

THE UB GSE MAGAZINE SPRING 2024

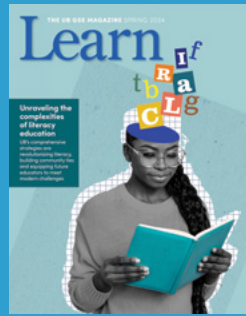
Learn

Read
t b c R a L g
I f

Unraveling the complexities of literacy education

UB's comprehensive strategies are revolutionizing literacy, building community ties and equipping future educators to meet modern challenges





SPRING 2024 • ISSUE 8

Editorial & Creative Director
Amber M. Winters

Director of Content & Lead Writer
Danielle LeGare

Graphic Design
Ellen Stay

Contributing Writers
Jana Eisenberg
Meredith Forrest Kulwicki
Claribel González
Julie Gorlewski
Nicole Mehlman-Davidow
Amanda Nickerson
Vicky Santos
Jaelyn Schildkraut
Ann Witcher-Gentzke

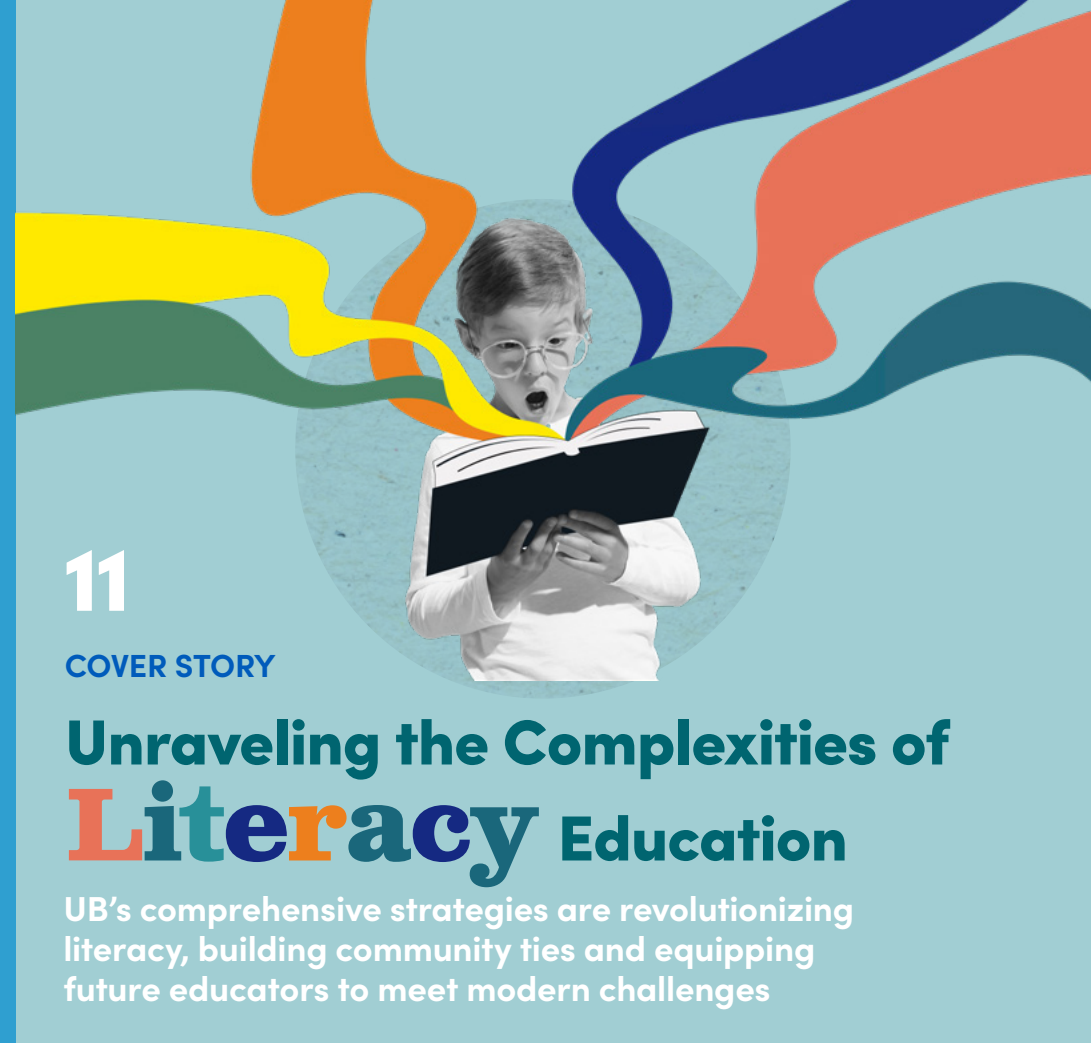
Contributing Photographers
Dylan Buyskes, Onion Studio, Inc.
Meredith Forrest Kulwicki
Douglas Levere, UB

Copy Editors & Proofreaders
Arthur Page

Web Design & Production
William J. Belz III
Nicole Mehlman-Davidow
Amber M. Winters

Contact Us
To share your ideas and stories,
email us at gsenews@buffalo.edu

Follow @ubgse on social media



11

COVER STORY

Unraveling the Complexities of Literacy Education

UB's comprehensive strategies are revolutionizing literacy, building community ties and equipping future educators to meet modern challenges

DEPARTMENTS

- 3 **Ed Artifact** The bookmark keeps readers on the right page
- 8 **Office Hours** Meet Professor Raechele Pope
- 24 **Roaming the Halls** PhD student mother “keeps pressing through”
- 25 **Scene on Social** GSE expands social reach through YouTube shorts
- 30 **Bulletin Board** School news in brief



20

Bicycles provide pathways to STEM careers

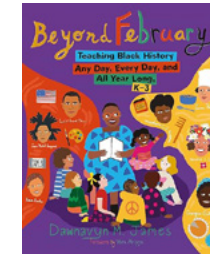


28

School Safety Advice for Parents

6 Book Stacks

Publications by GSE authors



7 A Student Perspective

PhD student discusses the potential of dual language classrooms

10 Trajectory

Alumna answers the call for gluten-free dining



22 Q&A

Professor Julie Gorlewski discusses tackling teacher shortages

26 Homeland Security Grant

Funding to support bystander intervention training

27 A Bequest to End Bullying

New Alberti Center endowed chair established

29 New Program

GSE establishes computer science education program

34 Class Notes

Updates from our alumni

37 In Memoriam

ED ARTIFACT

Leaving a mark

Collectible, functional and adaptive, the bookmark keeps readers on the right page.

BY NICOLE MEHLMAN-DAVIDOW

There are almost as many ways to mark a spot in our favorite books as there are genres of novels to choose from. Whether you utilize a custom-made piece of art that showcases your favorite hobby, or a receipt you decided to recycle into a page marker, the bookmark is still a necessity for those who prefer turning paper to swiping a digital page.

Many of us still prefer good old paper books, and that has led to the bookmark remaining timeless. Historically, the bookmark has been one of the most effective ways for avid readers to protect the spines of their precious novels while saving the spot where they last read.

Bookmarks are almost as old as books themselves. According to The **Antiquarian Booksellers Association of America** (ABAA), as the printing of books became more popular in the 15th century, there became a need to protect the fragile spines of these expensive volumes with a way to mark a page without damaging the book.

Book Riot discusses that the idea a bookmark could be used to keep one's place while protecting the book caught on in the 1800s, and advertisers took notice of this widely used, simplistic tool. They were a favorite for publicizing goods and services and also were used as publicity for various companies and organizations.

The ABAA notes that the height of bookmark design took place during the Victorian and Edwardian eras, as books became more accessible to the masses. Bookmarks and page markers can be made from a variety of materials, including paper, celluloid, silver, gold, pewter, wood, brass, copper, ivory, aluminum, chrome, tin, plastic, leather, fiberglass, ribbon and silk.

Despite the move to digital books in the modern era, many die-hard readers still love the feeling of turning a paper page.

That means book lovers still need a way to save their spot. Whether you use a custom work of art or a piece of scrap paper, a bookmark is a great way to help guide you through your latest reading adventure.



Dear Alumni and Friends

As another academic year draws to a close, I am grateful for the exceptional faculty and staff at the Graduate School of Education (GSE). The continued success of GSE largely stems from the tireless commitment of each member of our community. When I reflect on unwavering dedication, I am reminded of Chandra Murphy, the long-time assistant to the dean. It is with deep sadness that I share the news of Chandra's sudden passing on April 16th, following a brief illness. Since her passing, we have shared stories and memories of Chandra, highlighting prevailing themes – her infectious laugh, her kind heart, her professionalism, and her friendship, all of which will be sorely missed. Yet, as Chandra would have wanted, we forge ahead; our daily work continues, and we carry her memory with us.



In this issue, we commemorate the 60th anniversary of the Center for Literacy and Reading Instruction (CLaRI). This milestone comes at a time of renewed focus and public interest in how students best learn to read. The story within these pages underscores the myriad ways GSE literacy faculty employ research and evidence-based practices to inform schools, teachers and policymakers on effective reading instruction.

Recent successes in securing grants have propelled our endeavors forward. We proudly introduce two new projects: the National Science Foundation STEM Cyclists grant, directed by Dr. Noemi Waight, and the Department of Homeland Security bystander intervention program, co-directed by Dr. Amanda Nickerson and Dr. Stephanie Frederick of the Alberti Center for Bullying Abuse Prevention. These projects exemplify the high-quality, impactful research conducted by GSE faculty.

We are privileged to feature an interview with Dr. Julie Gorlewski, senior associate dean for academic affairs and teacher education, who provides insights into the teacher shortage landscape and effective strategies for addressing these shortages.

Furthermore, we share details of our new computer science education program. GSE stands as one of the only teacher preparation programs in New York to offer coursework leading to licensure in computer science education.

This issue also introduces you to some of our remarkable students. Claribel González, a PhD student in the Department of Learning and Instruction, shares her insights (and art) surrounding dual language programs with our readers. Additionally, meet Daphanie Bibbs, another PhD student (and mother) in the Department of Learning and Instruction, who joins us from Chicago to study under Dr. LaGarrett King at the Center for K12 Black History and Racial Literacy Education.

Beyond these features, there is much more to share about the impactful work ongoing at GSE, the exceptional students we are privileged to collaborate with and our community-engaged research and outreach efforts.

As you embark on your summer endeavors, we encourage you to stay connected. Please, don't hesitate to visit us in Baldy Hall while the opportunity remains, as GSE will relocate to South Campus this time next year.

Take good care,

Suzanne Rosenblith

LAND ACKNOWLEDGMENT STATEMENT

A pledge to peaceably share and care for North America's five Great Lakes

We would like to acknowledge the land on which the University at Buffalo operates, which is the territory of the Seneca Nation, a member of the Haudenosaunee/Six Nations Confederacy. This territory is covered by The Dish with One Spoon Treaty of Peace and Friendship, a pledge to peaceably share and care for the resources around the Great Lakes. It is also covered by the 1794 Treaty of Canandaigua, between the United States Government and the Six Nations Confederacy, which further affirmed Haudenosaunee land rights and sovereignty in the State of New York. Today, this region is still the home to the Haudenosaunee people, and we are grateful for the opportunity to live, work and share ideas in this territory.



"Great Lakes, No Clouds"
Image of North America's
five Great Lakes courtesy of
US NASA Earth Observatory.

GSE in the News | Headlines from stories that featured our faculty and students

INSIDE HIGHER EDUCATION quoted Stephanie Frederick, associate professor of counseling, school and educational psychology, in a story titled "University of North Carolina System Banning Apps Over Cyberbullying."

Brittany Jones, assistant professor of learning and instruction, collaborated in an opinion piece for the **MILWAUKEE JOURNAL SENTINEL** titled "Doc Rivers is a proven NBA coach. He's an even better historian and anti-racist." **THE CAP TIMES** also referenced the article.

NBC NEWS NOW quoted LaGarrett King, associate professor and director of the Center for K-12 Black History and Racial Literacy Education, in an article titled "North Carolina school takes down controversial segregation-era display."

EDUCATION WEEK featured an article written by LaGarrett King, associate professor and director of the Center for K-12 Black History and Racial Literacy Education, titled "What Black Parents Think About How Black History Is Taught."

FORBES reported on a study from Amanda Nickerson, professor of counseling, school and educational psychology, in a story titled "Lockdown Drills Help Children Feel Safer In School, Study Finds."

WBFO's "What's Next" program featured Alexa Schindel, associate professor of learning and instruction, and students Valerie Juang and Tendaji Ya'Ukuu in a segment titled "The Future of Climate Education," where they discussed a proposed bill that would advance climate education in New York's schools.

EDUCATION WEEK featured Dawnnavyn M. James, a curriculum, instruction and science of learning PhD student, in a video titled "An Educator Answers FAQs on Teaching Black History."

Nathan Daun-Barnett, associate professor of higher education administration, was quoted by the **HOUSTON CHRONICLE** in a piece titled "Rice sets aside \$33M for lawsuit alleging it cut financial aid from students in price-fixing scam."

An article titled "UB's new AI Institute taps technology to aid kids with speech challenges" in **THE BUFFALO NEWS** mentioned research led by Christine Wang, professor of learning and instruction and director of the Fisher-Price Early Childhood Research Center.



BOOK STACKS

Books and chapters published by members of the UB GSE community



“School to Career” was written by Katheryne Leigh-Osroosh, assistant professor of counseling, school and educational psychology. It was published by Goodheart-Willcox in 2022.



“Beyond February: Teaching Black History Any Day, Every Day, and All Year Long, K-3” was written by PhD student Dawnavyn James. It was published by Routledge in November 2023.



