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ALUMNI NEWSLETTER

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



SPECIAL ISSUE: RESEARCH IN GSE

FALL/WINTER 2009

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## Transforming Lives Through Research

"UB is a premier, research-intensive public university dedicated to academic excellence." This statement is the signature description of the University at Buffalo. Research is central to the mission of UB because it plays an integral role in the education process.

"Research discerns the variables at play in educational and informational situations and the causal and other relationships among these variables," said Dagobert Soergel, professor and chair of the Department of Library and Information Studies. "It arranges these variables and relationships into structures to form theories that in turn let us understand educational and informational situations, why they work or do not work, and provides a framework for learning. A vibrant research environment can elevate the quality of education students receive."

According to John Dewey, there are instrumental and interpretive uses of research. Instrumental uses are the more familiar guidelines or prescriptions for practice. "More important at a major research university like UB," said Catherine Cornbleth, professor in the Department of Learning and Instruction, "are the interpretive uses of research to help us see situations and problems in new ways and to generate constructive hypotheses to be tested in our own practice. This is the cutting edge of research."

The scope of research in GSE spans more than 40 academic programs, and its impact is evident at numerous levels. "Significant and far-ranging research in the Graduate School of Education contributes in myriad ways to the overall quality of our university research," said UB President John Simpson. "Furthermore, investigations in such diverse areas as early math education, ADHD, reading comprehension, and the Buffalo Public Schools Leadership Project contribute directly to our strategic strength of civic engagement and public policy."

"Recent years have seen a turn in educational research to a focus on actual school policies and practices," noted Jeremy Finn, professor in the Department of Counseling, School, and Educational Psychology (CSEP). "Scholars in GSE have made significant contributions to identifying problems in American education and proposing solutions to those problems—for example, racial and gender achievement gaps that remain large, student disengagement and dropping out, and early-grade practices to increase student achievement and attitudes. Continued work in these areas is having an impact on education processes both locally and nationally."

Regarding national impact, Douglas Clements, SUNY distinguished professor in the Department of Learning and Instruction, said "Research in mathematics education at UB has directly influenced three projects that have defined standards for early and elementary mathematics in the U.S. This work has also provided guidelines and vision for what 'research-based' curriculum and education could mean." LeAdelle Phelps, professor in CSEP, added "The investigations of GSE faculty members influence a broad spectrum of service across the life span, ranging from effective teaching strategies to improved leadership models to better mental health interventions for children and adolescents."

The overall importance and lasting effect of GSE research is perhaps best described by Stephen Jacobson, GSE associate dean for academic affairs and professor in the Department of Educational Leadership and Policy: "Research is the lifeblood of GSE; it is what informs our teaching and connects us to the field of practice. The quality of our research is what enables us to prepare educational professionals with the confidence that, in concert, our work and their work will help transform the lives of future generations." ●

Above: Douglas Clements explores a mathematical concept in an early childhood classroom.

TRANSFORMING LIVES THROUGH EDUCATION

# Dean's Message

Mary Gresham (third from left) attends a meeting with Fortidas Bakuza (left), national coordinator for the Tanzania Early Childhood Development Network.



In July, I had the opportunity to travel to Tanzania to hear about some of their educational challenges, especially as they pertain to girls for whom there is little accommodation beyond the elementary levels. Tanzania has recently begun to make education mandatory because they realize, as do most countries today, that to invest in its human capital is the surest way to support the growth of the nation. It was encouraging to hear one educational leader say that educating girls is the way to educate the nation! Former Tanzanian President Julius Nyerere said, "Education is not a way to escape poverty, it is a way of fighting it," and I believe that, given the current view of the Tanzanian Ministry of Education, his legacy lives on. In GSE, we have faculty whose research interests allow them to give as much as they gain when conducting research in other countries. Both Tanzania and China present many

opportunities for both learning and contributing, and we look forward to following-up on some of the opportunities presented by both of these countries very soon.

Research in the academy provides one way of making a contribution to society by finding answers and possible solutions for the important questions of the day. But perhaps even more important is the underlying commitment to making a difference, the desire to have a positive impact in the world; this is the motivation for the research that energizes GSE. Research is painstaking work: it involves understanding the right

questions to ask, it is meticulous measurement and careful observation, it is often trial and error and the development of innovative strategies, and it is the sometimes obscure finding that will ultimately provide the wisdom we seek.

I cannot think of a more important mission than that of improving public education in this country. The 1983 report, *A Nation At Risk*, attempted to get the nation's attention about the crisis in public education, stating "Our once unchallenged preeminence in commerce, industry, science, and technological innovation is being overtaken by competitors throughout the world...the educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a Nation and a people." We hear the same assertions today, and it is no less true. It is believed that had those who dropped out of high school in 2007 graduated instead, more than \$329 billion would have been realized over the working life of these individuals. Over the next 10 years, if current drop-out trends persist, analysts project a loss of about \$3 trillion to the U.S. economy. Considering the deeper ramifications of an undereducated public in a democracy, the picture is grim indeed.

In this issue, we are sharing selected examples of the research that is being directed by faculty from each of the four GSE departments. In the vision for GSE, it is stated that "GSE ... (has)... a social mission in the public interest." It is in the public interest to engage students in the educational process, especially

those that are leaving schools in droves. Our research seeks to find ways to engage students in order to help them excel academically. We believe that we can make a difference, and we are committed to helping overcome the crisis in public education through professional commitment and focused research.

One final note—because of the failure of far too many U.S. public schools, there has been a lot of speculation in both policy-making bodies and in the media about the value of schools of education; there are questions about the preparation that teachers receive. Many times, these same individuals point to the gains made by other countries, but they fail to acknowledge the massive investments in education and in the professionalization of teaching that said countries make, unlike in the U.S. It is easy to point a finger, but very often it is both uninformed and unhelpful. Neither schools of education nor preK-12 systems alone can adequately address the challenges presented by public education; rather, a collaborative, mutually supportive partnership between these two is required.

There are myriad reasons for the poor performance of students, and most of them cannot be attributed to the preparation of teachers. Between the graduation from schools of education and student test performance, there are any number of factors that contribute to poor student performance in schools: antiquated schedules in schools (did you know that high school students learn best later in the day, while young students are better in the morning?); boring curricula; poverty; racism (both inadvertent and overt [c.f., Steele's research on stereotype threat, or Ladson-Billings on cultural competence in teaching]); inadequate resources; leadership deficits; contractual arrangements that work against excellence and accountability; the lack of functional relationships between preK-12, higher education, and the business sector on behalf of student success; and I could go on and on listing the issues that must be addressed in public education. To ignore these influences is to ignore the realities that absolutely must be dealt with in order to create conditions that enable student achievement and raise questions of whether or not the issues are, in fact, understood at all.

