

.edu

GSE NEWSLETTER
FALL 2018

UB TEACHER
Residency PROGRAM
SEE STORY ON PAGE 3



DEAN'S MESSAGE

Dear friends and alumni of GSE,

I am so excited about this edition of our GSE Newsletter. GSE is abuzz with new faculty and staff, faculty promoted to leadership positions, new degree programs and new initiatives. The stories inside are a testament to the very hard work, talent and commitment of GSE faculty, staff and students.

This summer we officially launched UB Teach, a combined program with the College of Arts and Sciences. This program leads to students earning a teaching certificate, bachelor's and master's degrees.

Through a Cullen Foundation grant, GSE has launched the UB Teacher Residency Program. Working alongside an experienced mentor teacher, residents will engage in a yearlong, intensive co-teaching experience that will prepare them to become effective and supportive teachers in urban settings.

Partnering with Buffalo Public Schools, GSE developed a literacy support program to help English as a new language elementary students become more confident in their English language skills.

As always, GSE was well represented at the annual conference of AERA (American Educational Research Association), with 60 faculty, alumni and graduate students presenting their research.

Finally, this newsletter contains a message from Jim Bender, our director of advancement and planned giving. Jim works tirelessly to tell our story with the hope that many of you will consider giving to GSE. Your contributions help us to provide scholarships to students, bring leading scholars to campus to enrich the intellectual experiences of students and faculty, allow us to create new outreach initiatives that directly benefit the communities with which we work, and create the capacity for us to recruit and retain the very best faculty.

I am so proud of the work we are doing in GSE and look forward to continuing to share our successes with you.

Sincerely,

Suzanne Rosenblith
Dean

UB Teacher *Residency* Program

The Graduate School of Education will launch the UB Teacher Residency Program, a partnership between GSE and Buffalo Public Schools, beginning summer 2019. The program has three goals: (1) increase the number of learner-ready teachers in the city of Buffalo; (2) diversify the pool of teachers in the city of Buffalo; and (3) increase the number of teachers who stay in the teaching profession in Western New York urban schools.

"In teacher education, we know that clinical experiences are at the heart of preparing better teachers," said Elisabeth Etopio, assistant dean for teacher education. "One of the most effective clinical experiences available is the residency model." Teacher residency programs are built on the medical residency model, providing a clinically intensive pathway to certification.

Resident teachers will serve alongside an expert, mentor teacher in a co-teaching capacity for a full school year while simultaneously engaging in university coursework to ensure that they have the required skills to be effective teachers. The current plan is to have five resident teachers during the first year of the program.

The UB teacher residency team will collaborate with Buffalo Public Schools administration to identify the schools and mentor teachers to participate in the residency. Decisions will be based on mutual needs, especially focusing on areas of teacher shortages.

Students will be recruited for the residency program through a rigorous selection process, which will be a collaborative effort between GSE and BPS. A primary goal is to increase the number

of historically underrepresented minorities with a desire to work in urban schools.

A key feature of this funded program is that residents will receive a competitive stipend and a tuition waiver during the yearlong residency. "Costs are a real issue for people to become teachers," said Suzanne Rosenblith, GSE dean. "The thinking is, if we can reduce the financial burden, we can attend to diversity and attract more top quality students who wouldn't be saddled with debt."

Expert teachers in BPS who express an interest in being a mentor, along with the resident teachers, will attend the Teacher Resident Summer Institute prior to the beginning of the academic year. The institute will provide workshops for the mentors and the residents to better prepare them to work together in the classroom, including an introduction to the co-teaching model.

The institute has an additional purpose. "I'm hoping that the summer institute will spark a collaborative community of professionals who can help support each other in times of struggle and use each other's strengths," said Rosenblith. "The idea is to cultivate a teacher residency consortium, and anyone involved in the residency program can be a member."

During the school year, the teacher residents will be immersed in their classrooms co-teaching with their BPS teacher mentors. The residents will fulfill their coursework requirements through innovative teaching modules, which are sections of their coursework that are embedded in their classrooms. "The

[continued on page 4](#) ----->



Teacher Residency continued from page 3

residents will take the material they are learning and apply it in the classroom to see how it's relevant; a practical merging of theory and practice," said Julie Gorlewski, chair of the Department of Learning and Instruction.

Participating in a yearlong residency provides a deeper knowledge of the community in which the residents will teach. Amanda Winkelsas, director of the teacher residency program, envisions that "teacher residents will develop an understanding of the circumstances shaping their students' lives during the year, helping the residents become more effective, culturally-responsive teachers." Research suggests that teachers prepared through a residency pathway are more likely to remain in the profession, thereby contributing to stable and positive school climates, which ultimately benefit students' learning.

