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GSE NEWSLETTER
SPRING 2018

→ Our community impact is

growing

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PAGES 4 & 5

Photo compliments of
Buffalo School Gardens at
Buffalo Public School #30



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Graduate School of Education



We have also embarked on a long-term relationship with Buffalo Public Schools to help turnaround BUILD Academy, which was once a thriving anchor on Buffalo's East Side that has, in recent years, struggled academically. I am grateful to Superintendent Kriner Cash for having confidence in GSE, and we look forward to partnering to help BUILD improve academically and become a flourishing center of its community once again.

While the BUILD Academy partnership has received a lot of attention, another very important program with BPS has, perhaps, flown a bit under the radar. At School #6, about a dozen UB undergraduates have been working with elementary English language learners to improve their literacy skills. I'm not sure who is benefiting more from this project – the students from UB or the students in School #6!

There has been a lot of attention recently on ensuring that New York State produces highly qualified and effective principals. Dr. Corrie Stone-Johnson has partnered with Erie 1 BOCES to develop a leadership program to help identify and support principal candidates.

We are so very fortunate to have the Alberti Center for Bullying Abuse Prevention on our campus. Dr. Amanda Nickerson has represented UB and GSE well on the national stage as she makes a strong case for a comprehensive approach to addressing school violence.

This semester we launched our weekly Tuesday News Ticker. These email blasts are a way for us to share some of the important research that GSE faculty conduct. If you are not receiving these messages every Tuesday, please contact the Dean's Office and we will be sure you are included in our distribution.

In addition to the initiatives mentioned above, there are countless other important projects that are ongoing. It is a great time to be a part of GSE! A primary focus for me this summer will be to enhance our alumni communication and outreach. To help with this project, we will soon be launching an alumni survey. Please be on the lookout for this survey and take a few moments to fill it out. Your feedback is essential.

Once again, I am so deeply grateful for the warm welcome I have received. With our committed and capable faculty, we are indeed a school on the move.

Warm regards,

A handwritten signature in black ink that reads "Suzanne Rosenblith". The signature is fluid and cursive, written over a background of light blue geometric patterns.

Suzanne Rosenblith
Dean

Dear GSE Family and Friends,

Greetings from Baldy Hall. When I last wrote, I was brand new to UB and GSE. It is hard to believe that it has been nearly eight months since my arrival in Buffalo. Without question, this has been the most professionally satisfying and invigorating time of my career. Buffalo has lived up to its reputation as a city in the midst of a renaissance and I am so pleased that GSE gets to be a part of this important moment in time.

As I write this column and reflect on all we have accomplished this academic year, I want to express my gratitude to the entire GSE community for their support, insights and commitment to our students and the surrounding Buffalo community. I have had the good fortune to spend quite a bit of time visiting with stakeholders in Western New York. These visits have proven to be extremely important as we revisit GSE's footprint. What I have learned from each of these visits is that GSE faculty and programs are held in very high regard and there is a tremendous amount of energy to partner with GSE.

Partnerships and relationships have certainly been an important theme of this academic year. In January, we launched our GSE Faculty in Residence Program. The purpose of the program is to provide faculty an opportunity to engage in mutually beneficial site-based research. In this newsletter, you will meet the nine GSE faculty members who are spending a good portion of their semesters embedded in school and community settings learning from each other.

How does exposure to music affect learning?



“There are glimpses – soft evidence – that music in the early educational environment may lead to more appreciation of music as adults,” said Elisabeth Etopio, clinical assistant professor from the Department of Learning and Instruction (LAI). “And it may trigger processes related to other learning.”

Etopio, along with department colleague Richard Lamb, associate professor, and LAI doctoral student Mandy Seccia are exploring infants’ ability to recognize and prefer certain types of music to further understand the relationship between musical exposure and cognitive processes.

The researchers are using a functional near-infrared spectroscopy, a type of neuroimaging device, to confirm the phenomenon that music, in varied tonalities and meters, can facilitate pattern-recognition processes in infants as young as seven months.

“Providing infants with the ability to listen and engage with varied types of music may potentially facilitate the use of their cognitive processes that are active when recognizing different patterns in their environment,” said Etopio.

“The team found that a baby does in fact care about what is being sung to him,” said Seccia. Through these individual preferences of music, researchers can now observe infants’ behavior and reactions to music and develop musical experiences to enhance their learning, Seccia added.

