



Preparing Tomorrow's Leaders... Today

ADMINISTRATORS

The educational administration (EDA) program develops the intellectual, performance, and moral capacity for leadership roles in school districts, colleges and universities, and in training and development programs for other public agencies. The program has been recognized by the American Association of School Administrators as outstanding in the preparation of educational administrators.

The programs within EDA draw upon the social and behavioral sciences to stimulate new ways of thinking about administering and transforming education organizations. The EDA programs combine theory with field-based experiences, building on the belief that theory can inform practice and practice can inform theory. Individual courses of study are designed to build on students' previous academic and professional experiences to help them achieve their career aspirations.

From the beginnings of their study in this area, students apply what they learn. Knowledge is developed in the field, as students work in teams to apply problem-solving methods to real-world dilemmas. Each student has a chance to develop and demonstrate the leadership qualities necessary for challenging our educational institutions.

The Ed.D. is the program's doctoral degree for those who strive to apply their leadership skills in diverse educational settings, while the Ph.D. focuses on research and scholarship in educational administration. The Leadership Initiative for Tomorrow's Schools (LIFTS) program offers three graduate options to prepare candidates to apply to the New York State Education Department for certification as school leaders. These options include school building leader, school district leader, and school district business leader. The advanced certificate in school business and human resource administration is intended primarily for principals, assistant principals, and other school administrators seeking central office positions such as school business official or assistant superintendent of human resources within a school or school district. ●



STEPHEN JACOBSON

TEACHERS

The Teacher Education Institute (TEI) offers the university's initial teacher certification program at the post-baccalaureate level and is dedicated to preparing qualified, committed, and caring teachers who can work effectively with students from various cultures with a wide variety of abilities and needs. TEI works in conjunction with three GSE departments to provide the coursework, field experiences, and student teaching required for New York State initial teacher certification. Beyond providing professional knowledge and instructional strategies essential to teaching, TEI collaborates with numerous school districts and teachers to prepare preservice teachers to become problem solvers and critical thinkers who strive to self-reflect and improve their teaching.

There are two unique aspects to the teacher certification program. The first is the liaison model approach. In this model, TEI works with liaison schools, which are preK-12 schools throughout the Western New York area that agree to work extensively with our teacher education students for field experiences and student teaching. The second unique component is the Reflective Inquiry Project. This ongoing project, spanning field experiences and student teaching, provides students with an opportunity to systematically investigate, through the scholarly literature and field observations, an education question about which they have a special interest.

GSE offers the following curricular options for students working toward initial teacher certification:

- Early Childhood: Birth-Grade 2 (with or without bilingual extension)
- Childhood: Grades 1-6 (with or without bilingual extension)
- Adolescence: Grades 7-12 (with or without grades 5-6 extension) in Biology, Chemistry, Earth Science, English, Languages other than English, Math, Physics, Social Studies
- All Grades: Music, English for Speakers of Other Languages

The certification program is accredited by the Teacher Education Accreditation Council (TEAC). ●



FENICE BOYD

Understanding and Leveraging Information Ecologies Serving Youth with Disabilities

An emerging area of study in the field of information seeking and behaviors is understanding how educators access, evaluate, and use information to support teaching and learning. Educators are involved with information seeking whenever they plan lessons, examine new pedagogical practices, or build resource

what we need to know about potential leverages to use in building and extending existing collaborations among and within existing systems to provide better support to students with disabilities.

The exploration, definition, and furthering of information ecologies forms the essential core of my scholarly activities.

collaborate with school and public librarians, as well as teachers, to help them refine their information literacy skills in order to serve as models and mentors for their students.

In June 2010, I was awarded a research grant by the American Association of School Librarians to study the information-seeking practices of school librarians and special education teachers in their work with students with disabilities. This study will provide a better understanding of this emerging area of research and hopefully culminate in effective interventions that directly improve the lives of young people with disabilities.

In August 2010, I was invited to edit a special issue of *Knowledge Quest*, one of the most influential journals in school librarianship. My goal as editor of this issue, which will reach 8,000 readers, is to directly impact the practice of school librarians by focusing on best practices information and strategies to support students with disabilities.

In December 2010, I began a community-based participatory research project involving the Parent Network of Western New York and the Buffalo and Erie County Public Library. Together, we are investigating the information behaviors of public librarians related to their work with youth and best practices in the transition services area.