Upon completion of the program, the teacher residents earn a certificate of advanced study and initial certification in their discipline in adolescence education (grades 7-12), and are better prepared to take on the challenges of an urban classroom from day one of their first teaching position. Participants in the

teacher residency program will receive ongoing professional development for their first three years of employment as a teacher through the teacher residency consortium.

The residency program creates opportunity for faculty to engage in rigorous, intensive, longitudinal research on a variety of outcomes associated with teacher preparation, collaborative professionalism and the impact of residency on adolescent learning and classroom/school environments. Future plans of the program include using the teacher residency model to help address the needs of other school districts, such as those that serve rural and suburban schools.

UB Provost Charles Zukoski praised the program's potential to directly benefit the community. "UB is committed to engaging with the Buffalo Public Schools in order to enhance education for students in Buffalo at all levels," said Zukoski. "This program will lead to better prepared teachers resulting in stronger K-12 education in Buffalo."

The UB Teacher Residency Program is supported through a Cullen Foundation grant.



Strengthening STEM learning in rural communities



Dan Albertson, associate professor from the Department of Library and Information Studies, along with a colleague from the University of West Georgia, received a \$386,569 federal grant to strengthen STEM (science, technology, engineering and mathematics) learning in rural school libraries.

The grant, titled “Rural Engagement to Advance Learning in STEM Digitally (REALISD) in School Libraries,” will find new ways to support the technical and science needs of STEM fields by providing training of digital STEM resources to school librarians

working in rural areas of the Northeast, Midwest and Southeast United States. The grant is funded by the Institute of Museum and Library Sciences, a federal agency under the Laura Bush 21st Century Librarian Program.

“The grant is significant because it is well positioned to address several national priorities, such as finding new ways to support STEM learning and addressing the needs of rural communities,” said Albertson. “The rural component of the project is of particular importance because research shows that increased support for STEM is very much needed in rural schools.”

The project will include 80 participants from nine states and aims to increase the knowledge, skills and abilities of school librarians to facilitate STEM learning within their respective rural school libraries.

“The educational modules developed through this project will be widely disseminated,” said Albertson, “and provide a model for teaching school librarians how to support STEM teaching and learning.”

For more information, visit ed.buffalo.edu/go/albertson-stem.

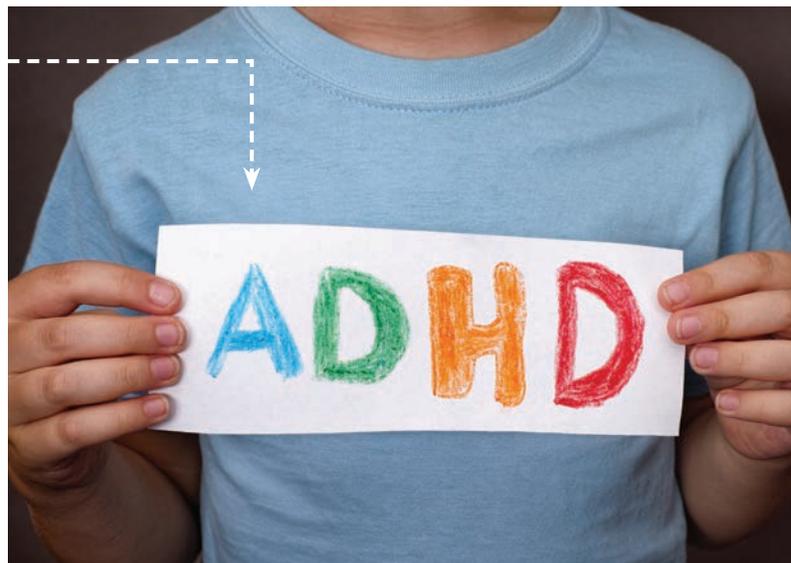


Determining the best treatments for children with ADHD

Gregory Fabiano, professor from the Department of Counseling, School and Educational Psychology, has been working in collaboration with colleagues at Florida International University to study the best sequence of interventions for children with ADHD (attention-deficit/hyperactivity disorder) in schools. A recent study illustrated that positive behavioral supports used by parents and teachers first was superior to using medication first.

“ADHD is the most common childhood mental health disorder, and there are 1 to 2 children in every classroom in the United States with ADHD or at risk for it,” said Fabiano. “ADHD is a chronic condition, requiring ongoing supports, so it is important to determine the best treatments that can be used over time.”

In a \$3.3 million study funded by the Department of Education, Institute of Education Sciences, Fabiano and his colleagues will be following up on their work to find out the best sequence of school-based treatments used for children with ADHD across an entire school year. In Buffalo and Miami, 100 children with ADHD will be recruited each year, for three years, to participate in



different sequences of behavior and/or medication treatments to find out the best approach for supporting students’ learning and behavioral outcomes.

For more information, visit ed.buffalo.edu/go/fabiano-adhd.