While it may be true that some teacher preparation programs are inadequate, it is not true for every one; moreover, professional preparation in schools like GSE offer research-based curricula coupled with rich experiential opportunities, which produces well-prepared young teachers. There are some things that we know, yet there is much to be discovered—but less than one-half of one percent of the federal education budget is allocated to research. In GSE, our core purpose is to "...inform and prepare a profession to positively shape human development, education, and the information environment in local, national, and global contexts." The UB Graduate School of Education is committed to finding ways to address the challenges in public education, and we are making strides everyday as you will see in the pages that follow. I hope you enjoy this issue of *.edu*. ●

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Dean, Graduate School of Education, University at Buffalo



(l to r) Mary Gresham; Brenda McDuffie, president and CEO of the Buffalo Urban League; and Mara Huber, special assistant to the president for educational initiatives at UB, meet with mute children from the Mara region of Tanzania.

Tanzania photographs by Kevin Crosby

# Focus on Faculty Research

GSE faculty research is having a significant impact on educational theory and practice locally, nationally, and internationally. The following research summaries (through page 9) are examples of the diverse research studies currently underway throughout our four departments. For more information about these and other GSE research projects, please visit the GSE faculty directory pages at [gse.buffalo.edu/about/directory/faculty](http://gse.buffalo.edu/about/directory/faculty).



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Kay Bishop, along with colleagues George D'Elia and Sue Janczak (program assistant, school library media [SLM]) are gathering data for a study to determine how a course specially designed for pre-service SLM students who do not have prior teacher certification affects the instructional skills

of those students. The following research questions are guiding this study: (a) are the instructional competencies of pre-service SLM students who have teaching certification in another area significantly better than those who do not have teacher certification in another teaching area? (b) does taking a specially-designed course in pedagogy make a significant difference in the instructional competencies of pre-service SLM students who do not have teacher certification? and (c) are the instructional competencies of the pre-service SLM students who enroll in the specially-designed course in pedagogy equal to those of students with prior teacher certification?

The number of students who do not have teacher certification when enrolling in the SLM program has been steadily increasing and now equals more than half of those students enrolled. As a result, Bishop and Janczak proposed and developed the content for the course (LIS 538 Pedagogy for School Librarians), which Janczak has been teaching for the past two summers. The course is not required for students without teacher certification, but these students are encouraged to enroll in the course.

According to a recent national survey, 21 states require that students preparing to become school media specialists have prior teacher certification, while 23 states do not have this requirement. The current study will not only help determine whether the instructional needs of pre-service SLM students are being met at UB by LIS 538, but it will also contribute to the national question of whether students enrolling in an SLM program need to have prior teacher certification.



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Julia Colyar has been engaged in a study of low-income students and their transitions to college. While access to college for underrepresented students

has been an important area of research for more than a decade, low-income students' experiences have not been well studied. Further, much of the research related to underrepresented students has been quantitative and looks at outcome measures such as retention rates, grades, or credits completed. Colyar's work is qualitative and focuses on the subjective experiences of students as they move into college environments.

Through interviews, focus groups, and classroom observations, Colyar explores how low-income students perceive the college environment, how institutional practices shape student experiences, and how students navigate the movement between home and campus cultures. Her research also uses a poststructural lens to examine institutional policies related to low-income student experiences and the ways in which higher education policies provide privilege to traditional students. Preliminary findings suggested that transitions to college for low-income students are complicated by their college-readiness identities and, in particular, their hesitations in identifying as college students. Additional complications included the geographic and emotional distance between students and their families/communities, and students' perceived lack of confidence within the college environment.

These findings provide some direction for the types of support low-income students might benefit from as they matriculate into postsecondary settings. Specifically, the findings suggested the importance of creating and valuing connections between institutions and students' home communities. For example, institutions can re-imagine summer orientations so that family members are better engaged in student transitions. Faculty and campus professionals can also provide opportunities for students to connect home communities with coursework via service learning opportunities. Finally, as students work to identify themselves as college-ready, academic support programs can assist students in developing both personal and academic competence.





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Nathan Daun-Barnett focuses on the intersection of state policy and the transition from high school to college.

His research examines factors influencing students' decisions to attend college and their preparation to succeed. In 2008, he was awarded a two-year \$58,000 grant from the state of Michigan to evaluate the state's college access strategy (particularly its development of a college access web portal) as part of the federal College Access Challenge Grant Program. Daun-Barnett was uniquely suited to evaluate Michigan's efforts because he helped to shape the state's college access agenda two years earlier.

In 2006, Daun-Barnett presented a paper to the Association for the Study of Higher Education examining the national "Know How 2 Go" college access marketing campaign. His findings suggested that the web has become an increasingly complicated environment to navigate for prospective college students and parents, that the quality of the information varies considerably from one website to the next, and that as few as one in four websites addressed all four areas identified to affect college access—academic preparation, college cost, social and support networks, and guidance to navigate the application process. He also found that very few of these sites attempted to help students identify where to start in the process or to prioritize which pieces of the access puzzle were most important to them.

Currently, Daun-Barnett is working on a U.S. Department of Education, Institute of Education Sciences grant proposal with two researchers at the University of Michigan to conduct a rigorous evaluation of the Michigan College Access Web Portal. Nearly every state in the nation has purchased or developed similar web portals at a total cost of more than \$2.5 million in development and maintenance costs per state. Loan guaranty agencies, national advocacy groups, and testing companies have developed similar portals, and there is currently no research testing their efficacy. Daun-Barnett continues to examine the substance and function of existing web strategies, and is working on a college access video game intended to model the implications of students' decisions while in college.



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Gregory Fabiano has been interested in the best ways to help children with attention-deficit/hyperactivity disorder

(ADHD) in school settings. He and his colleagues recently completed a two-year study funded by the U.S. Department of Education, Institute of Education Sciences to investigate ways to help children with ADHD who were in special education settings in schools. These children had Individualized Education Plans (IEPs), but previous research studies showed that what was targeted as a goal in the IEP was not always focused on throughout the school year by teachers. Therefore, a study was planned to compare business as usual for these children to a condition where a behavioral consultant (in this case school psychology doctoral students) met with the teacher and parent to complete a daily report card (DRC) that listed the goals from the IEP. Teachers completed the checklist of goals, and sent the checklist home to each child's parent, who then provided positive consequences (e.g., privileges, rewards) for meeting goals.

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The results of the study indicated that children who had the daily report card were found by independent observers to be less disruptive and more on-task in class, relative to children who received typical services. Further, teachers rated children with DRCs as more likely to meet yearly IEP goals, as more productive and successful in their academic work, and as less disruptive and aggressive in the classroom.

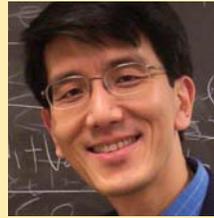
The findings of this study are encouraging, and they suggest that a simple, low-cost intervention such as DRC can have a big impact on a child with ADHD in classroom settings. Given the considerable costs of providing special education services for children with ADHD, as well as the impairment experienced by such children in classroom settings, in interactions with their teachers and classmates, and in their academic progress, these types of interventions may hold promise for improving functioning and outcomes. Fabiano and his collaborators are currently working on a follow-up grant application to continue this line of research. Individuals interested in the procedures for setting up a DRC can find a useful handout at [http://ccf.buffalo.edu/pdf/school\\_daily\\_report\\_card.pdf](http://ccf.buffalo.edu/pdf/school_daily_report_card.pdf).



