



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

ALUMNI NEWSLETTER  
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# edu

TRANSFORMING LIVES THROUGH EDUCATION

FALL 2005

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## Teacher Education Institute

### A UNIQUE TEACHER EDUCATION PROGRAM

The Graduate School of Education offers the university's initial teacher certification program at the post-baccalaureate level. The program is committed to preparing caring, qualified, and competent teachers who can work effectively with students from various cultures with a wide variety of abilities and needs. The branch of GSE that administers and coordinates this program is the Teacher Education Institute (TEI). TEI works in conjunction with the Department of Learning and Instruction (LAI), as well as the Departments of Educational Leadership and Policy (ELP) and Counseling, School and Educational Psychology (CSEP), to provide the coursework, field experiences, and student teaching required for New York State initial teacher certification in early childhood, childhood, and adolescence education. Beyond providing professional knowledge and instructional strategies essential to teaching, TEI collaborates with local school districts and teachers to prepare preservice teachers to be problem solvers and critical thinkers who strive to self-reflect and improve their teaching.

The liaison school model is one of the unique aspects of GSE's TEI program. The field experience course, which occurs the semester immediately preceding student teaching, is delivered in liaison schools. These are schools throughout Buffalo and the surrounding suburbs that agree to work extensively with

UB students for field experiences and student teaching. While at the liaison schools, students observe and work in classrooms across a range of subjects, grades, and academic levels; meet with school personnel representing a variety of positions in the school community; and discuss their experiences in a critically reflective manner. For student teaching, most students remain in their liaison schools for one of their placements.

Each liaison school team consists of several key members. From UB, there are a group of approximately ten students accompanied by a Teacher Education Associate (TEA), an experienced educator who mentors students throughout the process. From each school, there is a liaison who coordinates with the TEA and assists in securing teachers and other school members to work with the students.

Immersion in the liaison schools provides many benefits to the students, including the development of a thorough understanding of the school community; extensive and varied interactions with students, faculty, and staff prior to the start of student teaching; the development of a dynamic mentoring relationship



**JULIUS GREGG ADAMS, Ph.D.**  
(1988, Educational Psychology)

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## DEAN'S OVERVIEW

**MARY H. GRESHAM, Ph.D.**  
(1992, Counseling Psychology)

Our May 2005 commencement speaker, WNED Public Broadcasting Association President and CEO Donald Boswell (see picture at right), asked graduates to use their education to “be the light” for future generations. In his inspiring address (available at [www.gse.buffalo.edu/alumni/edu.asp](http://www.gse.buffalo.edu/alumni/edu.asp)), Boswell noted that educators provide the “bright light that fills the classrooms as well as homes with meaningful lessons and enrichment.” It is likely that each of you can recall at least one teacher who profoundly influenced your life by being that guiding light. In this issue of the newsletter, we celebrate the teaching profession by taking a closer look at our Teacher Education Institute (TEI). Since 1962, GSE’s Teacher Education Program (renamed TEI in 1999) has helped thousands of students become New York State certified teachers, who in turn have “become the light” for students throughout Western New York and beyond.

In our cover story, Associate Dean for Teacher Education **Julius Adams** discusses how TEI guides students through the teacher certification process. Julius also explains the unique aspects of TEI and introduces you to the key personnel who assist students as they move through the program. In the Faculty Spotlight, Associate Professor **S. G. Grant** from the Department of Learning and Instruction (LAI) describes his current research project that is helping teachers better understand how grade school children make meaning out of historical events. On page 5, LAI Professor Emeritus **Rod Doran** reminisces about his experiences training science teachers during the early days of the Teacher Education Program. In other TEI related stories, GSE Director of Special Programs **Mara Huber** provides an update of our Small Schools Initiative, and in the School District Spotlight we examine the Lackawanna schools, where 8% of the teachers are GSE alumni.

In addition to our TEI theme, you will find other articles to keep you up-to-date on GSE news. On page 8, we report on the success of the July 2005 Summer Institute. We also have a story summarizing the SUNY and UB awards GSE faculty were honored with this past year. I am very pleased to announce that LAI Professor **Doug Clements** was recently awarded a \$6 million grant to continue his early learning in math research (see page 9). LAI Assistant Professor **Fenice Boyd** is currently reviewing the effectiveness of the Word Start program with Head Start children in Buffalo. You can read about her research on page 15.

You will also find in this issue our regular alumni features such as the annual Honor Roll of Donors and our popular Alumni News section. Also noteworthy is the GSE Alumni Association (GSEAA) effort to formulate a three-year strategic plan. GSEAA President **Chris Barrick** describes how you can be a part of the planning process in his message on page 9. ●

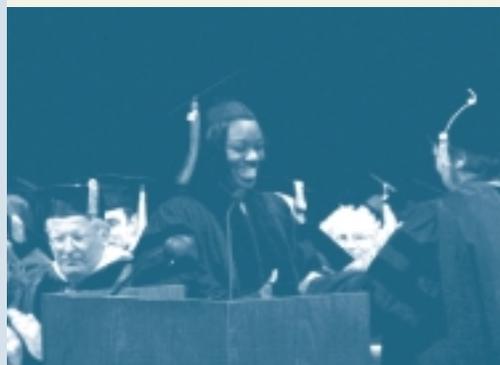
## COMMENCEMENT 2005 – PHOTO GALLERY



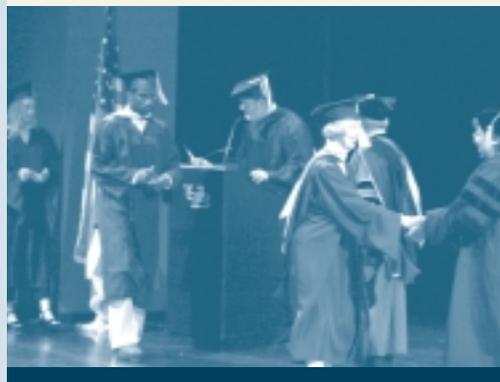
*Donald Boswell provides a memorable commencement address to this year’s graduates.*



*Carolyn Hansen (left) and Dean Mary Gresham (right) present Merle Hoyt (center) with the James Hansen Humanitarian Award.*



*Doctoral graduate Davina Moss (center) receives the Thinking Outside the Box Award from Dean Mary Gresham (right).*



*President John Simpson and Dean Mary Gresham (left) congratulate graduates as they walk across the stage.*

# Exploring Columbus: Children's Views of European and Native Encounters

UNDERSTANDING HOW CHILDREN LEARN ABOUT HISTORY

For the last two years, my master's-level elementary social studies methods students have completed an assignment designed to help them explore what and how children learn about history.

The task begins with a pre-interview where each of my students conducts a brief interview with one or more children about Christopher Columbus and his interactions with the native populations. My students then read aloud two short trade book accounts regarding

the natives, and second (if the children pick up on it), why the two accounts might be different.

My students then write a description of the interviews and an analysis of the children's responses. Having now read 100+ of these papers, I continue to be



**S. G. GRANT**

Associate Professor  
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Columbus's first return trip to Spain (David Adler's *A Picture Book of Christopher Columbus* and Stephen Krensky's *Christopher Columbus*, both published in 1991). The Adler selection says, "In March 1493 Christopher Columbus sailed back to Spain with gold trinkets, parrots, and a few Indians." The Krensky text says, "Soon the *Nina* and the *Pinta* are ready to sail back to Spain. The ships are already loaded with many kinds of food...Columbus has also forced six Indians to come with him."

