



Graduate School of Education
University at Buffalo The State University of New York

ALUMNI NEWSLETTER

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TRANSFORMING LIVES THROUGH EDUCATION

FALL 2006

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New School Leadership Standards Approved

SUMMER WORKSHOP ADDRESSES CHANGES

The New York State Board of Regents approved new certification requirements for students enrolled in school administration programs. The three school leadership certification tracks are: School Building Leader (SBL), School District Leader (SDL), and School District Business Leader (SDBL). Each track provides a professional certificate that is continuously valid and subject to a professional development requirement of 175 hours every five years. School Building Leader programs also offer an initial certificate that is valid for five years. The new regulations also require students to pass a New York State assessment exam in each student's respective leadership area prior to certification. (The new certification standards for each leadership track are available at www.gse.buffalo.edu/alumni/edu.asp.)

The new regulations were welcomed by Professor Stephen Jacobson, coordinator of the Leadership Initiative for Tomorrow's Schools (LIFTS) program in the Graduate School of Education. LIFTS offers three graduate programs to prepare students for SBL, SDL, and SDBL certification. Jacobson noted, "A renewable certification requirement for school leadership is long overdue. The old model of permanent certification without continuing professional development was archaic and unrealistic. These new regulations provide an



Chancellor Bennett, Professors Jacobson and Murphy, and Superintendent Smith.

important step for improving school leadership standards throughout the state."

Chancellor Robert M. Bennett, Board of Regents for the University of the State of New York, added, "New York State has long advocated for excellence in school reform. Our approach is comprehensive in that we were among the first states to have high school graduation requirements for students; among the first to develop higher standards for teachers; and now these standards for leaders. The revised standards are yet another example of New York State's continuing commitment to ensuring a quality education through the guidance of well-prepared school leaders."

The topic of school leadership was addressed at the July 2006 summer workshop

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DEAN'S MESSAGE

MARY H. GRESHAM, Ph.D.
(1992, Counseling Psychology)

During a recent lecture, I was asked whether parents should bear more of the blame for poor student performance than their teachers. I answered that education is ideally a shared responsibility; the point being that the best results are obtained when there is a partnership between the two.

GSE is fortunate to have many partnerships that support and enable our work on the causes, interventions, and sociocultural issues important to the profession of education, and we are looking to expand these relationships everyday. We are grateful to the alumni, friends, and faculty who have demonstrated their commitment to this profession by making extremely important contributions to GSE in the form of scholarships for current students, lecture series, and space enhancement—all of which make our school a more vibrant learning community.

Thinking about all of the myriad components of education—the institutions, the research, the professionals—it is very clear that collaboration is more important now than ever before. Funding agencies that support education research are looking for partnerships in almost all successful proposals today, and there is wisdom in this requirement: most educators recognize that the answers to classroom complexities, research conundrums, and institutional challenges often require multiple perspectives in order to shed light on much needed resolutions.

GSE has over 30 research projects in schools in our region, each of which will enrich the body of knowledge about education while ultimately benefiting the schools and their students. Much of GSE's research respects and/or explores the interplay between theory and practice which often results in dialogue that affirms our belief in the power of collaborative relationships.

We are proud of the work that is done here, but we acknowledge the need for partners—partners who enable our research through the provision of venues, participants, financial support, and the sharing of paradigms that help shape our investigations. Without collaborators, the richness and usefulness of our efforts could be diminished. GSE currently enjoys over \$19 million in active state, federal, and private awards that support research, students, and faculty in GSE.

Without this visible endorsement of our efforts, GSE's work would suffer.

Featured in this issue is a list of privately funded scholarships that are available to outstanding students (page 9), as well as an article that tells about some of the other contributions that were received just this year (page 8). To all of our partners, thank you for your investment in education and your confidence in GSE; your support has made a real difference in the lives of our students and our faculty. ●

“...education is ideally a shared responsibility...”

TEAC

Teacher Education Accreditation Council

...accreditation of teacher education through the audit of evidence of student achievement.

Dean Gresham is pleased to announce that in June 2006 the **Teacher Education Accreditation Council (TEAC) granted initial accreditation status to GSE's teacher education program.*** The teacher education program is administered and coordinated through GSE's Teacher Education Institute (TEI). TEI works in conjunction with the Department of Learning and Instruction, as well as the Departments of Educational Leadership and Policy and Counseling, School and Educational Psychology, to provide the coursework, field experiences, and student teaching required for New York State initial teacher certification in early childhood, childhood, and adolescence education.

**Childhood, Grades 1–6 • Childhood with Bilingual Extension, Grades 1–6 • Early Childhood, Birth–Grade 2 • Early Childhood with Bilingual Extension, Birth–Grade 2 • English Education • English for Speakers of Other Languages (ESOL), All Grades • Languages Other Than English (LOTE): French, German, Italian, Latin, Spanish, Japanese, or Russian • Literacy Specialist • Math Education • Music Education, All Grades • Science Education: Biology, Chemistry, Earth Science, or Physics • Social Studies Education, Grades 5–12.*

Outcome Assessment in Counseling and Psychotherapy

NOMOTHETIC, IDIOGRAPHIC, AND EVT APPROACHES

My research focuses primarily on psychological testing and specifically on what is called outcome assessment.

With outcome assessment, researchers attempt to develop useful methods for assessing the amount and type of effects produced in counseling and psychotherapy. I divide my efforts between nomothetic and idiographic approaches. The nomothetic work centers on developing meas-

ures that are sensitive to effects produced by psychosocial interventions with large groups of clients. The data produced with nomothetic tests are used primarily in research and program evaluations. The idiographic approach focuses on developing conceptualizations of single cases and then developing unique measures to assess change on the elements described in the conceptualization. I'm becoming very interested in how some of the ideas in narrative therapy might apply to case conceptualization and outcome assessment.

problems, therapists, and therapeutic interventions found in most counseling settings, there is no reason to believe that any common outcomes will occur. In one review, my research team and I examined outcomes in terms of change on individual items on comprehensive outcome

measures completed by 7,344 clients who received services at university counseling centers and an outpatient clinic, as well as from private practitioners and employee assistance programs. To our surprise, we found depression and anxiety-related items evidenced larger improvements than items assessing other domains. Although many practicing counselors might have expected this result, there is little in the counseling literature that would have predicted this finding. We suspect that decreases in depression and anxiety occur in all successful instances of counseling. If true, this result has significant implications for counseling theory, training, and outcome assessment.