“One of the things that this research provides is the ability to measure the impact of musical opportunity on other learning outcomes,” said Lamb. “So what we’re doing is attempting to show the place and role of music and art in the schools as a means to promote music learning in children and perhaps enhance cognitive tools such as critical thinking and pattern recognition.”

For more information, visit ed.buffalo.edu/teaching/news-events/features/music-and-cognition.html.



Faculty in Residence Program impacts

Following an initiative created by Dean Suzanne Rosenblith, nine Graduate School of Education faculty have started projects that aim to benefit community education and the people most in need of the University at Buffalo's expertise.

"The Faculty in Residence Program is an opportunity for faculty to engage in mutually beneficial site-based research," said Rosenblith. "One function of a school of education, particularly in a research-intensive institution, is to use its research skills to improve opportunities for individuals and communities."

"While the parameters are intentionally broad," said Rosenblith, "the hope is that faculty, in partnership with local community-based educational institutions, will identify a problem, concern or area for improvement that would benefit from a faculty member embedding himself or herself in the setting to conduct research and help draw up a plan to address the area."

THE NINE FACULTY IN RESIDENCE PROJECTS:



COREY BOWER, assistant professor from the Department of Educational Leadership and Policy, is partnering with the **Buffalo Public Schools** to analyze and disseminate the results of the 2017 Youth Risk Behavior Survey, and redesign the survey for its use in the district in 2019.



SARAH A. ROBERT, associate professor from the Department of Learning and Instruction, is partnering with **Buffalo School Gardens and Grassroots Gardens of Buffalo** to increase involvement in school gardens of students, teachers, parents and community members associated with Buffalo Public Schools.



CORRIE STONE-JOHNSON, associate professor from the Department of Educational Leadership and Policy, is partnering with the **Buffalo Public Schools** to create a principal pipeline, which will guarantee that more individuals from minority backgrounds are recruited into leadership programs and supported throughout their development.

HERE IS HOW WE CONNECT!

Join us in the social media conversation:

You can also connect with fellow alumni, update your contact information, share your accomplishments and search for jobs on UB Connect, www.ub-connect.com, the university-wide alumni online community.



We look forward to connecting with you!

local community education



NOEMI WAIGHT, associate professor from the Department of Learning and Instruction, is partnering with the **Buffalo Public Schools at their Research Laboratory Program for Bioinformatics and Life Sciences**. Waight is examining the role of school leadership and its impact on technology-supported, inquiry-based approaches in science education classrooms.



DAVID BRUCE, associate professor from the Department of Learning and Instruction, is continuing to partner with **Cattaraugus-Allegany (CA) BOCES (Board of Cooperative Educational Services) and Houghton College** to provide technology training and curricular integration with teachers in the 22 CA BOCES school districts, a partnership that began in 2015.



MYLES FAITH, professor from the Department of Counseling, School and Educational Psychology, is partnering with **Charter Middle School for Applied Technologies in Buffalo** to address weight bullying issues among adolescents and develop resources to provide prevention and/or coping strategies.



LYNN SHANAHAN, associate professor from the Department of Learning and Instruction, is partnering with **Enterprise Charter School and the Amherst Central School District Middle School** to assist in the development of a middle school response to intervention system for literacy learning.



RYAN RISH, assistant professor from the Department of Learning and Instruction, is partnering with the **Herman Badillo Bilingual Academy in Buffalo** to help integrate technology into the curriculum and provide instructional support for seventh and eighth-grade English teachers.



MELINDA LEMKE, assistant professor from the Department of Educational Leadership and Policy, is examining how school staff leverage policy and/or programing supports to address the well-being of displaced students in **Western New York schools**. Amanda Nickerson, professor from the Department of Counseling, School and Educational Psychology, is the study co-investigator.

Cultivating a new breed of graduates



The Department of Library and Information Studies trains its students to manage information for use in business, communications, law or other professions. “I’m not interested in talking only about libraries,” says Heidi Julien, department chair and professor. “Our focus is on how people, technology and information intersect.”

Julien promotes what she calls “the shift” in information science. “We’re preparing information professionals to work in profit and non-profit,” said Julien. “It doesn’t mean people can’t go out and do the work of traditional librarians, if that’s what they want to do. But that’s the starting point.”

In addition to a master’s degree in information and library science, the department offers an undergraduate minor in information studies. The program embraces students majoring in arts, business, engineering, psychology and more.

