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Commencement 2008

Congratulations to our graduates and our award recipients.

Jonathan Kozol @ UB

Jonathan Kozol, educator and social activist whose iconic books on urban schools have shaped the sensibilities of generations of teachers, participated in two events in October 2008 on UB's North Campus.

Kozol presented the lecture "Letters to a Young Teacher" in Lippes Concert Hall in Slee Hall on October 2. This lecture was the 2008–2009 Charlotte C. Acer Colloquium on Urban Education, and part of the Graduate School of Education's Dean's Lecture Series.

On October 3, Kozol presented the keynote address "Art and the Aesthetics in the Age of Tests and Terror in Our Nation's Public Schools" in the Student Union. His address was part of the daylong conference "21st Century Arts in Learning: Innovation, Imagination, and Creativity in the Age of Testing."

Kozol, whose *Death at an Early Age* tells of his first year as a teacher in a poor African-American neighborhood in Boston, has been synonymous with educational reform and equality since that book was released in 1967 and won the National Book Award a year later. (A biography of Jonathan Kozol is available at www.gse.buffalo.edu/news/kozol/bio.asp.)

Kozol photographs by William Ingalls



Kozol conducted a book signing following his lecture each day.



"The Graduate School of Education was thrilled to have the opportunity to host Jonathan Kozol," said GSE Dean Mary Gresham. "His critical analysis of public education in the U.S. seriously underscores the myriad challenges we face both within the system and as a nation."

Gresham said this two-day event provided an important opportunity for GSE students, as well as the Western New York educational community, to benefit first-hand from Kozol's insightful discussion of pressing issues in public education along with strategies to address them, from one of the foremost authors in this area.

Kozol's visit to UB was sponsored by GSE, the Western New York Regional Leadership and Learning Network (WNYRLLN), and the Coalition of Arts Providers for Children (CAPC); with additional support provided by the New York State Council for the Arts and M&T Bank.

"The Western New York Leadership and Learning Network and the Coalition of Arts Providers for Children were ecstatic to partner with UB in hosting the daylong conference," said Lucinda Ingalls, co-chair of WNYRLLN and the president of CAPC. "Jonathan Kozol's keynote address inspired all of us who work toward placing the arts in the center of curriculum." ●

Charles Anazalone, senior editor for *University Communications*, was a contributing writer for this story.

Streaming videos of Kozol's presentations are at www.gse.buffalo.edu/news/kozol.

Dean's Message

Cicero once noted, "A good orator is pointed and impassioned." During the fall, the Graduate School of Education was extremely pleased to bring to campus two *pointed* and *impassioned* speakers, **Jonathan Kozol** (see cover story) and **Jean Alberti** (see page 4).

For those of us in education, Jonathan Kozol needs no introduction. The response to his two-day visit to campus was tremendous and his message was vintage Jonathan Kozol: inspiring, provocative, and exactly on point. One comes away from his lectures with a deeper appreciation for the transformative power of education and a renewed commitment to create better educational opportunities for students, especially those in our nation's public schools. I'd like to thank all of the sponsors who made this two-day event possible, especially **Cindi Ingalls**, president of the Coalition of Arts Providers for Children. She was instrumental in bringing Jonathan Kozol to Buffalo, and this is just one example of the important work she does to further education and the arts in our community.

In contrast to Jonathan Kozol, Jean Alberti may need an introduction but her message, although quite different, was just as powerful. Jean addressed the very timely issue of bullying in our schools. She presented a commonsense framework of bullying as child abuse-by-children, and provided in-depth, practical steps to deal with this very important topic. Jean's commitment to understanding and eliminating bullying provide yet another example of the positive impact that GSE alumni are making across the globe.

This issue's emeritus feature (see page 5) brings back fond memories for me; **Stan Cramer** was my dissertation chair and without his support—and patience—I, along with many of our alumni, would not have been able to accomplish the things we have. His wisdom and wit are still evident and still much appreciated. Many of our emeritus faculty are still making important contributions to GSE, and I thank each of you for what you have done for so many.

Finally, I would like to bid a fond farewell to **S.G. Grant**, who has moved on to Binghamton University (SUNY) to become the founding dean of their School of Education. In his time with GSE, he became a full professor, the associate dean for teacher education, and the chair of the Department of Learning and Instruction. S.G. was a respected colleague and an admired teacher, receiving a 2007 SUNY Chancellor's Award for Excellence in Teaching and was a popular choice among students to serve on dissertation committees. Good luck, S.G., in your future endeavors! ●



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



MARY GRESHAM

Leading for Success in High Need Schools: Comparative Perspectives

BY STEPHEN JACOBSON

Since the release of the *Equality of Educational Opportunity Study* by James Coleman in 1966, educational researchers have been trying to better understand the in-school factors that influence student performance. While Coleman and his colleagues concluded that most of the variation in student academic performance could be accounted for by out-of-school factors such as family background, socio-economic status, and race, there existed within their data some fascinating statistical outliers: high poverty, predominantly African American, inner-city

especially important in schools serving low socio-economic youngsters at risk for academic failure.

My own interest in this line of research is very personal and long-standing. My teaching career began in 1970 in the East New York section of Brooklyn, which was then a very high poverty community. I did not have the good fortune of working with an instructional leader, and my introduction to the classroom was essentially a “sink or swim” proposition. Although I managed to remain afloat, I remember feeling underprepared and

Research Consortium to study what principals in relatively successful high need schools in Western New York had done to improve academic performance. Working with my colleagues from the Department of Educational Leadership and Policy—Lauri Johnson, Corrie Giles, Rose Ylimaki (who is now an associate professor at the University of Arizona), and alumna Sharon Brooks (Ph.D. '05, Educational Administration; assistant professor, Georgia Southern University)—we conducted seven in-depth case studies of high poverty schools wherein student performance improved subsequent to the arrival of the principal being studied. The first three cases in our project formed the basis of a commissioned report we were asked to deliver to the New York State Education Department.

Concurrent to the start of our work in New York, a remarkably similar project—the International Successful School Principalship Project (ISSPP)—was initiated in 2001 by Professor Christopher Day of the University of Nottingham, England. Colleague Ken Leithwood of the University of Toronto asked our UB team to join researchers from Australia, Canada, China, Denmark, England, Norway, and Sweden to develop a data bank of case studies examining the practices of principals who had successfully led school improvement initiatives in these countries. What distinguished the work of the UB team was that we were the only ones looking exclusively at high need schools (although similar high need schools were found in Australia and England).