After reading these pieces (without, I counsel, stressing the word "forced" in the second selection), my students re-interview the children on two dimensions—first, what they now think about the interactions between Columbus and

struck by the range of issues that surface and how the results complicate what we know about how children understand complex human behavior.

To explore these issues in more depth, my research assistants and I developed the *American Icons* project. In the first year, our plan is to interview 100 grade K-5 children in urban, suburban, and rural schools around their knowledge of Columbus and native interactions, the sources of their knowledge, and how they understand the differences in the two pieces of text. In succeeding years, we will focus on other complex, American icons—for example, George Washington, Abraham Lincoln, and Martin Luther King, Jr.

## A Thin Research Base

Although the research literature on how children think about history has expanded greatly in the last 15 years, little empirical work asks children how they make sense of complex historical and/or contemporary human behavior. We know a fair amount about how children think about historical ideas and events, and the recently emerging literature on historical empathy offers some useful perspectives on how and why children develop a sense of historical perspective on individuals and groups. But it turns out that there are relatively few studies that inquire deeply into the ways that children think and reason about complex human behaviors such as those which emerged between explorers like Columbus and the native populations.

## The Complex Terrain of Children's Historical Understanding

Although we are in the preliminary stages of data analysis, we see four themes surfacing, each of which challenges the conventional wisdom about what children know about and how they understand history:

◆ In contrast to the research that suggests children's narrative ability may not develop until upper elementary ages, we could detect no particular pattern across the sample. Many older children (grades 4-6) used a narrative style to represent their ideas, but so, too, did a large number of younger children (K-grade 3). We also found children of all ages capable of articulating differences across the perspectives of the various historical actors. This set of findings

*continued on page 15* ►

**Teacher Education Institute***continued from page 1*

**DAVID CANTAFFA, Ed.M.**  
(2001, General Education)

with their TEA; a forum for discussion and professional development among colleagues and peers; and a smooth transition to student teaching.

A second unique aspect of the TEI program is the Reflective Inquiry Project (RIP). The RIP is an ongoing project that spans field experiences and student teaching, and serves as a space for students to systematically investigate an education question they are passionate about answering. Initially, students undertake this investigation in the scholarly literature and in the school to which they are assigned for field experiences. Toward the end of student teaching, they look back on their previous work and, through the new lens of their student teaching experience, reflect on what they have learned throughout the academic year.

The RIP process provides many benefits to the students, including an increased sense of themselves as professional educators who “learn how to learn” from systematic investigation of their experiences. These experiences form a focal point to draw various pieces of the program together in a meaningful way, and a concrete example to which they can refer that makes them stand out from the crowd of new teachers.

As students to begin their career as educators, the RIP can assume a prominent position in their portfolios. Once they begin their careers as educators and as they continue to strive for ways to develop their practice, reflecting on their RIP experience might encourage them to participate in action research. Action research is a systematic form of reflective inquiry by practitioners into their own educational practices and the challenges they encounter. The goal of action research is to improve one’s understanding of their educational practices. Students can use this understanding to improve their practices and the settings in which those practices are carried out.

The TEI staff work together with students to guide them through the program. The office is overseen by Dr. Julius Gregg

Adams, Associate Dean for Teacher Education. Prior to joining TEI, Dr. Adams was the Director of the School of Education at Fredonia State College from 1997–2002. David Cantaffa is the Associate Director. He has four years of secondary teaching experience and is completing his doctorate in Sociology of Education through ELP. Judi Roberson, with more than 30 years of experience as a Buffalo Public Schools elementary teacher, communicates with schools to secure student teaching placements as the TEI Coordinator of Field Experiences. Retta Maclin is the TEI Staff Associate who advises prospective and current students, and she has over 30 years of experience as a Buffalo Public Schools elementary teacher and administrator. As a team, David, Judi, and Retta visit area schools in order to build and strengthen relationships with administrators and faculty. Support staff includes Monica Washington, who has been with TEI for two years, and Patricia Glinski, who has 25 years of experience working in GSE. ●



**RETTA MACLIN**

**THIS NEWSLETTER IS ALSO ONLINE!**

You can view the GSE Alumni Newsletter, .edu, from any location with Internet access, print multiple copies of the newsletter as needed, and share newsletter information easily with out-of-town friends and family. All of these benefits are possible because the GSE Alumni Newsletter is available, in its entirety, online at [www.gse.buffalo.edu/alumni/edu.asp](http://www.gse.buffalo.edu/alumni/edu.asp). Please take a few minutes to view .edu online and then let us know what you think. You may e-mail your comments to Assistant Dean Jenifer Lawrence at [jlawrenc@buffalo.edu](mailto:jlawrenc@buffalo.edu).

# Emeritus Faculty Spotlight

ROD DORAN ON "MAKING CONNECTIONS"

Rod Doran, Director of the Teacher Education Program from 1982-1988, reminisces about his role working with student teachers in science education during his career. (The Teacher Education Program was renamed the Teacher Education Institute in 1999.)

Dear former students and colleagues,

I enjoyed reading the previous "Emeritus Faculty Spotlights" by Dwight Kauppi and Al Pautler, colleagues and friends for many years. Like Dwight, I grew up in a very small town in Northern



ROD DORAN

Minnesota, where the population was about 400. I was in c u l t u r e shock when I arrived at the University of Minnesota as a freshman, with its population then of over

30,000 students. I, too, feel very privileged to have been at UB for over 30 years, living and learning with its incredible students, staff, and faculty.

My first year at UB was 1969–1970, and as Al recalled, the campus was rocked by protests, demonstrations, and police presence. There was no Amherst campus, only a few committees to plan for that major expansion and move. The School of Education was located in Foster Hall and Foster Annex.

As I reminisce about my years at UB, the focus of "Making Connections" is appropriate, particularly my connection to student teachers. I enjoyed teaching the Secondary Science Methods course each

semester; helping those fresh, idealistic scientists connecting with the world of middle and high school students, via their role as a teacher. Most prospective science teachers came to UB with a well-developed "science end," so my role as a methods instructor was to help develop their "student affinity," by helping them learn more about middle and high school students, their pre-existing information base and attitudes about science, and more about the many exciting, engaging ways for students to experience science. But no one magic instructional strategy will work every day, even with the same classroom of students.

I recall describing a classroom of 30 students as a 30-body problem. In science, any problem with more than two bodies or objects becomes very complex to solve, because of the myriad of interactions. We know that each student has a whole set of unique characteristics that interplay in the classroom. We also know that each classroom will be different depending on what happened yesterday, last night, in the preceding class, or even in the walk down the hallway. So, as a teacher, one has to observe the classroom "pond," seeing where there are waves and ripples, then deftly cast our carefully chosen science lure and hope it is able to connect with many of the students and we can "reel them in," helping them to build on their existing understanding of science. Any hope of success here depends on finding the right lure to connect with the students

on this particular day. Sometimes it is a simple demonstration, a group activity, an engaging investigation, or an article from a recent paper or TV show. And, tomorrow some other lure is needed.

With my students in the master's and doctoral programs, I viewed my role as helping the science teachers grow professionally, by connecting them with professional associations and journals, master teachers, research findings, and viable educational principles. Building and extending on such connections is how we continue to grow professionally.