For more information about ADHD, including how to treat it, enroll in a free online course at ed.buffalo.edu/go/adhd-mooc.

Impacting local education through the Faculty in Residence Program

The goal of the Faculty in Residence Program is to benefit community education by utilizing the expertise and resources of the University at Buffalo. The program allows faculty to become immersed in mutually beneficial site-based research that will improve educational opportunities in Western New York.

The Faculty in Residence Program was launched during the spring 2018 semester with nine Graduate School of Education faculty engaging in research projects that continue to impact local education. The program continues its impact by adding three new projects, beginning fall 2018.



CLAIRE CAMERON,

associate professor from the Department of Learning and Instruction, is partnering with the Community Action Organization of Western New York (CAO) to determine the existing school readiness assessment practices and supports across 32 CAO Head Start programs.



MEGAN HOLLAND,

assistant professor from the Department of Educational Leadership and Policy, is partnering with Buffalo Prep to analyze alumni data to better understand the post-high school academic and social experiences of alumni, including the impact of the supports they received.



JJ-WON SON,

associate professor from the Department of Learning and Instruction, is partnering with the Christian Central Academy in Williamsville to develop and implement a history-infused mathematics curriculum in K-12 classrooms, analyze the effects of the curriculum, and disseminate the findings.

FACULTY ON THE MOVE



JANINA BRUTT-GRIFFLER,

professor from the Department of Learning and Instruction, was appointed the associate dean of international education and language programs. Brutt-Griffler will provide academic leadership for the English Language Institute; develop research and programming in bilingual learning in New York State schools; and build international partnerships to engage GSE faculty and students.



RAECHELE POPE,

associate professor from the Department of Educational Leadership and Policy, was appointed the associate dean of faculty and student affairs and chief diversity officer. Pope will be responsible for programs, guidelines and initiatives related to faculty and student affairs and diversity, including equity, inclusion and engagement, and the recruitment and retention of faculty and students of color.

Building a partnership with BUILD Community School

The Graduate School of Education sat down with UB alumna Tanika Shedrick (MA '06), principal of the BUILD Community School (formerly BUILD Academy), to discuss her school's new partnership with GSE.



WHAT IS YOUR VISION FOR THE BUILD COMMUNITY SCHOOL?

Now that BUILD Academy has closed and reopened as the new BUILD Community School, one of my greatest goals, as an alum of BUILD Academy, is to preserve the legacy of BUILD Academy and embrace where we're going. This is an excellent opportunity to bring some great things to the school that were once there, such as embracing the mindset that our kids can and will rise to high expectations. I remember BUILD Academy being a staple in the community and the heart of the community, and trying to reignite that same feeling and responsibility within our community, as well, is a great vision I have for the school.

WHAT IS YOUR VISION FOR THE GSE PARTNERSHIP WITH BUILD COMMUNITY SCHOOL?

One of the biggest components that we envision is trying to take theory and watch it play out in the classes. It's almost like real-time research. This definitely applies to literacy instruction by bringing specialists into the school to help us revamp our literacy program. We are working to bring more internships into the building so that we have graduate students learning at ground zero so they learn in the community that they will serve in the future. Also, the LIFTS administrative program has come to visit already to see how they can help the school get back to where it used to be in its prime. It already is a great partnership.

WHAT ARE THE GOALS FOR THE PARTNERSHIP?

Primarily, the goals are centered around the needs of the school. Of course, revamping our literacy program is number one. Number two is helping to create a robust student support team and also a robust program to help support students socially

and emotionally, based upon some of the district foundational principles and best instructional practices. Third, to serve as a professional learning community to help us improve our instructional practices. Those are the three major goals that we have but as we continue to refine the instructional plan and also the partnership, those goals are going to be refined as well.

HOW WILL THE EFFECTIVENESS OF THE GOALS BE ASSESSED?

The goals will be measured each quarter and each year. With literacy, we're trying to bring in additional programming to measure the literacy skills of our students to see if what we're putting in place is actually working. We're looking to increase our attendance rate, as well as decrease our suspension rate, as compared to the BUILD Academy rates. We also want to look at the culture and climate in our building with respect to parent and student engagement. We are also looking for our teacher instructional practices to improve, which will have a direct impact on our state assessment scores and our teacher evaluations.

WHAT ARE YOU HOPING TO ACHIEVE FOR THE STUDENTS, THE SCHOOL AND THE COMMUNITY?

I'm hoping to bring us back. My hope is to rebuild the confidence of our students. We're rebuilding confidence within themselves, as well as providing parents in the community with resources so that they can start to rebuild, as we're rebuilding the school. To instill in our students the values that will stay with them throughout life. Bringing back that BUILD mission of Build, Unity, Integrity, Leadership and Dignity. It's our time to shine. It's now time to show the students that the sky is not the limit, it is just the beginning. Success is not only possible, it's guaranteed if they stick to the core values of BUILD Community School.