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elementary schools performing well above what would have been predicated based upon their socio-economic characteristics. These schools became the focus of the so-called “effective schools” research of the 1970s and 1980s, which revealed among other things, the importance of an instructional leader—a principal who places student learning at the very center of school practice. Subsequent research on the relationship between leadership and learning has revealed that among school-related factors, leadership is second only to classroom instruction in contributing to what students learn. Moreover, there is evidence that high quality leadership is

overwhelmed by the task at hand, as well as isolated from any guidance or support from either colleagues or supervisors. The principal was a distant, autocratic figure who was more concerned that students were quiet and well behaved than whether they were actually learning. Those early negative experiences contributed to my leaving the classroom and eventually entering academe, where I could examine the challenges confronting educators in high need schools, free from the daily pressures that such work entails.

In 2001, I received funding support from the Wallace Foundation and the New York State Education Finance

Alumna Jean Alberti Addresses Bullying



JEAN ALBERTI

Jean Alberti (Ph.D. '70, Educational Psychology), a nationally known expert on child psychology and behavior, spoke on how to end bullying and school violence in September 2008 on UB's North Campus.

Alberti's lecture explored the concept of bullying, and gave her recommendations on what can and should be done in schools, home, and society to prevent these types of attacks. Her presentation came at a

time when charges were pending against three former high school baseball players in Niagara County accused of hazing three younger players on a school bus in April 2008.

"Bullying or hazing is nothing less than child abuse," said Alberti. "Why do we allow children to abuse other children? That

teaches them that abuse and violence are appropriate ways to interact with others, appropriate ways of coping or, in some cases, of having 'fun' at someone else's expense."

Alberti has extensive firsthand experience working with these issues through her years as a licensed clinical psychologist in Chicago. She was born and raised in Buffalo and has also taught at local elementary schools.

The lecture was co-sponsored by the Baldy Center for Law and Social Policy, which is affiliated with the UB Law School. ●

Charles Anzalone, senior editor for *University Communications*, was a contributing writer for this story.

A streaming video of Alberti's presentation is available at www.gse.buffalo.edu/news/alberti.

A pdf version of Alberti's "3 Steps to End School Violence" and "Consequences of Bullying" is available at www.gse.buffalo.edu/alumni/edu.asp.

SINGAPORE ED.M. PROGRAM GRADUATES THIRD COHORT



The Singapore school counseling program (www.gse.buffalo.edu/programs/csep/singapore) graduated its third cohort of students in May 2008. GSE Dean Mary Gresham conferred degrees at the Singapore commencement ceremony and was assisted by GSE Associate Dean Jenifer Lawrence, who served as herald for the event.

The Ed.M. in school counseling is a grant-funded program provided through the Department of Counseling, School, and Educational Psychology, in collaboration with the Center for American Education in Singapore (CAE). Since 2003, the

program has graduated 40 students.

Congratulations to Anita Sankar, director of the Singapore school counseling program; Mrs. Chan Ching Oi, CAE chief executive officer, and Ken Lee, CAE director of admissions, for the continuing success of this program.

Photos – left to right, from the top:

1. The Singapore Ed.M. in school counseling third cohort graduating class.
2. Anita Sankar (left) and Jenifer Lawrence at the commencement reception.
3. Mrs. Chan (left) displays her crystal buffalo gift from Dean Gresham.
4. Ken Lee presents the welcoming address at the commencement ceremony.

From Berkeley to the Berkshires

Stan Cramer, a professor in the Department of Counseling, School, and Educational Psychology for over 36 years, recalls his multi-faceted career at UB and summarizes his retirement activities in Florida and Massachusetts.

Former students, colleagues, and friends,

I recently completed writing my memoirs for my children and grandchildren. After finishing this life review, I concluded that in a series of probability-defying choices, I have managed to choose correctly, either by intentional behavior or by pure, dumb luck. One of those good decisions was to come to UB in Fall 1965, after having taught there in Summer 1964. UB was three years into its membership in the state university system, and the money was plentiful. Deans would approach faculty near the end of the fiscal year, urging them to spend money before it had to be

returned. We were urged to aspire to be the “Berkeley of the East.” Ah, those were the good old days.

At UB, I learned the role of a professor from a number of

extraordinarily talented people, among them Bob Rossberg, Gil Moore, Marceline Jaques, Ed Herr, Bob Woody, Jim Hansen, Dick Stevic, and later, Tom Frantz, Dwight Kauppi, Scott Meier, and Janice DeLucia-Waack. Occasionally, to vary my work

experience, I would accept an administrative position, but only on a time-limited basis. Consequently, I was dean of the Graduate School of Education twice (then called provost of the Faculty of

“We were urged to aspire to be the ‘Berkeley of the East.’ Ah, those were the good old days.”

Educational Studies), also twice the associate vice-president for academic affairs (now the provost; confusing, isn’t it?), and chair of the Department of Counseling and Educational Psychology. My very skilled tutors in administration were Bob Fisk, Rollo Handy, Gil Moore, and Bob Rossberg.

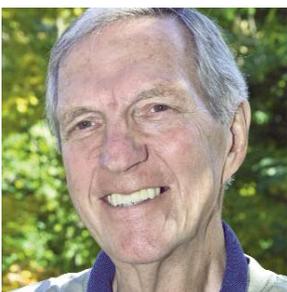
The three aspects of the career that I liked the most were working with master’s and doctoral students, effecting research and writing books and articles, and consulting. The master’s and doctoral students were a bright lot, constantly amazing me with their energy and dedication to task. I am in touch via e-mail (my address is staroz1676@aol.com) with many of them today, and they have gone on to exemplary careers. Two whom I remember fondly for their ability to achieve at the highest level while simulta-

neously doing an excellent job of rearing families were the present dean and the associate dean, Mary Gresham and Jenifer Lawrence.

In terms of research and writing, my interests eventually gravitated to vocational psychology. About a third of what I produced was co-written with Ed Herr, now a distinguished professor emeritus at the Pennsylvania State University. I consider Ed to have one of the great minds in the field of counseling psychology. Our major contribution came in the form of a vocational text that provided a life-span perspective on career development and behavior. The text is in its seventh iteration and now every book in the field is basically a clone of our volume.

In retirement, I do nothing, but I do it very well. We live in two beautiful locations: Sarasota, FL, seven months a year, and Williamstown, MA, in the exquisite Berkshires for five months. We do a bit of traveling. I have tried some minor volunteering (occasionally, someone from Buffalo would run into me when I was driving a tram at the Ringling Museum in Sarasota). Mostly, I read a lot, play at golf in a ghastly fashion, play poker, experience a great deal of music, film, art, drama, and dance, try to keep some semblance of a toned body, gush over my grandchildren, and generally try to enjoy each day. In this latter striving I am aided by Roz, my wonderful partner of almost half a century.