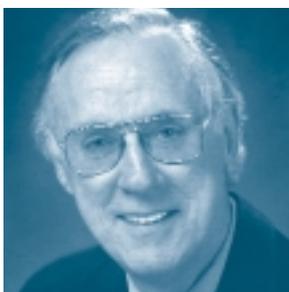
Helping science teachers grow professionally is the vision of a project I continue to work with—Building a Presence for Science (BaP). BaP was developed by the National Science Teachers Association with funding from the ExxonMobil Foundation. BaP is organized to provide information about professional development opportunities via e-mail messages to a Point of Contact, in each school building. BaP is being implemented in 25 states, which includes over 75% of the country's science teachers and their students. The scope of this project includes public and non-public buildings from elementary through the high school level. The professional development opportunities may be online experiences as well as workshops, institutes, and courses—offered through colleges, professional associations, teacher centers, and BOCES. BaP was developed as a response to the widespread teacher isolation that exists in all too many locations. Each Point of Contact (in a building) shares the messages received with the teachers of science and administrators in their building, thereby connecting each teacher to a professional development opportunity.

I have enjoyed this chance to connect with former students, staff, and faculty. I continue to live in the Buffalo area and would enjoy hearing from you (rdoran@buffalo.edu).

Rod Doran ●

# GSE Faculty Receive SUNY and UB Awards

The Graduate School of Education was proud to have three faculty members receive State University of New York (SUNY) and university-wide awards during the Spring 2005 semester.



**BRUCE JOHNSTONE**

Professor D. Bruce Johnstone from the Department of Educational Leadership and Policy (ELP) received three honors. First, he was awarded the status of SUNY Distinguished Service Professor for his sustained effort in applying scholarly and research interests to issues of public concern; thereby serving the university, the community, New York State, and the nation. Johnstone also received the newly established UB Award for Outstanding Contributions to International Education for his exceptional contributions in promoting international education, attracting and mentoring international students, and securing grants in support of international education. The third honor he received was the SUNY Chancellor's Award for Excellence in Faculty Service. This award recognizes Johnstone's consistently superior service over a

multiple-year period to the university and the community, and his service contributions to discipline-related professional organizations and faculty governance.

Professor LeAdelle Phelps from the Department of Counseling, School and Educational Psychology was honored with a UB Sustained Achievement Award for producing a consistently outstanding body of scholarly work over a number of years in the field of school psychology. Phelps' work, individually and collectively, has garnered public and professional accolades beyond the norm for other bodies of work in her field. She was ranked as the 9th top author in the school psychology literature from 1987–1995 (*School Psychology International*, 1997, Vol. 18).

ELP Professor Lois Weis was awarded the status of UB Distinguished Professor for achieving national and international prominence through significant contributions to the scholarly literature on economic and social class issues in education. The

quality of Weis' research has been unequivocal and the designation of UB Distinguished Professor comes with the expectation that her scholarship will continue beyond receiving this honor.

UB President John Simpson notes that the awards honoring Johnstone, Phelps, and Weis further reinforce how the Graduate School of Education continues to provide leadership while fulfilling the university's commitment to research, teaching, and community service: "Through these campus and system-wide honors, UB pays tribute to faculty achievements throughout the university that exemplify innovative research, dedicated teaching and mentorship, and outstanding service—ideals that are highly prized within our Graduate School of Education and by our academic community as a whole. The integration of these key objectives embodies the essence of UB's academic mission—the creation, dissemination, and transmission of knowledge. UB has been greatly enriched by the contributions and leadership of such outstanding faculty as Professors Johnstone, Phelps, and Weis, and we are very proud to see them receiving the recognition that they so richly merit." ●



**LOIS WEIS**

## KEEP IN TOUCH WITH FELLOW GSE ALUMNI

**UB Connect**, a new secure and password-protected online community exclusively for UB alumni, is now available at [www.alumni.buffalo.edu](http://www.alumni.buffalo.edu). GSE alumni are encouraged to register at this site where they will be able to manage their individual profile, sign up for lifetime e-mail forwarding, submit a Class Note (with a photo, if desired), as well as locate other GSE alumni easily and efficiently. In addition, alumni can visit the careers and networking module where they can post their resume or search for jobs. Registered users can choose which information they would like others to view, as well as opt out at any time.

# WNY School District Spotlight

## LACKAWANNA CITY SCHOOL DISTRICT

Located south of Buffalo, the Lackawanna City School District (LCSD) is immersed within a diverse, multi-ethnic urban community. An example of this diversity can be found in the working class Yemeni community, which settled in Lackawanna in 1922 and now numbers more than 1000 people. According to the LCSD website ([www.lackawannaschools.org](http://www.lackawannaschools.org)), the district is currently developing a strategic plan to

better meet the needs of its diverse, urban population of students. The LCSD mission is to nurture such individuals to help them successfully deal with the anticipated challenges they may encounter in the future.

The Lackawanna City School District serves over 2000 students throughout four schools: the Truman and Martin Road Elementary

Schools, the Lackawanna High School and the Lackawanna Middle School. LCSD is committed to a well-rounded education for its students in an environment dedicated to understanding and respecting the many cultures that enrich our communities.

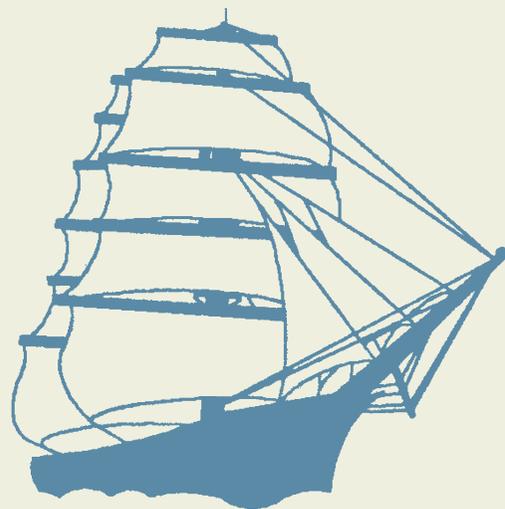
The Graduate School of Education is well-represented within LCSD with alumni accounting for 8% of the district's teachers and 40% of its administrators. The GSE alumni who comprise the administrative staff are Superintendent Paul Hashem (Ed.M., 1973, School Counseling), High School Interim Principal William Bilowus (Ed.M., 1969, Health Education), Truman Elementary Principal Maureen Bigaj (Ed.M., 1980, Reading Education),

Federal Programs Principal Anne Burnicki (Ed.D., 1996, Educational Administration), High School Assistant Principal Matteo Anello (Certification, 2002, Educational Technology), and School Psychologist Patricia Notarius (Ph.D., 2002, Counseling Psychology).

Superintendent Hashem notes that many of the talented individuals employed in the district have received their education from the Graduate School of Education: "These highly qualified and self-motivated educators are doing their part for our students to become all they are capable of as described in a portion of our mission statement: 'Our compass heading will provide our students with insight into their dreams, the proficiency and self-reliance to set their own course, and the good sense to enjoy the fascination of sailing life's waters.'" ●



**PAUL HASHEM, Ed.M.**  
(School Counseling, 1973)



# How to Create a Culture of Success in School Communities

## ERIE 1 BOCES/GSE Summer Institute

From July 11–14, approximately 150 education professionals from the Western New York community gathered at Harriman Hall on UB's South Campus for a series of lectures and panel discussions on topics related to effective leadership, teaching, and climate building. The 2005 Institute offered a week-long opportunity for information sharing, professional development, and networking. Presentations included:

### Pre-institute Workshop

**Monday, July 11**

#### "Teaching to Diversity: Making Education Special for All Students"

**Eric Cooper, Ed.D.** – president of the National Urban Alliance for Effective Education at The Council of Great City Schools, Washington, DC, offered a morning-long workshop focusing on improving education for urban and minority students.