I believe that educators can influence the self-advocacy skills of youth with disabilities by modeling efficient and effective information practices. It is through these research activities that I seek to affect the lives of youth with disabilities and expand the opportunities open to them as they transition into higher education or the workplace. ●



ANNE PERRAULT

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collections. Educators also serve as information literacy models and mentors for their students; however, the information practices of educators who work to meet the learning and literacy needs of preK-12 students with disabilities are relatively unexplored. Disparities among educators' levels of information-seeking skills potentially impact their abilities to take advantage of the strengths of digital resources, and in turn, affect their teaching, professional enactments, and personal learning and growth—all factors that ultimately influence the learning environments in which they are members.

The pivotal, connecting role of information in learning environments is to create information ecologies in which children must not only function, but thrive and evolve. Information ecologies are comprised of local systems of people, practices, values, and technologies. The study of information ecologies, such as schools, public libraries, and community service agencies, reveals aspects of

My work centers on empowering individuals, especially those not always considered by mainstream practices, to access, evaluate, and use information for their own personal and professional growth and, in turn, to use these skills to be of service to others. Through an overarching research

“I believe that educators can influence the self-advocacy skills of youth with disabilities by modeling efficient and effective information practices.”

framework of examining the information behaviors of educators, I specifically study: (1) the information-seeking behaviors of educators who work with youth with disabilities; and (2) information ecologies related to supporting and educating youth with disabilities. A primary goal of my research is to

New Faculty

DEPARTMENT OF LIBRARY AND INFORMATION STUDIES



Brenda Battleson—Assistant Professor Battleson (M.L.S. '96, Library Science) earned her Ph.D. in communication from the University at Buffalo. She has 16 years of experience as an academic librarian specializing in technical services. Her research focuses on social and artificial neural

network analysis as applied to functional and theoretical areas within library and information science. Her current study involves the use of network analytic methods to examine information organization, knowledge management, and the dynamic generation of information and knowledge descriptors.

DEPARTMENT OF EDUCATIONAL LEADERSHIP AND POLICY



Corrie Stone-Johnson—Assistant Professor Stone-Johnson received her Ph.D. in curriculum and instruction from Boston College. Her research focuses on the impact of mandated reform efforts on educators, specifically teachers in mid-career and teachers and leaders in struggling schools. She

is also studying teacher leadership and the development of instructional leadership in underperforming public schools, and the challenges of large-scale qualitative research studies. Stone-Johnson previously taught middle school English in New York City through the Teach for America program.

DEPARTMENT OF LEARNING AND INSTRUCTION



Emily Hayden—Assistant Professor Hayden earned her Ph.D. in educational studies from the University of Nebraska-Lincoln. Her work focuses on the translation of research into practice in K-12 classrooms, and she has been involved in projects exploring the efficacy of reading fluency instruction and evaluating the outcomes of Reading First interventions in K-3 classrooms. Her current research focuses on teachers' reflective practices, including issues of locus of control and teacher discourse around problems and dilemmas encountered in teaching practice.

DEPARTMENT OF COUNSELING, SCHOOL, AND EDUCATIONAL PSYCHOLOGY



Laura Anderson—Assistant Professor Anderson earned her Ph.D. in counseling/school psychology from the University at Buffalo in 2006. She practiced as a licensed psychologist in the Brody School of Medicine at East Carolina University and served as an assistant professor in their

Department of Psychology. Her research emphasizes the promotion of mental health and school success in adolescents and parents from racial minority backgrounds. She is especially interested in developing individualized wellness interventions that promote health and academic achievement.

STEP DIRECTOR PATRICIA CLARK RETIRES

Patricia Clark (Ed.M. '91, College Counseling and Student Personnel Work), director of the Science and Technology Enrichment Program (STEP), retired after 24 years of service at UB. STEP is a unique educational preparatory program that serves minority secondary school students (grades 7–12) who are historically underrepresented in the scientific, technical, health, and health related professions, and those students who are economically disadvantaged.

Since 1986, STEP has provided academic services to over 2,500 students, all of whom have graduated from high school. Ninety-seven percent of these students have continued on to pursue a post-secondary education in engineering, chemistry, law, medicine, biology, computer science, and various other disciplines.