Looking back over 75.1 years (only the old and the very young describe their ages in fractions), I am happy and content. I have no regrets. I wish all of you the same in your retirement. ●



STAN CRAMER

Alumni News

'60s

Norbert Baschnagel (Ed.M. '68, Health Education K-12) is an associate professor of health and physical education at Clarion University, PA. During the past 33 years, he has helped raise over \$1 million for the Clarion community through his involvement in community fundraising events.



Judith Corcoran (Ed.M. '66, Elementary Remedial Education) retired from the Lancaster Central School District in 1998. She is currently on the board of directors of the American Association of University Women in Lake Sumter County, FL.



Patricia Dreher (Ed.M. '65, Art Education) is a self-employed artist in California painting landscapes and floorcloths. You can view her work at www.patriciadreher.com.



Ingrid (Heller) Schweiger (Ed.B. '69, Elementary Education) maintains a private psychotherapy practice on the Upper West Side of Manhattan. Her latest book, *Self-Esteem for a Lifetime: Raising a Successful Child from the Inside Out*, is available at www.dringridschweiger.com.



John Hunter (Ed.D. '68, Higher Education) retired in 2005 after a 42-year career in higher education. His daughter Elizabeth Oliver (Ed.M. '88, Foreign Language Education) has been teaching Spanish at Canaseraga High School (Allegany County, NY) for 21 years, and her son, Angelo, is a sophomore in the UB business administration program.



Donald Keck (Ed.M. '62, Social Studies Education) retired in 1996 after a 34-year career in education. His retirement activities include traveling to investigate the genealogical origins of his family in France, Germany, and Canada, and managing his local homeowners' association.



Frances Kelly (Ph.D. '68, Higher Education) was recently inducted into the Adult and Continuing Education International Hall of Fame, Class of 2008, at the UNESCO education conference in Budapest, Hungary. She was recognized for her accomplishments as the first director of U.S. Navy Education Plans and Policy.

James McNally (Ed.M. '68, Business Education) retired from the Buffalo Bills in January 2008, after 28 years in the NFL as an offensive line coach. He was a member of three Super Bowl teams; the Cincinnati Bengals in 1982 and 1989 (coaching Hall of Fame offensive tackle Anthony Munoz) and the New York Giants in 2001.



John Percy (Ed.M. '65, Social Studies Education) has taught social studies at Tonawanda High School and Canisius College, as well as teacher centers and Elderhostels. He has been a historian for Kenmore and the Town of Tonawanda since 1969 and published eight books on Buffalo history.



Samuel Woodard (Ed.D. '66, Educational Administration) is currently writing his latest thought piece "Winning at Basketball: Winning at the Game of Life." This essay is using basketball as a metaphor to explain the 11 habits for overcoming poverty.

'70s



Patricia Castiglia (Ph.D. '76, Curriculum Planning) received a 2008 Distinguished Alumni Award from the UB Alumni Association. She has worked as a registered nurse and licensed nurse practitioner in pediatrics for almost 40 years, and then served UB as an assistant and associate professor, and associate and interim dean in the School of Nursing.



Roberta (Doctor) Stevens (M.L.S. '74, Library Science), outreach projects and partnerships officer for the Library of Congress, has been the project manager for the National Book Festival since its beginning in 2001. The annual festival attracts over 120,000 participants and features nearly 70 popular and widely recognized authors for adults and children.



Dennis Horrigan (M.S. '70, Rehabilitation Counseling) received a service award from the Institute for Clinical Quality and Value for his efforts to improve health care through clinical integration. He was also elected president of the school board for the Pinnacle Charter School for 2008-2009, and to the UB Alumni Association.



Salvatore Illuzzi (Ph.D. '75, Educational Administration) was appointed to his third multi-year contract to serve as school district superintendent through June 2012 by the Cinnaminson (NJ) Township Board of Education. At that time, he will have completed 42 years in education with 29 of those as a superintendent of schools.



William Mann (Ph.D. '77, Higher Education) has over 35 years of experience in rehabilitation and community-based programs. He is currently the chair of occupational therapy and the director of the doctoral program in rehabilitation science at the University of Florida, where he was appointed the title of distinguished professor in July 2007.



Thomas Miller (Ph.D. '71, Counselor Education) is a professor emeritus and senior research scientist for the Center for Health, Intervention, and Prevention at the University of Connecticut. He was the 2007 recipient of the American Psychological Association's Award for Distinguished Professional Contributions to Practice in the Public Sector.



Jill Provan (M.L.S. '75, Library Science) is a professional editor and is currently editing books and papers for faculty at European universities. She recently left her position at the Tucson Museum of Art Research Library, AZ, where she was the library director for 11 years.

Marcia Scherer (M.S. '77, Rehabilitation Counseling) was recently promoted to professor of orthopaedics and rehabilitation in the Department of Physical Medicine and Rehabilitation, University of Rochester Medical Center. (See page 19 for photo and more information.)



Mark Schumacher (M.L.S. '78, Library Science) is an assistant reference librarian in the Reference and Instructional Services Department,

Jackson Library, University of North Carolina, Greensboro. He was honored to have his portrait used on the official team disc of the Men's Ultimate Frisbee team at the university.

Claudine SchWeber (Ph.D. '77, Educational Administration) is a professor and program director of the doctor of management program, University of Maryland University College. She is also a peer reviewer for the short term (2-6 week) Fulbright Senior Specialist Program for accomplished scholars and practitioners who prefer a shorter time frame.



Howard Smith (Ed.M. '74, Social Studies Education), a certified estate planning consultant, is a vice president at Morgan Stanley. He has been honored three times in the past four years as one of the top business leaders in the central coast by the Pacific Coast Business Times.



David Spence (Ph.D. '74, Higher Education) is in his third year as the president of the Southern Regional Education Board, an Atlanta-based nonprofit organization that works with 16 member states to improve preK-12 and higher education. He works with governors, legislators, educators, and other leaders to improve state education policies and practices.



James Viggiani (Ed.D. '78, Educational Administration) recently retired from his position as a principal in the Prince William County Public Schools in Manassas, VA. He is working for Old Dominion University

teaching and supervising student teachers in the Military Career Transition Program at Fort Belvoir (Army) and Quantico Marine Corps Base.



Paul Wietig (Ed.D. '79, Curriculum Planning) retired in 2007 as the deputy superintendent and interim superintendent of schools for the Amherst Central School

District. He is currently the core curriculum coordinator for the School of Public Health and Health Professions at UB.

'80s



Lisa Albrecht (Ph.D. '84, English Education) is an associate professor in the School of Social Work at the University of Minnesota,

where she has been a faculty member for 20 years. She is currently developing and implementing a new university-wide undergraduate minor in social justice.



Claudia Chiesi (Ph.D. '86, Social Foundations) is a senior consultant for her own firm, Legacy Alliance Associates, which specializes in organizational development and environmental issues in the U.S. and Canada.