Partnering to address literacy and teaching concerns

A collaboration between the Buffalo Public Schools and the Graduate School of Education has led to a solution that hopes to address critical issues of both educational institutions. The issue facing BPS is the need to address early literacy and the concern for GSE is to identify undergraduates interested in becoming teachers in order to develop a pipeline for future teachers.

The solution is an academic course in GSE called Literacy, Access and Equity: Embracing Diversity to Enrich Our Community. UB undergraduates enrolled in the class work with refugee children who have difficulty reading because English is their second language. Buffalo Public School #6, for example, has children from immigrant populations that speak 21 non-English languages.

As literacy trainers and mentors, UB undergraduates read to and engage the children in stories to help them improve their literacy skills. To prepare for working with the children, UB students participate in a cultural awareness component of the course that encourages them to reflect on their own culture.

This process gives them a better appreciation of the children they are serving.

BPS and GSE participants feel that this experiential learning collaboration has been a success and there are plans to expand into more schools. UB undergraduates are finding that their interest in teaching is growing after working in classrooms with refugee children, while the young international students – from kindergarten through eighth grade – benefit from these new role models.

“Literacy is foundational to academic, social, economic and civic success,” said Suzanne Rosenblith, dean of the Graduate School of Education. “I am so pleased that UB is able to play a part in helping to support these students as they strengthen their literacy skills. This is a great opportunity to expose bright, talented and engaged students to careers in teaching. When universities are able to partner with school districts in ways that are mutually beneficial, everyone stands to gain.”

For more information, visit ed.buffalo.edu/go/literacy-training.

GRANT-FUNDED RESEARCH AWARDS

The following are examples of recent grants that were awarded to faculty members in the Graduate School of Education. These externally-funded projects represent scholarly research that can have an impact on our educational communities.

“Adaptive Response to Intervention (RTI) for Students with ADHD”

GREGORY FABIANO, PRINCIPAL INVESTIGATOR
Funded by Florida International University

“The Effectiveness of a Yoga-Based Program in the Prevention and Treatment of Eating Disorders”

CATHERINE COOK-COTTONE,
PRINCIPAL INVESTIGATOR
Funded by Give Back Yoga Foundation

“Efficacy of Lisdexamfetamine Dimesylate for Promoting Occupational Success in Young Adults with ADHD Disorder”

GREGORY FABIANO, PRINCIPAL INVESTIGATOR
Funded by Shire Pharmaceuticals

“Infusing History into Mathematics Instruction”

JI-WON SON, PRINCIPAL INVESTIGATOR
Funded by National Council of Teachers of Mathematics

“Rural Engagement to Advance Learning in STEM”

DAN ALBERTSON, PRINCIPAL INVESTIGATOR
Funded by University of West Georgia

“UB Urban Teacher Residency Program”

SUZANNE ROSENBLITH, PRINCIPAL INVESTIGATOR
Funded by Cullen Foundation

“VTAB: Vertical Transfers Access to the Baccalaureate in Engineering Technology”

XIUFENG LIU, PRINCIPAL INVESTIGATOR
Funded by Rochester Institute of Technology and National Science Foundation

RESEARCH IMPACT BY THE NUMBERS

2016–17 RESEARCH EXPENDITURES

\$3,839,923

2017–18 ACCOMPLISHMENTS

78 REFEREED ARTICLES
PUBLISHED

4 BOOKS/
MONOGRAPHS
PUBLISHED

Hand On, Minds On: How Executive Function, Motor, and Spatial Skills Foster School Readiness
by: Claire Cameron, Associate Professor

Public Policy in Higher Education (2nd ed.)
by: Nathan Daun-Barnett (co-author), Associate Professor

Confucianism Reconsidered: Insights for American and Chinese Education in the 21st Century
by: Xiufeng Liu (co-editor), Professor

Video Pedagogy in Action: Critical Reflective Inquiry Using the Gradual Release of Responsibility Model
by: Mary McVee (co-author), Professor
Lynn Shanahan (co-author), Associate Professor

HONORIFIC AWARDS

2
Kenneth W. Mildenberger Prize
Modern Language Association
Awardee: Erin Kearney, Associate Professor

Lifetime Achievement Award
New York State Council for Exceptional Children
Awardee: Sharon Raimondi, Professor

90
FACULTY EXPERT
Media Quotes

38 **FACULTY RESEARCH**
Media Placements

NEW FACULTY



Yunjeong (Eunice) Chang (PhD, University of Georgia) joins the Department of Learning and Instruction as an assistant professor. Chang's research interests include the design and development of equitable student-centered learning environments in online, hybrid and face-to-face formats.



Julie Gorlewski (PhD, University at Buffalo) joins the Department of Learning and Instruction as an associate professor and chair. Gorlewski's research investigates the lived experiences and literacy practices of students and teachers as they navigate contexts which are influenced by external accountability measures.