“When we launched this minor, one of the most ‘ah-ha’ moments for me was how this minor was really about the idea of creating digitally-literate citizens,” said Amber Winters, assistant dean for communication and marketing in the Graduate School of Education. “These students are going to be individuals who will know how to interpret information. These skills are not specific to one industry or profession.”

For more information, visit ed.buffalo.edu/information/news-events/features/new-breed-of-graduates.html.

Lessons learned from the college classroom to the front lines of public education

Lynn Shanahan, associate professor from the Department of Learning and Instruction, took a one-year leave from her faculty position in the Graduate School of Education to serve as the assistant superintendent of professional development at the Enterprise Charter School in Buffalo. Shanahan’s objective was to take everything she knew about teaching literacy and create a system that better meets the needs of the students.

Shanahan has 12 years of experience teaching master’s and doctoral students to be teachers. “I have a lot of experience working with rural and suburban districts; I have less experience in urban districts,” said Shanahan. “The question was, ‘How does what I know fit in an urban context?’ I didn’t know the answer to that but I wanted to figure it out.”

Throughout her one-year tenure, Shanahan was involved in the day-to-day operation of the school such as observing classrooms, training teachers, revising the curriculum, analyzing test scores, reading with the students, and eating lunch with them. Shanahan was also a sounding board to the superintendent at Enterprise who was tasked with turning the charter school around.



At the end of this experience, Shanahan had learned valuable lessons about teaching in public education. Specifically:

- (1) Each school’s culture and the demands tugging at teachers will determine how well they can implement what teacher colleges try to instill.
- (2) There is no “right” curriculum. Lessons must be matched to students’ achievement levels and the experience levels of the teaching staff.
- (3) You can’t teach students without understanding the neighborhood stresses they bring to the classroom.

How do you build a better model for urban education? “Instead of trying to fit students into a system that does not work for them,” said Shanahan, “we have to change the system so it does work.”

Portions of a Buffalo News press release by Jay Rey, buffalonews.com/2017/06/23/lessons-learned-front-lines-education/, were used to write this story.

2018 Colloquium Series

The Graduate School of Education presented its inaugural Colloquium Series during the spring 2018 semester. The series brings together a range of perspectives on issues and innovations related to the lives of learners across the lifespan and across a range of social settings. The theme of the inaugural GSE Colloquium Series was “The Learner and Social Context,” which was addressed by these speakers and their presentations:



DAVID KIRKLAND

Associate Professor
New York University
Steinhardt School of Education

The Truth that I Owe You:
Understanding the Social
Contexts of Race and Gender
in Education



JAL MEHTA

Associate Professor
Harvard Graduate School
of Education

In Search of “Deeper Learning”:
Inside the Effort to Remake
the American High School



MEGA SUBRAMANIAM

Associate Professor
University of Maryland
College of Information Studies

Reinventing the Library
for Youth Learning

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For more information, visit ed.buffalo.edu/leadership/academics/ac/qualitative.



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July 1, 2016 – June 30, 2017

HERE IS HOW YOUR DONATIONS IMPACT OUR SCHOOL

Thank you for your generous donation to the Graduate School of Education. Your donations directly impact our school in multiple ways. Without your direct contributions, we would be limited in our ability to provide financial support to our students. Your gifts enrich the intellectual environment of GSE by helping to support invited speakers and student travel to research conferences.

This year, we were able to support nine faculty members as they participated in our inaugural Faculty in Residence Program. This program enables faculty to embed themselves in local schools and communities to conduct mutually beneficial, applied

research. These projects are important to furthering faculty commitments to better understanding and addressing barriers to educational opportunity.

With your continued support, we hope to expand programs like the faculty in residence and, in partnership with local schools and community organizations, improve student educational outcomes.

Suzanne Rosenblith
Dean, Graduate School of Education

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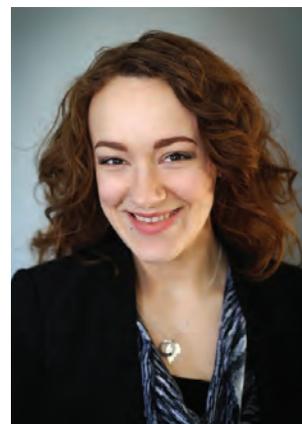
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GSEAA PRESIDENT'S MESSAGE

Dear GSE Alumni,

It has been a joy and a privilege to lead the UB Graduate School of Education Alumni Association. As my tenure as president comes to a close and board elections approach, I encourage all of you to get involved.