### Institute Presentations

**Tuesday, July 12**

◆ **Betty Despenza-Green, Ph.D.** – Dr. Green was a former teacher and principal of Chicago Vocational Career Academy (CVCA), one of the city's largest and lowest performing high schools. In 1991, with Dr. Green as principal, CVCA became one of the first schools in Chicago, IL, to begin the process of restructuring into small schools. CVCA has since become a nationally recognized model for small school restructuring.

◆ **Stephen Jacobson, Ph.D.** – Dr. Jacobson is professor in the Department of Educational Leadership and Policy in the Graduate School of Education at UB. His research interests focus on school-site leadership, teacher compensation, and educational reform.

◆ **James Donnelly, Jr.** – Mr. Donnelly is principal of the James A. Green High School in Dolgeville, NY. He was named the MetLife/National Association of Secondary Principals and School Administrators Association "National High School Principal of the Year."

◆ **Principals' Panel** – **Crystal Barton**, McKinley High School; **Eric Lawton**, Holland Middle School; **Gil Licata**, Starpoint High School; **Kate Rudewicz**, Union East Elementary School. The panel was moderated by **Judith Howard, Ph.D.**, Superintendent, Niagara-Wheatfield.

**Wednesday, July 13**

◆ **JoAnn Falletta** – Ms. Falletta currently holds the positions of music director of the Buffalo Philharmonic Orchestra and the Virginia Symphony Orchestra, and artistic advisor to the Honolulu Symphony.

◆ **James Vollbracht** – Mr. Vollbracht is president of Higher Ground Associates, an organization focusing on building connected communities for kids, and a senior trainer, coordinator, and consultant for Search Institute and their national Healthy Community/Healthy Youth initiative.

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## SUMMER INSTITUTE 2005 – PHOTO GALLERY



*James Vollbracht discusses the latest research on children, education, and community.*



*Attendees listen to JoAnn Falletta as she explains the importance of music and arts in education.*



*JoAnn Falletta responds to audience questions following her lecture.*

# GSE Awarded \$6 Million Grant

BY MARY COCHRANE



**DOUG CLEMENTS, Ph.D.**  
(1983, Elementary Education)



**JULIE SARAMA, Ph.D.**  
(1995, Mathematics Education)

The Graduate School of Education has received a \$6 million grant from the Institute of Education Sciences of the U.S. Department of Education to “scale-up” the model for implementing a research-based pre-kindergarten mathematics curriculum. Doug Clements and Julie Sarama from the Department of Learning and Instruction are the Principal Investigators (PI) for the grant and Jaekyung Lee from the Department of Counseling, School and Educational Psychology is the Co-PI. The funding enables Clements, Sarama, and Lee to implement their already-successful TRIAD intervention, including the *Building Blocks* pre-K mathematics curriculum, on a much wider basis to discover its adaptability and impact nationally.

“This grant allows us to truly scale-up, that is, to implement the curriculum in multiple states and in more than 100 classrooms, within a

large randomized trial design,” Clements said. “We can then find out if the *Building Blocks* curriculum and the TRIAD implementation model work in multiple, varied settings, and to see if their positive effects are sustained longitudinally.”

The program name TRIAD is an acronym for “technology-enhanced, research-based instruction, assessment, and professional development.” Although the TRIAD intervention has been shown to increase math achievement in young children, especially those at risk, Clements said a larger sampling is needed to see how the program works in a variety of school systems, more distant from the developers.

“Effective scale-up considers not only an increase in the number of classrooms, but also increased diversity of settings, increased complexity, and the challenges of sustainability,” he said. “It uses strategies to achieve broad success and avoid the dilution and pollution that often plagues such efforts.”

TRIAD will be introduced to pre-kindergarten teachers and children in two states. In New York, local participating schools include those in the Buffalo Public Schools, the Diocese of Buffalo, and Wayne County Head Start. Sarama and Clements are still in the process of selecting the participating schools systems in another state. The project will involve random

selection of 12 students from each pre-K classroom for assessment through their completion of second grade.

“The schools will be those that serve largely low-achieving populations, but with educational settings and racial/ethnic and socioeconomic compositions of students that vary across the board,” Sarama said.

The project will help establish UB as a leader in determining how to successfully bring large educational projects to full scale, as well as benefiting continued study of education intervention, Sarama noted.

“Research-wise, we believe we can increase knowledge of scaling-up by conducting a project that investigates the effectiveness of research-based mathematics education intervention implemented in varied pre-kindergarten settings with diverse student populations,” Clements concluded. ●

*Mary Cochrane is a senior editor for the University at Buffalo Office of News Services.*



**JAEKYUNG LEE**

## GSEAA PRESIDENT'S MESSAGE

Dear GSE Alumni,

One of life's little pleasures is meeting an old friend or colleague that you haven't seen in a long time and finding out what he or she has been doing through the years. Whether it's hearing about children, new jobs, or retirement plans, it's amazing how quickly you reconnect and pick up where you left off. Even if you only visit for a few minutes, catching up can be quite enjoyable.

Therefore, it's not surprising that one of the activities GSE alumni ask for is a chance to get reacquainted with fellow friends and colleagues. The GSE Alumni Association is in the midst of planning new events for the 2005–2006 academic year and would like your programming input. Are there any educational programs you would like to see made available to help bring GSE alumni together? Please e-mail your program ideas to [cbarrick@buffalo.edu](mailto:cbarrick@buffalo.edu). We would really like to hear from you. Thank you.

Sincerely,  
*Chris Barrick, Ph.D. (1999, Counseling Psychology)*



**CHRIS BARRICK**

## '60s

**Hugh Schintzius** (Ed.B. 1966, Physical Education), Mansfield University recreation director, retired in February 2005 after 32 years of service. During his career, Schintzius taught swimming, volleyball, and exercise, and is the only coach of a women's athletic program at Mansfield to ever win a Pennsylvania State Athletic Conference Championship.

## '70s

**Mariam Assefa** (Ed.M., 1979, English Education), chief executive officer of World Education Services, was honored at Metro International's 2005 Fulbright Awards Dinner at the United Nations. Each year, Metro's dinner honors those who, in the spirit of Senator J. William Fulbright, have furthered peace and international understanding through their lives and work.



**Stephen Dunnett** (Ph.D., 1977, Higher Education), UB vice provost for international education, was invited by the Japanese Ministry of Education in March 2005 to lead four national seminars around Japan on the internationalization of institutions of higher education.

**Mary Ellen Elia** (Ed.M., 1974, Social Studies Education) has been appointed superintendent of the Hillsborough County School District in Tampa, FL. Elia has been with the district since 1986 and her most recent position has been chief facilities officer.

**Gerhard Falk** (Ed.D., 1970, Higher Education), professor in the Buffalo State College Department of Sociology, has authored or co-authored 13 books and 40 journal articles. His most recent book is *Football and American Identity* (Haworth Press).