Sameer Honwad (PhD, Penn State University) joins the Department of Learning and Instruction as an assistant professor. Honwad's research focuses on how to use community partnerships to design participatory learning environments for sustainable environmental decision-making.

NEW PERSONNEL



Timothy Cauller was appointed program director for English as a second language (ESL) instruction. Cauller oversees the credit-bearing ESL program, including curriculum development, mentoring the instructional staff, advising international students and teaching select courses.



Danielle LeGare was appointed assistant director of admission communications. LeGare is responsible for developing and implementing multi-channel communication plans to engage and move individuals through the new student admission process of inquiry, application and enrollment.



Shannon Mahany was appointed director of assessment and data analytics. Mahany is responsible for supporting program, department and school-wide efforts related to enrollment management, quality improvement and accreditation, as well as surveys and external reporting.



Cory Meyers was appointed assistant dean for enrollment management and director of the Office of Graduate Admission. Meyers is responsible for developing policies and strategies to enhance recruitment, admission, yield and retention efforts aimed at optimizing the school's enrollment.



Joshua Skeans was appointed assistant to the director of the Teacher Education Institute. In addition to his role as certification officer, Skeans assists in all aspects of the teacher education program, and endeavors to improve the user experience of students seeking teacher certification.



Amanda Winkelsas was appointed project director for the UB Teacher Residency Program and as a clinical faculty member in the Department of Learning and Instruction. Winkelsas will provide leadership, vision and coordination for the teacher residency program.



NEW DEPARTMENT CHAIRS

(l to r) **Nathan Daun-Barnett**, associate professor from the Department of Educational Leadership and Policy (ELP), has been named the chair of ELP; **Julie Gorlewski**, associate professor from the Department of Learning and Instruction (LAI), has been named the chair of LAI; and **Myles Faith**, professor from the Department of Counseling, School and Educational Psychology (CSEP), has been named the chair of CSEP.

FACULTY RETIREMENTS



Faculty retirees (l to r) David Burganowski, Suzanne Miller and William Barba.

David Burganowski, research associate professor from the Department of Counseling, School and Educational Psychology, was a faculty member in GSE and director of the rehabilitation counseling program since 2006. Burganowski joined UB in 1978, and has secured over \$24 million in grant funding since 1990.

Suzanne Miller, professor from the Department of Learning and Instruction, was a faculty member in GSE since 1994, where she also served as the department chair for six years, and the program director of English education and of the curriculum, instruction and science of learning doctoral program.

William Barba, clinical professor from the Department of Educational Leadership and Policy, joined the GSE faculty in 1985, and for 10 years served as the department chair and the higher education program coordinator. Barba began his career at UB in 1974 as the director of the Joseph Ellicott Complex.

Four faculty members *honored* with UB awards

The University at Buffalo announced its 2018 Exceptional Scholar and Teaching Innovation awards and the Graduate School of Education received four of the 18 awards presented throughout the university.



XIUFENG LIU



AMANDA NICKERSON



SEONG WON HAN



AMY VANSKOY

XIUFENG LIU, professor from the Department of Learning and Instruction, and **AMANDA NICKERSON**, professor from the Department of Counseling, School and Educational Psychology, each received a Sustained Achievement Award, which honors an outstanding body of work during a recent segment of a scholar's career. Liu's research focus is measurement and evaluation in STEM (science, technology, engineering and mathematics) education; Nickerson's area is bullying, violence and the role of schools, parents and peers in promoting healthy relationships.

SEONG WON HAN, assistant professor from the Department of Educational Leadership and Policy, received a Young Investigator Award. Recipients are untenured faculty members who have demonstrated superior scholarly achievement and considered rising members of their field. Han's focus is how societal contexts affect students transitioning into postsecondary education and adulthood internationally, and how state high school graduation policies affect underrepresented minority and low-income students' STEM outcomes.

AMY VANSKOY, assistant professor from the Department of Library and Information Studies, received a Teaching Innovation Award. The award recognizes the use of new teaching methods and approaches, including educational technology, that have impacted student-learning outcomes. VanScoy's research explores professional work and practitioner thinking in library and information science, particularly in reference and information services, demonstrating the complex and challenging work of librarians who interact with their clients and communities.

LET'S BE BOLD TOGETHER

I hope you are as excited and energized as I am about the historic announcement from President Tripathi and university leadership about Boldly Buffalo: The Campaign for UB. This is the largest campaign in the history of the university, and we are seeking your investment in the campaign so that we can continue to be in the forefront of solving some of education's toughest challenges.