She is also the executive producer for Siren Studios' documentary film on human rights, "The Sugar Babies."



Andrea DeCapua (Ed.M. '80, Foreign Language Education) is an assistant professor in the Graduate School at the College of New Rochelle, focusing on multilingual/multicultural education. She is also an adjunct assistant professor in the Steinhardt School of Education at New York University.

Teri Friedman (M.S. '82, Rehabilitation Counseling) is the director of the outpatient chemical dependence program and the continuing day treatment program at St. Vincent's Hospital in Manhattan.



Jeffrey Garverick (M.L.S. '83, Library Science) is the chief of library services at the Wilmington VA Medical Center in Wilmington, DE.



Ellen McGregor (Ph.D. '88, Educational Psychology) is a research advanced analyst in the Office of Planning and Institutional Research at Pima Community College, AZ.

She is active in state, regional, and national associations and frequently presents at conferences.



Winifred Morrison (Ph.D. '84, Research and Evaluation) received an Alumni Service Award from Buffalo State College for her service to the college and to humanitarian

causes in the community. She also had a Special Services Library at Canterbury Woods dedicated to her, to honor her efforts in establishing library and media services for persons with disabilities.



Steven Rubinstein (Ed.M. '83, Counseling and Human Services) is a partner with the law firm of Damon & Morey LLP in Buffalo. He practices in the firm's

Business and Corporate Law Department, and in the firm's Health Care Practice Group.



Michael Sheldon (Ed.D. '88, Curriculum Planning), professor of childhood education and internship coordinator at the University of South Florida, Sarasota, was given

the 2008 Outstanding Professor Award by graduating seniors at commencement. He retired from Fletcher Elementary School in the City of Tonawanda, NY, after 17 years as principal.

Alumni News

'90s

George Bowles (Ed.M. '95, Educational Administration) is the executive director of Good Works Youth and Adult Services in Charlotte, NC.



Patrick Gallo (Ed.M. '90, English Education) is teaching English language and communication skills courses, writing courses, and presentation skills courses at the Centre for English Language Communication, National University of Singapore.



Greg Gibbs (Ph.D. '95, Educational Administration) is the program director and assistant professor for educational leadership at St. Bonaventure University. He recently presented "Using Authentic Data as a Pedagogical Tool in Educational Leadership Projects" at the National Student Teacher Supervision Conference at Slippery Rock University, PA.

Anne-Marie Gordon (M.L.S. '91, Library Science) is a library media specialist at the Livonia Primary School, Livonia, NY. She is a National Board Certified Librarian and the Genesee Valley BOCES Education Champion, 2008.

S. Maxwell Hines (Ph.D. '96, Science Education) is a full professor and the coordinator of elementary education in the School of Education and Human Performance at Winston Salem State University, NC. Previously, she served as the graduate director of secondary science education at Hofstra University, Hempstead, NY.



Tamar Jacobson (Ph.D. '97, Elementary Education) is the chair of the Department of Teacher Education and the coordinator of early childhood education at Rider University, NJ. She is also serving a three-year term (2007–2010) as a member of the Consulting Editors Panel for the National Association for the Education of Young Children.



Donna Kaputa (Ph.D. '94, Social Foundations) is an assistant professor in the Department of Computer and Information Systems at Erie Community College (ECC). She helped develop and direct two grants that were awarded to ECC from the National Science Foundation; each grant totaling over \$400,000.

Gina Koel (Ed.M. '99, Elementary Education) has been a third grade teacher in Cheatham Hill Elementary School, Marietta, GA, since 1999. She received an Ed.S. (education specialist degree) from Georgia State University, Atlanta, in 2005.

Helen Kress (Ph.D. '96, Social Foundations) is an assistant professor of adolescent education at D'Youville College in Buffalo, NY. In 2005, she won a faculty fellowship to conduct research for the summer at the NASA center on Edwards Air Force Base, CA.

Marcia Liss (Ph.D. '91, Counseling Psychology) maintains a part-time practice in Rhode Island, specializing in rehabilitation, disability, and medical illness, while also being a stay at home mom. Her husband, John O'del, also a UB alumnus, is an assistant professor at Rhode Island College.

Laura Meyers (Ph.D. '96, Social Foundations) has accepted the position of CEO of Planned Parenthood of Metropolitan Washington, DC. Previously, she held the position of CEO of Planned Parenthood of Western New York.



Carol Nottingham (M.S. '90, Rehabilitation Counseling) is a trainer for the UB Research Institute on Addictions. She is currently a member of a training team examining behavioral interventions on couples through a National Institute on Drug Abuse funded study.



Pamela Rose (M.L.S. '95, Library Science) is the web services and library promotion coordinator for the UB Health Sciences Library. She has been involved in numerous community activities that involve animals, including her work as a docent and a ball python handler at the Buffalo Zoo.



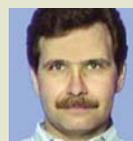
Gail Staines (Ph.D. '93, Social Foundations) is the assistant provost for university libraries at Saint Louis University, MO. She recently co-authored *Social Sciences Research: Research, Writing, and Presentation Strategies for Students* (Scarecrow Press).



Jason Tan (Ph.D. '96, Social Foundations) is an associate professor in policy and leadership studies at the National Institute of Education, Singapore. He continues to publish actively in the field of education reform and was recently interviewed for WBFO-FM 88.7, UB's National Public Radio affiliate.



Carol VanZile-Tamsen (Ph.D. '96, Educational Psychology) is a research analyst in the UB Office of Institutional Analysis, where she designs surveys and conducts research studies related to UB students and programs. Previously, she was a data manager/statistician at the UB Research Institute on Addictions.



Brian Zelli (Ed.M. '90, General Education) is a senior database administrator at the Roswell Park Cancer Institute. He has also been an adjunct faculty member at UB for the last 13 years and recently began teaching at Bryant & Stratton College and Trocaire College.

'00s



Ursuline Bankhead (Ph.D. '07, Counseling/School Psychology) is the psychologist for the Home Based Primary Care team at the Buffalo VA Medical Center. She visits homebound veterans, administers cognitive assessments, and provides psychotherapy services.



Joseph Casazza (Ed.D. '04, Educational Administration) is enjoying retirement as an educational consultant and as the president of the Graduate School of Education Alumni Association. Previously, he was the director of curriculum, instruction, and special education for the Barker Central School District.



John Diodate (Ed.M. '07, Educational Administration) has been appointed the principal of Thomas Marks Elementary School in the Wilson Central School District.

Previously, he was the assistant principal at Lewiston-Porter High School, Youngstown, NY.

Monica Farrar (M.S. '04, Rehabilitation Counseling) started a private practice in Williamsville, NY, in January 2005 that is continuing to grow. Since May 2006, she has also been an adjunct professor in the psychology program and the Education Department at Medaille College in Buffalo.