Whether serving on the GSE Alumni Association Board of Directors as an officer or a member-at-large, attending a UB event with your former classmates, or providing a gift to GSE, your contribution matters.

If you ever thought about reconnecting with your classmates and your alma mater, consider attending a meeting and sharing your ideas. My successor, John McKenna, is sure to keep the board moving in a meaningful direction, connecting alumni and current students for the betterment of all.

Sincerely,
 Becca Bley (MLS '11, Library Science)



Through your support of the Graduate School of Education, you are also a Loyal Blue! UB's exciting new giving society, the Loyal Blues, recognizes every donor who makes an annual gift of any size to the University at Buffalo.

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SHARING A VISION OF SUPPORT



JIM BENDER

UB Philanthropy and
 Engagement

Only one year ago, Dr. Suzanne Rosenblith was named dean of the Graduate School of Education, and what an exciting year it has been. I hope you share the same feeling of invigoration we feel here on campus for the vision Dean Rosenblith has for the future of our school with the input of faculty, staff and alumni. In the past year, we have taken significant steps towards realizing this shared vision for GSE. We have seen advances in addressing achievement gaps nationwide, climbed in the national rankings, and developed a Faculty in Residence Program.

To continue on our climb towards realizing this vision of excellence, we are asking everyone to raise their hand in support. Through your philanthropic investment in GSE, be it through your time, talent or treasure, your contributions provide the resource capital necessary to achieve our collective vision. Your gifts make it possible to recruit top-tier faculty and students, cultivate the next generation of educators, and develop cutting-edge educational techniques and research. Together, our efforts can make a real impact in our community and beyond.

Whether you wish to support stipends for graduate assistantships or provide access to higher education through scholarships, your gift matters. You may wish to support cutting-edge research like the use of virtual reality technology that creates lifelike teaching experiences for our future educators to better prepare them for the classroom in the real world. You may wish to support research to identify fake news and improve access to accurate information. Visit our new website at ed.buffalo.edu to explore all that we are doing to improve our schools, support our communities and inspire future educators and their students. We are your GSE and we encourage your philanthropic investment in our future and yours.

If you should need my assistance before I reach out to you, please feel free to contact me directly at 716-881-7485 or jbender5@buffalo.edu. I look forward to speaking with you!

Dean Fellow for Equity, Inclusion and Engagement

Raechele Pope has been named the inaugural Dean Fellow for Equity, Inclusion and Engagement in the Graduate School of Education.

As dean fellow, Pope will serve as the primary architect for programs, guidelines and initiatives related to equity, inclusion and engagement.

“Dr. Pope will develop plans to better position GSE with respect to the recruitment and retention of students and faculty, with a particular emphasis on students and faculty of color,” said Suzanne Rosenblith, dean of the Graduate School of Education, “thus ensuring that our school, guided by best practices, is a welcoming, inclusive and diverse scholarly community.”

Pope, associate professor from the Department of Educational Leadership and Policy, has been recognized by her peers in higher education as an authority on diversity, multicultural competence and creating multicultural campus environments. Pope’s research has been widely read and includes three books, as well as articles in highly regarded publications. She has received numerous awards throughout her career, including most recently the 2017 Contribution to Knowledge Award from ACPA – College Student Educators International.

“I was very honored that Dean Rosenblith extended the opportunity to me to serve as the inaugural GSE Dean Fellow for Equity, Inclusion and Engagement,” said Pope. “I truly believe that our school has the potential to fully embrace inclusive excellence and I am proud to be a part of that important work.”



GSE online programs ranked among nation’s best

The online programs offered by the Graduate School of Education were ranked No. 15 in the nation in the U.S. News & World Report 2018 Best Online Graduate Education Programs rankings, earning a placement on the annual list for the sixth consecutive year.

“GSE’s national ranking reflects our commitment to providing top-quality and rigorous online education programs,” said Suzanne Rosenblith, dean of the Graduate School of Education.

The school offers a variety of fully online and hybrid programs. GSE launched its first online PhD program in 2015 and UB’s first massive open online course (MOOC) on learning site Coursera in 2016.