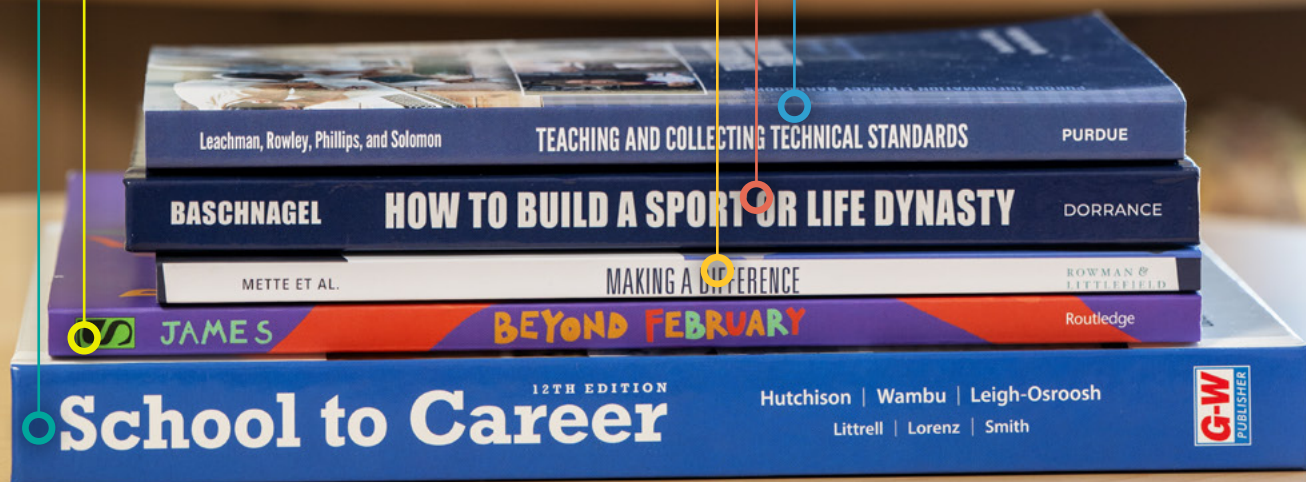
“Making a Difference: Instructional Leadership that Drives Self-Reflection and Values the Expertise of Teachers” was co-authored by Ian Mette, associate professor of educational leadership and policy. It was published by Rowman & Littlefield in October 2023.



“How to Build a Sport or Life Dynasty” was written by alum Norbert Baschnagel, EdB '65, EdM '68. It was published by Dorrance Publishing, Co. in 2021.



“Teaching and Collecting Technical Standards: A Handbook for Librarians and Educators” was co-authored by alum Erin Rowley, MLS '09. It was published by Purdue University Press in September 2023.



A STUDENT PERSPECTIVE

Exploring Bilingual Students' Linguistic and Semiotic Repertoires while Developing Computational Literacies in Dual Language Classrooms

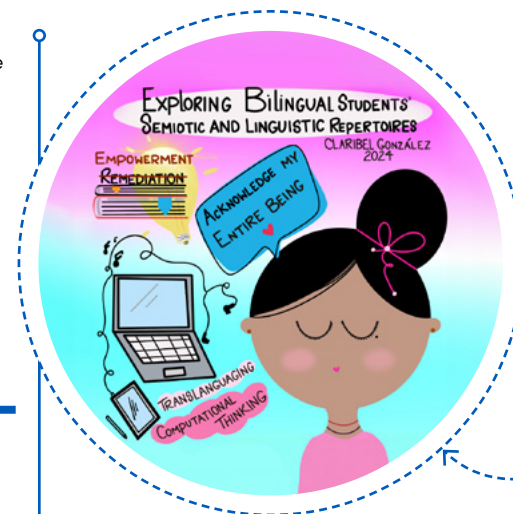
Dual language programs have witnessed significant growth across the United States, reflecting a commitment to bilingual education. These programs not only celebrate linguistic diversity, but also aim to enhance academic achievement in both languages. My name is Claribel González, and I am a doctoral student at the University at Buffalo. I am deeply intrigued by the potential of dual language classrooms. My research centers on understanding how students' linguistic and semiotic repertoires intersect with the development of computational literacies.

While dual language classrooms provide a rich context for language learning, they are not immune to challenges. Some classrooms fall short in fully embracing the dynamic and fluid linguistic practices of bilingual students. Instead of celebrating these diverse repertoires, bilingual students are framed as deficient, emphasizing remediation over empowerment. This deficit-oriented perspective can limit educational opportunities, including access to emerging fields like computer science.

“By bridging linguistic and computational worlds, I aim to create more equitable educational experiences for bilingual learners.”

I drew inspiration from recent research on the bilingual brain. Studies by Garcia and Li (2014) have highlighted the intricate neural pathways that bilingual individuals navigate. Rather than viewing languages as separate compartments, a translingual approach acknowledges the fluidity of language use. Students draw on their entire linguistic toolkit, seamlessly shifting between languages to express complex ideas. This approach is essential for nurturing computational thinking.

In parallel with the expansion of dual language programs, New York State has taken a significant step by officially adopting



K-12 Computer Science and Digital Fluency Learning Standards in 2020. These standards empower districts and educators, providing a roadmap for integrating computational thinking into the curriculum. By bridging linguistic and computational worlds, I aim to create more equitable educational experiences for bilingual learners.

When students' linguistic versatility is recognized and celebrated, educators can create inclusive learning environments. I envision a future where bilingual learners not only thrive academically, but also contribute to the digital landscape. As dual language classrooms evolve, I will remain committed to unraveling the intricate connections between language, cognition and computational thinking.



Claribel González is a coordinator at the Regional Bilingual Resource Network, where she empowers school districts to achieve academic excellence for multilingual learners. Her lifelong commitment to language and equity began during her early education in bilingual and ESL programs. Drawing on her experience as both a bilingual classroom teacher and instructional coach, she significantly contributes to professional organizations having previously served as a regional delegate for the New York State Association for Bilingual Education.

Passionate about fostering creativity and leveraging visual tools for learning, **González celebrates the power of sketchnotes to synthesize information effectively.** She showcases her artistic talent through illustrations in key publications such as “From Equity Insights to Action: Critical Strategies for Teaching Multilingual Learners” (2021), “Co-Planning: Five Essential Practices to Integrate Curriculum and Instruction for English Learners” (2021), and “Collaboration and Co-Teaching for Dual Language Learners: Transforming Programs for Multilingualism and Equity” (2023), all published by Corwin.

Currently pursuing her doctoral studies in the Language Education and Multilingualism Program at the University at Buffalo, González continues to be a driving force in promoting inclusive education practices and advancing language equity.

Sculpture symbolizing reading

A small figure of a person wrapped in words, and raptly reading. The sculpture was given to her by her partner. It represents both Pope's love of reading, and its importance. "Of course, we emphasize writing in education; it's crucial. But sometimes I think people miss the need for good, close, deep reading of texts. For ourselves and for students."

Framed cover of her first book

"My work took off when my co-authors and collaborators Amy L. Reynolds and John Mueller and I published our first book, 'Multicultural Competence in Student Affairs' (2004). When my co-authors surprised me with a framed cover of our book, it was one of the most amazing gifts that I'd ever received."

Textbook from her master's program

"The Future of Student Affairs," first edition, was assigned in her first graduate class. It changed her life. "It introduced me to student development theories; that we have the opportunity and responsibility to facilitate that development. It instilled in me that the cycle of theory-to-practice-to theory should guide my work. When I periodically clean out my bookshelves, that one just doesn't go away. It probably never will."

Distinguished Lecture Series poster

A framed and signed poster from Black activist/icon Angela Davis' 2019 appearance in UB's Distinguished Speaker Series, during which Pope was asked to introduce Davis and moderate the post-speech conversation. "She was so unassuming, and just brilliant."

Office Hours with Raechele Pope

Connecting through change on individual, group and systemic levels; helping "ask the right questions"

BY JANA EISENBERG

Raechele Pope has spent her career focused on the academic milieu: helping college students develop beyond the classroom while also training her energy on higher education administration. Her emphasis—on addressing diversity, equity and inclusion—has brought her to a place where she is thoroughly steeped in the field. She holds titles including professor; senior associate dean for faculty and student affairs; and unit diversity officer.

Early on she didn't realize that what's now her life's work, college student affairs, was even an area of study. Her recognition came during her first year in college, observing campus resident assistants. "To me the RAs all looked like Barbie and Ken—white and preppy," she said. So, she was surprised when she was encouraged to become one. "At the end of that first year, the hall director came to me, a young Black woman, who was decidedly not preppy, and suggested I apply. I didn't feel as if I belonged, but I became fascinated with the field." While she originally aimed to be a reporter, when the idea of a master's program in student affairs administration was floated, she pivoted. "I was accepted into the program. And I loved it."

Moving through her studies and career, and taking on progressively more responsible positions, she realized a doctoral degree was necessary. "I was interested in diversity issues—what we now call 'social justice issues,'" she said. She entered a doctoral program in organization development at the University of Massachusetts, where "they were doing something different; looking at diversity as an organizational change issue." This brought her to a central tenet of her work: multiculturalism and diversity as core competencies, rather than the specialization of just a few professionals—particularly in higher education and using a systemic lens to create change.

Through the pandemic and racial injustice reckoning, she's seen the pendulum swing. "We have a lot of work to do. The efforts to dismantle DEI on campus, banning books and rising hate on campus are serious and devastating. However, I have faith that we will move back in the other direction, and balance ourselves," she said. "It will take time and significant work. We have to continually re-examine our history and center our present. It's our only chance of moving forward."

"When the dean invited me to serve as a senior associate dean for faculty and student affairs and chief diversity officer, all the parts of my work and my passions came together," Pope added. "It combines my belief in the importance of the work we do with the chance to do it."

RESEARCH AREAS

- Access and Equity
- Administration/Management
- Cultural Competence and Humility
- Diversity; Equity and Poverty
- Gender, Culture and Equity
- Higher Education
- Leadership
- Multicultural Competence
- Organizational Change
- Race, Inequality and Education
- Racism and Anti-Blackness
- Social Justice

(Photo/ Dylan Buyskes, Onion Studio)



UB couple offers gluten-free options to county fair foodies

PHOTOS AND TEXT BY
MEREDITH FORREST KULWICKI

The Silly Yak, a new vendor at the Erie County Fair, served up gluten-free fair food last summer, making many with dietary restrictions and food allergies feel welcome again.

"I forgot how good all of this was," said Melissa Koller, a West Seneca resident who has been gluten-free for the past nine years.

"Normally, I come to the fair and I can't eat anything."

Koller jokes that when she does order food from fair vendors, there's a 50-50 chance she'll have a reaction. But while dining at **The Silly Yak**, she and her

boyfriend happily shared a corn dog, a funnel cake and blooming onion.

Koller is the customer that Rachael and Michael Krupski hoped to reach when they decided to launch The Silly Yak. Being left out of the social aspects of food is personal for them: Rachael, a 2021 alumna of **GSE's higher education and student affairs master's program**, was diagnosed with celiac disease around the time of her graduation. And as avid fair attendees, the couple saw a need for more gluten-free dining options.

"We're definitely not a healthy stand," said Rachael, assistant director of marketing and communications in UB's School of Law. "We're going with the classics, the iconic things that people who cannot consume gluten would

not be able to get at the fair."

That includes corn dogs, French fries, deep-fried Oreos and an original creation they call the brekky-dog. A brekky-dog consists of two breakfast sausages dipped in pancake batter, deep fried and served with maple syrup.

"It's delicious, both savory and sweet," Rachael said. "Everything you want mixed together. It's just happiness. It's so good."

Michael, an entrepreneur and clinical assistant professor in UB's School of Management, took on much of the initial work to find ways to enjoy many of their favorite foods—but in a gluten-free form.

Years at the fair

Michael essentially grew up at the fair. He was a 4-H participant and a member of the Erie County marching band. As an adult, his volunteer fire department is responsible for staffing the fair, and he is on the grounds all day most days during the run of the fair.

When the couple started dating, Rachael found herself at the fair many nights, too. After her diagnosis, she missed the deep-fried Oreos the most. "It was what I admittedly got nearly every single day at the fair," she recalled.

In 2021, Michael offered to make the treat for her, as Nabisco had recently come out with a gluten-free Oreo. He brought a small deep fryer to the fair-based

fire station and started playing around until he perfected the recipe.

"They were delicious," said Rachael. "All the firefighters and their families tried it, and they could not tell the difference."

Making it happen

"We poured our heart and soul into making this a reality," Michael said. "It was a lot of sleepless nights talking through every detail, and luckily we are surrounded by family and friends who believe in us."

The Krupskis spent the spring of 2023 developing recipes and perfecting their menu. In mid-July, The Silly Yak launched with a private event, testing the stand setup in the driveway of their Hamburg home. About 60 of their closest friends and family attended.

Although Michael grew up around his grandparents' catering business, is an avid cook and has started a business before, this venture was very different.

"This is the first thing Michael and I have ever done like this," Rachael said. "We are not in the restaurant industry. We've never done anything like this before. This is really our first crack at it."

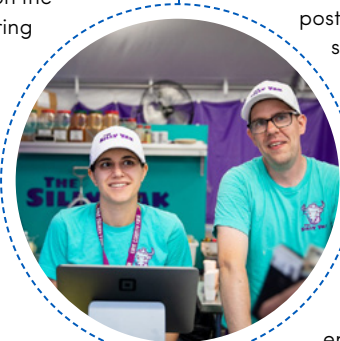
Things quickly fell into place for the couple, giving them confidence that they were on a good path with the business plan. After Rachael's diagnosis, Michael would call her a "silly yak," which is also the name of a children's book about celiac disease. When the domain name "thesillyyak.com" became available for purchase, it felt like a sign that the time was right. They were then able to connect with the fair and secure a spot.

The reception The Silly Yak received at the fair proved the point. The stand was busy—sometimes with a wait time. And it received the Best New Food and Best Sweet & Treat awards in the fair's New Food Showdown, as voted on by the public.

Moreover, the WNY Gluten Free Diet Support Group on Facebook is full of posts about The Silly Yak. Rachael says they served many repeat customers who come to the fair just for their food and fielded lots of inquiries about purchasing gluten-free food outside of the fair.

Although their mission is to provide gluten-free options to those who need them, they want everyone to enjoy their food.

"We want to make food that's so good you wouldn't even know the difference," Michael said.