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Jeremy Finn has been conducting research on student engagement and disengagement for a number of years, beginning with the publication of the now-classic paper “Withdrawing from School” (available at [gse.buffalo.edu/alumni/edu](http://gse.buffalo.edu/alumni/edu)). His research has shown that engagement in school has behavioral, affective, and cognitive components. Disengagement and dropping out of school are often long-term processes that have their beginnings in the early grades or before. Behavioral and cognitive disengagement are associated with lower grades, test scores, and reduced educational attainment. Affective disengagement is associated with negative behavior in school such as cheating, drug and alcohol use, and with out-of-school behaviors, including health risk behaviors and juvenile delinquency.

His research has identified aspects of the school environment that promote disengagement among students at risk. These include the failure of states and districts to provide quality preschool programs and small classes in the early grades; school



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Jaekyung Lee’s research addresses the efficacy of educational policies and school interventions for improving academic excellence and equity, particularly closing achievement gaps among different racial and social groups of students. Given the dynamic relationships between education policies and student outcomes in multi-layered school systems, it is necessary to fill the chasm between what transpires at the national or state policy level in the short term and what ultimately takes shape as achievement outcomes over the long run at the student level.

One of the key research questions on the interplay of student achievement outcomes and educational policies is: are the long-term trends in racial and social achievement gaps systematically related to the alteration of school accountability systems and educational policy shifts (e.g., No Child Left Behind)? This line of research, including some of Lee’s earlier and recent work on this topic, has been woven together in the book *The Testing Gap* (2007, Information Age). The key findings from this research: (a) a test-driven external accountability policy did not help narrow the achievement gap, as it failed to address racial and social inequity in terms of key school resources and opportunities, and (b) despite some reports of academic progress based on state assessment results, the efficacy of No Child Left Behind with underfunded mandates and heavy reliance on high-stakes testing is questioned by research evidence based on the National Assessment of Educational Progress, the only independent national test.

Lee’s comparative research also adds an international dimension to U.S. educational policy and achievement gap research. Despite some policy benchmarking efforts (e.g., national curriculum and high-stakes testing), his research challenges the American myth of high-performing Asian countries’ academic success for all students, and recommends greater policy efforts toward balancing academic pressure for achievement with social support for engagement in schools. Future research will explore the path of educational policies and achievement gaps within the preschool to college spectrum and seek more interdisciplinary, mixed-method, and cross-cultural approaches.

conditions inconsistent with the needs of adolescents; school conditions that make students feel anonymous; rules and disciplinary practices that are unclear, too harsh, or administered unfairly; inadequate academic and personal support for students; and courses and programs that students feel are irrelevant to their needs.

At the same time, Finn has identified research-based strategies to address disengagement. They include effective preschool programs and small classes in the early grades; preparing teachers to accept adolescents’ struggle for independence without harsh punishment; increasing personal contact between teachers, administrators, and counselors with students; making discipline policies clear to teachers and students; counting the disciplinary actions of teachers; providing and promoting catch-up opportunities for students who miss school for any reason; asking students their perceptions of being welcome and supported in class; providing career and technical education programs; and internships. Multiple strategies are needed; it has been found that no one strategy by itself is sufficient to have a significant impact on student disengagement.





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Mary McVee's research has been examining how teachers are impacted by new and emerging technologies. Teachers often feel that the challenge of new

technology is an added burden in their educational contexts where increased testing, additional curricula, and higher accountability have become the norm. With colleagues at UB and elsewhere, McVee has explored what happens when teachers are introduced to new technologies and to the new literacy practices that accompany those technologies. In one such project, McVee and her fellow researchers investigated teachers' use of digital literacies to interpret poetry, build websites, and compose digital stories.

Through such digital literacy projects, teachers took risks as learners, shared knowledge, and experimented with new technologies. The findings from this project showed that when teachers were given opportunities to not only learn about technology, but to experience it as learners, they moved from points of uncertainty or fear toward a shared approach to problem solving with their peers and classroom community. Teachers also began to understand that technology is not only a fun, motivational tool but that it also helps provide access to modes beyond print (e.g., visual, audio, and gestural) in reading and composing. The findings also indicated that teachers became more reflective about their design of multimodal texts and were able to think critically about their own knowledge construction, their use of technology, and more importantly, about their teaching.

McVee's research has revealed that technology integration in literacy instruction is about more than technical know-how. Teaching and learning through new digital literacies is more of an art—more about movement, creation, expression, and interpretation than about hardware and software. This method of teaching requires a deep understanding of visual, audio, spatial, linguistic, and gestural sign systems. In future research with department colleague Lynn Shanahan, McVee plans to build on this knowledge to explore how children and teachers can use virtual interactive environments to improve vocabulary acquisition and knowledge. These virtual interactive environments will draw upon recent advances in gaming technology and computing, as well as curricular goals that teachers and students must meet.



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Suzanne Miller has been exploring how literacy practices have changed in the 21st century digital world. Ways of using and creating texts have moved from

print-only forms to print-mixed forms like vlogs, mashups, and wikis. Since 2000 (five years before YouTube), Miller's City Voices, City Visions (CVCV) Digital Video Composing project has been working to help teachers bring students' understanding of digital media into school curricula as a learning tool. In a partnership with the Buffalo Public School District, CVCV has provided professional development for over 200 teachers and supported them in their classrooms, while documenting changes in teaching and learning.

CVCV is the largest school-embedded digital video composing project in the country. The ultimate objective of CVCV is to foster student achievement by empowering them with digital video tools for visual/analytic thinking and understanding. Miller's research from this project provides evidence that digital video composing offers multiple modes (e.g., visual, auditory,

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kinesthetic) for representing meaning and creating understanding among students. Students learn how to draw on the power of the media genres which they already know (e.g., movie trailers, advertisements, music videos) and how to create a digital video in one class period on a curricular concept such as metaphor, the Elastic Clause, or Newton's Laws.

In English classes, students have communicated their interpretations of characters and themes through digital video composing, developing a deep understanding of Macbeth, Oedipus Rex, and Freak the Mighty. The students' digital video integration of images, movement, music, and narration provided support for their thinking—even later in timed essays of academic writing. This finding argues against a dichotomy between multimodal literacies and print-based academic literacies. Students' multimodal composing mediated print-based reading and writing as evidenced in passing high-stakes writing tests—though students' performance went well beyond learning curriculum and passing tests. For more information on the project and to view the students' award-winning videos, go to [www.cityvoicescityvisions.org](http://www.cityvoicescityvisions.org).



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Deborah Moore-Russo and Thomas Schroeder are leading a partnership between UB and the University of KwaZulu-Natal (UKZN) in Durban, South Africa, to improve the preparation of South African teachers to teach

new courses in mathematics in grades 10–12. The American Council on Education’s (ACE) Office of Higher Education for Development is providing funding for the partnership, and Nosisi Piyose (Ph.D. ’09, Mathematics Education) has served as a project assistant.

