curricula for early childhood programs in the Buffalo Public Schools.
RESEARCH/PROFESSIONAL SUPPORT		
Name of Project	Participants	Description of Project
Maverick Teachers Project	Catherine Cornbleth (LAI professor)	Eric Mohammed (Seneca High School) is co-teaching this fall with Scott DeWitt (LAI assistant professor).
SCIENCE EDUCATION		
Name of Project	Participants	Description of Project
Bioinformatics High School	Xiufeng Liu (LAI associate professor) Mary Gresham (GSE dean)	Working with a group of teachers at East High School (formerly School 307) to develop a high school bioinformatics course.
SECOND LANGUAGE		
Name of Project	Participants	Description of Project
Enhancing Second Language Literacy Achievement through Building School and Home Connections: A Pilot Study	Guofang Li (LAI assistant professor)	Project with School 45. Now focusing on parental perceptions only.

In 2001, several University at Buffalo GSE faculty responded to a call by then Superintendent Marion Canedo on Task Force Teams for the Buffalo Public Schools (BPS) Reform Agenda:

Name of Task Force	Participants
Academic Achievement	James Collins (LAI professor) Susan Gerber (CSEP alumna) Thomas Shuell (CSEP professor) Michael Kibby (LAI professor) Debra Dechert (LAI doctoral student) Suzanne Miller (LAI associate professor)
Staff Development	Vladimir Ageyev (LAI adjunct professor)
Accountability	Susan Gerber (CSEP alumna)
Decentralization	Corrie Giles (ELP assistant professor)
Special Education*	Sharon Raimondi (LAI adjunct associate professor)
Education of Latino Students in BPS*	Lilliam Malave (LAI associate professor)

*These two were not Task Force Teams per se, but have GSE involvement.

November 2005

RESEARCH PROJECTS IN SCHOOL DISTRICTS OUTSIDE THE BUFFALO PUBLIC SCHOOLS:

Name of Project	Participants	Description of Project
Eating Disorder Prevention Project	Catherine Cook-Cottone (CSEP assistant professor)	The program involves an 11-week structured group for 5 th grade girls using a combination of media literacy, constructivism, yoga, relaxation, emotional regulation strategies, and assertiveness techniques as well as a control group, pre/post test design. The program is manualized for standardized implementation and to allow for study replication. A control group study with 140 females has been done which we are preparing for submission for publication in top tier journals as no other study has been done of its kind. (Transit Middle School)
Technology Integration and Scientific Inquiry in a Kindergarten Classroom (Grant Proposal)	Christine Wang (LAI assistant professor)	Investigates how to use project approach to integrate technologies into young children's scientific inquiry and its effects on children's scientific knowledge and skills. (Windermere Elementary School)
Sustainable Capacity Building Project (Grant Proposal)	Corrie Giles (ELP assistant professor)	If funded, it will be a three-year comprehensive study that will investigate the factors involved in building a school district's capacity to become a learning organization and professional learning community, with the goal of improving student achievement. (Sweet Home School District)
Preschool Curriculum Evaluation Research Knowledge	Douglas Clements (LAI professor) Julie Sarama (LAI associate professor)	This project examines the immediate and longitudinal effects of preschool curricula with colleagues from the University of California-Berkeley. (Smallwood and Windermere in Amherst and Forest Elementary in Williamsville)

Name of Project	Participants	Description of Project
Pre-K Initiatives Program	Julius Gregg Adams (TEI associate dean for teacher education) James Hoot (LAI professor)	The purpose of this grant was to provide staff development at the Windermere Boulevard School as they began their transition to an Early Childhood Education Center. This collaboration between UB and Windermere provided opportunities for problem solving and exchange related to curriculum development, teacher-child interactions, parent-school relationships, and classroom management.
Reading First Program	Julius Gregg Adams (TEI associate dean for teacher education)	The Reading First Program serves local community schools by providing undergraduate and graduate students to help below grade level readers improve their reading skills. (Amherst Elementary Schools, Windermere, and Smallwood Elementary)
Initial Certification Program	GSE's Teacher Education Institute	The Initial Teacher Certification Program is involved in liaison school relationships with a variety of schools, including: Amherst Central High, Cayuga Heights Elementary, Cheektowaga Central High, Forest Elementary, Hamburg Middle, Hamburg High, Lockport High, Maple West Elementary, Maryvale High, Williamsville North High, Windermere Boulevard Elementary. Liaison schools are local schools that agree to work extensively with UB teacher education students for field experience coursework and student teaching placements.

Name of Project	Participants	Description of Project
Gifted Math Program	Gerald Rising (LAI professor emeritus)	Students commute to the university twice weekly to study an enriched and accelerated program of school mathematics in 7 th to 10 th grades, and university level courses in discrete mathematics and calculus in 11 th and 12 th grades. They can accumulate 22 semester hours of university credit for successful participation. The Gifted Math Program works in cooperation with the Amherst (21 students), Williamsville (50 students), and Sweet Home (4 students) School Districts.
Small Schools Project	Mara Huber (GSE director of special programs)	Facilitated the keynote presentation of Pedro Noguera (New York University professor) at Amherst School District's Opening Day Convocation. Guests included 250 teachers, administrators, board members, and representatives from Amherst's business partners. Noguera spoke about global issues related to necessary changes to education, with particular emphasis on the needs of the special education population and minority students.

Stephen Jacobson (ELP professor) serves as an invited member on the Williamsville's Superintendent's Community Task Force.

September 2005