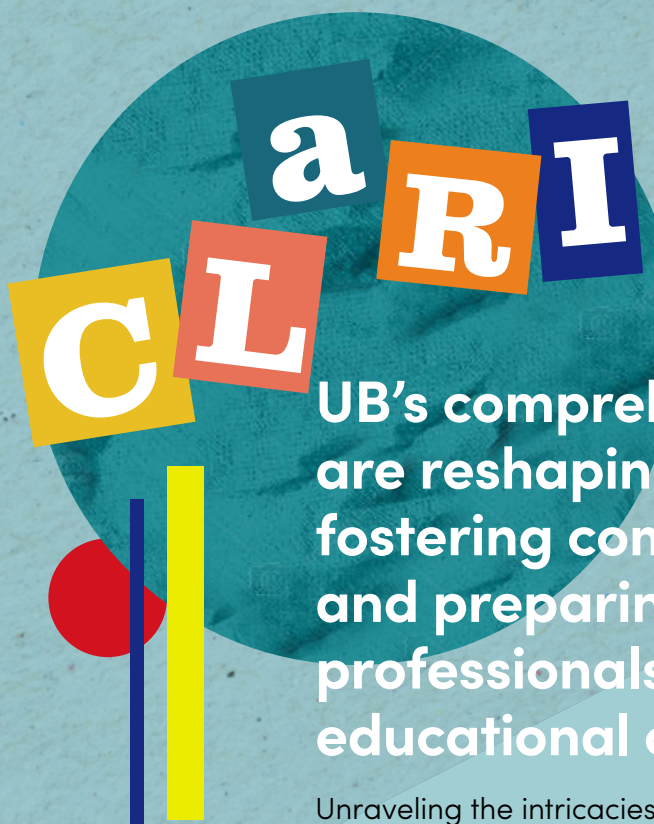


COVER STORY

Unraveling the Complexities of Literacy Education

BY ANN WHITCHER-GENTZKE





UB's comprehensive approaches are reshaping literacy education, fostering community partnerships and preparing future literacy professionals to tackle educational challenges

Unraveling the intricacies of learning to read and write requires persistence, patience and unyielding curiosity—all qualities of the committed scientist intent on discovery. Researchers in the Department of Learning and Instruction display these characteristics as they study methods to bolster children's literacy achievement and understand its many facets. In their quest, they draw on GSE's decades-long tradition of researching this critical issue, reaching out to the community with well-tested programs through the **Center for Literacy and Reading Instruction (CLaRI)**, now celebrating its 60th anniversary. Other educational initiatives involve the direct application of faculty research via partnerships with school districts in Western New York, across the state and in other states, too. Meanwhile, GSE's literacy faculty, many of whom are former K-12 teachers, are equipping teachers and literacy specialists with the tools they'll need to help children grow as readers, and to become literate in every sense of the word.



CLaRI: Where reading rules

Walking into CLaRI in Baldy Hall, visitors spot colorful posters and engaging materials encouraging kids to embrace reading. A flyer in the waiting room, illustrated with children from different nations atop the globe beneath a starry sky, promotes reading as



empowerment with a simple rhyme: "The more you read, the more you know. The more you know, the smarter you grow. The smarter you grow, the stronger your voice. When speaking your mind or making your choice." Within the suite are personalized tutoring areas for each child and a library of

children's books that they can check out for home reading.

Ashlee Campbell, associate director of CLaRI and clinical assistant professor in the Department of Learning and Instruction, has day-to-day responsibility for individualized programs for children who are reading below grade level. Tutoring includes after-school sessions twice a week during the academic year, Saturday morning tutoring, a one-on-one tutoring program during the summer, and a summer reading camp.

Each academic year, in conjunction with its training of teachers, CLaRI serves 25 to 30 students in the fall and spring semesters, and about 60 students during the summer. Twenty to 30 students participate in CLaRI's free summer camp, where graduate students in the literacy specialist program provide instruction. "Summer programs have become the most popular because parents want their children to engage with reading and writing over the summer," said Campbell. "Other families seek summer tutoring to help develop their child's

overall literacy abilities. CLaRI, as a research center in the University at Buffalo's Graduate School of Education, may offer financial assistance to families according to need, so that children can attend and receive the literacy support they need. Virtual tutoring is offered as well."

Evidence-based instruction and reflective practice

The CLaRI after-school tutoring program is a "special place" where both children and adults have roles as learners, Campbell said. Tutors in this program are UB graduate students who also are certified teachers pursuing master's degrees with professional certification as New York State literacy specialists.

Campbell supports these teachers' development by introducing them to the well-known literacy model of gradual release of responsibility, along with evidence-based instructional approaches. She carefully reviews each tutor's lesson plan before teaching, while also providing guidance in "critical video reflection," a long-time CLaRI practice described in a **book** by current and former UB literacy faculty. "The teachers record each session and later review the video to reflect on their literacy instruction and on the child's learning," Campbell explained. "This helps teachers become reflective practitioners who think critically about instruction and keep student learning at the center of instruction."



Ashlee Campbell

Campbell also debriefs each teacher after tutoring to discuss the next logical steps for instruction. The graduate student teachers follow a diagnostic teaching model that requires informal assessments of a child's progress. This could come in the form of anecdotal notes or word sorts that help children identify certain orthographic patterns, or through formal assessments. Furthermore, Campbell lets graduate students know that a clear evidence-based purpose must be shown. If this doesn't occur, she might ask, "What did the child do during the last session that supports this [next] lesson?" In this way, instruction is tailored to meet each child's literacy and learning needs, and also helps develop the graduate student's ability to implement literacy practices. In the end, there are many success stories.

Praise from parents

Parents usually find out about CLaRI programs from recommendations of friends or relatives whose children have attended past sessions. Leisanne Smeadala learned from her sister how helpful CLaRI could be to children having reading difficulties. So, she enrolled her daughter, Nora, now in first grade. "Our experience has been great," Smeadala said. "Nora loves going, and her reading is definitely progressing in ways that I don't think it would be if she weren't attending. She needs additional reading

'The CLaRI after-school tutoring program is a "special place" where both children and adults have roles as learners.'

support and opportunities to practice. I had the opportunity to experience a session recently due to the use of Zoom, and I was impressed with how well the teachers handled Nora's tutoring."

Sherry Arndt, parent of a third grader, expressed similar sentiments about the progress her daughter has made since attending the summer reading camp and with ongoing tutoring since. "My daughter is about six months behind in her reading, but she's on track with other courses. I believe it is vital for her to continue in a reading program throughout the summer months. The CLaRI program has been able to fill this gap and improve upon the skills she is gaining during the school year."

Another testimonial points to CLaRI's impact on children with difficult personal circumstances. Angela Hester is a foster mom of three kids, two 6-year-old boys in first grade and an 8-year-old girl in second grade. They come to CLaRI for tutoring; they also have attended summer camp. "My children were at least two grade levels behind in reading," Hester said. "My 8-year-old girl could not even identify letters. Now she is reading three-letter words, and the boys are approaching grade level. I am so proud of their hard work. They love attending the reading program."

Looking ahead: A changing landscape for CLaRI and literacy education

As CLaRI moves into its 61st year, GSE faculty and students eagerly await the school's scheduled move to Foster Hall on UB's South Campus in 2025. The move promises increased connection with the Western New York community in conjunction with the goal of raising reading achievement among area schoolchildren. "At this point, it is all private transportation to get to CLaRI," said Campbell. "However, with the move to the South Campus, while we won't offer busing, we will have the metro right there. This will allow more families who live farther away, or who don't have a lot of transportation options, to take the bus or metro to get here." Mary McVee, CLaRI director, agrees that the new location will make the center more accessible to a broader community. "I remember a grandmother who took two or three buses to bring her grandson here," she said. "But that's really hard on families." While access to CLaRI will improve with its move to the South Campus, researchers in the



John Strong

GSE say that unless practitioners and schools take a comprehensive approach to literacy instruction, many students will still be at a disadvantage.

Research shows that literacy today and in the future is increasingly complex. It includes proficiency with digital and visual media, as well as the language of specific fields like STEM subjects. There also is ongoing interest in the cultural and racial literacies needed to support a diverse democratic society. However, the traditional understanding of literacy as the ability to read and write competently remains a topic of significant

debate among educators, politicians and citizens concerned about children's literacy rates nationwide and in New York State.

The picture has been concerning for some time. "When we look at national assessments of children's educational progress, two-thirds of children are comprehending below a proficient level," said **John Strong**, assistant professor of literacy education. "It's been that way since the 1970s, when the federal government began conducting the NAEP, the National Assessment of Educational Progress.

It's not a new problem; it's an unfortunate problem."

This year, New York Gov. Kathy Hochul, alarmed at post-pandemic reading rates among the state's third graders (fewer than half of whom were proficient in statewide testing in 2023), called on school districts to implement "scientifically proven" methods for teaching literacy to New York's schoolchildren. Hochul proposed \$10 million in funding, specifically calling for programs in SUNY and CUNY to take on the teacher training necessary for this ambitious endeavor. But GSE experts say such an approach isn't sure-fire without improvements in the research-practice divide, and more evidence-based teaching methods delivered to New York classrooms and beyond.

'The science of reading'

Often the implementation of the "science of reading" has been to replace prior methods of teaching reading with evidence-based approaches that primarily involve an increased attention to phonics. A problem arises, however, when these newer methods are introduced in classrooms without thorough testing of, or research into, their efficacy. Strong deems this process vital to improving reading education and ultimately to raising literacy rates. "I think a lot of schools and districts in recent years have said, 'We're

moving to the science of reading.' What they mean is they're moving away from programs they have used previously and adopting a different program. You'll find New York City has mandated curricular programs, for instance. But none of them are the subject of experimental studies either. So, while they claim to be 'science of reading' approaches, unless they're tested in experimental studies, we don't actually know if they work to improve kids' outcomes."

"When we look at national assessments of children's educational progress, two-thirds of children are comprehending below a proficient level."

Strong's own research includes a paper published last year in *Scientific Studies of Reading*, with co-authors Henry May and Sharon Walpole. They found increased reading achievement among children in grades 2-5 who were taught using the Bookworms literacy curriculum. Strong reports that the study "was able to actually model what children's reading growth would continue to look like had they not adopted Bookworms versus what it did look like when they did adopt it.

We found positive effects on literacy achievement using the standardized Measure of Academic Progress."

Such results don't constitute a panacea, Strong cautioned. "It's not a magic bullet: Kids get Bookworms and next week, they're readers. But this was nearly 10,000 students in a school district over several years. We can see that Bookworms had an effect on their achievement—it was slow at first and then it became faster. It demonstrates the cumulative effects over time of high-quality instructional practices such as lots of high-volume book reading. You have to read books to get better at reading. There's no way around it, and most curricular programs don't have kids reading a



whole lot of books." Strong contrasted "controlled" reading often found in curricular texts used in schools with "authentic" materials, defined as actual books written for children.

Interventions that matter

While earning his doctorate at the University of Delaware, Strong researched and designed interventions for student learning that teachers could use in the classroom. At UB, the former high school English teacher has continued to investigate research-based programs to help K-12 teachers foster literacy among their students. Like many of his colleagues, Strong is deeply involved with the community, for example, leading recent professional development sessions in evidenced-based literacy instruction for district assistant superintendents and literacy coordinators under the auspices of Erie I BOCES with his colleague Blythe Anderson. He's also principal investigator for a \$300,000 grant from the Advanced Education Research and Development Fund to study an intervention program he developed, **Read STOP Write**. (STOP stands for "Summarize, Text structure, Organize, Plan.") A revised edition of this program he developed with colleagues at UB and Michigan State University is being implemented in several schools in Western New York and Michigan.

For Strong, a scientific basis for reading education is paramount. Too often, he says, school districts adopt programs from commercial publishers that haven't been reliably tested or examined in experimental studies. "The science of reading is not an approach, a program or practice," he said. "It refers to the body of scientific research on how children read and how to most effectively teach children how to read. There are many different types of research—qualitative, quantitative, correlational, experimental. But I choose to focus my work on experimental research."

Building vocabulary

Blythe Anderson, assistant professor of literacy education, concentrates her research on instructional practices and curricular materials that promote vocabulary development. "Vocabulary is largely missing from the conversation on 'the science of reading,'" said Anderson, a former first-grade teacher who was previously PreK-12 district literacy coordinator in Rochester, Minnesota. "We know there's a ton of evidence for the importance of vocabulary. ... Unfortunately,



Left: Ashlee Campbell outlines the day's agenda at the end-of-tutoring celebration at CLaRI, where students showcased their work and received certificates of achievement.



comparatively little time is spent developing vocabulary in the classroom." Anderson elaborates that an emphasis on building foundational skills like phonemic awareness and word recognition "tends to crowd out vocabulary instruction, despite the supportive role that word knowledge plays in word recognition. There's a critical need for integrated approaches to vocabulary instruction that build vocabulary knowledge concurrently with other foundational skills," she said.

In a study published in the *Journal of Literacy Research* and *The Reading Teacher*, Anderson and colleagues identified specific vocabulary "talk moves," or ways of using language to promote vocabulary development, that are aligned with the research on how children learn words. This study took place during science instruction, which offers an especially rich context for word learning.

"How can we support students in becoming word learners and get them really curious and interested in learning words?" Anderson asked. "There's something called word consciousness that I'm really interested in. It's mostly theoretical at this point, but there's an idea that we can support kids in becoming really curious about words and interested in learning words, and this will support them in engaging with words and being motivated to tune in to words when they come across them."

She adds: "When people think vocabulary, I think most of the time they're thinking about its relationship to reading comprehension. 'If you understand the meanings of the words, you're going to have a better time understanding the meaning of the text itself.'



That makes sense. But vocabulary knowledge also works the other way; it bridges toward word recognition. So there are studies that have shown that our vocabulary knowledge actually supports us with decoding. If it's a word that you know in your oral language, you have a better chance of decoding that word, even if you've never seen it before."

Like her GSE colleagues in literacy education, Anderson delivers research with a strong community impact. In a study published in *Reading & Writing Quarterly*, she and John Strong examined the effectiveness of a summer reading program for children in kindergarten

Blythe Anderson

through fifth grade, in which graduate student tutors delivered 15 minutes of "differentiated reading instruction" and a 30-minute interactive read-aloud to small groups of students each day. She's also a co-principal investigator of the Read STOP Write project which entails frequent contact and involvement with teachers and their students. "We do a lot of modeling of Read STOP Write with the teachers who are participating in the study ... We're in schools all the time doing professional learning sessions for teachers and working with their students."