In South Africa, education is compulsory for all youth through grade 9; grades 10–12, referred to as Further Education Training (FET), are not compulsory. Since 2003, there have been



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Valerie Nessel’s dissertation research examined the information-seeking behavior of younger elementary school students in an educational environment. Until recently, this area of research within the library and information science field has concentrated on older children, adolescents, and adults, with little research conducted with younger students. However, with the introduction into the classroom of such initiatives as project-based learning and information technologies (especially the Internet), children are seeking information to support class projects starting at the very lowest grade levels of elementary school. Through the use of qualitative methods such as participant observation, interviews, and questionnaires, the research investigates how these young users seek, retrieve, evaluate, and use information.

Results of Nessel’s study indicated that these young students are consulting multiple sources in both print and electronic formats. The study also identified and described the many barriers they face as part of the information-seeking process on the

Internet (e.g., search engine design, lack of appropriate sites for young students, inefficient filtering, and reluctance and/or inability to read large chunks of text on-screen) and in print (e.g., out-of-date resources, lack of reference sources targeted for younger audiences, and difficulties using finding aids such as indexes). The results also informed the development of a model of information-seeking behavior for this specific age group. Such a model can help explain information literacy instruction, information organization (e.g., classification systems), and information system design to address the needs and behaviors of these younger students.

Using the methods employed in her dissertation research, as well as those used in her work with intergenerational teams to design information technologies such as web portals and visualization features, Nessel plans to expand her research to include marginalized user communities such as emotionally disturbed children and seniors. Currently, she is developing a research plan to determine what kind of impact the information resources and services provided by a library located in a residential children’s psychiatric facility has on the treatment and well-being of emotionally disturbed children.



## L T Y R E S E A R C H

two different FET course sequences in mathematics: FET Mathematical Literacy, emphasizing personal and practical applications of mathematics, and FET Mathematics, designed for students who have a special interest in mathematics or who intend to follow a career path requiring mathematics. The UB-UKZN partnership project is focused on developing, implementing, and carrying out research on a new ACE program for teachers of the more advanced FET Mathematics courses.

Since it has been difficult for black South African teachers, especially those working in rural areas, to obtain the qualifications needed to teach FET courses, a major focus of the UB-UKZN partnership project is to increase the number of black South Africans, particularly females, who are qualified to teach FET Mathematics courses. In doing so, the project will pilot the new program in the province of KwaZulu-Natal, and will create a model for the entire country that would help mathematics teachers earn credits toward a B.Sc. degree in mathematics education without disrupting their teaching in schools. The program will take advantage of flexible delivery systems and low-cost technologies to strengthen teachers’ mathematical and pedagogical content knowledge.



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Maria Runfola (Ph.D. '76, Music Education) has a research agenda that centers on providing optimally rich musical environments for young children. Shortly

after joining the Graduate School of Education in 1998, Runfola organized MusicPlay classes for infants and toddlers to study children's initial music responses. From her work with these children, several questions surfaced: (a) are music listening skills important to emergent literacy? (b) what role do home musical environment, school musical environment, and preschool teacher musicianship and pedagogy play in children's music development? and (c) how can young children's music achievement be measured objectively?

In a project funded by the National Endowment for the Arts, Runfola assembled a research team to provide staff development for preschool teachers, develop a music curriculum, and examine the impact of that intervention (e.g., curriculum, staff development) on children's music achievement and emergent literacy. She found that early childhood teachers, with staff development in music, could have a positive impact on student's tonal achievement and emergent literacy, specifically listening and word discrimination. Runfola was the first to empirically establish, not only the link between music and literacy, but also the crucial role of preschool specialists in guiding children's learning in both disciplines. The dissertation research of Elisabeth Etopio (Ph.D. '09, Elementary Education) confirmed the importance of the preschool teachers' musicianship model.

Another important area of Runfola's scholarship involves arts assessment. As an outgrowth of her experiences working for New York's State Education Department as chair of the Music Taskforce, Runfola developed, in collaboration with Etopio, the Test of Early Audiation Achievement (T-EAA), an on-demand performance event for use in music education research with preschool children. T-EAA has been accepted widely by the music education research community. GSE doctoral students Kristen Bugos, Jooyoung Lee, and Jennifer McDonel have completed ancillary studies relevant to T-EAA, contributing to the appropriateness of the various subtests.



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Julie Sarama (Ph.D. '95, Mathematics Education) and Douglas Clements (Ph.D. '83, Elementary Education) are working on three funded projects that address the inability of U.S. schools to successfully adopt and scale up effective research-based educational practices.

First, with funding from the U.S. Department of Education, Institute of Education Sciences, they created a research-based model to meet this challenge. Their implementation of this TRIAD (Technology-enhanced, Research-based, Instruction, Assessment, and professional Development) model has the goal of increasing math achievement in young children, especially those at risk, by means of a high-quality implementation of the *Building Blocks* math curriculum ([www.ubbbuildingblocks.org](http://www.ubbbuildingblocks.org)), with all aspects of the curriculum—

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mathematical content, pedagogy, teacher's guide, technology, and assessments—based on a common core of learning trajectories. In a cluster randomized trial (CRT) in three states—New York, Massachusetts, and Tennessee—involving hundreds of teachers and thousands of young children, results showed dramatic positive effects in preschool. The kindergarten results showed that these positive results have been sustained, and Sarama and Clements are continuing to collect data as children move on to first grade and beyond.

Second, Sarama and Clements are fine-tuning their early childhood approach. In another CRT in San Diego, they are evaluating the integration of two empirically-tested interventions. One is their *Building Blocks* math curriculum and the other is a proven approach to build self-regulation skills. They will assess whether the two are synergistic, each increasing the effect of the other.

Third, although all their projects are built upon learning trajectories, Sarama and Clements recognize that some topics have a better research base than others. One that needs improvement is that of measurement. Along with Jeffrey Barret (Ph.D. '98, Mathematic Education) from Illinois State University, Sarama and Clements have been funded by the National Science Foundation to conduct multiple studies to produce research-based developmental progressions in measurement across a seven-year span.



**MARTIN VOLKER**  
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**GLORIA LEE**  
Associate Professor  
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Martin Volker is a co-primary investigator and Gloria Lee is a co-investigator on a three-year grant from the U.S. Department of Education to conduct feasibility research on a school-based modification of the Connections

Program. This program is an intensive intervention package for children, ages 7 to 12 years old, with high-functioning autism spectrum disorders. Children with such conditions are at high risk for social isolation, anxiety disorders, and depression, and they are frequent victims of teasing and bullying by their peers. Volker's research focuses on assessment and treatment of children with autism spectrum disorders, while Lee researches caregiver coping and vocational issues within the autism spectrum.