Another interesting study in this area focuses on making sense of puzzling

results we found with adolescents clients receiving counseling at a local community mental health center. When we asked them to complete an outcome assessment at intake and a followup point, on many items they reported an increase in problems. This was a puzzle because it did not match the general literature with children and adolescents that shows positive change after counseling. Similarly, when we asked the parents and teachers of these children to assess changes in behaviors, they reported mostly positive effects after counseling. Subsequently, we examined change on the individual items of the measures completed by adolescents and found that these clients appeared to under-report the frequency of undesirable behaviors (such as smoking or cheating) at intake but admit to greater frequencies on later surveys. We believe that at intake, adolescent clients are responding in a socially desirable manner in an attempt to present themselves favorably. Later, when they have formed a working alliance with their therapist, they feel more comfortable and able to report their problems more accurately.

The problem is that this pattern of socially desirable responding may misrepresent the direction and amount of change associated with psychosocial interventions. In other words, the data would indicate that adolescent clients get worse from counseling when in fact they improve or stay the same. We concluded this study by recommending that an initial outcome assessment containing socially desirable items should not be completed, or at least included in evaluations of therapeutic effects, until a working alliance

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SCOTT MEIER

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GSE FACULTY RECEIVE SUNY AND UB AWARDS



Pictured (l to r): S. G. Grant, LeAdelle Phelps, Douglas Clements, Jeremy Finn, Yoshiko Nozaki

The Graduate School of Education was honored to have three faculty members receive State University of New York (SUNY) awards and two receive university-wide Exceptional Scholar awards during the Spring 2006 semester. Associate Professor S. G. Grant from the Department of Learning and Instruction (LAI) received a SUNY Chancellor's Award for Excellence in Teaching for his extensive record of consistently superior teaching at the graduate level. Professor LeAdelle Phelps from the Department of Counseling, School and Educational Psychology (CSEP) was honored with a SUNY Chancellor's Award for Excellence in Faculty Service for her outstanding service over a multiple-year period to the university, the community, and discipline-related professional organizations. LAI Professor Douglas Clements received a SUNY Chancellor's Award for Excellence in Scholarship and Creative Activity for actively engaging in scholarly and creative pursuits beyond his teaching responsibilities.

The UB Exceptional Scholar awards are presented in two categories: Sustained Achievement and Young Investigator. CSEP Professor Jeremy Finn received a Sustained

Achievement Award for producing an outstanding body of scholarly work over a number of years and garnering public and professional accolades in his field. Assistant Professor Yoshiko Nozaki from the Department of Educational Leadership and Policy received a Young Investigator Award for her exceptional scholarship and record of achievements over a two to three year period. (A complete list of SUNY and UB awards received by GSE faculty is available at www.gse.buffalo.edu/alumni/edu.asp.)

The significance of these awards is summarized by UB President John Simpson: "These system-wide and university honors speak to the importance of these faculty members' scholarly, teaching, and service contributions, both in the classroom and beyond it. For UB as a public research university, excellence is perhaps best measured by impact—by the individuals and communities enriched by our academic endeavors. The same can certainly be said of these faculty, who have made a meaningful difference for our own academic community, as well as for the larger communities we serve."

New School Leadership Standards Approved

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"The Changing Face of School Leadership: Implications for Preparation and Practice." Professor Joseph Murphy from Vanderbilt University was the keynote speaker for the event, which attracted over 130 educators from throughout Western New York. The workshop also featured a panel of experts on school leadership: Chancellor Bennett; Professor Kenneth Leithwood, University of Toronto; Associate Superintendent Folasade Oladele, Buffalo Public Schools; and Superintendent

Howard Smith, Williamsville Central Schools. The workshop participants discussed the changing standards of school leadership locally and nationwide, including how new regulations will impact policy, leadership education, and professional development. The event was co-sponsored by the Willower Family Fund, the GSE Education Outreach Network, and the UCEA (University Council for Educational Administration) Center for the Study of School Site Leadership. ●



Joseph Murphy delivered the keynote presentation during the July 2006 school leadership workshop.

Barbara Putnam: “Best Helper”

In 1997, Barbara Putnam retired from the Department of Counseling, School and Educational Psychology after a 26-year teaching career. In this open letter, she reflects on how providing service to others has influenced her life choices.

Dear former students, staff, and faculty,

When I received the call from the GSE Dean’s Office informing me that I had been selected for the Emeritus Faculty Spotlight, I felt both honored and pleased. I also decided it was payback time for all the vocational/educational assignments I had given through the years!

Massachusetts always feels like home even though I have lived in the Buffalo area since 1971. The Putnams have lived in Massachusetts since 1630. Currently, I live in Olcott, NY on Lake Ontario. It is beautiful, but it doesn’t smell right—no salt air.

Service to others is a cultural–family value that has strongly influenced my educational–vocational choices and life experiences. While being “other-oriented” is a traditional family personality characteristic, research indicates that leaders and people who choose helping

professions possess this quality. This has certainly been true for me. Starting in the first grade, the class voted to give me the stuffed toy dog we made because I was the “best helper.” This pattern continued through high school resulting in leadership and scholastic awards (i.e., National Honor Society, National Forensic League, Science Award, and Writing Awards).

Because my high school (Shrewsbury) was so small, I choose to attend a larger

college, Boston University (BU). It was a wise choice. The cultural–educational values of the city and the university equally supported women and men to achieve excellence.

I was elected to Scarlet Key, Pi Lamda Theta and selected “Man (today called person) of the Year” for the School of Education. I was also an active member of the Pi Beta Phi Fraternity for Women. Sadly, the Massachusetts Alpha Chapter is now inactive. All of this resulted in my being elected to Who’s Who Among Students in American Universities and Colleges.

Because of my activities, I was encouraged to pursue the Ed.M. and certification in school counseling program at BU. I was also a graduate assistant. After completing the program, I was hired to be a lecturer and a

counselor. My next vocational decision proved to be very wise. I was hired as a grade 9-12 school counselor. This experience qualified me to be permanently certified as a school counselor in Massachusetts and later New York State.