To commemorate Clark's career while directing STEP, a reception was held in October 2010 at the UB Center for Tomorrow. Among the 100 guests in attendance were GSE Dean Mary Gresham; Geneva Lewis from the Pre-Collegiate Preparation Programs Unit, New York State Department of Education; and the Honorable Arthur Eve, founder and president of Freedom, Justice, and Hope. The program for the evening included remarks and reflections about Clark's accomplishments from Gresham, Lewis, Eve, and colleagues from UB's preparatory programs.



PATRICIA CLARK

Building a Foundation for Learning



The mission of the Maryvale School District (www.maryvale.wnyric.org) is to enable its students, staff, and community members to grow as responsible, productive, and involved citizens who possess self-motivation, learning, and respect for others through participation in an educational program. Located in Cheektowaga, the district serves more than 2,500 students through its primary, intermediate, middle, and high schools.

Reading is one of the key components of the school district's mission. "Reading is the foundation for all other learning," said Superintendent Deborah Ziolkowski. "It is central to what we do here at Maryvale. We know that children who enjoy reading will be successful in school and that success will translate to other experiences outside the classroom."

This foundation of reading has been built, in part, through an ongoing summer literacy program in partnership with the University at Buffalo. The program offers remediation in English language arts for students in kindergarten through grade 5. During Summer 2010, nearly 100 students were divided among 27 clinicians from UB for the 12-day program. The reading skills that students worked on included comprehension strategies, fluency, and vocabulary.

UB is also connected to Maryvale through the school district's employees, as 15% of the district staff are Graduate School of Education alumni. These employees include Principal Renee Salvadore (Ed.M. '90, School Counseling); Counselors Kelly Squires (Ed.M. '97, School Counseling) and Tricia Winnicki (Ed.M. '03, School Counseling); Librarians Ave Hirtreiter (M.L.S. '98, Library Science) and Joanne Schoenle (M.L.S. '93, Library Science); and Psychologists Courtney McMann (M.A. '08, School Psychology) and Karyn Voos (M.A. '05, School Psychology), in addition to 22 classroom teachers.

"The Maryvale staff is integral to our foundation for learning," said Ziolkowski. "UB's presence throughout the district and their involvement in the summer literacy program continues to strengthen this foundation. We look forward to UB's continuing contributions to our mission to serve the district's children."



During the summer literacy program, students play literacy games on BrainPOP, an animated educational website for children.



In an author sketch exercise, students learn about author Shel Silverstein, as part of the summer literacy program.

TACE Center Advisory Committee Meeting

The Region 2 Technical Assistance and Continuing Education (TACE) Center (www.crs.buffalo.edu/region2tace), formerly known as RCEP II, hosted its second advisory committee meeting on July 20-21, 2010. The meeting included a keynote speech by Lynnae Ruttledge, commissioner of the U.S. Rehabilitation

Services Administration (RSA), Office of Special Education and Rehabilitation Services. Issues discussed at the meeting included the future of vocational rehabilitation and the role of collaboration between RSA and the TACE Center.

Led by Director David Burganowski, the TACE Center offers consultation, technical assistance, staff development, and customized training developed specifically for state vocational rehabilitation

agencies and their partners. The center's constituents include New York, New Jersey, Puerto Rico, and the U.S. Virgin Islands. The TACE Center was awarded a five-year, \$4 million grant in 2008 from RSA to provide a broad integrated sequence of training activities for employed rehabilitation personnel. ●

Additional information about the TACE Center and the advisory committee meeting is available at www.buffalo.edu/news/11560.



(l to r): Mary Gresham, Lynnae Ruttledge, David Burganowski.



Region 2 TACE Center advisory committee (back row, l to r): Kathleen Wilson, Michelle Thompson, Nils Richardson, Facundo Di Mauro, Brenda Rotolo-Souky, Thomas Baffuto, Michael Gross, Lillie Lowe-Reid, Vito DeSantis, Marilyn Stevens, Diane Fernandez, Marie Oehler, Tom Duffy, Joseph Nye, Brian Daniels, Brian Fitzgibbons; (front row, l to r): David Burganowski, Sandra Deitel, Lynnae Ruttledge, Jessica Swirsky, Felecia Brownlow, Edmund O'Donnell, Viviana Torres Davila, Donna Stabler, Erika Colby, Richard Strohl, Maryann Tiesler, Felecia Blyden.