The Graduate School of Education is positioned to improve education here on campus, in the communities of Western New York and beyond. Dean Rosenblith is actively working to improve schools by developing innovative programs to prepare our future teachers. With the help of GSE award-winning faculty, we will improve teaching and learning through new technology and techniques. Partnered with our friends in the community, we will develop an enriched academic and research incubator to recruit the best and brightest faculty and students, all so we may lead the way and earn your investment for the future of education.

Education is the foundation of our society and your investment in our students and faculty will be critical to our continuous advancements. We hope you will join in some of the many festivities so you may learn more. Because our future is yours, let's be bold together.



JAMES BENDER, CFRE

Director of Advancement and Planned Giving

Seeking your *support* for \$7.5 million investment in education

Our school begins a bold plan to solve education's toughest challenges



The Graduate School of Education is committed to using research to solve the most compelling problems in schools and society, including: (1) ensuring that schools are safe for students, (2) exploring how technology enhances learning experiences for our students, (3) expanding pathways for K-12 students to access postsecondary education, and (4) enhancing high-quality STEM and early literacy programs throughout K-12 schools, especially in urban settings.

Our award-winning faculty and researchers are involved in cutting-edge research that is transforming lives. Examples of this work are: (1) how virtual reality can better train future teachers, (2) how to increase literacy and wellness for disadvantaged and special-needs students, (3) how to define best practices in mental health for educators so that they can better serve students of all backgrounds, and (4) how to accelerate second-language learning.

We are seeking your financial support to continue funding these kinds of groundbreaking research projects, as well as three initiatives within the Buffalo

Public Schools: (1) improving literacy rates among early learners, (2) increasing the teacher pipeline through innovative recruitment, and (3) developing a summer program to help more students navigate to college.

Your donations will also provide us with the resources to attract the highest quality faculty and students from around the world. Your investments will have a profound impact on our local community, as well as allow us to continue to create initiatives that elevate our reputation nationally and internationally as we play a vital role in implementing the next steps in education reform.

"The Graduate School of Education is committed to big ideas, to research that enhances education, and to the talented students and faculty that get us there," said Suzanne Rosenblith, dean of the Graduate School of Education. "Your support is the next step as we look to lead the way to the future of education."

For more information, visit ed.buffalo.edu/campaign.



Alumni Ambassador Outreach Program

The Office of Graduate Admission is seeking GSE alumni to share their experiences and insights with students who are exploring our graduate programs. By helping prospective and newly-admitted students navigate the admission and enrollment process, alumni can play a part in helping to build and strengthen the GSE community.

Alumni can sign up for this program by completing a brief form. Once the form is submitted, it will be reviewed by the Office of Graduate Admission and applicants will be contacted within two weeks regarding next steps as a volunteer. Training sessions will be available each semester for alumni interested in this program.

For more information, contact Cory Meyers at meyersc@buffalo.edu or 716-645-2110.

GSEAA PRESIDENT'S MESSAGE



Dear GSE Alumni,

It is my honor and privilege to serve as the president of the UB Graduate School of Education Alumni Association (GSEAA).

As a former student, I can attest to the high quality education and meaningful experiences that all GSE students receive. Our programs are highly respected across the globe and our professors are recognized as leaders in the field of education. Our school truly provides the knowledge to be successful and opens doors of opportunity that allow each student to reach their full potential.

This year, GSEAA will be offering many programs and activities that we believe will be engaging and exciting. I invite everyone to come and join us for these events. If you would like to get more involved with GSEAA or if you have any ideas for potential programs, please contact me at jmckenna2531@gmail.com. We look forward to hearing from you and seeing you throughout the 2018–19 school year. **STAY CONNECTED!**

Sincerely,
John McKenna (EdD '08, Educational Administration)

Alumnus *sings* with Buffalo Philharmonic Orchestra

Graduate School of Education alumnus Chris Vasquez (EdM '18, Teaching English to Speakers of Other Languages [TESOL]) sang "Over the Rainbow" with the Buffalo Philharmonic Orchestra (BPO) in April 2018 as the winner of the BPO's "Buffalo Sings" competition. Vasquez competed against eight other finalists for the honor to sing with the BPO.

Vasquez, 49, has compiled an impressive and diverse portfolio of singing accomplishments for decades, ranging from films, television and theater, as well as international recognition for his interpretation of tango songs. Among his credits is a show of tango music, Latin songs and American standards he wrote and produced locally.

When he's not singing, Vasquez is an English-as-a-second-language instructor in the Buffalo Public Schools' adult education division

at the Belle Center on Buffalo's West Side. Vasquez graduated in June 2018 with his master's degree in TESOL and he is continuing his education, entering the GSE doctoral program in curriculum, instruction and the science of learning in fall 2018. Vasquez was honored to sing "Over the Rainbow" as a musical tribute to his fellow graduates at the GSE commencement ceremony.