In 1968, I attended the National Defense Education Act Institute at the University at Buffalo. Five of us were accepted into the Ph.D. program in what became the counselor education program

in the Graduate School of Education. Following the completion of the program, the final step in my unusual career pattern took place. Every school/university from which I have graduated has offered me an academic position. What is even more interesting is that I have accepted the offers. Thus it came to pass that in 1971, I accepted the offer to be an assistant professor in, what was then, the Department of Counselor Education at UB.

Finally, the center of and the most important aspect of who I am, is through God and my spiritual beliefs. I am an active member of St. Andrew’s (Burt, NY) Episcopal Church, Niagara Deanery, and a delegate to the Episcopal Diocesan Convention.

A special thanks to my husband, Daniel Anger, a professor at Erie Community College, and our son Edward (Ted Anger), who like so many young people, has left the area after graduating from Canisius High School and Canisius College to work and study in the Albany area.

It has been a pleasure to know and share the past 30 years with members of the UB Community—students, staff, and faculty. Thank you.

I can be reached at P.O. Box 288, Olcott, NY 14126.

Barbara ●



BARBARA PUTNAM, Ph.D.
(1971, Counselor Education)

Singapore School Counseling Program

The Singapore School Counseling Program is a grant-funded program provided through the Department of Counseling, School and Educational Psychology (CSEP), in collaboration with the Center for American Education in Singapore (CAE).



DEBORAH GERRITY

The program offers a master of education degree in school counseling to students interested in pursuing a career as school counselors in Singapore and neighboring countries. Most students in the program are teachers in the Singapore primary and secondary school systems who want to better serve the counseling needs of their students.



TIMOTHY JANIKOWSKI

The 36 credit hour program can be completed in 18 months and students can meet the basic eligibility criteria of the New York State Standards for School Counselor Provisional Certification. Courses are primarily taught by CSEP faculty using a combination of a distance education model and a traditional classroom model. Through the distance education

model, student/teacher interaction is facilitated through e-mail and discussion boards. Prior to course completion, faculty members travel to Singapore for 10 days to interact with students in traditional classroom settings. CSEP faculty members Deborah Gerrity, Timothy Janikowski, Gloria Lee, and Melody Schobert are currently teaching in the program.

In March 2006, the Singapore School Counseling Program graduated its first two student cohort groups, with GSE Dean Mary Gresham, UB Vice Provost for International Education Stephen Dunnett, and UB Assistant Vice Provost and Director for International

Enrollment Management Joseph Hindrawan attending the commencement ceremony in Singapore. During the ceremony, Dean Gresham welcomed graduates to the counseling profession and addressed the topic of counseling in a cross-cultural context; Vice Provost Dunnett provided formal greetings on behalf of UB and conferred the degrees; and CAE Chief Executive Officer Mrs. Chan Ching Oi delivered the commencement address. The program's third cohort group began taking classes in April 2006. ●



Dean Gresham (right) and Vice Provost Dunnett (middle) presented ceremonial gifts to the Singapore graduates.



GLORIA LEE



MELODY SCHOBERT



Singapore graduates are joined by (front row l to r) Vice Provost Dunnett, Dean Gresham, Mrs. Chan, Associate Professor Edil Torres Rivera, and Assistant Vice Provost Hindrawan.

WNY School District Spotlight

BUFFALO PUBLIC SCHOOL DISTRICT



JAMES WILLIAMS

The Buffalo Public School District (BPS), which is the second largest district in New York State, serves a diverse population of approximately 38,000 students through its 53 elementary and middle schools and 18 high schools. Under the leadership of Dr. James A. Williams, who is beginning his second year as superintendent,

BPS has embarked upon a number of structural, curricula, and resource-based changes. Recent initiatives include the adoption of a Three-Year Academic Achievement Plan that will ensure an appropriate literacy and math-based curriculum for all students, a major reconstruction project that is transforming outdated buildings into state-of-the-art facilities, the September 2006 opening of the Math, Science, and Technology Preparatory School at Seneca in partnership with the College Board, and the conversion of several high schools into thematically unique small learning communities. Central to the district's ongoing vision is the importance of excellent school leaders, teachers, and education professionals who possess the knowledge, skills, and motivation to prepare Buffalo students for success.

Currently, BPS employs over 3,500 teachers, school psychologists, and guidance counselors. Nearly nine percent of these employees are Graduate School of Education alumni (278 teachers, 14 school psychologists, and 13 guidance counselors). GSE alumni also hold five principalship positions within

the district: Waterfront Elementary assistant principal Casandra Harrington (Ed.M., 2003, Educational Administration); Dr. Antonia Pantoja Community School of Academic Excellence assistant principal Lillian Matias (Ed.M., 1988, Bilingual Education); Poplar Academy principal Peter Szczap (Ed.M., 1972, Elementary Remedial Education); WEB Middle School principal Kathleen Vitagliano (Ed.M., 1973, English Education); and Bennett Park Montessori assistant principal Christine Weyer (Ed.M., 1971, Elementary Education). In addition, two former principals have been appointed BPS community superintendents: Catherine Battaglia (Ph.D., 1997, Social Foundations) and Frances Wilson (Ed.M., 1999, Educational Administration).*

Superintendent Williams is committed to working with area colleges and universities to ensure continued excellence in the preparation of teachers, school leaders, and other education professionals. He commends GSE for the important contributions it makes through its many academic and professional programs, and looks forward to hiring more GSE alumni in the future.

**The employment titles of specific BPS employees are based on information available on the district website (www.buffaloschools.org) as of July 2006.*



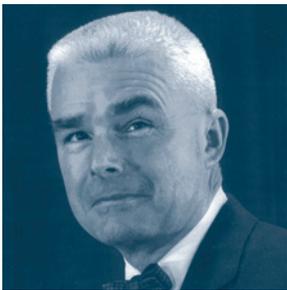
New Student Awards Established in GSE

BY MARILYN KOREN



JOY CHUNG, Ph.D.
(1992, English Education)

Thanks to the vision and altruism of GSE alumna Joy Chung, financial assistance is now available to support her successors' academic development in the Department of Learning and Instruction (LAI). This year Joy established the Yu-Chin Liu Graduate Assistant Research Award in honor of her mother. This award will be given annually to two doctoral graduate assistants in LAI to ease the burden of research related to expenses such as required travel, expensive communications, mailings, and data analysis and collection. According to Joy, this idea was driven by her passion for the university and a first-hand understanding of the obstacles doctoral students face with their research projects. It is our hope that through Joy's generosity there will be an increase in dissertations coming to fruition; making lives better in our region, our nation, and the world over.