**RANDY YERRICK**  
Professor  
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Randy Yerrick's research examines science teaching as the interplay between praxis and research. What this means from a research perspective is how the science education discipline better understands the ways in which science teachers guide students to act, think, and speak like scientists. In taking this worldview, Yerrick believes strongly in exemplary models of inquiry-based teaching that promote equitable practices across contexts. In this sense, he takes reform and teaching into a variety of culturally and economically diverse classrooms that are often ignored in the pursuit of best science teaching. By conducting ethnographic research, Yerrick is also able to explore his own classroom practices in greater depth to understand the claims national reform efforts tout as best science teaching for underrepresented science students.

In Yerrick's research, the theme of "digital divide" is a prominent overriding metaphor of the reform movement and the different ways students are able to gain access to knowledge through technology. His research focuses on leveling the playing field for teachers and students in developing strategies and technology-based tools that help depart from elitist notions of science that often promote de facto discrimination.

In taking up these issues, Yerrick has sought to build collaborative relationships with university colleagues and school teachers to provide the best possible venue to prepare tomorrow's science teachers. Through these collaborative efforts, several products have resulted that illustrate the profound impact of Yerrick's work and lifelong vision of demonstrating how technological and pedagogical knowledge can impact the ways science is taught that make it accessible for all students. His current research projects include "Learning from Children's Voices and Improving Science Education."

Yerrick has been recognized as an Apple Distinguished Educator for his ability to innovatively integrate technology into the curriculum. Numerous examples of Yerrick's work can be seen at the Apple Learning Interchange (<http://edcommunity.apple.com/ali>), where his grants, research, and teaching have produced fruitful exhibits of exemplary science teaching praxis.



## L T Y R E S E A R C H

As originally conceived, the Connections Program is an intensive summer program focused on developing and increasing the use of social skills, expanding interests, understanding and use of facial expressions of affect, as well as understanding idioms and the social use of language. Within a fun summer-camp-like atmosphere, the program involves didactic instruction, role playing, therapeutic activities that entail the practicing of new skills, a behavior program to reinforce pro-social behaviors and reduce negative behaviors that interfere with social functioning, a parent training and support component, and home-program communication to promote generalization of skills across settings.

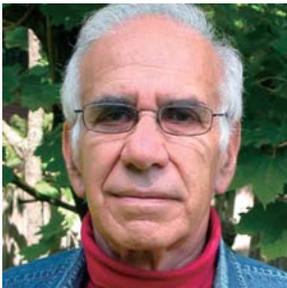
The current project, a collaborative effort between researchers at the University at Buffalo, Canisius College's Institute for Autism Research, Summit Educational Resources, and the University of Rochester, involves converting the Connections Program into a comprehensive school-based intervention that can be implemented throughout the school year. At its conclusion, the project is expected to yield a comprehensive, feasibility-tested manual for the school-based intervention, two years of program feasibility data, and two years of tentative program effectiveness data. The data will be used to plan a randomized clinical trial to evaluate the effectiveness of the school-based program.

# Inserting “ANDs”

This letter by Professor Emeritus Stephen Brown is derived from a longer essay, “Happy Seventy Fifth: A Hedge Against Insularity,” published for the Spring 2007 supplement of the .edu newsletter in celebration of the school’s 75th anniversary. The essay elaborates upon, and incorporates, names of GSE faculty and students who influenced his journey. “Happy Seventy Fifth: A Hedge Against Insularity” is available at [gse.buffalo.edu/alumni/edu](http://gse.buffalo.edu/alumni/edu).

Dear former students, colleagues, and alumni,

A salient feature of my GSE affiliation from 1973–1998 was collegial respect and student tolerance for my inclination to insert unconventional ANDs.



STEPHEN BROWN

Having had the good fortune of collaborating with Gerry Rising in the area of mathematics education when I first arrived, like Hamlet, I found it difficult to decide upon a course of action when the school was re-organized in 1982. At first I selected my earlier affiliation, and chose the Department of Learning and Instruction. My increasing interest in philosophy, however, led me to annex an AND. I joined the Department of Educational Organization, Administration and Policy as well, and became the lone joiner of two of the three departments.

With my new incarnation, I expanded upon my earlier focus on problem posing, and created new humanistic ANDs that challenged the popular view of mathematics as strictly logical, driven by a taken-for-granted set of axioms lacking in drama. Thus I wrote about and offered courses on Mathematics AND.... The AND list grew and eventually included Morality, Humor, Secular Talmudic Thinking, Confusion, Magic, Surprise,

Literature and Self-Understanding. For one class, I wrote a mathematical novel, and the students created vignettes that expanded the story line.

Subsequently I taught courses that no longer focused upon mathematics *per se*. Among some were: Education and Ethics, Nature of Humor, Philosophy of Progressive Education, The Nature of Inquiry, The Philosophy of Problems, Meaning of Meaning-making, and Action Research.

Another AND evolved from my doctoral student days. It was based upon my participation on the editorial board of *Harvard Educational Review*—a scholarly journal whose board consisted exclusively of students. As a board member, I pretended that I was shoved into the middle of a confusing cocktail party. For our bi-weekly all night debates, I learned to draw upon

“...I learned to draw upon personal experiences, to frame questions that might challenge my beliefs, and to listen carefully to my colleagues.”

personal experiences, to frame questions that might challenge my beliefs, and to listen carefully to my colleagues.

It was scary to judge research articles before I had even begun to think about my own dissertation. Unaware of the “players” and debates within most fields, on occasion I ended up voting to reject something that (after the veil of anonymity was lifted) had been submitted by my own professors!

If naïve Hamlet could be so moved by being an editor, perhaps he could transform

that experience onto a quite different plane. Thus, the concept of editorial board became an AND that bridged a research evaluation tool and educational strategy. After introductory sessions, I created editorial boards in my classes, and assigned students writing topics. They submitted essays to boards for which they were not members. Eventually, boards formulated and advertised their policies, and solicited and criticized articles. As a final product, each board created a collection consisting of its policy statement, first drafts of articles, criticisms, revised drafts, and reflections upon the journal as education.

In one variation, the class became one editorial board which assisted me in culling through 33 years of the defunct journal *Progressive Education*. The Center for Dewey Studies had asked me to produce an edited collection of the best essays from its thousands of pages—an enormous task. Aware that my students were generally unfamiliar with the movement, I spent several weeks discussing summary essays, and reflected upon what we found problematic in our own education. I then dubbed them instant experts in much the way that I had been dubbed by the *Harvard Educational Review*. We focused upon five themes, and subgroups selected a collection of articles and created analyses and critical commentary. It was subsequently published by the University Press of America.

Since retirement, I have continued writing about education and humanistic themes. I have also been composing Festschrift essays for colleagues upon their retirement, AND eulogies for some dear friends who have met a fate more problematic than retirement. A task that has been almost as painful, however, has been that of disposing of 50 years and three tons of collected papers. Though exhausting, it is not only the physical labor that is challenging, but also the realization that once accomplished, I will need to define anew what I will do when I grow up. ●

*Stephen Brown welcomes plaudits and rebuttals at [sibrown@buffalo.edu](mailto:sibrown@buffalo.edu).*

The Western New York School District Spotlight was introduced in the Spring 2004 newsletter with an overview of the North Tonawanda school district. Since that time, the spotlight has featured the Amherst, Buffalo, Clarence, Lackawanna, Lockport, Niagara Falls, Niagara Wheatfield, Orchard Park, Orleans/Niagara BOCES, and Sweet Home school districts. In this issue, we describe how the Graduate School of Education serves local school districts through the work of the Western New York Educational Service Council.