Vasquez noted that while singing and teaching are not the same, they share a lot of what he loves. "There is a lot of performance involved in teaching," said Vasquez. "It's getting people involved. That's what I do with my music and songs. So to me, teaching is an extension of what I do."

For more information, visit ed.buffalo.edu/go/vasquez-bpo.



Scholarship *presented* at AERA Conference



The Graduate School of Education presented a wide range of scholarship at the annual conference of the American Educational Research Association (AERA) in spring 2018. The research theme of the conference, held in New York City, was “The Dreams, Possibilities, and Necessity of Public Education.”

During the five-day conference, GSE personnel contributed 72 presentations, which included paper, poster, roundtable, symposium and invited speaker sessions. Presenters included 22 faculty members, 26 master’s and doctoral students, three post-doctoral and research associates, and nine alumni.

Among the research presented, a study by GSE postdoctoral associate Chungseo Kang and Darlene Garcia Torres, doctoral

student, from the Department of Educational Leadership and Policy, has since received national media attention.

The Kang and Garcia Torres study, “College Undermatching, Degree Attainment and Minority Students,” suggests that students whose qualifications undermatch the colleges they choose to attend are less likely to graduate within four or six years compared to peers who attend colleges that match their qualifications (see story below).

AERA, a national research society founded in 1916, strives to advance knowledge about education, encourages scholarly inquiry related to education, and promotes the use of research to improve education and serve the public good. The annual conference is one of the largest nationwide for educators.

Researchers *examined* delayed graduation for highly qualified students

The concept of “undermatching” refers to high-performing students, often from economically-disadvantaged households, who attend less competitive colleges that do not match the students’ high qualifications. A current research study now suggests that undermatching correlates with delayed graduation.

The research, by GSE postdoctoral associate Chungseo Kang and doctoral student Darlene Garcia Torres from the Department of Educational Leadership and Policy, suggests that students who undermatch are less likely to graduate college within four or six years compared to peers who attend colleges that match their qualifications. The study was presented at the annual meeting of the American Educational Research Association in April 2018.

The study found that undermatching was the highest for Black students, followed by White, Hispanic and then Asian students. The odds of completing college for undermatched students is

approximately .80 times less than peers who attended colleges that matched their qualifications. The graduation gap for undermatching students was the widest for Hispanic students.

The reasons behind undermatching range from students being reluctant to take out student loans or a lack of confidence that they could attend more competitive schools to insufficient access to information about the higher education landscape.

“The results suggest policymakers and educators need to be concerned about college completion for even highly qualified students if they are undermatched,” said Kang. “To improve college completion rates for students, in particular for Hispanic students, it is important to encourage them to attend a college that matches their qualifications.”

For more information, visit ed.buffalo.edu/go/grad-research.

PROGRAM HIGHLIGHT

Are you looking to make a difference in the lives of young people in our community by becoming an expert in your discipline and a skillful teacher?

Our combined degree program, in collaboration with the UB College of Arts and Sciences, provides you with a bachelor's and master's degree in five years. You can major in biology, chemistry, classics (Latin), English, geology, history or mathematics.

Through our UB Teach program, you will co-teach alongside an expert teacher in a residency placement. Upon completion of the combined degree program, you will be eligible for New York State professional teaching certification in grades 5–12.

UB Teach provides you with the benefits of a teacher education program with a long history of success, embedded in a world-class research institution.

For more information, visit ed.buffalo.edu/go/ub-teach.



GSE co-sponsored Serious Play Conference at UB



The Serious Play Conference was held at the University at Buffalo in July 2018. The conference, now in its eighth year, is for leadership professionals who embrace the idea that games can revolutionize learning. The event was co-sponsored by the Graduate School of Education, Jacobs School of Medicine and Biomedical Sciences, School of Engineering and Applied Sciences, and the Department of Computer Science.

Speakers, including game designers and developers, came from around the globe to share their experiences creating and using games in classrooms, corporations, healthcare institutions, government agencies and the military, and offered tips on how to move game-based education programs ahead.

Technologies such as virtual reality were among the topics discussed at the conference. "Hosting the Serious Play Conference is a demonstration of UB's interest in fostering innovation in technology in education, across all our schools and departments," said Richard Lamb, associate professor from the Department of Learning and Instruction, whose work in using virtual reality has attracted regional and national acclaim.

Lamb was among the 75 global experts promoting the educational and increasingly relevant concept that hands-on, experiential activity better engages the learner and improves retention. The conference had separate tracks for teachers in K-12 schools interested in using games in the classroom, as well as for higher education faculty with game-development programs or who use games in their courses.



Commencement AND AWARDS

2018

The Graduate School of Education was honored to have UB President Satish Tripathi confer degrees on May 18 in the Center for the Arts. Among the highlights was a musical tribute for our graduates by Christopher Vasquez, whose master's degree was conferred at the ceremony (see story on page 15).