EDWIN DURYEA

Libby Duryea and her family wanted to remember professor emeritus Edwin Duryea by establishing the Edwin D. Duryea Ph.D. Higher Education Memorial Student Award. This award will enable the Graduate School of Education to recognize the efforts and accomplishments of an outstanding Ph.D. student in the field of higher education in the Department of Educational Leadership and Policy. The recipient of this honor, as they enter the arena of higher education, will be shaping the minds and spirits of their colleagues and students; making positive changes in their educational communities as Dr. Duryea did so well. We are extremely grateful to have had an inspiring, dedicated professor and administrator like Dr. Duryea in GSE and to his family for naming our school as the recipient of this generous award.

For more information about these funds or to make a donation please e-mail me at mjkoren@buffalo.edu or call (716) 645-2478, ext. 1029. For your convenience you can make your gift online at www.ubfoundation.buffalo.edu/giving. And thanks for your support! ●

Marilyn Koren is the director of development in the Graduate School of Education.



MARILYN KOREN

Planned Giving: A Lifetime of Benefits

BY WENDY IRVING

Planned giving can help you achieve your financial goals while also benefiting the Graduate School of Education. Planned giving is the process of incorporating charitable giving into an overall personal financial strategy. Through careful planning, you can improve your financial position, supplement your retirement, and provide additional security for your family.

The personal benefits of planned giving can include: an immediate federal income tax deduction, an increase in spendable income (if a life-income gift is established), and substantial estate benefits such as a reduction in inheritance taxes.

If you wish to learn more about planned giving, please contact Wendy Irving, Esq., in the UB Office of Planned Giving at (716) 829-2630, ext. 290; toll free at (877) 825-3422; or irving@buffalo.edu. ●

Wendy Irving, Esq., is the senior director of planned giving for University Advancement.



WENDY IRVING, J.D. '91, Ed.M.
(1991, College Counseling and Student Personnel Work)

GRADUATE SCHOOL OF EDUCATION SCHOLARSHIPS

Through the generosity of Graduate School of Education alumni, professor emeriti, faculty, and friends, scholarships have been established to provide annual support for students enrolled in designated GSE programs.



James C. Hansen Scholarship

James Hansen was a professor in the Department of Counseling, School and Educational Psychology for 36 years and a recognized leader in counseling and community service. This scholarship supports a student pursuing a doctorate in counseling psychology.



Leroy and Margaret H. Callahan Scholarship

Leroy Callahan was a professor in the Department of Learning and Instruction for 28 years. This scholarship supports a student pursuing research and/or developing activities in the teaching/learning of elementary school mathematics instruction.



Marceline Jaques Scholarship

Marceline Jaques was a professor in the Department of Counseling, School and Educational Psychology for 43 years and is an established international legacy in rehabilitation counseling. This scholarship supports a GSE student pursuing research in rehabilitation.

Peter Drapiewski Scholarship

Peter Drapiewski was a student in the Department of Counseling, School and Educational Psychology. In 1974, Ms. Edith Helen Nemecek established this scholarship in his memory, to support a student pursuing a degree in educational psychology.



Adelle H. Land Scholarship

Adelle Land was a professor in the Graduate School of Education for over 40 years and was an important educational force at UB and throughout Western New York. This scholarship supports students pursuing a teaching career.



William Eller Scholarship

William Eller was a professor in the Department of Learning and Instruction for 30 years and achieved international recognition as an expert in reading education. This scholarship supports a student pursuing a degree in reading education.



Judith T. Melamed Scholarship

Judith Melamed was a gifted and creative teacher who established UB's foreign student English program in 1964. This scholarship supports an international student pursuing a degree in the TESOL (Teaching English to Students of Other Languages) program.



Mary Lou and S. David Farr Scholarship

David Farr was a professor in the Department of Counseling, School and Educational Psychology for 37 years. He was a leader in educational psychology, whose research focused on technology and learning. This scholarship supports a student researching digital technology and learning.

Ralph Theurer Scholarship

Ralph Theurer received his master's degree in science education from GSE in 1950. During his 31-year career, Theurer taught science, was an assistant principal, and a supervisor of vocational education. In 1995, his family established this scholarship to support a student pursuing a degree in science education.

Education Outreach Network

CONNECTING RESEARCHERS AND PRACTITIONERS



MARA HUBER



CHRISTINE KROLL

The Education Outreach Network (EON) was created in Spring 2006 with the overall goal of bringing together researchers and practitioners through innovative partnerships and programs. Led by co-directors Mara Huber and Christine Kroll, EON is creating and implementing strategies to help the Graduate School of Education reach out to students beyond Buffalo. In addition to reshaping GSE's master's degree in distance learning, EON has worked with faculty to develop a stand-alone certificate of completion in technology in education, debuting Fall 2006. Dean Mary Gresham has also been actively involved in GSE's outreach. She has met with a number of schools from China, Singapore, Turkey, and Africa who are interested in our program offerings. Through the flexibility of

(three days per week in City Hall) with the Buffalo Public School District (BPS) as liaison for higher education partnerships. In this role, Huber will assist BPS Superintendent James Williams with the strengthening of existing school-university partnerships, the facilitation of new collaborations, and the evaluation and documentation of district progress. Huber is also serving on the board of directors of the Erie 1 BOCES Teacher Center, where she is leading the center's strategic planning efforts, and discussions between the center and GSE's Teacher Education Institute (TEI) to explore potential collaborations related to professional development opportunities for TEI students.

Kroll has also been actively involved with developing community partners. She serves on the WNED Public Television Thinkbright Advisory Board and assisted in the planning of the 3rd annual Thinkbright Digital Institute held in July 2006. GSE is proud to be a co-sponsor of the event, which reaches almost 200 teachers annually.