## WNYESC Serves School Districts for 60 Years



**BREN PRICE**

The Western New York Educational Service Council (WNYESC) is the Graduate School of Education's direct connection to the nearly 100 school districts in nine Western New York counties (Allegany, Cattaraugus, Chautauqua, Erie, Genesee, Livingston, Niagara, Orleans, and Wyoming). The

council has been in existence since 1949, and was chartered by the Board of Regents in 1966 to serve the needs and problems of the preK-12 educational community and its broad constituencies. WNYSEC is one of six study/service councils associated with SUNY schools throughout the state.

As many as 70 school districts participate each year in WNYESC professional development programs, especially superintendents, business officials, building leaders, and school board members. Led by Executive Director Bren Price, the council also provides a variety of consulting services to school districts: school reorganization feasibility studies, special education reviews, curriculum audits, facilities and transportation studies, human resources and staffing reviews, strategic planning workshops, and board/superintendent development. The council has also conducted over 400 superintendent searches.

One of the council's strategies for serving constituent needs is to facilitate communication and interaction between the GSE faculty and school superintendents. To help further this objective, a reception was held in September 2009 that brought together researchers and practitioners to share information and exchange ideas.

Twenty-two GSE faculty members and 27 school superintendents engaged in informal networking, followed by five faculty research presentations from the departments of Counseling, School, and Educational Psychology (CSEP) and Learning and Instruction (LAI):

- Douglas Clements and Julie Sarama (both LAI) discussed their "Building Blocks of Early Math" project, as well as other associated curricular products.
- Lynn Shanahan and Mary Thompson (both LAI) presented "Explicit Strategy Instruction Across the Grades," an ongoing project in the Amherst School District.
- Xiufeng Liu's (LAI) "Competence in Science Achievement: How Opportunities to Learn in the Classroom, School, and Home Matter" described situations that augment classroom science learning.
- Abiola Dipeolu (CSEP) shared "Post-School Transitions and Students with Disabilities" and encouraged districts to get involved in her research.
- Gregory Fabiano's (CSEP) "Integrating Response to Intervention into Schools: Academic and Behavior Interventions" highlighted successful strategies for dealing with students who have difficulty learning.

Overall, GSE faculty and school superintendents found the reception to be beneficial. "This was a great opportunity for faculty and school leaders to engage in serious dialogue," said Price. "There was a genuine interest among all parties to learn from each other and hopefully this will lead to further interaction, both on-campus and in our local school districts."

# New Faculty

## DEPARTMENT OF COUNSELING, SCHOOL, AND EDUCATIONAL PSYCHOLOGY



**Ariel Aloe**—Assistant Professor

Aloe received his Ph.D. from the measurement and statistics program at Florida State University. His area of specialization is the application of quantitative methods in educational research. In particular, he has been working in the area of research synthesis (meta-analysis). Aloe has also been using the methods of meta-analysis to study teacher education. Specifically, he is interested in the relationships between teacher characteristics (e.g., ability, content knowledge, pedagogical knowledge) and school outcomes.

## DEPARTMENT OF EDUCATIONAL LEADERSHIP AND POLICY



**Jill Koyama**—Assistant Professor

Koyama, an educational anthropologist, earned her Ph.D. from Teachers College, Columbia University. Most recently, she taught at City University of New York. Her current research focuses on the appropriation of No Child Left Behind. Previous studies have centered on bilingual education policies, programs for immigrants, and the collective construction of hyphenated-American identities in ESL (English as a second language) programs. Koyama previously directed a community college opportunity program, and was a senior manager of an educational support company.



**Susan Winton**—Assistant Professor

Winton received her Ph.D. in educational administration from the Ontario Institute for Studies in Education at the University of Toronto. Her research aims to understand how education policy supports and undermines democracy in education. Winton's current areas of study include character education, safe schools policy, new media and policy, and comparative policy analysis. Winton has worked at Ontario's Ministry of Education and taught elementary school in Canada, Mexico, and the United States.

## DEPARTMENT OF LEARNING AND INSTRUCTION



**Erin Kearney**—Assistant Professor

Kearney earned her Ph.D. in educational linguistics from the University of Pennsylvania and then spent a year as a post-doctoral associate at Yale University's Center for Language Study, coordinating innovative language programs. Kearney's classroom-based research, currently focused on the cultural dimensions of foreign language learning, grew out of her own experience teaching French language and culture. Teacher development and education also figure prominently in Kearney's research.

## DEPARTMENT OF LIBRARY AND INFORMATION STUDIES



**Joseph Meloche**—Assistant Professor

Meloche received his Ph.D. from the University of Wollongong, Australia. He has published in the fields of information seeking, knowledge management collaboration, and communication studies. Meloche works closely with the International Society for the Scientific Study of Subjectivity and is an editor for their journal *Operant Subjectivity*. In 2008, Meloche was a visiting scholar at Kansai University, Osaka, Japan, and his previous academic experiences in Australia include Charles Sturt University and the University of Sydney.



**Anne Perrault**—Assistant Professor

Perrault (M.L.S. '95, Library Science) earned her Ph.D. in teaching and curriculum from the University of Rochester. Her research focuses on information services and resources for young adults and on educational informatics, the intersection between education, information, and technology. Perrault has experience as a library media specialist and a school district administrator. In her current research, she is studying the online information seeking behaviors of educators and the influence of these practices on teaching and student learning.



**Dagobert Soergel**—Professor and Chair

Soergel has been a professor in the University of Maryland's College of Information Studies since 1970, and has been working in the area of classification (taxonomy, ontologies) and thesauri both practically and theoretically for over 40 years. Soergel is the author of the still-standard text and handbook in his field, *Indexing Languages and Thesauri: Construction and Maintenance* (Wiley, 1974) and of *Organizing Information* (Academic Press, 1985), recipient of the American Society of Information Science Best Book Award.

2009–2010 GSE STUDENT SCHOLARSHIP RECIPIENTS



*GSE student scholarship recipients (standing l to r): Stephen Goss, Brenna Towle, Laura Casey Amo, Melissa Pitaressi, Aimee Levesque, Kimiaki Fukuma; (seated l to r): Melinda Whitford, Marietta Hoogs, David Odum, Jennifer Schiller, Katherine Panning. (Paul King was not available for the photograph.)*

The Graduate School of Education is proud to award scholarships each year to an outstanding group of students. These scholarships have been established through the generosity of GSE alumni, professor emeriti, faculty, and friends. A sincere thank you to our donors, and congratulations to these scholarship recipients for the 2009–2010 academic year:

**Laura Casey Amo** (CSEP doctoral student) received the **Peter Drapiewski Scholarship**, which supports a student pursuing a degree in educational psychology.