LIS Advisory Board Organizes Strategic Planning Open Forum

BY KAREN KREIZMAN RECZEK

The Department of Library and Information Studies (LIS) Advisory Board was formed in 2009, and its 16 members represent the diverse fields in the library profession including academic, public, medical, corporate, knowledge management, publishing, and library consortia. Fourteen board members are practicing library professionals, and two are current LIS students; eight members are alumni of the Graduate School of Education.

The LIS Advisory Board provides guidance to LIS regarding its mission and strategic direction with a focus on curriculum, research, and service, and serves as a liaison between LIS and the constituent groups which its members represent. To this end, the advisory board organized their first strategic planning session on Friday, November 19, 2010 with faculty, students, advisory board members, and local area constituents attending. The prior evening, the UB Special Libraries Association student group hosted guest speaker Stephen Abram, an advisory board member and a prominent figure in the field. Abram's presentation, "Future Ready," described the new issues

that libraries face in a technological world, as well as how to prepare for the libraries of the future. Key concepts and themes from Abram's talk were used to initiate the brainstorming portion of the forum. The group shared thoughts on the current trends that impact library and information services and the evolving roles, skills, and knowledge needed to capitalize on and help shape these trends. The remainder of the session involved a critical examination of LIS's mission, learning goals, and objectives in the context of the trends and skills identified. The LIS Advisory Board is planning to meet in the coming months so that it can continue to provide guidance to LIS while it develops its strategic plan. ●

Karen Kreizman Reczek (M.L.S. '87, Library Science) is the chair of the LIS Advisory Board.

A roster of the LIS Advisory Board members is available at gse.buffalo.edu/alumni/edu.



KAREN KREIZMAN RECZEK

Remembering George D'Elia

George P. D'Elia, professor from the Department of Library and Information Studies, died September 16, 2010 after a long illness. He was 66.

D'Elia joined the faculty of what was then the UB School of Library and Information Studies in 1995. His research and teaching focused on the identification and understanding of the information needs of library users, the design of information systems and services to meet these needs and the evaluation of these systems and services, and the Internet-public library relationship. D'Elia was an expert on using the quantitative method to shed light on these areas, which he did through a number of funded projects. He also worked as a consultant with 36 public library systems, assisting them with community-needs assessment, strategic planning, service delivery, marketing, and staff development.

D'Elia and his UB colleagues Joseph Woelfel and Corinne Jörgensen received the Jesse H. Shera Award for Distinguished Public Research from the Library Research Round Table of the American Library Association for their study "The Impact of the Internet on Public Library Use," which was published in the *Journal of the American Society for Information Science and Technology* in 2002.



GEORGE D'ELIA

"George was a caring adviser and a beloved teacher who guided students to think," said Dagobert Soergel, professor and chair of the Department of Library and Information Studies. "His research and work with students were a big part of his life. He also was ever ready with thoughtful advice to his colleagues, and was a mainstay of the department. We mourn his loss."

D'Elia began his academic career at the School of Information Studies at the University of Syracuse, where he taught from 1973 to 1976. He joined the faculty of the University of Minnesota library school in 1979 and directed the school from 1982 until its closing in 1985. From 1985 to 1995, he taught in the Department of Information and Decision Sciences in the University of Minnesota's Carlson School of Management.

He attended Rutgers University, from which he received a B.A. in history in 1966, an M.L.S. in 1967, and a Ph.D. in library and information studies in 1975. He also earned an M.S. in statistics from Syracuse University in 1977.

The Department of Library and Information Studies will establish the George D'Elia Scholarship Fund in his memory. Contributions can be made to the fund through the UB Foundation, 534 Baldy Hall, Buffalo, New York, 14260-1020. ●

Portions of this article were excerpted from the UB Reporter obituary available at www.buffalo.edu/lubreporter/2010_09_23/colleagues.

Memories of George

BY JUDITH ROBINSON

George D'Elia, who passed away in September 2010, was a valued colleague and a respected professor and adviser. He joined our faculty in 1995, modestly shouldering a stellar reputation for grantsmanship (including grants and contracts from the New York State Department of Education, the Council on Library Resources, the New York State Regents Commission on Library Services, and the Institute of Museum and Library Services). He had a passion for research, focusing on the planning and evaluation of information systems and services, survey research methods, analysis of statistical data, and applying quantitative methods to managerial decision making. During his career he published more than 80 reports and papers in leading professional journals, receiving repeated awards from the Research Paper Competition of the Library Research Round Table and from the Research Paper Competition of the Association for Library and Information Science Education.