Partnerships aplenty

Kristin Overholt, assistant superintendent for curriculum and instruction in the Clarence Central School District, is among those who've worked with GSE faculty to incorporate research into the public school landscape. "The partnership with the University at Buffalo has further enhanced the structured literacy approach in the Clarence School District," she said. "Leveraging evidence and research-based methodologies and professional development opportunities, teachers are equipped with cutting-edge strategies to effectively implement structured literacy practices, resulting in even greater student success and academic growth."

A number of partnerships exist with area school districts, either through a formal agreement, or through the lessons brought back to classrooms via alumni of GSE's literacy education degree and certificate programs. David Fronczak had already worked as a teacher and literacy specialist when he returned to UB as a PhD student in

the Department of Learning and Instruction. In support of his doctoral studies, he is the recipient of the scholarship named for William Eller, CLaRI's founder and first director. "I am filled with gratitude to return to the University at Buffalo Graduate School of Education as a PhD student following the completion of the Literacy Specialist EdM here in 2014. Serving as a graduate assistant, I have the invaluable opportunity to collaborate with distinguished reading researchers who dedicate themselves to making a positive impact in students' and teachers' lives through their scholarship and partnerships with local schools. Engaging with students and educators throughout Buffalo has been immensely rewarding."

Conceptual shifts

Since arriving at UB in 2000, Mary McVee, professor of learning and instruction, and the third, and current, CLaRI director, has seen significant changes in literacy education. These include different terms to express key concepts (reading specialists versus literacy specialists, for example), greater interest in multilingual learners, and concerns over the science of reading. There have also been conceptual shifts that reflect a widening field of literacy inquiry. One such shift is "the modal turn."

"Instead of just thinking about literacy as reading or writing print text and working with words, the 'modal turn' is the idea that literacy includes working across lots of modes, especially when we think about digital media," explained McVee, a former ESL teacher who earned her PhD at Michigan State University. As principal investigator of a three-year, \$375,000 grant from the National Science Foundation, she is researching how elementary school teachers can best approach engineering instruction for their multilingual elementary school students.

McVee, in her work on the NSF grant, with co-principal investigator Jessica Swenson, assistant professor in the UB School of Engineering and Applied Sciences, is keenly aware that teachers have a lot on their plates nowadays, given the impact of changing mandates and standards, and a student population that's increasingly multilingual. "We're trying to help develop a professional learning model where we bring teachers together and help them think about



the language and literacies for those students who may be emergent bilinguals, or who may be further along in their language journey into English," McVee explained.

"We're also thinking about how teachers position themselves in relation to their views of language. How do they then introduce different types of language and literacy activities in the classroom?" As part of the grant, teachers from Amherst and Sweet Home central school districts began meeting in the fall at CLaRI. "We've done engineering activities with them here, as well as talked about translanguaging, a term that means allowing students to draw on all of their repertoires of language. ...We've worked with the teachers as well on discussions and readings related to the topics of literacy and disciplinary literacy." In future years, she said, teachers will also engage in reflection on their teaching using video, linking into another CLaRI tradition.

Mary McVee

Reflecting on her own work and that of her colleagues, McVee points to the essential unity of GSE's various approaches to literacy, notwithstanding the many vistas faculty are exploring. "If we can enable emergent bilingual students to learn some of the content as they're going along, they will feel like they're really members of the community that is helping them. It will help them in their overall learning, too. And if a parent comes to CLaRI and they're concerned that the child isn't reading at grade level,

ABOVE: A GSE student assists a young learner in presenting her work during the end-of-tutoring celebration.

or they've been told the child is behind on a progress marker," all this matters, she said. "So we need interventions like the work John Strong and Blythe Anderson are doing, and

"We're trying to help develop a professional learning model where we bring teachers together and help them think about the language and literacies for those students who may be emergent bilinguals, or who may be further along in their language journey into English."

what Ashlee Campbell is helping us do here with the children in CLaRI as well.

"It's definitely not about one thing or the other," she concluded. Rather, it's a panoply of thoughtful—and tested—approaches for resolving the literacy conundrum.



CLaRI: A 60-year legacy

When the late William Eller left the University of Iowa and its reading laboratory in the early 1960s to join the UB faculty as professor of education, he was determined to better understand why some students could learn to read easily, while others struggled throughout the process. The Wisconsin native devoted his life to this goal, becoming one of the nation's most accomplished researchers in the field of reading instruction. In 1963, he founded CLaRI, then known as The Reading Center, and headed it until 1971, when he was succeeded by Michael Kibby. While at UB, Eller developed numerous instructional tools for teachers and published widely on reading education. In 1986, he was elected to the Reading Hall of Fame by the International Reading Association. Following Eller's death in 1993, his wife Betty Eller and sister Kathryn S. Rieder established the William Eller Scholarship Fund in recognition of his many contributions to reading research and education.

Influential leadership

Michael Kibby, retired professor and former chair of the Department of Learning and Instruction, is revered for both developing reading diagnostic tools and for his literacy education research. Kibby, who earned his PhD from the University of Chicago and served as director of CLaRI (over the years, variously called The Reading Center or The Reading Clinic) from 1971 until 2007, has had a lasting impact on the literacy field. In 1995, he presented his reading diagnosis and remediation processes in the influential book "Practical Steps to Informing Literacy Instruction: A Diagnostic Decision-Making Model." Many of his former students became reading specialists, enthusiastically incorporating his methods into their own work as literacy educators.

In a tribute written in 2008 to honor Kibby on his retirement, Christina Bogan and Debra Dechert, then assistant to the chair in the Department of Learning and Instruction and CLaRI associate director, respectively, wrote of Kibby's work and its importance. "Children who fail to learn to read fail a life goal—and they know and feel it. So when traditional programs have not succeeded and a reading teacher is sought, that reading teacher must create success. [Kibby] believes every

reading teacher he teaches must and will be the catalyst in changing a child who failed in reading into a child who succeeds in reading; the responsibility is significant for the reading teacher."

Today, Kibby looks back "with pride on all the graduate students who've come through" CLaRI. "The center provided instruction to graduate students. Graduate students, in turn, provided excellent instruction, in most cases, to the kids." He explained that it could be difficult for graduate students working as reading tutors. Having already obtained a teaching certificate, tutors sometimes initially felt uncomfortable receiving constructive criticism and instruction on how to work with children struggling to read. But there was a lesson they couldn't miss, he said. "This is a deeper method of knowing what it means to teach a child to read. You have to take in more parameters than a classroom teacher can easily do."

Enduring contributions

Sam Weintraub, a GSE professor who contributed enormously to the school's literacy education programs, came to UB in the fall of 1974 as a full professor, having taught previously at Indiana University and the University of Chicago. In 1987, he was inducted into The Reading Hall of Fame. That same year, he received the William S. Gray Citation of Merit Award "for continuous leadership in dissemination of reading research through a lifetime of seminars, writings, editorships, and over 30 years of authoring and editing the Annual Summary of Investigations Related to Reading." Weintraub earned his EdD from the University of Illinois and taught second-through-sixth grades in Michigan before embarking on his academic career. Today, at age 96, Weintraub communicates by phone and email. Although his eyesight is affected by macular degeneration and he says his hearing "isn't great," Weintraub still keeps up with literacy education trends like the science of reading through newspaper accounts and stays in touch with former colleagues in GSE. He is proud of the doctoral students he helped train "who subsequently became known" for their research and literacy expertise.

Honoring her mentors

Among Weintraub's former graduate students, Jill Fitzgerald stands out. She also studied with Kibby, while earning her PhD from GSE in 1979, and went on to a distinguished research and scholarly career at the University of North Carolina at Chapel Hill, where she also served as interim dean. Today, she continues at UNC as research professor and professor emerita. "Mike and Sam were both 'advisors,' but I would say they were true mentors," she said. At the time, Fitzgerald was a supervisor in what was then called The Reading Clinic under Kibby's direction. "I valued the exposure to grow my thinking about reading diagnosis and instruction," Fitzgerald said of this period. "I was immersed in the practice of figuring out children's reading strengths and weaknesses."

Those experiences helped shape her own scholarly perspective. "I began to see that reading researchers were siloed in ways that may have limited their vision of how reading happens and how we can

help teachers and students. When we 'grow up' in one silo (e.g., linguistics, psychology, English education, neurology or reading education), we tend to inherit certain ways of understanding the world, of 'seeing' what it means to read. ... I'll always hang on to the ways in which diverse perspectives on reading (and writing) research make me think about cultural impact, and the universe of ways of seeing and thinking about reading processes and instruction."

"I was immersed in the practice of figuring out children's reading strengths and weaknesses."

Like Weintraub, Fitzgerald is a member of the Reading Hall of Fame; she was inducted into the prestigious body in 2011, and she cites Weintraub's lasting influence. "He was imbued with a gentle, quietude that was sprinkled with dry humor. Through the last, well, now five, decades, I've said many times, 'If you need help thinking through something, if you're open to change and critique, Sam is the person you want in the room.'"

And, too, Fitzgerald credits Kibby for everything she learned about reading diagnosis. "By this I mean how to figure out a student's strongest reading processes along with the weaker ones, and then how to link instruction to strengths and weaknesses. ... Mike's reading diagnosis model is still my go-to way of thinking about the processes a child is using during reading."

To express her gratitude and admiration for both Kibby and Weintraub, in 2018, Fitzgerald established a fund honoring her mentors. The [Drs. Sam Weintraub and Michael Kibby Fellowship Endowment Fund](#) provides support for a PhD student (or students) in GSE whose doctoral work is focused on literacy research, and who plans a career in the field.

**During this interview, Dr. Michael Kibby graciously shared his insights and memories with us. With a heavy heart, we must inform our readers that Dr. Kibby has since passed away, around the time of this publication. His contributions to our field and the wisdom he imparted during this interview will be greatly missed. We extend our deepest condolences to his family, friends, and colleagues during this difficult time.*

“It’s definitely not about one thing or the other,” she concluded. Rather, it’s a panoply of thoughtful—and tested—approaches for resolving the literacy conundrum.”

Mary McVee,
professor of learning
and instruction

William Eller

Michael Kibby

Sam Weintraub

Jill Fitzgerald



(UB Photo/ Douglas Levere)

Bicycles provide pathways to STEM careers

BY VICKY SANTOS

A program using bicycles as an innovative way to get kids interested in science, technology, engineering and mathematics (STEM) has received a nearly \$2 million National Science Foundation grant to ensure the practice continues.

Noemi Waight, associate professor of learning and instruction in the Graduate School of Education, and her team established **STEMcyclists** — a science and engineering summer cycling program where students of color learn the science, engineering principles and biomechanics of bikes and bike riding.

"All of us in the Graduate School of Education are grateful and delighted that the National Science Foundation selected STEMcyclists for funding. In keeping with UB's commitment to bring the benefits of our research and scholarship to bear on the communities we serve, this project uses an innovative approach to excite Buffalo high schoolers about STEM opportunities," said

Suzanne N. Rosenblith, dean of GSE. "STEMcyclists creatively engages students in learning principles of engineering while emphasizing their own neighborhoods as asset-based learning environments," Rosenblith added.

Using bikes to teach about intersection of STEM fields

The grant, officially named "STEMcyclists: Black and Brown Youth Transforming Science and Engineering via Bikes," uses bike and cycling-related activities to teach historically excluded youth, specifically ninth- and 10th-

graders, about the intersection of science, technology, engineering and mathematics.

"The bicycle is one of a few technologies that are still 'transparent' and not encased in a black box, which means that you can see the constituent parts of the bike," Waight explained.

"You can see the individual systems that collectively make up the whole bike (another system). You can take it apart, re-build and remix it. You cannot do that with a television anymore. You can't do that with most radios. We cannot do that anymore with computers. But with bikes, there are

numerous opportunities to examine technological systems, tear them apart and rebuild. This tinkering, messing about, remixing and re-envisioning is foundational to science and engineering," Waight said.

As part of the program, participants will learn about safe cycling and will use the bikes to understand the biomechanics of biking and engage with STEM phenomena in their Buffalo community. Waight, her co-principal investigators and community partners designed the program to allow youth to engage in STEM opportunities right in their community, equipping them with the necessary skills and knowledge to pursue



careers in these fields.

The project will "honor their knowledge and brilliance, and nurture their STEM identities in preparation for STEM-related careers, and break down both conscious and unconscious racial barriers in Buffalo," Waight said.

Rethinking what STEM could look like

"Students of color have been historically excluded from STEM, and we wanted to use this program as a pathway for them to rethink what STEM could look like," Waight added. Our students have said to us that they didn't know that engineering and science was involved with bikes. And we have young women saying, 'I can see myself as an engineer, I can see myself as specifically thinking about mechanical engineering. We are honored and grateful to the National Science Foundation for funding this project.'

At the end of the program, campers bring home bicycles, helmets and bike accessories that they keep after the program concludes. The program launched in July 2022; its success led to a second summer program this past July.

"This program, so far in the first two iterations, has exceeded our expectations. The youth that we have worked with have been amazing," Waight said. "I just love seeing our students light up when they are able to accomplish something in this process."

The kids participating in STEMcyclists work with Waight and community partners to not only look at the bike as a whole system, but to examine how it works in terms of forces — gyroscopic force, friction, gear ratios, propulsion system and so on. This funding will also support youth with physical disabilities and visual impairments.

"They're thinking about the wheels as a system on its own, and exploring specific components like truing the wheel, the hub and ball bearings, the role of the spokes. So when our students start to see all those parts come together and really understand those parts and their roles, and very importantly, being able to explain the science related to how these different parts of the system work, it makes me really happy," Waight said.

Bringing out the natural curiosity of children speaks to Waight as an educator, but it also reaches her on a personal level.