**Kimiaki Fukuma** (LAI master's student) received the **Judith T. Melamed Scholarship**, which supports an international student pursuing a degree in the TESOL (teaching English to speakers of other languages) program.

**Stephen Goss** (LAI doctoral student) received the **Mary Lou and S. David Farr Scholarship**, which supports a student researching digital technology and learning.

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

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

**Aimee Levesque** and **Katherine Panning** (LIS master's students) each received an **A. Benjamin and Helen Ravin Scholarship**, which provides annual support for students in the Department of Library and Information Studies.

**David Odum** (LIS master's student) received the **Joseph B. Rounds Scholarship**, which provides annual support to promote excellence in the field of librarianship.

**Melissa Pitaressi** (LAI master's student) received the **Leroy and Margaret H. Callahan Scholarship**, which supports a student pursuing research and/or developing activities in the teaching/learning of elementary school mathematics instruction.

**Jennifer Schiller** and **Brenna Towle** (LAI doctoral students) each received a **William Eller Scholarship**, which supports a student pursuing a degree in reading education.

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

IT'S EASY TO STAY CONNECTED!

There are four convenient ways for GSE alumni to keep in touch:

1. Register on **UB Connect**, the university-wide alumni online community. At this secure site, [www.ubconnect.org](http://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** site, [gse.buffalo.edu/alumni/keep](http://gse.buffalo.edu/alumni/keep), where you can provide current contact information and your recent accomplishments.
3. **E-mail** Associate Dean Jenifer Lawrence at [jlawrenc@buffalo.edu](mailto:jlawrenc@buffalo.edu) or call (716) 645-6640.
4. Join our new **Facebook** page. Search **University at Buffalo Graduate School of Education Alumni Association** ([www.facebook.com/ubgseaa](http://www.facebook.com/ubgseaa)).

We would like to hear from you!

# GSE Welcomes Razik International Fellowship Recipient

Rehab “Rubie” Ghazal is the inaugural recipient of the Taher A. and Myra S. Razik International Fellowship. Taher Razik, professor emeritus from the Department of Educational Leadership and Policy (ELP), and his wife, Myra, endowed the fellowship to help raise awareness about the global community. The fellowship, designated for a junior faculty member from Egypt, will provide for three years of study toward a doctoral degree in educational administration in ELP.



(l to r) Taher Razik, Rehab Ghazal, and Myra Razik

Rehab Ghazal began her career as an elementary and high school teacher, but also taught adults English as a foreign language. For the last eight years, she has been involved in coordinating, implementing, and managing training and educational programs in Egypt and the Middle East. Ghazal has worked with USAID, the U.S. Embassy in Egypt, the Fulbright Commission in Egypt, the Ford Foundation, Boeing Corporation, and numerous other private and public organizations in Egypt, Jordan, Yemen, the Sudan, the UK, and the United States. Most recently, she has been a rhetoric and composition instructor at American University in Cairo, and she was the director of training for Egypt operations at AMIDEAST. Ghazal’s research interests center around three main issues in developing countries: the financing of education, equal opportunity access to education, and literacy programs for women and school girls in rural areas. After completing her degree, Ghazal hopes to work for UNESCO or the World Bank, focusing on educational and developmental programs that target third world countries. ●

*For more information about the Taher A. and Myra S. Razik International Fellowship, please see the cover story of the Fall 2007 .edu newsletter at [gse.buffalo.edu/alumni/edu](http://gse.buffalo.edu/alumni/edu).*

## GLORIA LEE RECEIVES TWO EXCELLENCE IN RESEARCH AWARDS



**GLORIA LEE**

Gloria Lee, associate professor in the Department of Counseling, School, and Educational Psychology (CSEP), was honored with a first place Excellence in Research Award from the American Rehabilitation Counseling Association in two consecutive years.

Lee, with co-authors Fong Chan and Norman Berven, received the 2008 award for their 2007 *Rehabilitation Counseling* article “Factors Affecting Depression Among People

with Chronic Musculoskeletal Pain: A Structural Equation Model.” The 2009 award, with co-authors Julie Chronister and Malachy Bishop, was for the 2008 *Rehabilitation Counseling*

*Bulletin* article “The Effects of Psychosocial Factors on Quality of Life Among Individuals with Chronic Pain.”

Lee joined the CSEP faculty in Fall 2003. She is a trained rehabilitation counselor and rehabilitation psychologist working with families and individuals with disabilities, focusing on personal adjustment counseling and vocational/career counseling. Her research centers on the psychosocial adjustment among caregivers and individuals with chronic illness, and the vocational assessment and rehabilitation aspects of disabilities.

*PDF versions of Lee’s Excellence in Research Award articles are available at [gse.buffalo.edu/alumni/edu](http://gse.buffalo.edu/alumni/edu).*

# July 1, 2008–June 30, 2009

## THANK YOU FOR YOUR GENEROSITY!

Each year the Graduate School of Education calls upon loyal alumni and friends to help support the numerous programs that define our school as an educational leader in the community and across the globe. This year, your financial contributions are helping us to further our groundbreaking preK-16 research, as well as our cutting edge initiatives in technology, literacy, and professional development, just to name a few. On behalf of the Graduate School of Education family, a sincere thank you for your continuing support.

### Mary H. Gresham

Dean, Graduate School of Education

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## GSEAA PRESIDENT'S MESSAGE

Fellow Alumni,

I would like to take this opportunity to thank you for helping to make the last two years a successful experience for GSEAA. During that time, we held another HIRE ED conference, developed a GSEAA brochure, and conducted a survey to help determine the direction GSEAA should take. Additionally, we are proud to announce the following accomplishments.

GSEAA now has an official Facebook page. The purpose of this page is to offer a forum for alumni and friends to share information. It is an opportunity for alumni and friends to reconnect with each other, share professional thoughts, and generally support alumni efforts. You can access the page by being a member of Facebook and then searching University at Buffalo Graduate School of Education Alumni Association. I certainly encourage your participation in this networking opportunity.

GSEAA is also in the final stages of implementing a mentoring program for students and alumni. We are optimistic that this program will be available during the Spring 2010 semester. I offer my gratitude to the more than 40 alumni who expressed interest in becoming mentors. This is the kind of dedication that GSEAA needs to continue down a successful path. Further information will be sent out once the program logistics have been finalized.

Again, thank you for your support and I wish you a healthy and happy new year.

All the best,

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



**JOSEPH CASAZZA**

## REMEMBERING CAROL BRADLEY



**CAROL BRADLEY**

Carol June Bradley, 74, a national award-winning librarian emerita at the University at Buffalo, noted author, and a distinguished member of her profession who educated a generation of music librarians, died July 27, 2009.

Bradley was the associate director of the UB Music Library from 1967 until she retired in 1999. She was also an adjunct professor of information and library studies who co-directed the

university's double master's degree program in music librarianship with fellow music librarian and frequent co-author James Coover.