To his faculty colleagues, George was a mentor, leader, sound thinker, and a convivial friend. As the School of Informatics associate dean for research, he hosted weekly workshops where untenured assistant professors received collegial feedback about their scholarly proposals (and at which George always supplied bagels and cream cheese). George sought untenured faculty to participate in his grant proposals, allowing them to be robust

contributors to proposal writing, survey design and analysis, and the publication of results. A notable team effort was a federal grant investigating how children's Internet use impacts their public library use, a previously unexplored user behavior. After the team had studied 4,000 students in eight Western New York school districts over the course of two years, George relinquished documenting the results to untenured faculty, culminating in four scholarly refereed articles and two conference presentations, his name always appearing last.

George taught courses in public libraries, research methods, and the management of libraries and information agencies. He sought to instill an appreciation for evidence-based professional practice; his classes were energized by his research and consulting experience. He was so loved by his students that when he pined for a long lost favorite chowder from a Denver restaurant, his students had two quarts of chowder sent from the restaurant, to present to him on the last day of class. He was delighted.

George was appreciated not only within our department, but also by faculty and staff in GSE and in other units of UB, and many have been hit hard by his loss. Passing the closed door of his quiet office is difficult; instilling sadness for an extraordinary colleague with whom we can no longer share a chat, a laugh, or a recipe. ●

Judith Robinson is a professor in the Department of Library and Information Studies.



JUDITH ROBINSON



MATILDE VALDES

In Memory of Matilde Valdes

GSE ALUMNA SPOKE AT 2010 COMMENCEMENT

Matilde M. Valdes, the first person to receive a doctoral degree from the Graduate School of Education's guidance and student personnel program, died on November 1, 2010. She was 96.

After receiving her Ed.D. in 1954, Valdes returned home to the Philippines and dedicated her career to helping children with special needs.

She worked with the U.S. Congress to help pass legislation that eventually established a training program for teachers of special needs children in the Philippines. Valdes formulated her country's first training programs at the graduate level of the University of the Philippines to qualify teachers to work with children with disabilities. She was also a professor at the UNESCO Regional Center for Teacher Training in Asia, and the special education

training programs she created in the 1960s were adopted by universities throughout the Asia/Pacific region. These programs are still in use today, more than 30 years after her retirement.

During the 2010 commencement ceremony, a video message from Valdes was played for the graduating class. In the message, Valdes described her career and provided the newest alumni with a suggestion on how to make the world a better place. The video presentation was a way for Valdes to thank the University at Buffalo for enabling her to make significant contributions to education. ●

You can view the Valdes message at gse.buffalo.edu/faculty/jgsemedia. Select "Dean's Office" from the "Choose the Department or Project" drop down menu and then select "Matilde Valdes Video Message" from the "Choose Video" drop down menu.

Bruce Miller 1929–2011

BY JAMES COLLINS AND GERALD RISING

Our colleague and friend, Bruce Miller, died peacefully in Kenmore Mercy Hospital early on the morning of January 2, 2011 after a very brief bout with cancer.

Bruce was the senior faculty member in English education from 1963 until his retirement in 1995 from UB. He also served for one semester as acting chair of the then Department of Instruction. Much of his scholarly work related to the English Victorian poet, John Keats. His interests extended beyond literature, however, and he was a contributor to the more general field of arts education. He was active in the group, Young Audiences, an organization which brings artists to school classrooms, serving on their board of directors for many years.

After retirement Bruce maintained, until within weeks of his death, an active schedule. He was a distance runner and swam regularly. He also extended his interests in ballet, traveling several times a year to Toronto to see international ballet groups, and in his final year again taking ballet lessons.

Bruce was a very private person who would not approve our calling attention to him but we honor this quiet man who shared with us his extraordinary collegiality, his special compassion for those less well off, and his finely tuned sense of humor. ●

James Collins is a professor and the associate dean for academic affairs and Gerald Rising is a distinguished teaching professor emeritus, both from the Department of Learning and Instruction.

July 1, 2009 – June 30, 2010

A LEGACY OF GIVING!