**Donna Lucki** (Ed.M., 1978, Reading Education) has been named president of the School Division of the Houghton

Mifflin Company. In her new role, she will oversee the publishing, marketing, and sales operations of Houghton Mifflin's pre-K through grade 6 basal textbook division.

**Richard Podemski** (Ph.D., 1973, Educational Administration) has accepted a position as associate vice president for research and dean of graduate studies at the University of West Florida in Pensacola. Since 2000, Podemski was the dean of graduate studies and research at Buffalo State College.

## '80s

**Carl Boykin** (Ed.M., 1985, College Counseling and Student Personnel Work) has joined the U.S. Attorney's Office for the Northern District of New York as an assistant U.S. attorney. Boykin served as an assistant district attorney for Oneida County, and most recently worked as chief of the appeals bureau.

**Juanita Hunter** (Ed.D., 1983, Curriculum Planning) is the recipient of a 2005 Distinguished Alumni Award from the UB Alumni Association as part of their annual Celebration of Excellence. A 20-year faculty member (1978–1998) of the UB School of Nursing, Hunter played a significant role in the creation and establishment of the Nursing Center for the Homeless of Buffalo.

**Jan Sadlak** (Ph.D., 1988, Social Foundations) is the director of UNESCO-CEPES (European Centre for Higher Education), in Bucharest, Romania. Prior to this appointment, he was chief of the section for higher education policy and reform in UNESCO, Paris.

**R. N. Sharma** (Ph.D., 1983, Higher Education), director of the Drain-Jordan Library at West Virginia State University, is the recipient of the 2005 Academic/Librarian of the Year Award from the Association of College and Research Libraries. Sharma has been at West Virginia State for nine years and is the author of 10 books and more than 250 articles, editorials, and book reviews.

**Elaine Spaul** (Ph.D., 1986, Higher Education) received the 2005 "W" Award from the Rochester Women's Network for her continuing service as a role model to other women. Throughout her 30-year career, Spaul has been an official and unofficial mentor to more than two dozen women.



**Peggy Healy Stearns** (Ph.D., 1987, Elementary Education) received the 2004 Technology & Learning Award for her Stationery Studio software (Fable Vision), which is used by students from kindergarten to fifth grade to support writing. Stearns is the winner of over three dozen national awards for her software designs.



**Lisa Tedesco** (Ph.D., 1981, Educational Psychology), who served as vice president and secretary of the University of Michigan since 1998, stepped down from that position in February 2005 to resume her research and teaching. She has accepted a year-long position as a visiting fellow at the Center for Community Health Partnerships at the Columbia University Medical Center and visiting professor at the Columbia School of Dentistry and Oral Surgery.

## '90s

**Mark Ashwill** (Ph.D., 1991, Social Foundations) was a keynote speaker at the SUNY at Plattsburgh/U.S. Department of Education conference "Increasing Foreign Language Capability in the U.S.: Integrating Foreign Languages into the Curriculum" at Montreal, Quebec in April 2005.

**Michael Cross** (Ed.M., 1993, College Counseling and Student Personnel Work) is the senior associate athletic director for intercollegiate programming at Princeton University. Prior to joining Princeton in 1999, he was the assistant director of compliance at the University of Michigan.

**Bernadette Curry** (Ph.D., 1994, Social Foundations) is currently chair of the Department of Nursing at Molloy College in Rockville Centre, NY. Curry leads a department of 40 full-time faculty who serve approximately 1300 graduate and undergraduate students.

**Michael Friend** (Ph.D., 1995, Counseling Psychology) is working with Ohel Bais Ezra, Inc. in Brooklyn, NY, providing psychological services to developmentally-disabled/mentally retarded individuals in Orthodox Jewish residential and day program settings.

**Yugui Guo** (Ph.D., 1998, Educational Administration) has authored *Asia's Educational Edge: Current Achievements in Japan, Korea, Taiwan, China, and India* (Lexington Books) and was one of the keynote speakers at the U.S. Department of State "Conference on Global Trends in S & T Education: Policy Implications for U.S. National Security and Competitiveness" at the Army Navy Club, DC in June 2005.

**Benjamin Halsey** (Ed.M., 1997, Elementary Education) has been appointed superintendent of the North Collins School District. Since November 2002, Halsey has been principal of North Collins High School.

**Michael Kustreba** (Ed.M., 1992, College Counseling and Student Personnel Work) has been promoted to senior program officer at the Peter and Elizabeth C. Tower Foundation, an Amherst philanthropic provider to organizations in Erie and Niagara counties serving children and families affected by psychological disorders, developmental disabilities, or drug abuse. Kustreba has been with the foundation for three years.



**Teresa Lawrence** (Ed.M., 1993, Mathematics Education) is the new director of curriculum and staff development in the Clarence Central School District.

**Donald Levin** (Ph.D., 1996, English Education) received the 2005 President's Award for Excellence in Scholarship at Marygrove College in Detroit, MI, where he is an associate professor of English and director of the master's program. He previously received the 2003 President's Award for Excellence in Teaching. This summer Levin's poem, "Sestina: The Cleaners," was awarded the grand prize for poetry in the *Metro Times* 2005 Fiction and Poetry Contest.

**Dianne Mark** (Ph.D., 1993, Educational Administration) has been appointed associate dean of the College of Education and Human Services at Central Michigan University in Mount Pleasant.

## '00s

**Edwin Davenport** (Certification, 2002, Educational Administration) has accepted a position as principal of Rhinebeck High School in Rhinebeck, NY. Previously, Davenport was principal for two years at North Shore High School in Sea Cliff, NY.



**Ken Lam** (Ed.M., 2004, Higher Education) has joined the UB Office of Alumni Relations as the assistant director for affiliate programs. Previously, Lam worked with the United Way of Western New York and has been credited with many progressive changes and successes with and for the United Way.



**Davina Moss** (Ph.D., 2005, Counselor Education), former Arthur A. Schomburg Fellow and 2005 recipient of the Delbert Mullens Thinking Outside the Box Award, is a vocational counselor at VESID (Vocational and Educational Services for Individuals with Disabilities) in Buffalo. The findings from her dissertation, "Unresolved Grief and Loss Issues Related to Substance Abuse," were featured in the August 18, 2005 *Washington Times* article "Heroin Addicts Have a 'Love' for Needles" ([www.washingtontimes.com/national/20050817-155605-3943r.htm](http://www.washingtontimes.com/national/20050817-155605-3943r.htm)).

**Susan Ott** (Ph.D., 2004, Social Foundations) is the director of the Western New York Bachelor of Business Administration Program at Bryant & Stratton College in Getzville.

**Kim Pachetti** (Ed.M., 2001, General Education) has been named director of sponsored programs at Canisius College. Most recently director of human resources and research administrations at the UB School of Dental Medicine, Pachetti is responsible for securing academic grants at Canisius.

**Mikyung Ryu** (Ph.D., 2000, Social Foundations) was the lead analyst for the last two national report cards on higher education from the National Center for Public Policy and Higher Education, an independent research group based in San Jose, CA. Ryu shapes the findings about the higher education services provided by each state, and by the nation as a whole, after reviewing and analyzing 35 measures from approximately 50 different data sources.