She and Coover, a close friend with whom she shared an office for 35 years, were responsible for the development of UB's large and richly diverse music research collection to support its newly expanded Department of Music. Bradley also founded the UB Libraries' Music Librarianship Archive.

Musicologist James Cassaro, a UB alumnus who heads the Theodore M. Finney Music Library at the University of Pittsburgh, said, "Carol Bradley will be remembered not only for her vast contributions to the field of music librarianship, but for her close attention to detail, her rigorous approach to research and, most important, her passion for her work and for her students. An entire generation of music librarians was carefully mentored by Miss Bradley.

It is these professionals who will carry on her legacy."

Bradley was an active member of the Music Library Association (MLA), which awarded her the MLA Citation, its highest award, in 2001. In 2003, the MLA also established the Carol June Bradley Award for Historical Research in Music Librarianship, an annual award to support the kinds of studies for which Bradley was recognized: the history of music libraries or special collections, biographies of music librarians, studies of specific aspects of music librarianship, and studies of music library patrons' activities. The first award was made in 2004.

Bradley also was very active in the International Association of Music Libraries, Archives and Documentation Centres and the Oral History Association. Cassaro said Bradley made her mark on these organizations with an important series of scholarly publications that chronicled the history of music librarianship and the lives and careers of music librarians throughout the country.

Among those much-praised publications are *American Music Librarianship: A Research and Information Guide* (2005, Routledge), *American Music Librarianship: A Biographical and Historical Survey* (1990, Greenwood Press), and *Music Collections in American Libraries: A Chronology* (1981, Information Coordinators).

*Patricia Donovan, senior editor for University Communications, wrote the original news release, [www.buffalo.edu/news/10312](http://www.buffalo.edu/news/10312), which was adapted for this story.*

# Commencement and Awards 2009



Top left: Rita Zientek (left) with Libby Duryea, wife of the late professor Edwin Duryea.  
Top right: UB President John Simpson greets audience.  
Bottom: Director Mary Cay Neal leads the Buffalo Suzuki Strings.

Graduates celebrated their achievements on May 8 at the Center for the Arts. The school was honored to have UB President John Simpson confer degrees during the ceremony, which also featured a musical tribute to our graduates by the Buffalo Suzuki Strings. The ceremony was followed by a reception in the Atrium for our newest alumni and their families and friends.

Along with our graduates, six individuals were honored that day: Marilyn Stern received the James Hansen Humanitarian Award; Clotilde Perez-Bode Dedecker was the recipient of the Dean's Service Award; Roberta Stevens received the GSE Distinguished Alumni Award; Melinda Cruz and Getnet Fetene were each presented with a Delbert Mullens Thinking Outside the Box Award; and Rita Zientek was the recipient of the Edwin Duryea, Jr. Higher Education Memorial Award.

## JAMES HANSEN HUMANITARIAN AWARD

### MARILYN STERN

(Ph.D. '84, Counseling Psychology)

Marilyn Stern is a full professor at Virginia Commonwealth University, holding a joint appointment in the Departments of Psychology and Pediatrics, focusing in child health psychology. She is co-director of the counseling psychology training program, director of the Family Support and Research Center, and a member of the Massey Cancer Center. In addition, she serves on the University Faculty Senate, and is an executive board member of the Council of Clinical Health Psychology Training Programs.



(l to r) Award recipients Marilyn Stern, Clotilde Perez-Bode Dedecker, and Roberta Stevens.

## DEAN'S SERVICE AWARD

### CLOTILDE PEREZ-BODE DEDECKER

(Ed.M. '00, Teaching English to Speakers of Other Languages)

Clotilde Perez-Bode Dedecker has more than two decades of leadership experience in community collaborations, organizational change, leadership development, and board governance. She is a nationally recognized spokeswoman on a range of issues, including women in philanthropy, community service, non-profit management, and cultural diversity. Currently, Ms. Dedecker is the president and CEO of the Community Foundation for Greater Buffalo, where she focuses on helping individuals achieve their charitable goals and establishing legacies to support their causes.

## GSE DISTINGUISHED ALUMNI AWARD

### ROBERTA STEVENS

(M.L.S. '74, Library Science)

Roberta Stevens is the outreach projects and partnerships officer at the Library of Congress, Washington, DC, and the project manager of the National Book Festival. For the past 24 years, Ms. Stevens has assumed a variety of responsibilities at the Library of Congress, including high-profile positions working with members of Congress and top donors to the library. The National Book Festival, a collaborative effort of the Library of Congress and the Office of the First Lady, annually features 70 popular and diverse authors and attracts an audience of 120,000.

**Editor, Contributing Writer:**

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## UB Summer Music Institute Attracts International Participants



Elisabeth Etopio (Ph.D. '09, Elementary Education) (top center), one of the workshop participants, guides MusicPlay in the ECRC.

Additional information about the UB Summer Music Education Institute is available at [www.buffalo.edu/ubreporter/2009\\_08\\_19/music\\_education](http://www.buffalo.edu/ubreporter/2009_08_19/music_education).

The UB Summer Music Education Institute completed its 11th year during the Summer 2009. The institute, held this year from June 29 through August 7, routinely draws an international audience to study cutting-edge, research-based music education practice. This year's wide range of topics included Music Learning Theory and its practical applications, technology and music education, and choral conducting. The institute featured internationally recognized guest lecturers Edwin E. Gordon, James Jordan, and Wendy Valerio, as well as school music master teachers Terrence Bacon (New York), Jennifer Bailey (Michigan), Heather Kirby (Massachusetts), and Jennifer McDonel (doctoral student in music education). In addition to many local music educators from the Western New York area, this year's institute attracted participants from Costa Rica, Germany, Israel, Italy, Korea, United Arab Emirates, as well as students from throughout the United States.

The Summer Music Education Institute continues a tradition of music learning theory-based coursework begun at UB in the 1970s, first in the Department of Music when Gordon was a professor in that department and since 1999 in the Graduate School of Education. UB is proud to be one of a growing number of schools in the country to offer intensive coursework with roots in the Music Learning Theory of Edwin E. Gordon.

A highlight of the institute was teaching demonstrations of theory into practice by the clinicians, as well as student practica with children in UB's Fisher Price Endowed Early Childhood Research Center (ECRC), guest second graders from Holmes Elementary School in Tonawanda, UB Child Care Center, and infants and toddlers from MusicPlay, a collaborative community education program between UB and Villa Maria College. ●

GSE ALUMNI ASSOCIATION ON 

The GSE Alumni Association (GSEAA) now has a **Facebook** page! You can join this page by searching **University at Buffalo Graduate School of Education Alumni Association** ([www.facebook.com/ubgseaa](http://www.facebook.com/ubgseaa)). The GSEAA page will be used to share information of interest to GSE alumni and friends, and for GSE alumni and friends to reconnect with each other. If you have not yet joined Facebook, you can register for free at [www.facebook.com](http://www.facebook.com). See you on Facebook!