"I grew up in Belize, where under any moist rock you would find earth worms. I was

that kid who loved experimenting on earth worms and watching them regenerate," she said. "I also liked to catch grasshoppers in the tall grass and put them in bottles and just observe them, and I did that a lot. I would spend my evenings doing that. So, I was just naturally this very observant and curious kid."

A community effort

Waight said she still loves to explore and observe, which is why she enjoys biking around Buffalo. This is how she learned about the different communities, their history and culture. It's also how she identified community partners for this program.

"Recognizing that bikes and biking is a pathway to do this work involves connections with communities," Waight said.

STEMcyclists' community partners are GoBikeBuffalo, Slow Roll Buffalo and East Side Bike Club.

"We are certain the project will bring dynamic educational opportunities to area youth and help further our mission to harness the bicycle's potential in shaping a greener, more inclusive future."

Other members of the team and co-PIs are Sarah A. Robert and Ryan M. Rish, GSE associate professors of learning and instruction; Shakhnoza Kayumova, associate professor of STEM education at the University of Massachusetts Amherst; and Greses Pérez, assistant professor of engineering education at Tufts University.

Adam Ianni, community workshop director for GoBikeBuffalo, said the partnership helps the program go beyond the academic realm.

"We hold a profound appreciation for the bicycle as a symbol of both educational empowerment and global betterment. The bicycle is a brilliant embodiment of STEM principles in action. It offers real-

world insights into physics, with every ride highlighting the interplay of balance, force and mechanical dynamics. Over the years, advancements in bicycle technology have presented a riveting journey through material sciences and design evolution, making bicycles not just a mode of transportation, but also a dynamic classroom that fosters curiosity and critical thinking," Ianni said.

Waight said that the program has been a real team effort that included Dawn Cobb, director and principal investigator of the Science and Technology Entry Program (STEP) at UB, who provided the opportunity to run the program as a pilot, as well as Rish, GSE alum Jennifer Tripp, Sophie Wisoff and Darryl "Rodam" Marks, who were involved in the initial implementation.

"While we are kick-starting this program here in Buffalo, there's so much potential for it to be initiated in so many other parts of the country as well as other countries," Waight said.

Ianni also envisions the program's reach beyond Buffalo.

"We are certain the project will bring dynamic educational opportunities to area youth and help further our mission to harness the bicycle's potential in shaping a greener, more inclusive future," he added. "Our commitment to the bicycle is fueled by its unparalleled potential to usher in a more sustainable and connected world."

Photo gallery available here: bit.ly/STEMcyclistsUB



Noemi Waight

Q&A

Tackling teacher shortages requires a multifaceted approach

BY VICKY SANTOS



School districts nationwide continue to face teacher shortages. The United States could face a shortage of more than 100,000 teachers by the mid-2020s, according to the Learning Policy Institute.

Tackling this shortage has been top of mind for Julie Gorlewski, professor of learning and instruction and senior associate dean for academic affairs and teacher education. Here she addresses the impact the shortage has on students and school districts and discusses effective strategies for addressing this national crisis.

Q How does a shortage of teachers affect students and school districts?

A Research shows that teachers are the most influential, in-school variable when it comes to student achievement. Students who experience effective instruction have greater opportunities for college and career success. The negative effects of shortages are multidimensional. Students suffer from reduced instructional effectiveness, and schools and districts experience a loss of pedagogical knowledge and skills, as well as professional leadership.

“The Learning Policy Institute estimates that teacher turnover costs school districts \$20,000 to \$30,000 for every teacher who leaves the district.”

There also are fiscal consequences. The Learning Policy Institute estimates that teacher turnover costs school districts \$20,000 to \$30,000 for every teacher who leaves the district.

Q What are some measures to help alleviate the shortage issue?

A Addressing teacher shortages effectively requires a multifaceted approach that prioritizes quality, diversity and retention within the teacher population. Research indicates that teacher residency programs, such as the one in the [Graduate School of Education](#), can achieve these goals. As a result, we transitioned all of our teacher certification programs to culminate in an in-school residency. Grounded in a yearlong, co-teaching experience with expert mentor teachers, teacher residencies involve collaborative partnerships with school districts so that specific certification needs can be targeted.

Q What factors affect or influence a teacher shortage?

A Shortages are influenced by both recruitment and retention. Factors related to recruitment include geographic location, subject area and grade level. Teacher shortages are more likely to affect high-need schools, and are more dire in subjects such as science, mathematics and world languages. Additional considerations related to teacher retention include working conditions, compensation and benefits.

Q How severe is the national teacher shortage, and what can be done about it?

A Teacher shortages are complicated because schools serve multiple purposes in society. Shortages exacerbate inequities and reveal how we envision the purposes of school. We are convinced that teaching residencies have the capacity to address the nationwide shortage and meet the needs of students. However, the increased demands of residency require policy support and dedicated resources, so public advocacy and support are crucial.



Julie Gorlewski is a professor in the Department of Learning and Instruction and the Senior Associate Dean for Academic Affairs and Teacher Education.

Daphanie Bibbs

Modeling her commitment with humility: “Keep pressing through”

BY JANA EISENBERG

Daphanie Bibbs’ perseverance, compassion and lived experience have taken her a long way already. Her early ability to connect with children, led her to the field of education. And her experience being a Black girl, and then, at 20, a young Black mother, have honed her research interests to include the intersection of Black girlhood and Black motherhood.

Bibbs, now 29, is a PhD student in the Curriculum, Instruction and the Science of Learning Program. She holds a master’s in educational leadership and administration and has almost a decade of special education and general classroom teaching experience. Bibbs survived the pandemic, but was feeling both burnt out and wanting more. She entered the PhD program in 2023 to explore and expand. “I’m still fine-tuning what I’ll do,” Bibbs said.

As a graduate assistant in the university’s Center for K-12 Black History and Racial Literacy Education, her primary role is facilitator for an educator’s book club. Working with educators in this capacity brings her closer to another of her goals: to

embed Black history education into school curricula.

“I’d love to train principals, specifically those identifying as Black, to encourage their educators to teach Black history all year long,” said Bibbs. “As a classroom teacher, I suggested schoolwide initiatives to integrate Black history. They were often met with resistance and microaggressions. But I always made sure at least my classroom touched on Black history throughout the year.”

Among her self-identifications—Chicago native, lifelong learner, reformative conversation facilitator—she is a Black feminist. “I was still a girl when I became a mom,” she noted. “I’m an advocate for women, and specifically Black women. Many of our accomplishments go unnoticed and uncredited; things happen to us that don’t happen to all women.”

LaGarrett King, associate professor and director of the center, has known Bibbs since she was an undergraduate student. “When we began talking about graduate school, she knew Black motherhood and Black girlhood was one of her topics,” he said. “For Daphanie, it encompasses what scholars call ‘me-search’ and ‘we-search,’ where the historicity of a phenomenon is both deeply personal, and expounds on a group’s collective experience.”



Bibbs agrees. “My ‘inner child’—my Black girl—still needs healing,” she said.

“Historically, Black girls are often subject to ‘adultification’; the idea that they’re adults, that they should deal with things, not show emotion. And this has generational and cultural effects.”

She’s both seen and experienced how Black mothers are treated by their children’s schools, leading to her interest in schools’ policing of Black mothers. “Black mothers are greeted differently than

white mothers. If a Black mother is presenting with emotion, anxiety or fear, it’s often misperceived as anger,” said Bibbs. “Instead of understanding or compassion, they are often met with resistance and maybe fear.”

Bibbs perspective on her goals also has roots in family support. “My twin sister is a doctor—a school psychologist. It was our long-time goal to get all the education that we could; to be a part of the decision-makers,” she said.

When she was admitted to UB, Bibbs was awarded the Arthur A. Schomburg Fellowship, which provides financial assistance for underrepresented UB students pursuing full-time graduate study.

“The fellowship affords me and my daughter the things we need,” said Bibbs. “More importantly, she and her friends, and the Black girls that I’ve taught, the Black women and Black mothers who I’ve mentored, are watching me. This accomplishment, gaining a doctoral degree, is to encourage them. They are learning that they can accomplish their goals, despite challenges and rejection.”

“One of the most important lessons I’ve learned is that ‘no’—not passing a certification the first time, or not being offered that job—isn’t the end of the world. ‘No’ can just mean ‘not yet.’ You just have to keep going and pressing through.”



Daphanie pictured with her daughter.

Keeping It Short

GSE expands its reach through YouTube Shorts

BY NICOLE MEHLMAN-DAVIDOW

GSE’s marketing and communications team began a journey in 2023 to create short-form videos on YouTube. While the team has been utilizing YouTube for various educational purposes, it became apparent that marketing to specifically Gen Z also would be valuable by creating YouTube Shorts.

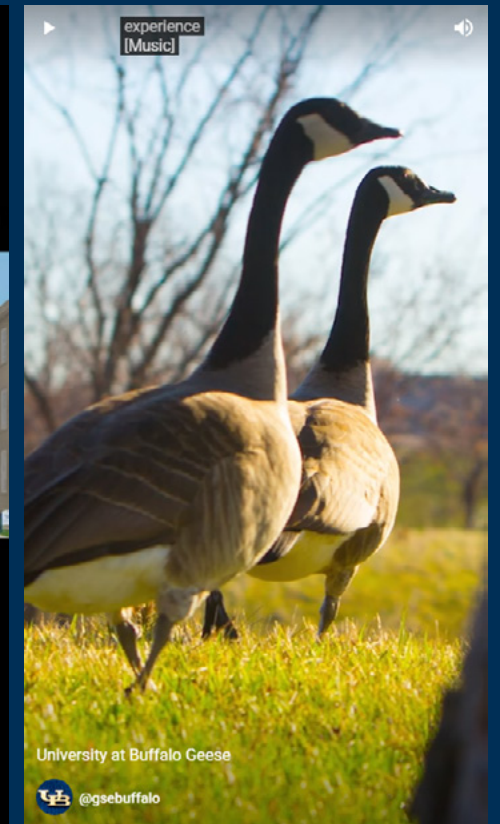


YouTube began utilizing Shorts -- 30-60-second videos that have their own section on the homepage -- as a way to compete with TikTok and Instagram Reels.

While GSE’s long-form videos have been a way to showcase speakers, admissions information and conferences, YouTube Shorts have become a vehicle to show the lighter side to our community.

Whether it be outtakes with geese, an homage to autumn, a little midterm motivation, or updates about GSE’s future home in Foster Hall on UB’s South Campus, GSE’s YouTube Shorts are a unique way to learn more about what we have to offer and may provide a little laughter for your day.

Check out our videos on YouTube, @gsebuffalo.



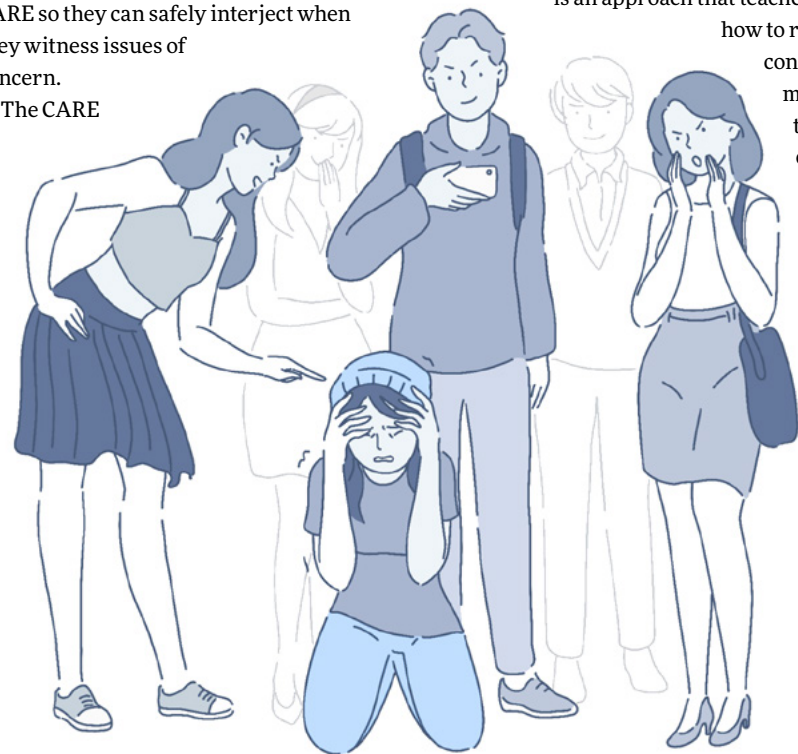
Homeland security grant supports bystander intervention training

BY VICKY SANTOS

A grant from the U.S. Department of Homeland Security (DHS) will help GSE's [Alberti Center for Bullying Abuse Prevention](#) to continue to build youth resiliency and implement bystander intervention training.

The grant will fund development of a Training of Trainers (TOT) training model for two bystander intervention programs: Norms and Bystander Intervention Training (NAB IT!) and Communities Acting to Refer and Engage (CARE). A minimum of 200 high school students at four schools will be trained in NAB IT! At least 200 students and 80 high school faculty and staff will be trained in CARE so they can safely interject when they witness issues of concern.

The CARE



training, which is DHS's Bystander Intervention Training, will be provided to students and school staff in the greater Albany area to enhance their ability to recognize behaviors that might indicate an individual is escalating to violence and identify appropriate steps to get help.

Amanda Nickerson, professor of counseling, school and educational psychology in the [Graduate School of Education](#) and director of the Alberti Center, said the CARE training is designed to help both adults and students to identify signs that may indicate that someone is on a path toward engaging in more targeted violence and to learn how to intervene in a safe and appropriate way.

Nickerson is principal investigator on the grant. Stephanie Fredrick, associate professor of counseling, school and educational psychology and associate director of the Alberti Center, is a co-investigator. Measurement Incorporated is a subcontractor on the grant and will receive the TOT and implement the programs with the schools.

"Broadly speaking, bystander training is an approach that teaches people how to recognize concerning matters, how to make the decision to

do something about it, and then to take action," Nickerson said.

She noted that NAB IT! was developed through an iterative process of testing, implementing and obtaining feedback from students, school administrators, teachers and mental health professionals, and then revising and pilot testing it in two local high schools with funding from the Institute of Education Sciences (IES) in the U.S. Department of Education.