In the true spirit of education outreach, EON is bringing GSE's popular breakfast lecture series into the community. Beginning in October 2006, the newly named Education Outreach Series will be held at various partner sites within the Buffalo area. Venues will include museums, schools, community centers, and cultural institutions. The theme for this year's series will be "PreK-16: Bringing Together Researchers and Practitioners for Dialogue and Discovery." Each event will include presentations by GSE faculty, as well as practitioners from the community. The schedule is on page 20 and online registration is available at www.gse.buffalo.edu/eon/continuinged/k12.asp. ●

GSE's degree programs and Dean Gresham's efforts, GSE is positioning itself at the forefront of the international market.

As an extension of EON's commitment to fostering educational partnerships, Huber has begun a one year assignment

SUZANNE MILLER AWARDED OISHEI FOUNDATION GRANT

Suzanne Miller, associate professor in the Department of Learning and Instruction, has received a \$290,650 grant award from the John R. Oishei Foundation to support her City Voices, City Visions Digital Video Composing Program. Working in partnership with the Buffalo Public Schools, this project will use multimedia technologies to help students in grades 6-12 meet higher learning standards, and provide teachers with cutting-edge approaches to integrating digital video and communication technologies into school subjects. Additional partners include WNED,

Squeaky Wheel, Western New York Educational Services Council, and the Western New York Writing Project.

The John R. Oishei Foundation's mission is to enhance the quality of life for Buffalo area residents by supporting education, healthcare, scientific research, and the cultural, social, civic, and other charitable needs of the community. The foundation was established in 1940 by John R. Oishei, founder of Trico Products Corporation.



SUZANNE MILLER

Remembering Leroy Callahan

BY HUGH PETRIE

I will miss Roy Callahan deeply and profoundly! Roy was my colleague and fellow administrator at the Graduate School of Education at the University at Buffalo during the 1980s and 90s. But more than that, he was my friend. Roy Callahan was one of the finest human beings it has been my privilege to know.

Roy was a model for all of us. He was a sensible, down-to-earth associate dean who held my sometimes wild ideas as dean to the test of educational rationality. I particularly remember his coming to my home one bleak Saturday morning when we had just heard that we were likely going to have to retrench some faculty during the hard times of the early 80s. His advice to go slowly and carefully was much appreciated and very much on target. It turned out we did not have to fire anyone after all.

He was an inspiring professor and a widely respected elementary mathematics educator throughout Western New York and the nation. I will always remember the yearly luncheons he held for mathematics teachers in Western New York who had participated with him in an experimental program years before. He kept in touch and kept up the enthusiasm and was revered for his constant work with real teachers in real classrooms. Roy also served many times on committees and in a consulting role for the Clarence school district, keeping them on track as well.

Roy and Peg were also good friends. My wife, Carol, and I remember fondly the annual Christmas parties at the Callahans and the ease with which they welcomed not only us, but anyone who happened to be visiting us. We also remember the special invitations we got to cheer us up when there had been an illness or other problem. We were so delighted to have been able to return some of the kindness to Roy and Peg when they made trips out to the Southwest and stayed for a time with us at our home in Tucson.

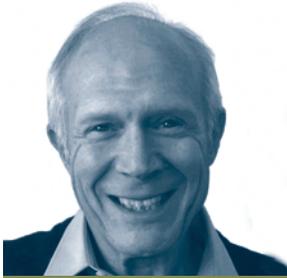
And, of course, the Callahans were famous for their wonderful family and the way the family truly operated as a family. They worked together, they played together, and they stayed together through it all. I remember being told by a Clarence school administrator that the Callahans were as close to being the first family of Clarence as anyone could get.

Now with both Peg and Roy Callahan gone, it remains for their children to carry on the traditions. But they were taught by two of the finest people ever to have lived in Western New York. The children will do well to follow in their footsteps.

Hugh Petrie is dean emeritus and professor emeritus in the Graduate School of Education.



LEROY CALLAHAN, a professor in the Department of Learning and Instruction for over 30 years, died in February 2006 after a brief illness. He was 73. During his tenure in the Graduate School of Education, Callahan received numerous honors and awards, and was loved and respected by his colleagues and former students. He is survived by five daughters, Patricia Randall of Adams Center, Mary Schmalzle of Hawley, PA, Jean Rois of Amherst, Christine McCabe of Flanders, NJ, and Meg Steckley of Rochester; two sons, James of Clarence and Martin of Williamsville; two sisters, Rosie Berning of Galena, IL, and Anna Berning of Hazel Green, WI; and 19 grandchildren. His wife, Margaret, died in 2004.



THOMAS SHUELL

RETIREMENT TRIBUTE TO TOM SHUELL BY J. RONALD GENTILE

Thomas J. Shuell, “Mr. Cognitive Psychology of GSE” since 1967, retired this summer. He came to UB after receiving a B.S. in general science (minor in mathematics) from Oregon State University, serving as a commissioned officer in the U.S. Navy, and earning his Ph.D. in education psychology at the University of California, Berkeley. (That UB had riots a few years after he came here from Berkeley is suggestive, but then correlation does not imply...well, you know!)

Tom’s scholarship covered a wide range of topics important to practicing educators, researchers, and technology buffs alike. For example, he invented a technique for equating the amount learned by fast and slow learners so that their memories could adequately be compared. In related work on individual differences in learning and memory, Tom studied organizational strategies, meaningfulness, and distributed vs. massed practice, among other variables.

Tom’s empirical research and other writings (one text, nine book chapters, and dozens of journal articles, just to name a few) not only earned his election to APA Fellow status, but proved to be seminal for other research, such as the importance of standards for initial mastery and the interaction of teachers’ and students’ learning strategies. His publications on the latter topic not only provide excellent reviews of the literature on instructional models (including educational technology), but also introduce an elegant and unique model which elucidates the cognitive processes induced by instructional events when initiated by the teacher and when initiated by the student.

To summarize his accomplishments, let me offer the top ten ways Tom Shuell has contributed to excellence in the Graduate School of Education:

10. By teaching thousands of teachers, counselors, and other educators about learning, cognition, and instruction.
9. By his high quality research and dozens of publications.
8. By serving as editor of the *Educational Psychologist* and the *Newsletter for Educational Psychologists*, and involvement with APA, AERA, and NERA.
7. By his leadership of, and commitment to, educational technology in GSE.
6. By advising dozens of master’s and doctoral students in educational psychology and contributing to the research capabilities of many others.
5. By his international reputation and service as a visiting scholar in New Zealand and a Fulbright Distinguished Scholar in Ireland.
4. By his service to, and active participation in, many local schools.
3. By his many years of service as director of educational psychology programs...