**Gouranga Saha** (Ph.D., 2001, Science Education) has been working as a faculty member since 2000 and was recently promoted to the rank of associate professor of science and technology education at Lincoln University of Missouri in Jefferson City. Saha received an Eisenhower Grant in 2002–2003 and a Teacher Quality Grant for 2004–2006 to examine how classroom teachers in urban high-need districts use technology-supported inquiry to enhance student achievement and attitudes toward science. He is also the assessment specialist on a team that received a more than half a million dollar "Suicidal Prevention" grant from the U.S. Army Research Lab for 2005–2006.

If you would like to be included in a future newsletter, please e-mail your information to Assistant Dean Jenifer Lawrence at [jlawrenc@buffalo.edu](mailto:jlawrenc@buffalo.edu).

# New Faculty



**JANINA BRUTT-GRIFFLER**  
DEPARTMENT OF LEARNING  
AND INSTRUCTION

Janina Brutt-Griffler is a specialist in foreign language acquisition, sociolinguistics, technology, and discourse analysis. She earned her Ph.D. at Ohio State University, where she developed a language theory framework to examine the sociohistorical growth of English as an international language. Prior to joining the Department of Learning and Instruction as an associate professor, Brutt-Griffler taught on the graduate faculty at the University of York, England.



**AMY REYNOLDS**  
DEPARTMENT OF COUNSELING, SCHOOL  
AND EDUCATIONAL PSYCHOLOGY

Amy Reynolds joins the Department of Counseling, School and Educational Psychology as an assistant professor. She received her doctorate in Counseling Psychology from Ohio State University and has been working in higher education as a psychologist and professor for almost 20 years. Her current research interests are college student mental health, multicultural competence, and feminist and lesbian, gay, bisexual, and transgender issues.



**GREG FABIANO**  
DEPARTMENT OF COUNSELING, SCHOOL  
AND EDUCATIONAL PSYCHOLOGY

Greg Fabiano joins the Department of Counseling, School and Educational Psychology as an assistant professor. He recently completed a clinical internship at the University of Mississippi Medical Center. Fabiano received his Ph.D. in Clinical Psychology from UB and his current research interests are investigating, identifying, and disseminating effective behavioral and pharmacological treatments for children with attention-deficit/hyperactivity disorder in home and school settings.



**KIMBERLY ROGERS**  
DEPARTMENT OF EDUCATIONAL  
LEADERSHIP AND POLICY

Kimberly Rogers joins the Department of Educational Leadership and Policy as an assistant professor. She earned her Ph.D. in Higher Education from Pennsylvania State University and an Ed.M. in Administration, Planning, and Social Policy from Harvard University. Rogers' dissertation examined the impact of federal, state, and institutional financial aid on the sub-baccalaureate degree and certificate attainment of low-income students and adult learners.



**CHRISTOPHER LOPATA**  
DEPARTMENT OF COUNSELING, SCHOOL  
AND EDUCATIONAL PSYCHOLOGY

Christopher Lopata joins the Department of Counseling, School and Educational Psychology as an assistant professor. He earned a Psy.D. in School Psychology from SUNY Albany, as well as master's degrees in Educational Psychology from SUNY Albany and Counseling from San Diego State University. Lopata's research interests include autism spectrum disorders, disruptive behavior disorders, behavioral intervention, and assessment.



**LYNN SHANAHAN**  
DEPARTMENT OF LEARNING  
AND INSTRUCTION

Lynn Shanahan joins the Department of Learning and Instruction as a clinical assistant professor. Previously, she was an assistant professor in the Department of Education at Daemen College, where she taught graduate and undergraduate literacy courses. Shanahan is currently completing her Ph.D. in Reading Education at the University at Buffalo and her research interests are in literacy and technology.

# Commencement and Awards 2005

## DONALD BOSWELL ADDRESSES THIS YEAR'S GRADUATES

Graduates celebrated their achievements on May 13 during a morning commencement that began with the traditional academic procession and “Pomp and Circumstance” and ended with a reception for our newest alumni, their families, and friends.

This year's commencement speaker was Donald Boswell, president and CEO of the Western New York Public Broadcasting Association. In his address, Boswell shared family stories, insights, and his vision for the community. He called upon graduates to use their education to “be the light” for future generations. To emphasize this concept, Boswell presented graduates with a candle as they walked across the stage.

Honored that day along with the graduates were five individuals: Merle Hoyte received the James Hansen Humanitarian Award; Paul Wietig was the recipient of the Dean's Service Award; J. Donald Schumacher received this year's GSE Distinguished Alumni Award; Davina Moss was presented with the Delbert Mullens Thinking Outside the Box Award; and Yvonne Minor-Ragan received the UCEA (University Council for Educational Administration) Excellence in Educational Leadership Award.



**DONALD BOSWELL**

### JAMES HANSEN HUMANITARIAN AWARD

#### **MERLE HOYTE, Ph.D.**

Counselor Education, 1975



Currently emeritus dean of students at the College of Science, Technology and Applied Arts of Trinidad and Tobago, Dr. Hoyte was the assistant director and the associate director of UB's Educational Opportunity Program. During her fifteen years at UB, Dr. Hoyte is credited with changing the lives of thousands of students as she, along with a cadre of dedicated counselors, encouraged and inspired students from underserved populations to achieve their educational and life goals.

### GSE DISTINGUISHED ALUMNI AWARD

#### **J. DONALD SCHUMACHER, Psy.D. M.S.**

Rehabilitation Counseling, 1977



J. Donald Schumacher has been the president and CEO of the National Hospice and Palliative Care Organization since October 2002, and president of the National Hospice Foundation since June 2003. Previously, from 1989–2002, he served as the president and CEO of the Center for Hospice & Palliative Care in Buffalo. Dr. Schumacher has lectured nationally on the psychological care of the terminally ill patient and the expansion of hospice care both nationally and internationally.

### DEAN'S SERVICE AWARD

#### **PAUL T. WIETIG, Ed.D.**

Curriculum Development, 1979



Dr. Wietig is the current deputy superintendent of the Amherst Central School District and has been an influential part of the Western New York educational community for over two decades as a teacher, curriculum director, principal, and as a superintendent. He has provided leadership as a consultant to public schools and school districts; in developing successful grant proposals for federal, state, and local agencies; and as a liaison to non-public schools and higher education.

# Small Schools Update

BY MARA HUBER

In an ongoing commitment to support area schools in their smaller learning communities initiatives, the Graduate School of Education has engaged in the following small schools related initiatives:

## Program Evaluation

◆ Scott Meier, professor in the Department of Counseling, School and Educational Psychology, has completed his first year as program evaluator for McKinley High School.

GSE has been selected as the program evaluation provider for the Buffalo high schools included in Buffalo's Smaller Learning Communities grant proposal. These schools include Bennett, Grover Cleveland, and Riverside High Schools.

## Student Involvement

◆ Students enrolled in GSE's Leadership Initiative For Tomorrow's Schools (LIFTS) program have been given the opportunity to take a first hand look at small schools reform. First, Ramona Reynolds, principal of Bennett, and Kevin Eberle, principal of Grover Cleveland, provided students with an introduction to their schools and plans for redesign. Students then visited the two schools and under the supervision of Stephen Jacobson, professor, and Rose Ylimaki, assistant professor (both from the Department of Educational Leadership and Policy), will follow the progress of Bennett and Grover Cleveland as these high schools work toward meeting their respective small schools goals.