Thank you for your generous contributions this year to the Graduate School of Education. For nearly 80 years, GSE has been a thriving academic and research center striving to initiate positive change. The continued support we receive from our loyal alumni, corporations, foundations, and friends impacts the influence we have in both our local and international educational communities. With the help of your donations, we can continue to maintain our high standards of academic and research excellence.

Mary H. Gresham
Dean, Graduate School of Education

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Dr. Sandra L. Perosa	Ms. Laurie A. Rouleau	Dr. Jo Ann S. Smith	Mr. Frank C. Theeman	Dr. Jeanne Weiler	
	Mrs. Meghan M. Rozycki		Mrs. Raya L. Then	Mrs. Carol L. Weissfeld	
	Mr. Christopher Ruf		Dr. Mayilrangam V.		

Reflections on the Education of an Emeritus Professor

I began my sojourn as a UB faculty member in July of 1963. I had completed my doctorate at Columbia University's Teachers College (TC) in 1960 and remained there for three more years as a research associate with the Institute for Administrative Research. UB's School of Education was interested in me for the knowledge and experience I had gained at TC in the area of financing public schools through state and federal aid and local taxation. My initial faculty assignments at UB were within the educational administration program as the school finance specialist and within the program's affiliate, the Western New York Educational Service Council, where I was the director of its school finance and legislation program for a number of years and the council's executive secretary from 1965 through 1967.

The 1960s was a volatile time when the national political and educational climates were rapidly changing. The public schools became (and have remained) a center of concern and conflict. Dr. Martin Luther King effectively raised the consciousness of the nation about the dire effects of racial and ethnic discrimination. The Civil Rights Act was passed by Congress in 1963 and the Elementary and Secondary Education Act in 1965. The dual school system was slowly being dismantled in the South, and in the North, de facto segregation of school districts along racial lines was being challenged successfully in the courts. In 1966, the study, *Equality of Educational Opportunity*, clearly documented the achievement and resource gaps experienced by minority children in public schools.

While my doctoral studies at TC had provided me with strong research skills, I was not fully prepared to investigate the new issues being raised during the mid-1960s. A personal, lifelong reeducation coincided with my arrival at UB that utilized resources and opportunities available through the university, the local community, the state and federal governments, foreign

countries, and international agencies.

In 1963, the university was not particularly well equipped to address the new issues either. There was very little expertise among the faculty on the issues raised and few doing research to address them. There was not much ethnic diversity among faculty and students either. All of that has greatly changed with help from federal and state funded programs. Diversity among faculty and students, coupled with the redirected interests, created a dynamic intellectual environment for addressing the new national agenda.

Federal funded projects and independent consultancies gave me as much access to schools as I could handle. But, as a specialist in school finance, I was also interested in the process by which schools acquired resources, as well as how they used them. This need was met by closely monitoring the local politics of finance, redistricting, and school integration.

My observations of the failed efforts to bring about voluntary integration of minority children into the schools of Buffalo's affluent suburbs made me realize that the problem of inequitable wealth distribution was due in large part to the governance structure of public education, i.e., small school districts within large metropolitan areas. A Post-Doctoral Fellowship in educational research awarded in 1969 at Stanford University permitted me to study the politics of education and the consequences of centralizing and decentralizing power and authority within governments. My interests in centralization of authority, emphasizing collective values such as equity, and in decentralization, emphasizing personal values such as liberty and efficiency, dominated my research the rest of my professional career. In order to study alternative governance models and educational delivery systems different from the dominant American model, it was necessary to go abroad.

Four sabbatical leaves were devoted to studying these forces abroad as they applied to publicly financed schooling. In

1979 and 1993, I was a visiting scholar at the University of London. In 1986 and 1999, I was a visiting scholar at the University of Melbourne in Australia. My 1986 visit was supported by a Fulbright Senior Scholar Award and a Visiting Research Fellowship by the University of Melbourne. Shorter professional visits to other countries permitted me to observe these forces within other governance, management, and delivery models. Included were Nigeria, China, Israel, and Egypt.

Today, we know much more about how to close the achievement gaps among children of varying ethnic and socioeconomic groups than we currently use; the issue is, can we muster the political will to implement what we know. The barriers to fundamental school reform are related more closely to politics and changing school structures and cultures than to economics.