GSE has been offering fully online programs since 2001. The program curricula and individual courses create highly interactive, authentic discourse between faculty and students, allowing for a unique, immersive university experience.



The U.S. News & World Report online rankings are based on five categories: student engagement, student services and technology, faculty credentials and training, admissions selectivity and peer reputation.



Leading the GSE/Build Academy partnership are (back row, l to r) Anne Henry, instructional specialist, Buffalo Public Schools; Thomas Ramming, clinical associate professor, GSE; (front row, l to r) Darren Brown, chief of staff, Buffalo Public Schools; Janice DeLucia, associate professor, GSE; and Corrie Stone-Johnson, associate professor, GSE.

GSE *partners* with Buffalo Public Schools to assist BUILD Academy

The Graduate School of Education and the Buffalo Public Schools are planning a partnership, beginning in fall 2018, to help improve the BUILD Academy, one of the lowest-performing schools in Buffalo.

The academy, started by the community organization BUILD (Build Unity, Integrity, Leadership and Dignity) during the civil rights era, now has approximately 450 students in pre-kindergarten through eighth-grade.

New York State data shows that among the students in third- to eighth-grade who tested last year, only about 2 percent were proficient in math while just 1 percent were proficient in English language arts.

The current plan is for a team of GSE faculty to work with the school, incorporating the latest research and best classroom practices to improve academic results. The team will be led by faculty members Janice DeLucia, Thomas Ramming and Corrie Stone-Johnson.

“We’d like to build on what’s already there ... and study more in depth what’s going on with curriculum, learning, structure of the school, class size,” said Ramming, clinical associate professor from the Department of Educational Leadership and Policy. “Then ... see if we can over time make some collaborative changes that will ultimately enhance teaching and learning.”

In addition to addressing the needs of the BUILD Academy, GSE Dean Suzanne Rosenblith envisions another opportunity of the partnership with Buffalo Public Schools. “We’re ... trying to figure out how to make an impact at lots and lots of schools,” said Rosenblith. “How do we put into place a partnership that’s sustainable?”

Portions of a Buffalo News press release by Jay Rey, buffalonews.com/2018/02/21/ub-buffalo-district-look-to-build-relationship-at-troubled-school/, were used to write this story.



Alumna creates local school for *children*

Anna Liuzzo (PhD '11, Science Education), has started "Roots of the Future," a local Montessori school in Clarence, NY. She teaches children between the ages of 2½ to 6. She left her job at Lewiston-Porter Middle School where she taught sixth-grade for 12 years because of a core educational belief that all children learn differently and shouldn't be held to the same standard.

Liuzzo has created a unique learning environment for children to learn in a different way from traditional methods. Her focus on the complete development of her students has made Roots of the Future a well-desired elementary school within the local community.

The Montessori approach is based on the idea that children have an innate desire to learn and are best able to learn in a supportive and free-range environment. It focuses on each child as a whole, taking into account cognitive, emotional, physical and social developments.

Every subject or concept that children learn is done through hands-on, play-based activities. Liuzzo doesn't stop what the students are doing to teach something to the class as a whole. The idea is to allow the children to learn at their own pace, focusing on a child's individuality and independence.

By emphasizing a child's individuality and independence, children learn the concept of responsibility at a young age. This ties into the practical life concept, which is a staple in Montessori schooling.

"We are committed to fostering the spirit of children while providing a safe and nurturing environment," said Liuzzo, "thus enabling children to reach their fullest potential, now and in the future." Liuzzo hopes to broaden the age range of her school in the coming years by expanding into the elementary grades.

For more information, visit www.rootsofthefuture.com.

Emeritus Faculty Updates



ROD DORAN

Professor, 1969–2002

Department of Learning and Instruction

Win and I continue to live in Amherst and at our summer cottage on Rushford Lake. I am still involved with Science Exploration Day (this year is the 32nd day), WNY STEM hub, and the Western region of STANYS (Science Teachers Association of New York State). A group of former students

and colleagues have started a scholarship in my name. We have four grandsons who live locally and play soccer and hockey, so lots of games to watch. I play par 3 golf with them and tennis with some other retired folks. My last writing was a chapter about Willard Jacobson (my colleague from Teachers College, Columbia University) in a book about the pioneers of science education.