David Forgues (Ph.D. '05, Higher Education) is the director of new student programs at Northern Arizona University. He was recently elected for a three-year term

to the board of directors for the National Orientation Directors' Association.

Lori (Granchelli) Panaro (Certification '06, School District Leadership) is the associate dean of instruction at Bryant & Stratton College, Orchard Park, NY, where she oversees the distance education program, as well as faculty.



Michael Kiener (Ph.D. '04, Counselor Education) is the coordinator of the rehabilitation counseling program in the School of Health Professions at Maryville University, St. Louis, MO.



Kazue Masuyama (Ph.D. '02, Foreign and Second Language Education) is an assistant professor of Japanese at California State University, Sacramento. She received the

2006 National Council of Japanese Language Teacher Award, College Level and a 2005 Foreign Language Association of Greater Sacramento Outstanding Teacher Award.

John McCarthy (Ed.M. '07, Teaching English to Speakers of Other Languages) is currently teaching in Japan through the JET Programme. Established in 1987, the Japan Exchange and Teaching Programme invites university graduates from overseas to participate in international exchange and foreign language education throughout Japan.



Davina Moss-King (Ph.D. '05, Counselor Education) dissertation, "Unresolved Grief and Loss Issues Related to Substance Abuse," was used as a source of information on

the A&E Television Network show *Intervention*. Moss-King also reports that she has a baby girl, Nia Janee King.

R.J. Multari (Ed.M. '00, Educational Administration) is the director of advisement and an adjunct instructor of urban planning at the UB School of Architecture and Planning. He has been asked to review the second edition of an environmental education textbook by Robert Cox, *Environmental Education in the Public Sphere* (SAGE).



Melissa Palmucci (Ed.M. '04, Student Affairs Administration) is the director of MBA programs at the University at Albany, NY. She was recently nominated the chapter leader

of the UB Alumni Chapter in Albany, which received official UB Alumni Association board approval in May 2008.

Gouranga Saha (Ph.D. '01, Science Education), associate professor at Lincoln University of Missouri, was listed as Who's Who Among America's Teachers in 2007. He recently received a three-year Teacher Quality Grant for \$583,332.



Junko Sasaki (Ed.M. '08, Teaching English to Speakers of Other Languages) is a lecturer at Hosei University and Ueno Gakuen Music University in Tokyo. At Hosei, she is

teaching engineering students how to improve their TOEFL scores and at Ueno Gakuen, she is teaching English communication to junior college music students.

Bruce Shields (Ph.D. '00, Educational Administration) is an associate professor in the Education Department at Daemen College. Since 2000, he has also been teaching an online class in human services administration at UB.

Touorouzou Some (Ph.D. '07, Social Foundations) is an assistant professor at D'Youville College, where he teaches foundations of education, critical issues in education, and multicultural education. During the 2007-2008 academic year, he also taught the Dagara language (Burkina Faso) to graduate students in the UB Department of Linguistics.

Marla Somov (Ph.D. '00, Counseling Psychology) is an assistant professor in the Department of Psychology and counseling at Carlow University, Pittsburgh, PA., and has a part-time private practice as a licensed psychologist. Previously, she was the associate director of the Duquesne University Counseling Center, also in Pittsburgh.



Pavel Somov (Ph.D. '00, Counseling Psychology) has transitioned to an independent private practice in Pittsburgh, PA, following his work directing a drug and

alcohol rehabilitation clinic at a county jail and as a member of a group private practice. Additional information about his private practice and publications is available at www.drsmov.com.



Mark Szafnicki (Ed.M. '00, Elementary Education) is the director of athletics at The Gow School in South Wales, NY. He is also a certified tennis professional with the United States Professional Tennis Association and has won three straight city open

doubles titles with former teammate and UB alumnus, Ken White.

Tina Wagle (Ph.D. '03, Social Foundations) is the recipient of a SUNY Chancellor's Award for Excellence in Faculty Service for the 2007-2008 academic year. She is an assistant professor and the program chair for the Master of Arts in Teaching degree program at Empire State College.



Ted Yeshion (Ph.D. '06, Science Education) is an associate professor of political science and criminal justice and an associate professor of forensic chemistry

at Edinboro University, PA. He has testified as an expert witness in hundreds of criminal and civil litigation cases in the areas of forensic serology, DNA analysis, and crime scene reconstruction.

Diversity and Multicultural Education in GSE

BY MAEVA LOPEZ

Consistent with the intellectual themes identified by the Graduate School of Education's envisioning committee (available at www.gse.buffalo.edu/alumni/edu.asp), the school has



MAEVA LOPEZ

created the position of associate director for school and community research and development. In this new position, I will provide teacher education students in GSE with practical opportunities to explore diversity and multicultural education. In collaboration with the Teacher Education Institute staff, I am organizing two major initiatives; both are aligned with GSE's teacher education goals to

prepare students to become knowledgeable, skilled, reflective, committed, and caring teachers able to reach a diverse student body through the application of effective educational practices.

The first initiative is the creation and piloting of the course Multicultural Community Immersion (LAI 687) during the Fall 2008 semester. This course will cultivate in students the skills and

dispositions required to become responsive educators through direct experiences with culturally, ethnically, and/or linguistically diverse people. Coursework will also include the study of and reflection on related professional literature.

The second initiative is aimed at strengthening the relationship between GSE and local schools by creating an ongoing professional development program focused on diversity. Teachers will be guided through the process of developing their own learning communities to explore the multicultural issues impacting their schools and to conduct action research. We also anticipate that teachers will build up their repertoire of effective educational practices to enhance student learning and share their gained expertise with our pre-service teachers.

I believe that these and future initiatives supportive of GSE's commitment to diversity and multicultural education will provide our pre-service educators with multiple and valuable educational experiences, which in turn will prepare them for exceptional careers in education. ●

Maeva Lopez is the associate director for school and community research and development for the Graduate School of Education.

LIBERTY PARTNERSHIPS PROGRAM

The Liberty Partnerships Program (LPP) is a premier provider of drop-out prevention services and opportunities in Buffalo and Erie County for youth enrolled in grades 5–12 who are at-risk of dropping out of school. Situated within the Graduate School of Education's Office for University Preparatory Programs, LPP is supported by world-class faculty, staff, and institutional resources.

Liberty Partnerships serves over 600 students from Buffalo and Western New York. Services include academic support and intervention; after-school program; summer recreation; cultural enrichment; community service; governmental participation and awareness; career development; SAT and Regents Exam preparation; college admissions and financial aid counseling; and college tours.