Unfortunately—or perhaps, mercifully—the top two ways Tom Shuell has contributed to excellence in GSE will have to remain secret...at least until his retirement party roast.

Tom, GSE thanks you and congratulates you on your distinguished career!

Ron Gentile, SUNY Distinguished Teaching Professor, is professor emeritus in the Graduate School of Education and longtime colleague of Tom Shuell.

KEEP IN TOUCH WITH FELLOW GSE ALUMNI

UB Connect, a secure and password-protected online community exclusively for UB alumni, is available at www.alumni.buffalo.edu. GSE alumni are encouraged to register at this site where they will be able to manage their individual profile, sign up for lifetime e-mail forwarding, submit a Class Note (with a photo, if desired), as well as locate other GSE alumni easily and efficiently. In addition, alumni can visit the careers and networking module where they can post their resume or search for jobs. Registered users can choose which information they would like others to view, as well as opt out at any time.

New Faculty



ANITA SANKAR
DEPARTMENT OF COUNSELING, SCHOOL
AND EDUCATIONAL PSYCHOLOGY

Anita Sankar joins the Department of Counseling, School and Educational Psychology as an assistant professor. She received her Ph.D. in counselor education from the University of Iowa. Previously, she taught high school in Singapore and worked at the Singapore Ministry of Education, developing and implementing counseling and career guidance programs in schools. Sankar has also taught in counseling programs at Lindwood University, Missouri and Central Connecticut State University. Her research interests include cultural differences in adolescent development and counseling issues of immigrant families and their children.



RANDY YERRICK
DEPARTMENT OF LEARNING
AND INSTRUCTION

Randy Yerrick joins the Department of Learning and Instruction as a full professor. He received his doctorate from Michigan State University and worked as a professor at East Carolina University, San Diego State University, and as a research fellow with the Center for Research for Math and Science Education. Yerrick's life work has been devoted to improving science teaching, especially for children who are underserved by today's schools. He uses learning technologies like digital video, in science classes to make science more meaningful and engaging for children.

Faculty Focus

continued from page 3

develops between adolescent client and adult therapist.

Much of my work, which focuses on examining the measures employed to evaluate the effects of counseling and psychotherapy, contrasts with current approaches that have increasingly focused on narrow clinical populations in an attempt to develop empirically validated or supported treatments (EVTs) for these groups. The EVT approach essentially adopts the medical, clinical trials procedure of evaluating drugs, using randomly assigned treatment and control groups to assess the efficacy of a particular treatment approach. In psychology and education, there are many problems with this approach. For example, you can manipulate the ease of finding statistically significant outcomes through your choice of outcome measures. Second, almost any theoretically-sound treatment will beat a control, but there are seldom significant differences between treatments. Third, if there is any robust finding from the history of counseling and psychotherapy outcome research, it is that groups of clients evidence a substantial range of responses to any type of

intervention. Even with EVT's that demonstrate beneficial effects, on average for the whole group, there are likely to be some individuals who evidence no change and even a few who worsen.

The result is that the counseling and psychotherapy research literature have a few useful generalizations for policy purposes—for example, they help counselors make a case with insurers to justify payment for psychological interventions—but offer only modest guidance for counselors. We have essentially a “main effects” psychology, where we can say with confidence that most treatments beat controls and that severity of client problems influences progress. But the kinds of questions that are more interesting, the “interaction” questions, seldom receive strong empirical support. For example, it would be useful to know whether certain types of treatments for alcohol abuse work better with women than men, with younger versus older clients, with people of different cultures, and so on. Thus far, we haven't been able to produce very definite answers to these kinds of questions. ●

Commencement and Awards 2006

DONNA FERNANDES ADDRESSES THIS YEAR'S GRADUATES

Graduates celebrated their achievements on May 12 during a morning commencement that began with the traditional academic procession and "Pomp and Circumstance" and ended with a reception for our newest alumni, their families, and friends.

This year's commencement speaker was Donna Fernandes, president of the Buffalo Zoo. In her inspirational and humorous address, Fernandes discussed the top 10 reasons to remain in teaching. (The commencement address is available at www.gse.buffalo.edu/alumni/edu.asp.)

Honored that day along with the graduates were four individuals: Merle Keitel received the James Hansen Humanitarian Award; Diane Rowe was the recipient of the Dean's Service Award; David Spence received this year's GSE Distinguished Alumni Award; and Marvel Ross-Jones was presented with the Delbert Mullens Thinking Outside the Box Award.



DONNA FERNANDES

JAMES HANSEN HUMANITARIAN AWARD

MERLE KEITEL, Ph.D.

Counseling Psychology, 1987



Currently a professor at the Fordham University Graduate School of Education, Keitel served for many years as director of training of the American Psychological Association-accredited counseling psychology doctoral program, and as coordinator of the master's and professional diploma programs in counseling and personnel services. She has written numerous book chapters and articles, and has presented at national conferences primarily in the area of health psychology, stress and coping, and women's issues.

GSE DISTINGUISHED ALUMNI AWARD

DAVID SPENCE, Ph.D.

Higher Education, 1977



As president of the Southern Regional Education Board, Spence oversees the nation's largest school improvement network and educational technology collaborative of state K-12 and postsecondary agencies, and many other initiatives designed to help the organization's 16 member states lead the nation in educational progress. From 1998 to 2005, he was executive vice chancellor and chief academic officer of the California State University System, comprising 23 campuses, 400,000 students, and 20,000 faculty.

DEAN'S SERVICE AWARD

DIANE ROWE



Ms. Rowe became chief professional officer with the Boys & Girls Clubs of Buffalo in 1997. She manages over 100 employees and, through her turnaround leadership skills, has grown the Boys & Girls Clubs of Buffalo from 5 clubs and \$500,000 into an agency exceeding 15 clubs and \$3,000,000. Rowe also devotes a large percentage of her time to numerous community affiliations and committees, and is a 1994 graduate of Leadership Buffalo.



Photos – clockwise from left:

1. Doctoral graduate and *Thinking Outside the Box* Award recipient Marvel Ross-Jones is hooded by her advisor Stephen Jacobson.
2. Dean Gresham (left) and Carolyn Hansen (center) presented Merle Keitel (right) with the James Hansen Humanitarian Award.
3. Donna Fernandes inspired graduates with this year's commencement address.
4. The Westminster Community Charter School band (directed by Maceo Skinner) provided an unforgettable musical performance during the commencement ceremony.