HERB FOSTER

Professor, 1967–1995

Department of Learning and Instruction

Although retired, I seem to be very busy. I'm in my 5th elected term as an Edgartown Library Trustee, and the emeritus president of the reform synagogue here. In 2004, with two buddies, we wrote Martha's Vineyard in WWII, published by The History

Press. I've written eight op-ed articles for the Martha's Vineyard Gazette. Ghetto to Ghetto: Yiddish and Jive in Everyday Life is soon to be self-published. Inside Education is my TV show on MVTV (Martha's Vineyard community television). I keep in shape and always win my age group in the annual 2.5 mile canoe-kayak race. I just turned 90.



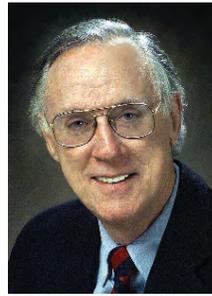
TOM FRANTZ

Associate Professor, 1967–2008

Department of Counseling, School and Educational Psychology

Last spring, during the 10th year of my retirement, I met for an oral defense as a member of my final dissertation committee. I was able to serve on almost two dozen dissertation committees in my

retirement years — something I very much enjoyed. Meanwhile, I drive (as a volunteer) a van for Rural Transit Service in Buffalo bringing elderly and infirm folks to doctors, shopping, libraries and other places; enjoy playing in a fantasy baseball league every summer (and trying to win!); and attending close to 100 of our eight grandchildren's activities each year including basketball, hockey, soccer games, concerts, and climbing meets, in addition to babysitting two days a week. A great life.



BRUCE JOHNSTONE

Distinguished Service Professor, 1995–2006

Department of Educational Leadership and Policy

I went off the UB payroll in 2006 as a Distinguished Service Professor of Higher and Comparative Education (still with 15 PhDs and continuing as the director of the International Comparative Higher Education Finance and Accessibility Project). I have continued publishing in my narrow niche — such as: The Potential Role of Philanthropy as a Source of Revenue for Public Higher Education in Bulgaria; How to Make Student Loans Work in Africa; and Global Realities, Policy Options, and Common Misunderstandings. As reputations improve with time out of office, the SUNY Trustees made me chancellor emeritus. Gail and I intend to remain on the Buffalo Waterfront and are in decent shape (not counting worsening vision).



DAVID NYBERG

Professor, 1973–2002

Department of Educational Leadership and Policy

Nancy and I live in Bath and Boothbay Harbor, Maine; our son Noah in Yarmouth. Noah manages a restaurant and Nancy continues as a life force, providing "inspiration until expiration." Until 2016, I taught ethics at Maine Medical Center, formally as a clinical professor of psychiatry, Tufts University School of Medicine. I also served many years on the Maine Board of Licensure in Medicine, and on the Board of Overseers of the Bar, adjudicating complaints filed against doctors and lawyers. I authored the board's guidelines for "Obtaining Meaningful Informed Consent," published in the Journal of Medical Regulation, and I continue as an editor of the medical board's newsletter.



AL PAUTLER

Professor, 1970–2000

Department of Educational Leadership and Policy

I retired in 2000 and Marilyn and I have spent time traveling, including 12 winters near Hilton Head in a Sun City community. When I was able to play tennis and some golf, I enjoyed those activities as well as the pool. Spent early years of my retirement taking flight instruction and obtained a pilot certificate. I am still flying and try to fly a couple of times each month in good weather. I enjoy photography from the air and posting on Facebook. I'm also a longtime amateur radio operator (ham). I do my best to keep up with the professional journals and my former faculty friends. I like to hear from former students via email (Wa2lwo@aol.com). Our four children and six grandchildren keep us busy. Life has been good.

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YOUR GIFT

matters.

Jinene Thompson
CLASS OF 2018
GRADUATE SCHOOL
OF EDUCATION

Jinene Thompson of Queens, N.Y., came to UB to pursue a master's in education. She had been in her new apartment in Buffalo just 30 days when a fire displaced her and the other residents. Thompson remembers running from the building into thick black smoke. Luckily, she had grabbed her laptop and backpack, and put on a coat. "I lost every other material thing," Thompson said. "I wondered how I would get through this." The Graduate School of Education gave Thompson a check from UB Fund aid designated for student emergencies, helping her to replenish her belongings and finish the semester. Thompson is thankful to UB Fund donors. "An investment could help change a life. You can have a lasting impact on someone like me with even one donation."

Gifts to the UB Fund have an immediate impact on students.

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