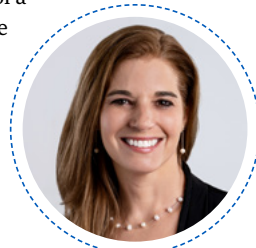
"This current grant is an extension of our work that has tested NAB IT!," she added. "We found that students participating in the bystander-intervention training showed increased knowledge about bullying and sexual harassment, confidence in intervening and acceptance of responsibility, knowing what to do and acting to intervene (including direct intervention, providing support and reporting to an adult). Building upon the work we've done, we'll be able to implement NAB IT! in four different schools that serve more diverse populations in higher-need communities."

The five steps of bystander intervention used in NAB IT! are:

- Notice potentially problematic situations.
- Identify when it's appropriate to intervene.
- Assume personal responsibility for intervention.
- Know how to intervene.
- Take action to intervene.

Nickerson said NAB IT! training takes about five hours. "Because we're doing it with students, the idea is to do it in smaller chunks over the course of a few weeks. That's how we pilot-tested it, and that's how we're hoping to do it with the schools," she added.

Nickerson and her colleagues at the Alberti Center have examined the role of schools, parents and peers in preventing violence and enhancing the social-emotional strengths of children and adolescents since the center opened in 2010.



Nickerson, top, and Fredrick, bottom



A Bequest to End Bullying

Bullying has long been an evolving societal injustice that can lead to lifelong implications for those on the receiving end of the abuse.

That's why the subject has been a career-long area of concern and action for Kathryn Jens, PhD '78, MA '75. A licensed clinical psychologist who has maintained her own psychology practice for more than four decades, Jens served as a school psychologist for 24 years in the Cherry Creek School District in Colorado, not far from Columbine High School where two teenagers wielding guns committed a heinous act that thrust the school—and the issue of bullying—into the national spotlight in 1999.

Just before Columbine, Jens worked with an ad hoc group of like-minded professionals to create a school-based intervention called Bully-Proofing Your School, the first program in the United States designed to help educators address bullying and violence more holistically. Years later, while attending a national conference on bullying, she learned of the groundbreaking work happening at her alma mater when she met Amanda Nickerson, director of the Alberti Center for Bullying Abuse Prevention in the Graduate School of Education. Jens was immediately impressed by the caliber of thought leadership at the center.

In 2021, Jens made the first of many gifts to the Alberti Center to establish a graduate

student fellowship. Shortly after, she began making plans for a bequest commitment of \$1.5 million to fund the first-ever endowed faculty position in the Graduate School of Education.

"Focused funding is absolutely essential to produce high-quality research that directly impacts schools, communities, youth and their families."

"Through the fellowship supported by Dr. Jens, I have attended conferences to present my work, contributed to research, and I'm working on several manuscripts," said Lucia Sun, BA '20, a graduate assistant at the Alberti Center. "The projects I am involved with are providing me with the experience to conduct my own research focusing on protective factors relating to social support, trauma-responsive care within schools, and mental health well-being among BIPOC, immigrant and refugee children and families."

"This endowed position helps draw attention to the important research produced by scholars associated with the Alberti Center," said Suzanne Rosenblith, GSE dean. "It also signals support for GSE's commitment to community-engaged research that seeks to address societal concerns, of which bullying is paramount."

As bullying continues to evolve from playgrounds to cyber arenas, Jens' generosity guarantees that UB will continue to be at the forefront of addressing it.

"My hope is that the endowed position will

Bullying can transform even the best school into a forbidding environment for students of any age who endure classmates' taunting. GSE's Alberti Center is a national resource on bullying prevention and other forms of school violence among children, as well as a source of research projects, publications and information that address these behaviors.

give UB, and the Alberti Center, even more esteem," explained Jens. "It's an assurance that the work will continue. Bullying is such a universal human issue, and it's not a topic that the world will soon move on from."

The future of bullying prevention

"An endowed chair elevates the position of the GSE and will expand the capacity of the Alberti Center for additional levels of support to advance cutting-edge research," explained Amanda Nickerson, director. "Focused funding is absolutely essential to produce high-quality research that directly impacts schools, communities, youth and their families."

Originally published in the Boldly Buffalo Campaign Annual Report, November 2023.



From left, Stephanie Fredrick, associate director of the Alberti Center, Kathryn Jens, and Amanda Nickerson, director of the Alberti Center.

School Safety Advice for Parents: Let's Prepare and Not Scare Our Children



BY AMANDA NICKERSON AND JACLYN SCHILDKRAUT

As parents send their children to school, it is likely that tragic school shootings are on the forefront of their minds. A question everyone is asking is: How can we keep our children safe from violence? As researchers who study **school safety**, including **preparing for** and **responding effectively** to violence and other crises, we offer some advice – and cautions – for parents in talking to their children.

Listen and learn first. Parents can begin by finding out what their children already know about violence and recent events, as well as what they know about emergency preparedness. Be prepared to talk, but do not force it. **Children's questions can be the guide.** Also look for cues that they want to talk, such as hovering around or mentioning things they have heard through friends or on social media.

Use **developmentally appropriate** explanations. Keep explanations brief and concrete for young children and **avoid giving graphic details.** Emphasize things being done to keep them safe, such as having caring adults in the school and practicing **lockdown drills** so they know what to do if there is a danger inside the building. Adolescents are more likely to have strong opinions about causes of violence and criticism for efforts to

make schools safer. Try to **understand their point of view** and know when it may be time to take a break, use humor or continue the conversation at another time if it becomes overly emotional.

Understand common reactions. When children are exposed to a tragic or violent event, they may have a wide variety of reactions. Younger children (preschool, kindergarten) may have problems sleeping, separating from parents, or they may use traumatic play. Elementary-age children can also have sleep disturbances, difficulty concentrating, or headaches and stomachaches. Adolescents may have revenge fantasies or engage in risky or destructive behavior. Parents can acknowledge that these are **normal reactions** in times of danger.

Help children cope. Keep routines for sleeping, eating, and recreational activities. This can help manage stress reactions by meeting basic needs. This does not mean that we should pretend that everything is normal. Ensure that children have the time, space and permission to be sad, angry and worried. **Limit media exposure,** as the time tuned into news coverage of events is related to trauma symptoms. Parents also should be mindful of their viewing habits when children are present.

Although parents are understandably worried about school violence, we also need to remember to not burden children with our anxieties.

Reach out for help. If stress reactions continue for more than a month, or if there are sudden changes in behavior or new problems, such as having flashbacks or reliving an event, avoiding school or social situations, experiencing panic (fast heart rate, trouble breathing) or making statements about harming oneself or others, get help.

School-based mental health professionals, such as school counselors, school psychologists and school social workers, are an important **resource.** They can meet with the child, assess needs, provide interventions and supports in the school setting. They also can assist with helping find community **behavioral health treatment services.**

Empower children to stay safe. Just as we teach children to fasten their seatbelt, wear a helmet and call 911 in an emergency, we should empower children to know what to do if they are in situations of violence or abuse. For example, there are **resources** that **increase parents' knowledge of and conversations with children** about difficult topics such as sexual abuse. Also encourage children that if they **see something to say something.** The U.S. Secret Service's **Averting Targeted School Violence** report emphasizes that students are best positioned to identify and report behaviors of their peers that are concerning. Support the activities that schools engage in to **prevent and prepare for emergencies,** such as conducting drills so that teachers, staff and students can practice skills needed to respond to a variety of threats and hazards, not just active shooters.

Although parents are understandably worried about school violence, we also need to remember to not burden children with our anxieties. Although a single act of violence is one too many, crime statistics show that schools are **one of the safest places** for children. Balancing accurate reassurances about safety while empowering children with knowledge and skills for when bad things happen is the best way to help prepare – and not scare.

Amanda Nickerson is a professor of school psychology and director of GSE's Alberti Center for Bullying Abuse Prevention.



Jaclyn Schildkraut is the executive director of the Regional Gun Violence Research Consortium at the Rockefeller Institute of Government.



GSE establishes computer science education program

BY NICOLE MEHLMAN-DAVIDOW

GSE is now offering one of the first computer-science teacher preparation programs in New York State through the Department of Learning and Instruction.

GSE recognized that school districts were beginning to implement more structure to computer science programs in response to the overwhelming public desire to see these skills formally taught.

Chris Proctor, assistant professor of learning sciences, has led the way in the program's development. He—along with assistant dean and clinical associate professor **Elisabeth Etopio**, department chair of Learning and Instruction and associate professor **Erin Kearney**, and administrator of UB's Gifted Math Program **Anne Izydorczak**, are

bringing to life a comprehensive plan that will support up-and-coming teachers, as well as those currently certified.

"Western New York schools that want to start offering computer science need support designing their programs and recruiting qualified educators," said Proctor. "Our graduates will bring content expertise, teaching skill, and a vision for the future of their schools and districts."

Students can come from a teaching background and desire a specific certificate, or students currently enrolled in a computer science program can gain teaching experience and enter the field of education. There also are online and in-person class options to allow for flexibility in a student's academic journey.

The New York State Education Department has mandated that teachers must hold a computer science certificate to

teach computer science courses starting Sept. 1, 2024. To avoid a shortage of computer science teachers, GSE offered a two-course sequence in summer and fall 2023 called **Computer Science Now.** This was a one-time opportunity for teachers to start learning computer science and to receive personalized support in teaching it.

"Western New York schools that want to start offering computer science need support designing their programs and recruiting qualified educators."

"We didn't want schools to get stuck because they are being pressured from all sides to have these programs, but certified teachers weren't available yet. Our goal was to have leaders and teachers join this pilot program," said

Proctor. "It was mutually beneficial for us in that we had a small, manageable cohort, but it also allowed for current teachers to become certified in instructing computer science quickly."

As GSE's computer-science education program formally rolls out, Proctor knows there will be challenges: "A huge task that our team has been planning revolves around how all of these courses layer on top of each other so that we can offer classes in a way that is economical," he explained. This is so people in all the various tracks can take courses at the same time. That first Computer Science Now cohort has really paved the way for their future peers, and I want to highlight their courage in working with us as this program comes to fruition."

Find out more about **application deadlines and program information.**



Chris Proctor



Elisabeth Etopio



Erin Kearney



Anne Izydorczak

On the Move | HONORS, AWARDS AND PROMOTIONS

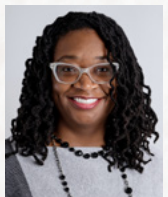
FACULTY AWARDS



Tasha Austin, assistant professor in the Department of Learning and Instruction, has been awarded a Spencer Foundation Small Grant for her project entitled "Excavating the Oral Histories of Black World Language Teachers."



Janina Brutt-Griffler, professor in the Department of Learning and Instruction, was the recipient of UB's 2023 Award for Outstanding Contributions to International Education.



Africa Hands, assistant professor in the Department of Information Science, was awarded a research grant from the Association for Library and Information Science Education.



Steve Jacobson, emeritus professor in the Department of Educational Leadership and Policy, was awarded the University Council for Educational Administration Roald F. Campbell Award.



Megan Iantosca, associate professor in the Department of Educational Leadership and Policy has been chosen as an Outstanding Reviewer for 2023 for Review of Educational Research by the American Educational Research Association.



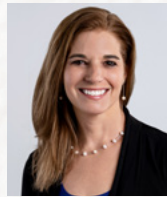
Brittany Jones, assistant professor in the Department of Learning and Instruction, has been awarded the National Council for the Social Studies Exemplary Research in Social Studies Award.



Heidi Julien, professor in the Department of Information Science, was named a senior editor for the Journal of the Association for Information Science and Technology. Julien also was selected to visit Simmons University as the Allen Smith Visiting Scholar for 2024. She visited the School of Library and Information Science on Feb. 26-March 1.



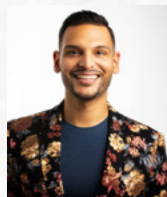
Melinda Lemke, associate professor in the Department of Educational Leadership and Policy, was awarded the University Council for Educational Administration 2023 Paula Silver Case Award.



Amanda Nickerson, professor in the Department of Counseling, School and Educational Psychology, was Awarded UB's Graduate School's 23-24 Excellence in Graduate Student Mentoring Award.



Amy Reynolds, professor of counseling, school and educational psychology, received the National Multicultural Conference and Summit (NMCS) Distinguished Elder Award.



Stephen Santa-Ramirez, assistant professor in the Department of Educational Leadership and Policy, was selected as an emerging scholar by The American College Personnel Association (ACPA).

ALUMNI AWARDS



Integrity Partners for Behavioral Health IPA, an organization spearheaded by **Steven Harvey, PhD '97**, was honored with the 2023 Excellence in Research Community Level Award from the University at Buffalo School of Social Work.



GSE alumna **Kelly Ahuna, PhD '19**, was awarded the 2024 McCabe Research of the Year award from the International Center for Academic Integrity (ICAI) along with UB alum **Loretta Frankovitch, PhD '00**, for an article they wrote with a colleague Greer Murphy from the University of Rochester. It was titled "Claiming Space for Honest Work; Academic Integrity as Third Space Labor."

STUDENT AWARDS



Iman Lathan, a doctoral student in educational culture, policy and society, was awarded the 2024-2025 Dissertation Fellowship from UB's Gender Institute for her dissertation, titled "Secondary Diaspora of the Black NCAA Division I Women's Basketball Student-Athlete."



Azzah Alzahrani, a doctoral student in language education and multilingualism, won the People's Choice category in the University at Buffalo's 2024 Art of Research competition for her research titled "Shaping Bilingual Minds: The Power of Family Language Policy in Bilingualism."

STAFF PROMOTIONS

Wil Green has been promoted to assistant dean for community relations for the Graduate School of Education.

Katheryn Ross-Winnie, has been promoted to the director of advancement for the Graduate School of Education.

WELCOME TO GSE

Lindsey Dotson has been assigned to GSE as the director of corporate and foundation relations through the Office of Advancement.

Lindsay Gallson joined the Institute of Learning Sciences as an administrative operations coordinator.