GSEAA PRESIDENT'S MESSAGE

Dear GSE Alumni,

I hope that everyone has had a chance to relax and recharge with an enjoyable summer. The fall semester looks to be a busy time for the GSE Alumni Association. In cooperation with the GSE Dean's Office and several other members of the UB family, GSEAA will be hosting the 2nd HIRE Education Conference. If you are not familiar with this conference, it is an opportunity for GSE alumni to meet with current students to share information about preparing for their careers after graduation. The HIRE Ed Conference offers two kinds of sessions for students. The first sessions provide pointers on preparing résumés, CVs, and portfolios so that students have an edge when applying for field placements. The second sessions are designed as panel discussions. These focus on making the most of your time in graduate school and help provide students with a strong foundation for the job search and application process.

This year we are delighted to add a new element to the HIRE Ed Conference: two sessions that are specifically designed for GSE alumni.

The first will offer insights on obtaining external funding and the grant writing process, and the second will focus on applying the knowledge and training obtained as a part of our GSE education and using it as a basis for starting a successful business.

We hope that you will be interested in attending the HIRE Ed Conference, and perhaps even participating. The date is set for Saturday, November 11, 2006, so mark your calendars! Please check the GSE homepage (www.gse.buffalo.edu) for further details.

Thanks again to everyone who contacted me after the last GSE newsletter. I appreciated hearing from you and am always interested in your ideas, thoughts, and suggestions about GSEAA. I look forward to hearing from you again (cbarrick@buffalo.edu).

Sincerely,
Chris Barrick, Ph.D. (1999, Counseling Psychology)



CHRIS BARRICK

July 1, 2005 – June 30, 2006

THANK YOU!

The Graduate School of Education has been fortunate to number among its assets a body of interested and loyal alumni, corporations, foundations, and friends. Your unselfish giving has allowed us to initiate community projects and support bright committed students. Funding from corporations and foundations contributed to the success of our urban education and mentoring initiatives and financed cutting-edge faculty research. Thank you so much for designating the Graduate School of Education as the recipient of your wonderful generosity.

Mary H. Gresham

Dean, Graduate School of Education

All donors to the Graduate School of Education, whose gifts were received between July 1, 2005 and June 30, 2006, appear in the Honor Roll of Donors. Every effort has been made to be accurate. If we have inadvertently omitted or misspelled your name, or placed you in the wrong category, please accept our apologies. If you have any questions, please contact GSE Development Officer Marilyn Koren at (716) 645-2478, ext. 1029 or mjkoren@buffalo.edu.

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'60s



Donald Clark (Ed.D., 1961, Social Studies Education) received the 2006 Award for Excellence and Innovation from the American Association for Career Education for his contributions to the National Career Education Movement.

'70s



Peggy Yehl Burke (Ed.D., 1983, Curriculum Planning) is the new dean of the School of Graduate Studies at St. Bonaventure University. She assumes this new position while continuing her duties as dean of the School of Education.

Warren Hoffman (Ed.M., 1975, English Education) has been elected president of the State University of New York Financial Aid Professionals for a two-year term. Hoffman is the assistant director of financial aid at Buffalo State College, where he has worked for the last 29 years.

'80s

Marilyn Ciancio (Ed.M., 1982, Elementary Education) received the Arts Advocate Award in March 2006 from the Arts Council in Buffalo and Erie County as "Outstanding Supporter and Advocate of the Arts."

Cornelius Cosgrove (Ph.D., 1986, English Education) is currently serving as chairperson of the Department of English at Slippery Rock University of Pennsylvania.

Robert Gamble (Ph.D., 1985, Research and Evaluation) was recently promoted to full professor at D'Youville College, where he is currently serving as chair in the Department of Education.

David Lazerson (Ph.D., 1986, Research and Evaluation) has had a movie made about him and his racial harmony group, Project CURE. The group was formed shortly after the race riots in Crown Heights, Brooklyn during the 1990s. The cable channel Showtime movie, "Crown Heights," stars Howie Mandel as Lazerson, and was recently released in video stores.

Thomas Raco (Ed.D., 1981, Vocational Education) is a professor of art at the National Technical Institute for the Deaf, a college of the Rochester Institute of Technology.



Lisa Tedesco (Ph.D., 1981, Educational Psychology) has been named dean of the Graduate School of Arts and Sciences at Emory University in Atlanta, GA.

'90s

Gary Bonvillian (Ph.D., 1993, Social Foundations) has been appointed the 13th president of Thomas University, a private institution in Thomasville, GA. Previously, Bonvillian served as provost at Keuka College in Keuka Park, NY.

Peter Brouwer (Ph.D., 1993, Mathematics Education) was promoted to the rank of professor of secondary mathematics education at the State University of New York College at Potsdam.

Nancy Cich (Ed.M., 1992, Elementary Education) is currently teaching 5th grade and is the elementary science curriculum facilitator in the Newfane Central Schools.

Jutta Siefert Dudley (Ph.D., 1998, Science Education) is an instructor in the Department of Geology at Brockport State College and previously taught

Regents earth science in the Pittsford School District. She is currently president elect of the Science Teachers Association of New York State.

Janet Facklam (M.S., 1997, Rehabilitation Counseling) is an assistant professor of rehabilitation services and co-director of the Center for Disability and Rehabilitation Studies at Hilbert College. Facklam recently passed her certification examination as a Certified Brain Injury Trainer.

Mary Gresham (Ph.D., 1992, Counseling Psychology) received a 2006 Women of Distinction Award from the Girl Scout Council of Buffalo & Erie County. Women of Distinction is a national Girl Scout program that recognizes women's professional and community achievements, provides mentoring opportunities for older Girl Scouts, and raises funds to support local Girl Scout educational opportunities and programs for girls ages 5 through 17.



Tamar Jacobson (Ph.D., 1997, Elementary Education) has accepted a position as assistant professor in the Department of Teacher Education and coordinator of the early childhood program at Rider University, NJ.

Denise Krallman (M.A., 1993, Educational Psychology) has been appointed director of institutional research at Miami University, Ohio.