Along with the graduates, four individuals were honored that day: Will Keresztes was presented with the Dean's Service Award; Stephen Uebbing received the GSE Distinguished Alumni Award; and Tiffany Nyachae and Amy Fish were each recipients of a Delbert Mullens Thinking Outside the Box Award.



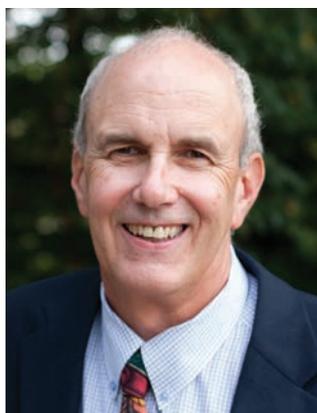
President Satish Tripathi conferred the master's and doctoral degrees.



DEAN'S SERVICE AWARD Will Keresztes

Will Keresztes, EdD, has served as the chief of intergovernmental affairs, planning, and community engagement for the Buffalo Public Schools since 2015. He previously was an elementary principal and associate superintendent in the district, and in 2011 he received the statewide Administrator Service Award from the New York Association for Continuing/Community Education.

Through his advocacy, leadership, and commitment, Keresztes has become a true partner to the Graduate School of Education. He has been instrumental in ensuring that collaborative efforts between GSE and the Buffalo Public Schools, such as the literacy pilot project and the teacher residency program, were supported, moved forward and were well-positioned for success.



DISTINGUISHED ALUMNI AWARD Stephen Uebbing

Stephen Uebbing, EdD, is a professor in the Warner School of Education at the University of Rochester. He previously served as the superintendent in the Canandaigua City School District from 1988 to 2006. Uebbing was also a high school principal and the superintendent of the Fort Plain Central School District.

During Uebbing's tenure in the Canandaigua City School District, he consistently received state and national recognition, including a national Blue Ribbon School of Excellence Award for Canandaigua Academy. He was also the 1999 New York State Superintendent of the Year and the 2009 recipient of the New York State Council of School Superintendents Distinguished Service Award, the council's highest honor.



Tiffany Nyachae (right), doctoral degree graduate in curriculum, instruction and the science of learning and the recipient of a Delbert Mullens Thinking Outside the Box Award, with her advisor, Professor Fenice Boyd.

Inaugural graduate student orientation

The Graduate School of Education held its inaugural new graduate student orientation prior to the beginning of the fall 2018 semester. The full-day program provided the resources and information needed to ensure a successful transition to graduate studies.

The new graduate students attended sessions designed to integrate them into the community of scholars, manage their expectations and get a good start on their academic career. In addition, the orientation introduced students to the school, the faculty and each other.



Graduates posed for photos to be posted on social media, including at #gseGRAD.



Dean Suzanne Rosenblith presented the GSE Dean's Service and Distinguished Alumni awards.

TWO EASY WAYS TO STAY CONNECTED!

1

SOCIAL MEDIA CONVERSATIONS:



2

UB Connect, www.ub-connect.com, the home for UB alumni:

(find alumni friends, update contact information, share accomplishments and search for jobs)



Amy Fish (right), doctoral degree graduate in counseling/school psychology and the recipient of a Delbert Mullens Thinking Outside the Box Award, with her advisor, Professor Catherine Cook-Cottone.



Photos: GradImages

UB University at Buffalo
Graduate School of Education
367 Baldy Hall
Buffalo, NY 14260-1000

Nonprofit Org.
US Postage
PAID
Buffalo, NY
Permit #311

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

ART DIRECTOR

Amber Winters

EDITOR, CONTRIBUTING WRITER

Alan Gellin (PhD '03, Higher Education)

CONTRIBUTING WRITER

Charles Anzalone

DESIGN

Erin Harris

PHOTOGRAPHY

KC Kratt Photography
Meredith Forrest Kulwicki
Douglas Levere

EDITORIAL CONSULTANTS

Timothy Hartigan (PhD '01, Higher Education)

Elizabeth Lesswing

PROOFREADERS

William Belz (EdM '09, General Education)

Dawn Haak (EdM '16, Higher Education)

BOLDLY BUFFALO

THE CAMPAIGN FOR UB

Our Place. Our Way. Our Future.

At UB, being bold means exploring how virtual reality, global imaging systems and digital citizenship enhance learning experiences. Partnering with Buffalo Public Schools to address challenges locally and globally. And leading the charge for the future of education research and teacher preparation.

The Boldly Buffalo campaign represents countless opportunities for you to invest in critically important causes and ideals that can change the lives of Graduate School of Education students and improve our world.

buffalo.edu/campaign



Your support—through endowed professorships, vital upgrades to our labs, an inaugural speaker series, and more—will directly impact our students, continue to elevate our reputation internationally and play a critical role in implementing the next steps in education reform.

buffalo.edu/campaign