Donna Grant joined GSE as a business liaison in the Dean's Office.

Cait Larson joined GSE as an academic advisement assistant in the Office of Educator Preparation.

Rachel Skrzypek joined GSE as an academic advisement assistant in the Office of Educator Preparation.

Hannah Rapp, PhD joined the Alberti Center for Bullying Abuse Prevention as a postdoctoral researcher.

Alyssa Steinborn joined GSE as an academic advisement coordinator in the Department of Educational Leadership and Policy.

UB's Graduate School of Education moved up four spots to No. 54 in the U.S. News & World Report's Best Graduate Education Schools rankings. Among public universities, the Graduate School of Education ranks 42nd.

#54

Events and Activities

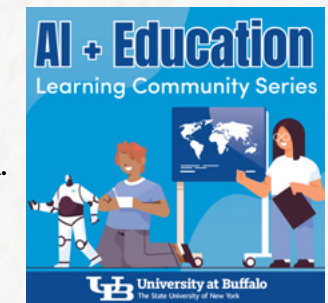
Jan. 23, 2024 – Dec. 17, 2024

AI + Education Learning Community Series

This series is scheduled to occur every fourth Tuesday of the month.

UB GSE presents the AI + Education Learning Community Series. In collaboration with the Institute for Artificial Intelligence and Data Science, the Center for Information Integrity and the Institute for Learning Sciences at UB, as well as the National Science Foundation/Institute of Education Sciences-funded National AI Institute for Exceptional Education. The series aims to create a collaborative platform for professionals in K-12 and higher education to better understand AI in education.

The AI + Education Learning Community Series is open to all interested professionals in the education sector and related fields. Registration details and the full schedule of sessions can be found on the GSE website.



Events and Activities

Dec. 4, 2023 “John Dewey, Community Schools, and Creating a Democratic Civic University,” featuring Ira Harkavy, PhD, associate vice president and founding director of the Netter Center for Community Partnerships at the University of Pennsylvania



Dec. 8, 2023 “Beyond February” Book Workshop featuring Dawnnavyn James



Feb. 8, 2024 “Safety, Identity, Attitude, Cognition and Capability: The ‘SIACC’ Framework of Early Childhood AI Literacy” featuring Hui Li, PhD, chair and professor of early childhood education at the Education University of Hong Kong



Alberti Center Colloquium Series

Feb. 28, 2023 “An Exploratory Mixed Methods Study Considering Parents of Adolescents with Developmental Disabilities as secondary Victims of Bullying Abuse” featuring Hannah Rapp, PhD, Alberti Center postdoctoral researcher

April 2, 2024 “Race-Centered Trauma-Responsive Schools Approach: Pathway to Racial Healing” featuring Christopher T. H. Liang, PhD, professor of counseling psychology at Lehigh University

Feb. 29, 2023 Teaching Banned Books Webinar featuring Fenice Boyd, PhD, chair and professor, Department of Teacher Education at the University of South Carolina; Siva Ramakrishnan, director of Young Adult Programs & Services at the New York Public Library; Robert Petrone, PhD, associate professor, Department of Learning, Teaching and Curriculum at the University of Missouri; and Christina King, PhD, clinical assistant professor, Department of Learning and Instruction at UB



Mar. 6, 2024 “Education for Disaster Justice: What is the Role of STEM” featuring Wonyong Park, PhD, assistant professor of science education at the University of Southampton, UK.

March 7, 2024 Johnstone Lecture Series: “Imperatives of International Research in Negotiating Local Issues in Higher Education” featuring Fazal Rizvi, emeritus professor of global studies in education at the University of Melbourne, as well as at the University of Illinois at Urbana-Champaign
The series was established through the support of D. Bruce Johnstone, PhD, Distinguished Service Professor Emeritus of Higher and Comparative Education at the University at Buffalo, and his late wife, Gail E. Johnstone.

Mar. 26, 2024 Student Research Symposium: “Edufuturism: Reimagining and Rebuilding Research, Education and Practice”



Bobinski Lecture Series

This series is supported by the George and Mary Bobinski Lecture Fund, which brings scholars of significant standing and high quality to address important topics in library and information studies. George S. Bobinski, emeritus professor and former dean of the School of Information and Library Studies, is a library historian and noted scholar. Mary Bobinski was a former director of Amherst Public Libraries, Buffalo and Erie County Public Library.

Apr. 24, 2024 “The Competent Humility Model: Merging the Powers of Cultural Competence and Cultural Humility” featuring Nicole Cooke, PhD, Augusta Baker Endowed Chair and professor at the University of South Carolina.

Black History Nerds Saturday School Professional Development Series

Dec. 9, 2023 “Understanding Statistics to Give Meaning to Black History” featuring Akil Parker

Jan. 13, 2024 “Race, Abolition & Artificial Intelligence” featuring Tiera Tanksley, PhD

Feb. 3, 2024 “Carter G. Woodson: Writing Black History into America’s Culture” featuring Daryl Scott, PhD

Feb. 10, 2024 “Examining Black Studies” featuring Frederick Douglas Dixon, PhD

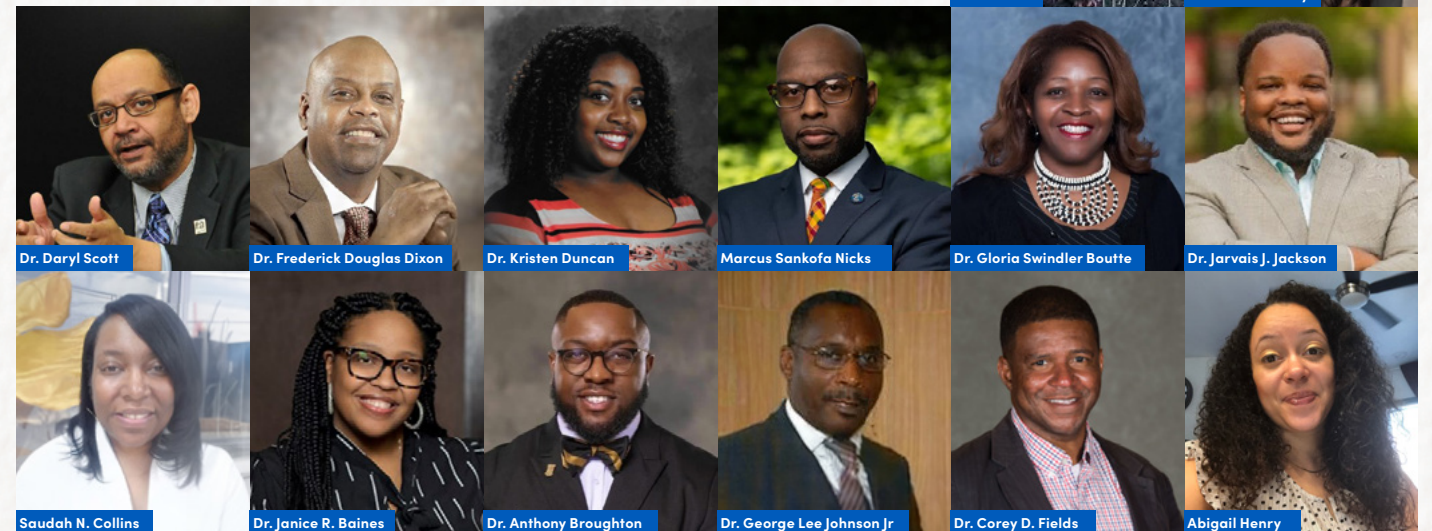
Feb. 17, 2024 “Education as Revolution: Septima Clark and Black Citizenship Education” featuring Kristen Duncan, PhD

Mar. 9, 2024 “History Matters: Wellness, Healing and Community Care Through the Lens of Black Experiences” featuring Marcus Sankofa Nicks

Mar. 16, 2024 “Pro-Blackness: Diversifying Curriculum in K-3 Classrooms and Beyond” featuring Gloria Swindler Boutte, PhD, Jarvis J. Jackson, PhD, Saudah N. Collins, Janice R. Baines, PhD, Anthony Broughton, PhD, George Lee Johnson Jr, PhD

Apr. 27, 2024 “Black Elephants in the Room” featuring Corey D. Fields, PhD

May 11, 2024 “From West Philadelphia to Burlington, Vermont: African American History for Teachers” featuring Abigail Henry



Class Notes

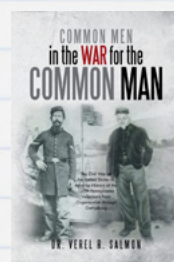
1960s

Albert Pautler, EdD '67, completed his EdD after a 10-year teaching career at Maryvale High School. Pautler earned an assistant professor position at Rutgers University and was promoted to associate professor in three years. He was asked to return to GSE at UB and was the head of the vocational education program. Pautler advised about 70 doctoral students in a 30-year career and retired as full professor. He achieved his career goal of obtaining a private pilot certificate after retirement and is still flying at the age of 88.



1970s

Verel Salmon, PhD '74, served as the director of student personnel at Mentor High School in Ohio. He moved to Erie, PA and went on to become the superintendent of Millcreek Schools in 2003. He was a Fulbright Scholarship winner in 1986 and studied in China. After retiring, Salmon became a beef and field crop farmer in nearby Waterford, Pennsylvania. Salmon is also a published author, with his most recent work being titled, "**Common Men in the War for the Common Man.**"



Anne Deming, EdM '74, PhD '77, currently conducts hypnotherapy sessions for residents at Maris Grove, her retirement community in Glen Mills, PA. Along with her husband Bob, Deming has published two books, "A History of Bear Lake" and "Camp in the Woods on Bear Lake." Both books are about a lake near Fredonia where they have spent 47 summers. Deming who was awarded a Fulbright Fellowship after getting her PhD, was named a Distinguished Alumni by GSE. She has also served as an international volunteer in Dharamsala, India and Cartago, Costa Rica.



Sharon Green, EdM '78, recently retired after a long career in education. Green taught eighth grade for four years and English as a second language in Poland and at UB in the 70s and 80s. She worked in the Learning Center at D'Youville University for 12 years and retired from Niagara University's Academic Success Center after 23 years. She also taught Women's Studies for 11 years, through UB's Millard Fillmore College.



1980s

Paul Bucci, PhD '81, is president of PTB & Associates in Bethesda, Maryland. Since 1981, has provided 200 colleges and universities consulting services in federal grants development for institutional transformation.

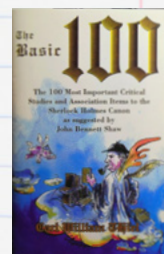
Charles Reitz, PhD '83, has written several books including, "**The Revolutionary Ecological Legacy of Herbert Marcuse**" (Daraja Press, 2023), "**Ecology and Revolution**" (Routledge, 2019), "**Philosophy and Critical Pedagogy**" (Peter Lang, 2019) and "**Art, Alienation, and the Humanities**" (SUNY Press, 2000).



Michael Boron, MBA '89, is enjoying retirement after 40 years in corporate finance and director positions. He now enjoys providing online tutoring of university students in accounting and finance fields.

1990s

Carl Thiel, MLS '90, has been working as an editor for an archaeology firm in Western New York since 1995. He has produced two books on Sherlock Holmes, both for the Battered Silicon Dispatch Box of Shelburne, Ontario. In 1996, he wrote "**The Basic 100: The 100 Most Important Critical Studies and Association Items to the Sherlock Holmes Canon,**" and in 2001 he edited "**The Sherlock Holmes Almanac.**" In 2000 and 2002, he recorded in the studio with a dozen Buffalo musicians and released two CDs of his own compositions. From 2009-17, he produced a podcast called "The Burnham & Dodge Art Hour," with



co-host Kenn Morgan. He wrote and directed another podcast called "Words and Music" in 2008 and 2009. In May 2019, he produced a month-long exhibit combining poetry and art by local creatives called "The Art of Words," with Wendy Caldwell Maloney.

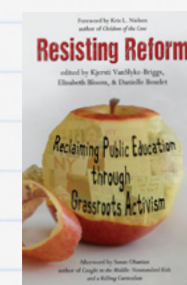
Peter Brouwer, PhD '93, retired in 2021 after a 40-year career in education, which culminated in serving as dean of the School of Education at SUNY Potsdam. He also attained the rank of full professor at SUNY Potsdam.



Joe Tiberi, BA '91, EdM '95, is an English as a second language teacher at Niagara Falls High School. He has been in education for more than 30 years. He is on the **Seal of Biliteracy** Committee at NFHS and the Niagara University Teaching English as a Second Language (TESOL) Advisory Board.

Ian Foley, MS '95, has owned Foley Vocational Services, a private, for-profit contracting firm, since 2016. Foley contracts with the Social Security Ticket to Work program through the American Dream Employment Network (ADEN), and with the Buffalo region of the Veterans Administration through VR&E for Vets, LLC.

Wendy Everard (Rodabaugh), BA '94, EdM '96, has been working as a high school English teacher. Currently, she teaches English at Cazenovia High School in Central New York. She works closely with Colgate University, regularly hosting student teachers in her classroom. She also wrote a chapter for the book "**Resisting Reform: Reclaiming Public Education through Grassroots Activism.**"



Tamar Jacobson, BA '89, EdM '92, PhD '97, was featured on the podcast "**The Early Childhood Nerd,**" in August 2023. In 2019, she also wrote a piece for NBC news titled, "**A child's bad behavior isn't 'attention-seeking.' She's seeking a relationship.**" She also published a book in 2018 titled, "**Everyone Needs Attention: Helping Young Children Thrive.**"



2000s

Jennifer Murray, BS '99, MS '01, was named interim dean of the University of North Florida's Thomas G. Carpenter Library in Jacksonville, Florida.

Jennifer Rosenberg, BA '93, EdM '95, PhD '03, serves as the associate dean for student success and engagement in the UB School of Pharmacy and Pharmaceutical Sciences. She is a recipient of a 2017 SUNY Chancellor's Award for Excellence in Professional Service.



Adiam Tsegai, BA '98, EdM '00, PhD '08, was appointed as the president of SUNY Erie Community College.

Casey Jakubowski, Adv Cert '08, had research published in the Journal of Appalachian Studies. His article is titled "A Brief Examination of the Northernmost Appalachian Counties: Southern Tier New York."