## Professional Development

◆ GSE continues to partner with the Small Schools Workshop (SSW) to provide training and professional development related to small schools reform. SSW is a group of educators, organizers, and researchers based in the College of Education at the University of South Florida who collaborate with teachers, principals, parents, and district leaders to create new, small, and innovative learning communities in public schools. GSE's 2005 Summer Institute featured a presentation by Dr. Betty Despenza-Green, director of the National High School Initiative for SSW and a national speaker on small schools reform. She is the former principal of Chicago Vocational Career Academy, the first Chicago high school to go to the small schools model.

GSE will continue to support local schools in their efforts to improve student achievement through the development of smaller learning communities. This support includes the creation of new avenues to further collaboration and support between faculty and schools. ●



MARA HUBER

*Mara Huber, Ph.D., is the director of special programs for the Graduate School of Education.*

## GSE Summer Institute

*continued from page 8*

◆ **Susan Morisson** – Ms. Morisson is director of the Buffalo and Erie County Youth Development Partnership, which is a cross-system collaboration that fosters a supportive community in which all Erie County youth have the opportunity to become engaged, responsible, and contributing members of society.

◆ **H. Roy Kaplan, Ph.D.** – Dr. Kaplan is executive director of the National Conference for Community and Justice, Tampa Bay Chapter. In addition to serving as a professor for 20 years, his accolades include the Civil Rights Advocacy Award, and the Education Heroes Award from the U.S. Department of Education.

◆ **Students' Panel** – Area high school students shared their perspectives on developmental assets as they related to their own educational experiences.

## Thursday, July 14

◆ **Betsy Rogers** – Ms. Rogers, a first and second grade teacher at Leeds Elementary in Jefferson County, AL, was the 2003 recipient of the prestigious National Teacher of the Year Award.

◆ **Sam Hoyt** – Mr. Hoyt is New York State Assemblyman for the 144th District.

◆ **Parents' Panel** – **LaVonne Ansari** and **Stephanie Sass**, Parents for Public Schools; and **Kathy Rua**, **Elaine Hayes**, and **Rhonda Bivens**, parents from the Buffalo and Niagara Falls School Districts. The panel was moderated by **Rev. Kinzer Pointer**, president of the Buffalo School District Parent Coordinating Council. ●



FENICE BOYD

## RESEARCH ON WORD START AND CHILDREN IN HEAD START

Assistant Professor Fenice Boyd, from the Department of Learning and Instruction, is developing a comparative research project to investigate the impact of the Word Start program on children attending Head Start. For

the pre-K age group, Word Start is structured to enhance young children's oral language, vocabulary, and knowledge base. Word Start uses 26 nursery rhymes set to music and 15 classic children's songs to guide young children's oral and sight vocabulary development. The premise is that the strategy creates a common and sizeable oral-vocabulary for all children, including those who come from diverse and low socio-economic families.

Data will be collected during two phases of the project. Six pre-K classrooms will be selected: three experimental and three control groups. Phase One involves the preparation and training of Head Start teachers and parents to use the tools and strategies of the Word Start program. After the training, over a 16-week period, the second phase will entail collecting data on Word Start teaching strategies. Dr. Boyd will observe in the six classrooms two to three times per week. The purpose of the observations will be to investigate the impact of the children's oral language for those who receive instruction using the Word Start program. These results will be compared and contrasted with the children in classrooms who do not receive instruction using Word Start.

## Faculty Focus

*continued from page 3*

suggests that narrative ability and perspective-taking may not be age-dependent.

◆ Understanding what children “know” about complex behavior such as that between Columbus and the natives is complicated for at least four reasons: a) many children spent a good part of the interview trying to guess what the “right” answers were to our questions; b) it can take a considerable amount of interview time to feel confident in knowing what students understand; c) the representations of children's understandings may be very fluid and changeable (or not); and d) the need to “hear” what students are saying is apparent, but can be difficult. This set of findings suggests that assessing children's understandings is far more complex than most outside observers (and some teachers) believe.

◆ The children's interpretations of the interactions between Columbus and native groups and of Columbus as a “hero” run the gamut from simplistic to sophisticated. We were surprised, however, to realize that predicting responses based on age, grade, achievement level, and reading level is a fool's game: there simply were no hard patterns behind children's interpretations. Moreover, children's ignorance and/or misunderstanding of facts are not necessarily related to the sophistication of their bigger understandings. Some of the students who created the most tangled factual stew (did you know, for example, that Columbus invented electricity?) were able to articulate coherent and often nuanced views of Columbus. This set of findings challenges

age-specific notions of when and how children develop historical understandings.

◆ There are many influences on children's thinking and how they make sense of those influences can seem highly idiosyncratic: a) children with considerable school knowledge about the Columbus encounter did not necessarily create more thoughtful interpretations; b) a seemingly strong stimulus (like the word “forced”) was not uniformly influential or even perceived; and c) although we thought of the two pieces of text as coherent interventions, some children paid more or less attention to the pictures and/or the text so as to suggest that there were really four pieces of information available to them. This finding suggests that, while teachers and their instructional practices can matter immensely, influences on children's thinking can be unpredictable.

Although preliminary, these findings raise important questions about teaching and learning history and the research into that area. It would be nice to hold out the promise of some rock-solid patterns in how children think and articulate their ideas about complex human behavior. We can't. Our research suggests that children *are* more able to think deeply and richly about historical actors and events than many believe. But they do so unpredictably and unevenly. The fact that children can think historically means, in part, that teachers and researchers must be more agile in both understanding and working with children's interpretations. ●

# July 1, 2004 – June 30, 2005

## THANK YOU!

Many thanks to the more than 1000 alumni, foundations, corporations, friends, faculty, and staff who made gifts to the Graduate School of Education through the GSE Annual Fund last year! And more than 200 of you chose to support GSE for the *first time*. Your contributions have significantly impacted our ability to support our students and faculty. Private philanthropy helps us provide additional scholarships and fellowships to many of our talented students, finance cutting-edge faculty research, and aid in the success of our urban education and mentoring initiatives. Thanks to your generous philanthropy, GSE's teaching, research, and service continue to make lives better in our region, our nation, and throughout the world.

### Mary H. Gresham

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# Philanthropic Opportunities with Real Estate

BY WENDY IRVING

The opportunity to fund a charitable gift with real estate has proven to be a viable option for many who desire to make an investment in the future of the University at Buffalo. Such gifts can have a tremendous benefit for both the university and you. The university will typically sell the property and use the sale proceeds to further an academic initiative chosen by you (e.g., scholarships for the Graduate School of Education). Gifting real estate can generate a number of financial benefits in addition to the satisfaction of providing meaningful support to GSE.



**WENDY IRVING, J.D. '91, Ed.M.**  
(1991, College Counseling and Student Personnel Work)

Residential or commercial real estate that is developed or undeveloped whether owned as a personal residence, a second home, or for business purposes can be gifted to UB. Before deciding to sell such property, consider whether one of

the following options may better allow you to fulfill your philanthropic and personal planning objectives.

## Outright Gifts of Real Estate

Gifting real estate outright during your lifetime or through a bequest to the University at Buffalo Foundation will allow you to benefit from a charitable deduction equal to the fair market value of the property as determined through an appraisal. This deduction helps to reduce the cost of making a gift and also frees up cash currently used for other real estate expenses. Outright real estate gifts may be of particular interest to those who are planning to downsize or who no longer have the need for a second home.