This year marks the 20th year that Liberty Partnerships has been serving the community. Recent successes include a 100% graduation rate and a 95% college acceptance rate for the 2008 high school senior class. Through the years, LPP students have earned academic merit scholarships and grants, arts scholarships, and athletic scholarships, as well as achieved a variety of awards including the President's Education Award, National Honor Society, New York State



Director Michael Gayle (back row right), along with Liberty Partnership juniors and seniors, met with Assemblywoman Crystal Peoples (D-Buffalo) (second row left) during a 2007 field trip to the New York State Assembly in Albany.

“Triple C” Award, and the Buffalo Ray of Light Award.

LPP Director Michael Gayle (Ed.M. '06, General Education) believes that the program plays a vital transitional role in the community. “We’re touching the lives of our youth when they’re most vulnerable,” Gayle said. “To be able to provide them with a comprehensive collection of services that will help them remain in school and become successful, has an immeasurable positive affect on our community, and it’s something I’m proud to be a part of.”

WNY School District Spotlight

ORCHARD PARK CENTRAL SCHOOL DISTRICT



Covering approximately 50 square miles, the Orchard Park Central School District (www.opschools.org) includes portions of six adjacent townships: Orchard Park, West Seneca, Hamburg, Boston, Elma, and Aurora. The district serves over 5,200 students through four elementary schools (Eggert, Ellicott, South Davis, and Windom), a middle school, and a high school.

In partnership with students, parents, home, and community, the district's mission is to provide its students an academic environment that fosters discovery and knowledge, and guides students to a sense of quality and integrity; enabling them to assume a role of responsible interdependence within a global society. The district strives to help build lives which can be lived capably, responsibly, and fully.



JOAN THOMAS

The Graduate School of Education is well-represented within the district. Led by Superintendent Joan Thomas (Ed.M. '71, Science Education), over 13% of the teachers and administrative staff are GSE alumni. The alumni administrators are: Jennifer Curci (Ed.M. '99, Educational Administration), middle school principal; Catherine Marriott (M.L.S. '74, Library Science), director of

technology; Cameron Morton (Certification '05, School Business and Human Resource Administration), assistant superintendent for human resources and administration; and Christine Rassow (Ed.M. '91, Elementary Education N-6), South Davis principal.

The district is proud of its accomplishments, which include performing well above state and national levels on all assessment tests and holding awards in regional, state, and international creativity and problem-solving competitions. Currently, the district is ranked fourth in the *Business First* ranking of Western New York school districts. In 2007, Eggert Elementary School received a No Child Left Behind National Blue Ribbon Award from the U.S. Department of Education, and the Quaker Marching Band was named state champion at the New York State Field Band Conference.

Superintendent Thomas is excited about the district's past successes and has a clear vision for the future. "We've invested heavily in several initiatives to increase student achievement including curriculum mapping, development of common assessments, and professional development," said Thomas. "I'm confident that through the efforts of our dedicated teachers and professional staff, we will continue to improve student learning both in and outside the classroom, which is ultimately the district's number one priority."

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, you can sign up for lifetime e-mail forwarding, search for jobs, and communicate with fellow alumni,
2. Visit GSE's **Keep in Touch** page, 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!

Center Assists Struggling Readers for 35 Years

BY DEBRA DECHERT



A student shares a storyboard he wrote with other students and clinicians.

CLaRI, the Center for Literacy and Reading Instruction (www.clari.buffalo.edu), was established in 1963 by William Eller, a professor in the Department of Learning and Instruction (LAI). Since the center's inception, the major focus of our work has been in the areas of research, teaching, and service. Our goal is to bring success to children who are struggling to read or write. Through research, diagnostic evaluation, instruction, and planning for reading and writing success, we support children, their parents, and their teachers in traditional and digital literacies. We are committed to education for all children, regardless of socioeconomic, linguistic, cultural, religious, racial, or ethnic background.

The center's research, teaching, and service efforts focus on three areas:

- **Literacy and Diversity: Social Justice.** We are passionately committed to education for all children. In particular, we are interested in exploring ways that children at risk of being marginalized or disregarded by schools can become successful academic learners while maintaining their core identities.

- **Literacy and Multimodality: New Literacies for New Times.** The availability of new technologies has precipitated an increasing interest and awareness in multiliteracies and alternatives to print-based forms that have previously dominated schools. Progress in digital technology affords an opportunity for learners to draw together multiple modes (e.g., sound, image, movement, and color). We investigate the ways these changes influence the socio-cultural and cognitive worlds of children, youth, and teachers.

- **Teacher Education and Professional Development: A Mandate for Higher Education.** Ultimately, we seek to provide superior training for all teachers. Our site-based reading clinic provides graduate students with supervised experiences in diagnostic evaluation and one-on-one instructional interventions for struggling readers. Our school-based clinic extends this learning through supervised small group literacy instruction of children who have been identified as needing extra support in their literacy learning and development.

The primary charge for research universities such as UB is to generate high quality scholarship, and we are keenly aware that research serves the higher goal of improving the lives of children and teachers. Our current research agenda in our site-based clinic explores the use of digital video as a tool for enhancing graduate students' ability for reflective thinking and increased effectiveness in decision-making and problem solving. In addition, we continue to provide services in school-based sites such as Maryvale Primary School, Maryvale Intermediate School, and Windermere Boulevard Elementary School. In these sites UB students and classroom teachers, through CLaRI-supported research and university support, make the best use of our resources to help children who need it the most. ●

Debra Dechert (Ph.D. '07, Reading Education), associate director of CLaRI, is honored to work with LAI literacy colleagues **Mary McVee**, director of CLaRI; **Fenice Boyd**; **Maureen Boyd**; **Lynn Shanahan** (Ph.D. '06, Reading Education); and **Mary Thompson**.

A pdf version of the CLaRI tri-fold informational brochure is available at www.gse.buffalo.edu/alumniedu.asp.



Students discuss their favorite books during the Book Hook activity.

New Faculty

DEPARTMENT OF LEARNING AND INSTRUCTION



Maureen Boyd—Assistant Professor
Boyd was an assistant professor at Binghamton University, State University of New York, prior to joining the department. Originally from Ireland, she earned her Ph.D. in language and literacy from the University of Georgia. Her research interests are in teacher questioning and elaborated student talk in the classroom.



David Bruce—Associate Professor
Bruce previously taught at Kent State University, where he also received his Ph.D. in curriculum and instruction. His research interests, informed by 11 years of high school teaching, are in the use of multimodal literacies in the English language arts classroom and in teacher education.



James Cercone—Clinical Instructor
Cercone taught English in the Cheektowaga Central School District for 12 years, where he served as the English department chairperson and diversity coordinator for the high school. His dissertation research is examining the literacy practices of diverse working class students in a digital video composing English class.