Vivian Pokrzyk (Ph.D., 1995, Science Education) has retired from teaching middle school science in the Lewiston-Porter Central School District. She is currently vice-president of the Science Teachers Association of New York State and will become president in 2007.



Thomas Ramming (Ed.D., 1994, Educational Administration), Grand Island school superintendent for the past three

years, retired in June 2006. Before coming to Grand Island, Ramming worked for six years as the assistant superintendent for human resources in the Williamsville School District and held comparable positions in the West Seneca School District and Orleans-Niagara BOCES.

Andrew Ray (Ph.D., 1994, Educational Administration) is the administrative principal for the Rochester Children's Zone planning initiative.

Gail Staines (Ph.D., 1993, Social Foundations) has been appointed university librarian of Saint Louis University in Missouri. Previously, Staines served for eight years as the executive director of the Western New York Library Resources Council and taught in UB's School of Informatics, Department of Library and Information Studies.

Mary Stein (Ph.D., 1993, Science Education) is an associate professor in science education at Oakland University in Michigan.

'00s

John Donovan (Ph.D., 2002, Mathematics Education) is an assistant professor of mathematics education at the University of Maine.



Jill Gradwell (Ph.D., 2005, Elementary Education) is the Buffalo State College Department of History and Social Studies Educa-

tion project coordinator and liaison to the Albion Central School District for their participation in the 2006 Teaching

American History grant, sponsored by the U.S. Department of Education.

Gina Pannozzo (Ph.D., 2005, Educational Psychology) is an assistant professor in the Department of Foundations in Education at Virginia Commonwealth University (gmpannozzo@vcu.edu).

Antonio Perry (Ed.M., 2001, Elementary Education) was among 20 athletes and contributors inducted into the Elmira Free Academy Sports Hall of Fame in February 2006. Perry was an All-Twin Tiers fullback his junior and senior years, and in 1994 received the sportsmanship award given by local officials in Elmira, NY.

Barbara Peters (Ed.D., 2002, Educational Administration) has been appointed superintendent in the Tonawanda City School District. Peters has been with the district since 2002, and in her current position as assistant superintendent, she oversees technology assessment, staff development, and various aspects of personnel.



Marvel Ross-Jones (Ph.D., 2006, Educational Administration), campus director for Bryant & Stratton's South Campus in Orchard

Park, NY, received the 2006 Delbert Mullens Thinking Outside the Box Award. The award recognizes a doctoral graduate who has shown exceptional creativity in their studies, with their involvement in, and service to, the community and the world, and with their personal life circumstances.

Martha Sanfilippo (Ed.M., 2002, Social Studies Education) has been chosen as the first recipient of the annual Stanley G. Falk Memorial Award for Distinguished Educators. Sanfilippo was selected based

on her demonstrated commitment to the Falk School mission and its students, by providing a challenging learning environment that inspires intellectual curiosity, promotes critical thinking, develops character education, and promotes ethical values.

Joseph Zawicki (Ph.D., 2002, Science Education) is an assistant professor of science education at Buffalo State College, and serves as president of the New York Science Educational Leadership Association.

If you would like to be included in a future newsletter, please e-mail your information to Assistant Dean Jenifer Lawrence at jlawrenc@buffalo.edu.



2006–2007 Education Outreach Series

BRINGING TOGETHER RESEARCHERS AND PRACTITIONERS FOR DIALOGUE AND DISCOVERY

“The Importance of Early Competencies (Pre-K & K) for School Success”

October 19, 2006 | Buffalo Zoo
300 Parkside Avenue, Buffalo

“Assessment and School Placement for Children with ADHD and Autism”

November 16, 2006 | Aspire of WNY
2356 North Forest Road, Getzville

“The Influence of Youth Culture on Academic Achievement”

January 18, 2007 | Boys & Girls Clubs of Buffalo
282 Babcock Street, Buffalo

“Fulfilling the Promise of Public Education”

February 8, 2007 | Emerson Commons Culinary School
70 W. Chippewa Street, Buffalo

“The Leadership Pipeline: How to Prepare and Retain Effective School Leaders”

March 8, 2007 | WNET Studios
140 Lower Terrace, Buffalo

“Preparing our Students for the Pivotal Science, Technology, Engineering and Math (STEM) Jobs of Tomorrow”

April 26, 2007 | Buffalo Museum of Science
1020 Humboldt Parkway, Buffalo

TIME: 8:30–10:00 a.m.
(check-in and breakfast begin at 8:00 a.m.)
Walk-ins are welcome.

COST: \$20 registration fee (UB students \$12) includes a continental breakfast.

REGISTRATION:

www.gse.buffalo.edu/eon/continuinged/K12.asp or
(716) 645-6642.

The Charlotte C. Acer Lecture Colloquium on Urban Education, in conjunction with the Graduate School of Education, presents...

ANGELA VALENZUELA
HASKEW CENTENNIAL PROFESSOR, UNIVERSITY OF TEXAS AT AUSTIN

Free and open to the public.

“Latino Immigrant Youth and the Right to an Education: Toward a Groundless, Post-National Definition of Citizenship”

This presentation challenges much of the liberal democratic discourse in the field of education that marshals such terms as “civic engagement” or “citizen-scholars” and refers to the goals of “educating citizens for a democracy” or “fostering the skills of critical citizenship” with unreflective ease. While democracy and democratic principles resonate—and should continue to resonate—deeply within us as a public, Dr. Valenzuela contends that this very discourse is misaligned to the rights of a large and growing public that increasingly falls outside of this definitional circle termed “citizenship.” After addressing changing school demographics and the new social movement involving immigrants and U.S.-born Latina/os, she advocates for a groundless, post-national definition of citizenship that may be obtained through a reinvented human rights discourse that has been articulated in some scholarship as cultural citizenship.

Thursday, October 12, 2006 | 4:00–6:00 p.m. | Harriman Hall, Room 105 | South Campus, University at Buffalo

People in need of special accommodations should contact the Dean’s Office in the Graduate School of Education at (716) 645-6640 or mew22@buffalo.edu.

Alumna Charlotte C. Acer (Ed.D., 1987, Curriculum Planning) endowed this fund in 1991 to facilitate informative and provocative lectures, discussions, and analyses that address the complexities of urban education.

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University at Buffalo The State University of New York

Graduate School of Education
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