## Retained Life Estate Gifts

A gift of a retained life estate allows you, your spouse, and/or others to continue to enjoy full use of your home or other real estate for life in the same manner that you currently do. With a retained life estate you deed the future interest in the real estate to the UB Foundation but maintain the rights and duties of ownership for life without interference from the university. A retained life estate allows you to earn a charitable deduction for the value of the future interest gifted to the university. Additionally, such gifts also may help reduce or eliminate any estate taxes while relieving your heirs of the burden of disposing of the property at the time of your death. A retained life estate may be particularly

suitable for a donor who is single or widowed, and/or for those whose heirs have no interest in inheriting such property.

## Life-Income Gifts Funded with Real Estate

Real estate can be used to fund a planned gift such as a charitable gift annuity or charitable remainder trust that will provide you with an income stream for life. Through such arrangements, you transfer the property to the UB Foundation who as owner or trustee sells the property and invests the proceeds for purposes of providing you with tax advantageous income, in addition to a charitable deduction that can be used to offset current income tax obligations. This gifting arrangement may be of interest to those who desire to maximize the benefits of real estate by converting it into useable cash.

Gifting real estate can be mutually satisfying for both the donor and UB. If you would like to explore such a gift please contact: Wendy Irving, UB Office of Planned Giving at (716) 829-2630, ext. 290 or toll free (877) 825-3422; or GSE Development Officer Marilyn Koren at (716) 645-2478, ext. 1029. ●



**MARILYN KOREN**

*Wendy M. Irving, Esq., is the senior director of planned giving for University Advancement.*

## Charlotte C. Acer Colloquium on Urban Education

### Christine Sleeter

Professor Emeritus, California State University Monterey Bay

### "Urban Teaching & Democracy in an Era of Accountability"

Dr. Sleeter will examine how urban teachers carve out space to teach for democracy and equity in historically underserved communities during a time of high stakes testing and accountability.

Thursday, September 15, 2005 | 4:00–6:00 p.m.

Harriman Hall, Room 105

South Campus, University at Buffalo

Free and open to the public. People in need of special accommodations should contact the Office of the Dean in the Graduate School of Education at (716) 645-6640.

Alumna Charlotte C. Acer, Ed.D., 1987, endowed this fund in 1991 to facilitate informative and provocative lectures, discussions, and analyses that address the complexities of urban education.

## a new imprint for an established series

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**GSE Publications**  
Cutting edge scholarship for educators.

**SUNY PRESS**  
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**F**or twenty years, the University at Buffalo's Graduate School of Education Publications series has released seminal research monographs by UB scholars, including Lois Weis, Phil Altbach, and Catherine Cornbleth. We are proud to announce that this prestigious series will now be published in cooperation with SUNY Press.

**T**his collaboration promises to be a new kind of publishing venture. GSE Publications will continue to produce short, cutting-edge research monographs by UB faculty on key contemporary issues in education. These monographs will now, however, feature the SUNY Press imprint. They will also be strategically marketed with the help of SUNY Press's direct mailing and e-mail lists as well as the Press's website.

**F**orthcoming monographs in the series include *Why Multimodal Literacies? What's Changing in 21<sup>st</sup> Century Teaching and Learning* by Suzanne Miller and Suzanne Borowicz; *Social Class and Parental Involvement: A Cross-Case Analysis of Chinese Immigrant Families* by Guofang Li; and *Examining Successful Leadership in Challenging Urban Schools* by Christopher Bezzina, Corrie Giles, and Stephen L. Jacobson.

**R**ecent publications of note include *New Scholars, New Directions: Proceedings of the Tenth Annual University at Buffalo Graduate School of Education Student Research Symposium*, edited by David Vater Jr. and Greg Dimitriadis.

For a complete listing of GSE Publications, see  
[www.gse.buffalo.edu/faculty/publications.asp](http://www.gse.buffalo.edu/faculty/publications.asp)

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For more information, contact:

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# GSE Lecture Series

## 2005–2006 SCHEDULE

All sessions (with the exception of the James Williams lecture, which will be held at UB's Center for Tomorrow, North Campus, and the Bruce Johnstone tribute, to be announced) will be held at the Buffalo Niagara Marriott, 1340 Millersport Highway, Amherst, from 8:30 a.m. to 10:00 a.m. Cost per session is \$30 (students may attend for \$12) and includes a continental breakfast. For further information, including updates, please visit [www.gse.buffalo.edu](http://www.gse.buffalo.edu) or contact GSE Director of Special Programs Mara Huber at (716) 645-6642 or [mbhuber@buffalo.edu](mailto:mbhuber@buffalo.edu).

### CONTINUING PROFESSIONAL EDUCATION

**JAMES A. WILLIAMS**  
(SUPERINTENDENT, BUFFALO PUBLIC SCHOOLS)  
SEPTEMBER 29, 2005

**DOUG CLEMENTS & JULIE SARAMA**  
(UB GRADUATE SCHOOL OF EDUCATION)  
OCTOBER 20, 2005  
"Closing the Gap in Early Mathematics: Scaling-Up Successful Educational Innovations"

**MAEVE LOPEZ-KASSEM** (UB GRADUATE SCHOOL OF EDUCATION)  
NOVEMBER 10, 2005  
"Effective Practices for Culturally and Linguistically Diverse Students"

**ELISABETH ETOPIO, KARLA HAMLEN, & MARIA RUNFOLA**  
(UB GRADUATE SCHOOL OF EDUCATION)  
DECEMBER 8, 2005  
"Developmentally Appropriate Music for Pre-K and K: More Than Just A, B, C"

**JOHN B. SIMPSON** (PRESIDENT, UNIVERSITY AT BUFFALO)  
JANUARY 19, 2006

**WENDY PATERSON** (BUFFALO STATE COLLEGE)  
FEBRUARY 16, 2006  
"Unbroken Homes: Teacher Prejudice About Children From Single Parent Homes"

**ROSE YLIMAKI & LAURI JOHNSON**  
(UB GRADUATE SCHOOL OF EDUCATION)  
MARCH 9, 2006

"The Role of Gender and Race in Successful School Leadership"

**J. DONALD SCHUMACHER** (PRESIDENT AND CEO OF NATIONAL HOSPICE AND PALLIATIVE CARE ORGANIZATION)  
MAY 18, 2006

"The Dying Child: Lessons Learned From Our Youngest Teachers"

**JIM DONNELLY** (UB GRADUATE SCHOOL OF EDUCATION)  
JUNE 15, 2005

"Recent Trends in Substance Abuse Among 9th Graders in Erie County"

### SPECIAL TOPIC: HIGHER EDUCATION

**REV. DENNIS HOLTSCHNEIDER, C.M.**  
(PRESIDENT, DEPAUL UNIVERSITY)  
SEPTEMBER 16, 2005

"Swimming Against the Current: Maintaining an Access Agenda in U.S. Higher Education"

**GWENDOLYN JORDAN DUNGY**  
(EXECUTIVE DIRECTOR, NATIONAL ASSOCIATION OF STUDENT PERSONNEL ADMINISTRATORS)  
FEBRUARY 10, 2006

**TRIBUTE TO D. BRUCE JOHNSTONE**  
DATE TO BE ANNOUNCED

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

Graduate School of Education  
367 Baldy Hall  
Buffalo, New York 14260-1000

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