Ramona Santa Maria, PhD '09, is an associate professor of computer information systems at SUNY Buffalo State. She recently gave a presentation on using artificial intelligence (AI) to support small businesses to members of the Buffalo Chapter of National Association of Women Business Owners (NAWBO). It was entitled "Business Uses for ChatGPT." In addition, she accepted a volunteer recognition award from Kenmore Village Improvement Society, at the organization's 15-year celebration.

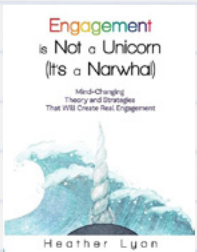


IN MEMORIAM

Class Notes continued

2010s

Heather Lyon, EdM '02, PhD '10, works as a consultant, speaker and blogger for LyonsLetters.com. She also is assistant superintendent of curriculum, instruction



and technology for Lewiston-Porter Central School District. Lyon has authored books titled "Engagement Is Not a Unicorn (It's a Narwhal)" and "The BIG Book of Engagement Strategies," and co-authored "50 Ways to Engage Students with Google Apps." Additionally, she has been honored as

a New York State Association of Women Administrators Phenomenal Woman Recipient in 2021, was named to the Niagara Gazette's 12 Under 40 in 2015 and Buffalo Business First's 40 Under 40 in 2013.

Daniel Vélez, BA '99, PhD

'12, was named associate vice president for admissions and recruitment at Grand Valley State University in March 2022 after serving as vice president for Student Affairs at Baltimore City Community College, which included leading the Office of Admissions and Recruitment. Vélez was the recipient of the UB EOP Alumni of the Year Award, the Buffalo State Higher Education and Student Affairs Administration Alumni of the Year Award, and the SUNY Chancellor's Award for Excellence in Professional Service.



Ashley Byrd-White, BA '10, EdM '12, celebrated 10 years at the University of South Carolina and earned a newly created role as the

director of Experiential Learning in the College of Arts and Sciences.

Mihwa Park, PhD '13, received tenure and was promoted to associate professor as of in September of 2023 at Texas Tech University.

Kari Costelloe, BA '03, EdM '14, joined Daemen University in October 2023 as the president's chief of staff.

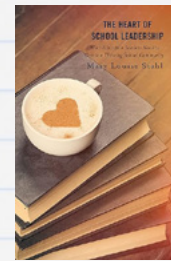
Sara Kelly, MS '10, PhD '15, was named vice president for enrollment management at SUNY Brockport in 2023.

Katie Goldbach-Schaller,

MS '16, joined the learning and development team as the curriculum developer at Service Oklahoma, a new agency devoted to making Oklahoma the most customer-centric state in the United States.



Mary Louise Stahl, PhD '17, has held positions in



teaching and leadership for 30 years in both public and private schools. Recently, Stahl taught full-time in the Education Department at Medaille University until last year. She is teaching full-time at Niagara University this year. This year she also had a school leadership book published by Rowman & Littlefield titled, "The Heart of School Leadership."

Adam Huck, PhD '18, was named the dean of the School of Education and Social Work at Roberts Wesleyan University.

Chloe Santangelo, MS '19, is the director of Hilbert College's McGrath Library and was selected to receive the Western New York Library Resources Council 2023 Library All-Star Award.

2020s

Deanna Roberts, MS '21, currently serves as the reference and outreach librarian in the Pitts Theology Library at Emory University. Roberts is also the director of the new Morgan Fellows Program.



Paul McAfee, PhD

'22, has been teaching at the UB School of Management in Singapore. He is developing a planned study abroad trip to the UB Singapore campus for UB students from any degree program. The focus of the trip will be on learning about the multiple cultures and nationalities that comprise Singapore's society.

Laine Schrewe, PhD '24, started her tenure-track faculty position at Otterbein University this fall.

Faculty

Mwalimu J. Shujaa

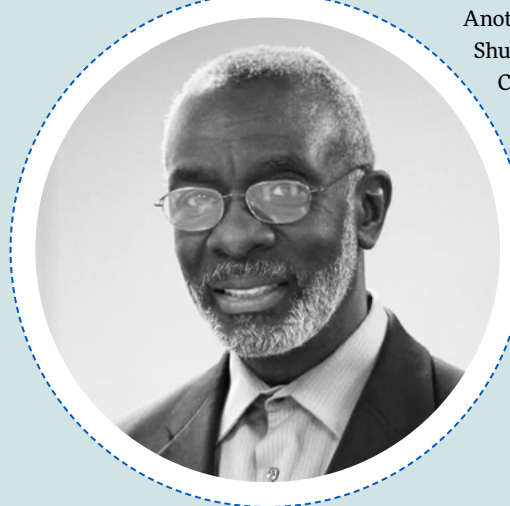
July 5, 1950 – Nov. 25, 2023

Mwalimu Shujaa was a former professor and part of the Department of Educational Leadership and Policy, as well as the Department of African American Studies at UB from 1989-1998. His book, "Too Much Schooling and Too Little Education," is a classic and was influential to many. Through his writing, he clearly described a fundamental flaw in the efforts to bring academic, social, cultural and spiritual success to Black students.

"He was a giant in the field of Black education and some of his most influential work came out as a UB professor," said LaGarrett King, PhD.

Shujaa held a master's degree from The College of New Jersey, and an EdD in anthropology of education from the Graduate School of Education at Rutgers University. He was the founding executive director of the African World Studies Institute at Fort Valley State University in Georgia and successfully led that institution's effort to launch a degree program in African world studies.

Another edited work by Shujaa was "African Cultural Heritage in North America," which was co-edited by his daughter, Kenya. It is considered one of the leading studies of Africanisms in the diaspora.



"He was a giant in the field of Black education and some of his most influential work came out as a UB professor."

Vincent J. Coppola

April 2, 1937 - April 5, 2024

Vincent Coppola was a beloved and longtime educator within the Western New York community. He was the former executive director of UB's Western New York Educational Service Council (WNYESC); a longtime adjunct faculty member in GSE from 1999-2019. He was also one of the guiding forces that started the Leadership Initiative for Tomorrow's Schools, or LIFTS, an administrative development program that has graduated some of the most celebrated school administrators in WNY.



Coppola was an educator who spent 40 years working in public schools as an English teacher, guidance counselor, assistant principal, principal, director of personnel and superintendent of local schools. He then went on to be a full-time consultant for the WNYESC.

Coppola was also a GSE alum and received a master's degree in school counseling in 1963 and a master's degree in college counseling/student personnel in 1966. He went on to earn his EDD in counselor education in 1971.

Born in Watertown, NY, Coppola was a devoted husband and best friend of Rosebud Coppola (nee DeMarco) and was an adored father of Jim Coppola and Nancy Jo Coppola, and was called "Papa" by granddaughter, Bella A. Coppola.

IN MEMORIAM

Staff

Ruth M. Steegmann

Oct. 28, 1932 – Oct. 19, 2023

Ruth Steegmann was a clinical coordinator for GSE's school psychology program from 2001-11. She was given emeritus status upon retiring in 2011. Steegmann lived in Pendleton, and was the wife of Ted Steegmann Jr. and mother of Catherine Vandor and Thomas Steegman.

Steegman contributed greatly to the field of psychology. She held positions as a school psychologist and was a publications chair, archivist and presenter for the New York State Association of School Psychologists for many years. She was presented with the Gil Trachtman Leadership Award in School Psychology in 2004. This award was given in recognition of her contribution to her field.

A music lover, Steegman showed her enthusiasm for classical music through her commitment to weekly piano lessons beginning as a child. She practiced the piano for 80 years. She was also an excellent cook according to her family and could bring everyone together nightly for a hot meal.



Donor

Gail E. Johnstone

July 10, 1941 – Nov. 30, 2023

Gail E. Johnstone, along with her husband, D. Bruce Johnstone, established the GSE Johnstone Distinguished Lecture Series in Comparative Education Policy. A former SUNY chancellor, D. Bruce Johnstone is a SUNY Distinguished Service Professor Emeritus of Higher and Comparative Education.

Within 18 months of moving to Buffalo in 1979, Gail E. Johnstone began to make a significant impact locally. She became the City of Buffalo's director of planning, leading development of master plans for Buffalo's waterfront and a revitalized downtown. In her next position as vice president for planning at Roswell Park Cancer Institute, she was instrumental in laying the groundwork for development of the Buffalo Niagara Medical Campus. Johnstone went on to serve as the CEO of the Community Foundation for Greater Buffalo for 10 years.

Born Gail Eberhardt in Wichita, Kansas, she received a bachelor's degree in French and history from the University of Kansas in 1963. On a Woodrow Wilson fellowship, she earned a master's degree in education from Harvard University, where she met her husband. They were married on July 30, 1965.

Gail Johnstone is survived by a son, Duncan; a daughter, Cameron Rostron; and three grandchildren.



Remembering members of our cherished GSE community who have died recently.

Alumni

1950s

Anthony P. Catalfamo, Sr.,
BE '52 | 05/23/2023

C. Howard Johnt,
BE '53, EdM '58 | 12/30/2023

Edward J. McGreevy,
EdM '55 | 10/31/2023

Margaret M. Radzwill,
BE '50 | 10/24/2023

Norman F. Pyzikiewicz,
BE '57 | 01/09/2023

1960s

Diane E. Davidian,
BE '57, EdM '67 | 11/26/2023

Shirley L. Feldman,
BFA '61, BA '62 | 12/29/2023

Dr. Joseph A. Igoe,
EdD '68 | 02/09/2024

Alan V. Manchester,
EdM '65 | 11/08/2023

Giulio Michienzi,
BFA '61, EdM '69 | 01/19/2024

Vincent J. Murphy,
BS '60, EdM '62 | 01/11/2024

Suzanne T. Oyer,
EdM '69 | 11/03/2023

Dr. Thomas H. Peeler,
EdD '69 | 10/24/2023

James A. Phillips,
MS '68 | 01/15/2024

Christa K. Paolini,
BE '61 | 03/19/2024

Dr. Theron D. Rockhill,
EdD '69 | 12/24/2023

Frank J. Ventura, BE,
'55, EdM '67 | 08/15/2023

Francyne L. Willby,
BA '67, MLS '69 | 08/10/2023

1970s

Dr. Saleh I. Assad,
EdD '78 | 01/23/2024

Gail S. Beere,
EdM '71 | 09/12/2023

Gloria J. Boice,
EdM '72 | 10/27/2023

Patricia J. Bosinski,
EdM '73 | 02/29/2024

James J. Boyle,
MLS '74 | 03/05/2024

Ronald L. Clayback,
BE '62, EdM '71 | 11/06/2023

Dr. Peter R. Cunningham II,
EdM '71 | 07/25/2023

Martha L. Faller,
BA '71, MLS '73 | 11/22/2023

Beverly J. Fish,
EdM '75 | 03/08/2024

Dr. Joseph S. DiCarlo,
MS '61, PhD '71 | 12/15/2023

Marieanna L. Elliott,
EdM '75 | 02/19/2024

Barbara S. Fox,
BA '57, EdM '71 | 09/03/2023

James J. Gibbons,
BE '58, EdM '77 | 10/02/2023

Dr. David L. Haniford,
MS '63, PhD '71 | 01/25/2024

Kathleen D. Harrigan,
EdM '73 | 11/23/2023

Barbara L. Helmer,
EdM '74 | 06/29/2023

Dr. Herbert G. Koenig,
EdM '72 | 03/16/2024

Felix G. Labaki,
MS '64, EdD '73 | 09/24/2023

Dr. Clifford V. Lochhaas,
EdD '77 | 03/11/2023

Mary P. Lyons,

EdM '75 | 10/22/2023

Marian M. McLellan,
MLS '79 | 09/14/2023

Edward J. Myszka,
BS '66, EdM '71 | 07/14/2023

George M. Needham,
BA '76, MLS '77 | 11/28/2023

John F. Schleifer, Jr.,
BE '67, EdM '73 | 11/09/2023

Dr. William J. Tolien,
EdD '72 | 02/17/2024

Dr. Gerald G. Winkleman,
PhD '75 | 11/10/2023

1980s

Dr. Agnes M. Apicella,
EdD '83 | 10/31/2023

Dr. Peter M. Byron,
EdM '74, PhD '81 | 04/18/2023

Michael Christman,
BE '74, EdM '82 | 12/26/2023

Dr. Dennis P. Igoe,
EdD '81 | 02/2023

Marilyn A. Foote-Kragbe,
EdM '89 | 10/01/2023

Annette R. Kallett,
EdM '81 | 08/26/2023

Dr. Beth R. Lawton,
PhD '85 | 10/30/2023

Concetta C. Rao,
BE '59, EdM '89 | 10/22/2023

Nancy S. Reingold,
EdM '83 | 06/24/2023

Irene L. Walsh, BA '52, MLS '80 |
09/01/2023

1990s

Lisa M. LaQuay,
MLS '97 | 09/13/2023

Joseph W. Marciniak,
BA '95, EdM '98 | 02/11/2024

Dr. Marian Catherine Meyers,
MS '70, EdD '94 | 03/17/2024

Amy J. Trawinski-Marcin,
EdM '96 | 03/10/2024

2000s

Nicole M. Dicarlo,
BA '03, EdM '05 | 10/11/2023



367 Baldy Hall
Buffalo, NY 14260-1000

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

STAY CONNECTED

Have news or a comment to share? UB Connect—www.ub-connect.com—is the home for UB alumni, where you can interact with fellow alumni, tell us about your accomplishments, update your contact information and search for jobs.

GET SOCIAL



Search for and follow @UBGSE to catch up on the latest university and school news and information.

A volunteer with UB's Blue Table assists in packing food packages. Blue Table serves as a food pantry for UB students lacking access to food due to emergencies. The program aims to alleviate unforeseen hardship and short-term food insecurity. Donated food, personal care items, and funds sustain Blue Table, promoting student health and safety. The existence of Blue Table relies on the generous support of the UB and Buffalo community. (UB Photo-Meredith Forrest Kulwicki)

Donate to Blue Table today!