Ming Ming Chiu—Professor
Chiu earned his Ph.D. in mathematics education from the University of California, Berkeley. After inventing two statistical methods (statistical discourse analysis, multilevel diffusion curves) at the Chinese University of Hong Kong, he identified inequality mechanisms that harm both privileged and disadvantaged students. Chiu is currently examining classroom conversations, student learning across countries, and corruption (e.g., banks, firms, and music).



Anastasia Riazantseva—Assistant Professor
Riazantseva has worked as a senior research scientist at UB's Pre-K Mathematics Learning Lab and as an assistant professor at Queens College of the City University of New York. She received her Ph.D. in second language education from UB. Her research interests are assessment, second language literacy, and teacher education.



Sarah Robert—Assistant Professor
Robert earned her Ph.D. in educational policy studies from the University of Wisconsin-Madison with specializations in gender studies, curriculum and instruction, and comparative and international education. Her research explores the relationship of educational labor, gender, and reform. Certified as a secondary-level social studies educator, she previously taught in the U.S., Costa Rica, and Argentina.



Lynn Shanahan—Assistant Professor
Shanahan first joined the department in Fall 2005 as a clinical assistant professor, after serving as an assistant professor in the Department of Education at Daemen College. She received her Ph.D. in reading education from UB. Her research interests are in using technology to better understand students' literacy skills and helping teachers adapt their instructional practices to the specific needs of their students.



Noemi Waight—Assistant Professor
Waight earned her Ph.D. in science education from the University of Illinois at Urbana-Champaign. Her dissertation examined the transformations of technological tools as they are moved from scientific practice to the science classroom and the impact of these transformations on the enactment of "authentic inquiry" in high school science classrooms. Previously, Waight was a high school science teacher in Belize.

DEPARTMENT OF EDUCATIONAL LEADERSHIP AND POLICY



Nathan Daun-Barnett—Assistant Professor
Daun-Barnett received his Ph.D. in higher education administration from the University of Michigan, Ann Arbor. His research focuses on college access, specifically how policies influence the transition from high school to college. Previously, he was the director of university relations and policy research for the Presidents Council, State Universities of Michigan.

DEPARTMENT OF LIBRARY AND INFORMATION STUDIES



Valerie Nessel—Assistant Professor
Nessel earned her Ph.D. from the School of Information Studies at McGill University, Montreal. Her area of specialization is the information-seeking behavior of elementary school students within an educational context. She has extensive experience working with intergenerational teams to design web portals for children.

July 1, 2007–June 30, 2008

THANK YOU TO OUR LOYAL ALUMNI, CORPORATIONS, FOUNDATIONS, AND FRIENDS!

Your generous gifts have allowed the Graduate School of Education to better serve our community through groundbreaking preK-16 research. Through the continuing contributions of corporations and foundations, our school has become a recognized leader in cutting edge initiatives on technology, literacy, professional development, and evidence-based counseling therapies. The Graduate School of Education family thanks you for your wonderful generosity.

Mary H. Gresham

Dean, Graduate School of Education

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GSEAA PRESIDENT'S MESSAGE

Fellow Alumni,

When I accepted the duties as president of the GSE Alumni Association, I was fortunate to be part of a board of directors that was dedicated to providing programming and events designed to assist our alumni, students, and staff. We are fully committed to involving alumni from all GSE departments in helping us to achieve that goal. We therefore invite you to join our efforts in a capacity that suits your needs and talents.

Our first major event, the 3rd HIRE Education Conference, was held on November 15, 2008. I offer my thanks to those organizations and individuals who gave their time, experience, and expertise in helping our students and alumni with the myriad of employability issues that exist in these difficult economic times.

We have also created a brochure that outlines the mission, organizational purpose, and present and future benefits of active membership in GSEAA. The brochure also seeks information concerning your willingness to become involved with GSEAA

activities. It is available on the GSE website at www.gse.buffalo.edu/alumni/brochure.

Finally, we have developed a questionnaire designed to gather your opinions on the direction GSEAA might take concerning activities and services. This survey can be completed online at www.gse.buffalo.edu/alumni/survey. We urge you to complete this survey so that you can become actively involved in the planning of future GSEAA activities.

Thank you and feel free to contact me at ubgseaa@gmail.com.

All the best,

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



JOSEPH CASAZZA

A pdf version of the GSEAA tri-fold informational brochure is also available at www.gse.buffalo.edu/alumni/edu.asp.

Leading for Success in High Need Schools: Comparative Perspectives

continued from page 3

By 2007, ISSPP had produced 65 case studies. Complete country reports and analyses can be found in a 2005 special issue of the *Journal of Educational Administration*, that I co-edited with Christopher Day and Ken Leithwood, and *Successful Principal Leadership in Times of Change: An International Perspective* (2007), co-edited by Day and Leithwood. As of 2008, additional research teams from Cyprus, Israel, Mexico, New Zealand, Slovenia, South Africa, Turkey, and three other U.S. institutions (University of Texas at San Antonio, Vanderbilt University, and the University of Arizona) have either already begun developing cases or are soon to join the project.

Among the 65 cases conducted by ISSPP, 13 from the U.S., Australia, and England were in high poverty communities, and the key findings from these cases indicated similarities and differences among the principals studied. Similarly, the principals focused explicitly on the needs of students and improving the learning environment, as well as engaging teachers in professional dialogue and development, and involving parents and other community members in school activities and decision-making.

Differences across the three countries included direction setting. The U.S. set goals more directly linked to state and local testing assessed annually, so they tended to take a relatively shorter-term perspective on school goals than their Australian counterparts, who focused more on learning over a lifetime. Another difference was that English head teachers fostered collaboration through teamwork, Australian principals relied more on distributed governance, while Americans tried to de-privatize teaching practice.

Given the limited number of case studies in high need schools, we do not know whether these differences actually represented contextual differences, simple happenstance, or the conceptual orientation of the researchers involved. Regardless, these analyses are worthy of further investigation. ●

The commissioned report to the New York State Education Department; an article by Leithwood summarizing the 65 case studies conducted by ISSPP; and an article by Jacobson detailing the research in 13 high poverty elementary schools are available at www.gse.buffalo.edu/alumni/edu.asp.

Does a Gift Annuity Fit Into Your Portfolio?

BY WENDY IRVING



WENDY IRVING

As the market continues to experience wild swings, more and more individuals are turning their focus to charitable gift annuities to improve their current financial status and secure income for life. Gift annuities are one of the oldest gifting arrangements between charities and donors and the popularity of gift annuities continues to grow. Here's why:

- **They offer guaranteed fixed income for life.** Charitable

gift annuity rates are determined by one's age. The general rule of thumb: the older the donor, the higher the rate. As an example, someone who is 70 years old could lock in a nice 6.1% return for the rest of his or her life. Once established, gift annuity rates are set in stone, and are not affected by market conditions whatsoever.

- **Tax breaks are another plus.** Individuals who establish charitable gift annuities are subject to significant tax deductions right off the bat. Let's use the example of our 70-year-old donor who just established his or her gift annuity. Based on a \$10,000 gift annuity (that's often the minimum amount needed to fund an annuity), our donor would earn nearly a \$4,000 deduction to offset income taxes. The deduction can be taken for the same year in which the gift was made.

- **They can be funded with various types of assets.** Charitable gift annuities can be funded with assets other than cash. A UB donor recently set up a gift annuity with appreciated stock. In addition to enjoying all of the usual "perks" associated with gift annuities (guaranteed fixed income, tax deduction, supporting a good cause), this donor reduced the capital gains taxes that he

would have paid under other circumstances, had he not established the gift annuity.

- **You've got options.** Do you think you're too young to set up a gift annuity? I met a 50-year-old donor who wanted to set up a gift annuity. After exploring our options, we determined that a *deferred* charitable gift annuity would pay over 18%—every year for the rest of her life—beginning when she's 73 years old. Additionally, she benefited through a tax deduction in the year that the gift was made. Furthermore, this particular donor expects to be in a different tax bracket at age 73, making the deal even better.

Another individual who I met with expressed interest in establishing a gift annuity that would provide income for him and his wife and support the Graduate School of Education. We decided that a *two-life* gift annuity was their best option. In a two-life gift annuity, rates are slightly lower due to the fact that payouts will likely go on longer. While two-life gift annuities are typically established by a husband and wife, you need not select a spouse as the second beneficiary.

While charitable gift annuities are certainly not for everyone, you owe it to yourself to learn more to see if a gift annuity makes sense for you. The American Council on Gift Annuities (www.acga-web.org) has a number of resources that will give you additional information on gift annuities. UB's Office of Gift Planning (<http://giving.buffalo.edu/planned>) provides an interactive gift calculator to determine how much a gift annuity would generate for you and determine what your tax deduction would be. I encourage you to give us a call to see if a charitable gift annuity is a good option for you. You might be pleasantly surprised. ●

Wendy Irving, Esq. (Ed.M. '91, College Counseling and Student Personnel Work) is the assistant vice president for gift planning, UB Office of Gift Planning; (716) 881-7484 or toll-free (877) 825-3422.

ANSWERING THE CALL



PHILLIP SMITH

This is the time of year when you will likely receive a telephone call from a UB student asking you to donate money to the university. There is a reason that you're receiving this call—you are a member of our intellectual family and we need your help. The donations that you give to the Graduate School of Education support the work of our scholarly faculty, and help provide student scholarships that make our quality education more affordable.

I can assure you that the UB tradition of excellence is very much alive in our school. In today's economic

landscape, providing the opportunity for UB to draw the best and brightest students is important for the continuation of the standard of excellence that you and current students have come to expect.

Ben Franklin once said, "An investment into knowledge pays the best interest." As you look to invest your hard earned dollars, think of education—a commodity that always holds its value. Education is never affected by the kinds of speculation we have seen in the stock market this past year. An investment in education provides a return for a lifetime and beyond.

Phillip Smith (Ed.M. '76, Physical Education) is the director of development for the Graduate School of Education.

Commencement and Awards 2008



Dean Mary Gresham with June Crawford

Graduates celebrated their achievements on May 9. The morning commencement began with the traditional academic procession and concluded with a reception for our newest alumni and their families and friends. The school was honored to have UB President John Simpson confer degrees during the ceremony.

Honored that day along with the graduates were five individuals: Marcia Scherer received the James Hansen Humanitarian Award; Gail Johnstone was the recipient of the Dean's Service Award; June Crawford received a GSE Distinguished Alumni Award; Priya Pinto was presented with the Delbert Mullens Thinking Outside the Box Award; and Gerard Rooney was the recipient of the Edwin Duryea, Jr. Higher Education Memorial Award (see back page for additional commencement photos).

GSE DISTINGUISHED ALUMNI AWARD

JUNE CRAWFORD

(Ed.M. '77, Reading Education)

June Justice Crawford is retired from the National Institute for Literacy, U.S. Department of Education, in Washington, DC. At the federal level, she directed the Bridges to Practice teacher training program for teachers of adults, and developed a certification program that is currently being utilized by 46 states for teachers in adult literacy programs. Other federal work included working with reading and writing researchers from universities across the U.S. in reviewing research in adult literacy and determining guidelines for the literacy field.

DEAN'S SERVICE AWARD

GAIL JOHNSTONE

Gail Johnstone retired from the presidency of the Community Foundation for Greater Buffalo in November 2007. During her almost 11-year tenure, more new funds were established at the foundation than over its prior 78-year history, and its total assets grew by more than 150%. Divisions of the foundation were established in Niagara and Wyoming counties, and annual community grants and scholarships grew from \$1.5 million to over \$9 million.



Gail Johnstone



Marcia Scherer (right) with Carolyn Hansen, wife of the late professor James Hansen

JAMES HANSEN HUMANITARIAN AWARD

MARCIA SCHERER

(M.S. '77, Rehabilitation Counseling)

For the past 20 years, Marcia Joslyn Scherer has had a distinguished professional and scholarly career. She created the Institute for Matching Person & Technology to better match users of technology with the most appropriate devices for their use. Through research, assessment, training, and consultation, her company is enhancing independence for persons with disabilities, helping students learn in classrooms, and improving job performance and productivity in the workplace.



Photos – left to right, from the top:

1. A newly conferred Ph.D. graduate is hooded during the commencement ceremony.
2. President Simpson applauds graduates after conferring their degrees.
3. Libby Duryea, wife of the late professor Edwin Duryea, for whom the Duryea Memorial Award was created to honor, with award recipient Gerard Rooney.
4. Joseph Casazza, president of the GSE Alumni Association, delivers a message to the school's newest alumni.
5. Priya Pinto (left), newly conferred Ph.D. graduate in counselor education and this year's recipient of the Delbert Mullens Thinking Outside the Box Award, with Mary Rossberg, wife of the late professor Robert Rossberg, for whom the award was created to honor.
6. The reception was held in the UB Center for the Arts Atrium.
7. (l to r) Emeritus professors Al Pautler, Herb Foster, and Rod Doran sharing memories.
8. The Buffalo Select Chorus with a musical tribute to the graduates, led by Director Linda Appleby (seated at piano).
9. Gerard Rooney, newly conferred Ph.D. graduate in higher education, receives the Edwin Duryea, Jr. Higher Education Memorial Award from Dean Gresham.



Commencement photographs by William Belz

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

Graduate School of Education
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Permit #311

.edu, the Graduate School of Education Alumni Newsletter, is published twice a year by the University at Buffalo Graduate School of Education Office of the Dean and is supported, in part, by alumni contributions.

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