School reforms in the world's major developed countries are closing in on similar patterns. In the quest for equitable achievement outcomes, uniform academic standards are being developed and monitored at the state and national levels, and provision of financial resources is becoming the responsibility of national and/or state governments. In search of liberty and efficiency, much discretion is being allowed schools in organizing and delivering their instructional programs for meeting national/state standards, and parents are being encouraged to select the schooling options they deem best for their children. Ideas from the political right and the left are coalescing near the center. ●

An expanded version of this article is available at gse.buffalo.edu/alumni/edu.

Austin Swanson welcomes communication with colleagues and former students at austinsw@buffalo.edu.



AUSTIN SWANSON

Commencement and Awards 2010

The Graduate School of Education commencement ceremony was held on May 7 at the Center for the Arts, with UB President John Simpson conferring degrees. The ceremony featured a musical tribute to our graduates by the Nardin Academy String Ensemble. Following commencement, our newest alumni celebrated with their families and friends at a reception in the Center for the Arts Atrium.

Along with our graduates, six individuals were honored that day. In addition to the award recipients described on this page, Wilfred Farquharson and Keba Rogers were each presented with a Delbert Mullens Thinking Outside the Box Award, and Brad Mazon was the recipient of the Edwin D. Duryea Jr. Higher Education Memorial Award. ●

DEAN'S SERVICE AWARD

BREN PRICE

Bren Price has served K-12 schools for 37 years in Western New York, first as an elementary teacher and reading/literacy instructor, then seven years as an elementary principal, and finally ten years as a school superintendent. Price is currently the executive director of the Western New York Educational Service Council, which provides a wide range of professional development, networking opportunities, and consultant services to school leaders and school boards in nearly 100 local school districts.



GSE DISTINGUISHED ALUMNI AWARD

JEAN ALBERTI

(Ph.D. '70, Educational Psychology)

Jean Alberti has been in private practice for the past 29 years as a licensed clinical psychologist doing cognitive-behavioral therapy. Alberti is a nationally known expert on child psychology and behavior, and her groundbreaking theories on bullying have led to the establishment at UB of the Jean Alberti Center for the Prevention of Bullying Abuse and School Violence. The center will be a national resource on the prevention of bullying and other antisocial behaviors among children.



JAMES C. HANSEN HUMANITARIAN AWARD

WILLIAM GREINER (posthumously)

William Greiner, who spent 42 years at the University at Buffalo as president, provost, longtime Law School faculty member, and adjunct faculty member in the Graduate School of Education, was a highly valued leader, professor, and mentor. Greiner's administrative leadership resulted in a period of unprecedented growth at UB. His extensive list of outstanding accomplishments includes the creation of major research institutes and the recruitment of world-class faculty, solidifying UB's place as a leading research university.



GSEAA PRESIDENT'S MESSAGE

Fellow Alumni,

The Graduate School of Education Alumni Association (GSEAA) has been busy planning several exciting initiatives and projects. In Spring 2011, we will host the HIRE Education Conference and in Fall 2011, we will officially launch our mentoring program. I sincerely thank our GSEAA Board of Directors and members for their hard work and contributions. It is truly a pleasure to work with such a dedicated and talented group of professionals.

The 4th HIRE Education Conference is scheduled for Saturday, April 16th, 2011, on the UB North Campus. Our past conferences have been very successful in connecting GSE alumni with current students to help them prepare for their careers and the job search process. We hope that you will be interested in attending, and perhaps participating in the conference. Details about the conference are available at gse.buffalo.edu/hireed.

The GSEAA mentoring program is designed to create an environment in which alumni and students can interact in a variety of ways to enhance professional growth. Our goal is to connect



MARK MARINO

students and alumni both virtually and in person in order to strengthen community ties, communication, and career development. We would like to thank the GSE alumni who have volunteered to serve as mentors for this program. These individuals will be hearing from our board of directors soon with more details. If you are still interested in becoming a mentor, please fill out the mentor survey at gse.buffalo.edu/alumni/mentoring.

We would also like you to consider giving to GSEAA. Please visit gse.buffalo.edu/alumni/giving and click on the "To make your gift online" link. Then select "GSE Alumni Association" from "The area of greatest need" drop down window. Our organization would greatly appreciate your donation, which will assist us with our initiatives and projects.

Thank you for your support and we wish you a healthy, successful, and happy new year!

Best regards,
Mark Marino (Ed.M. '05, Mathematics Education)

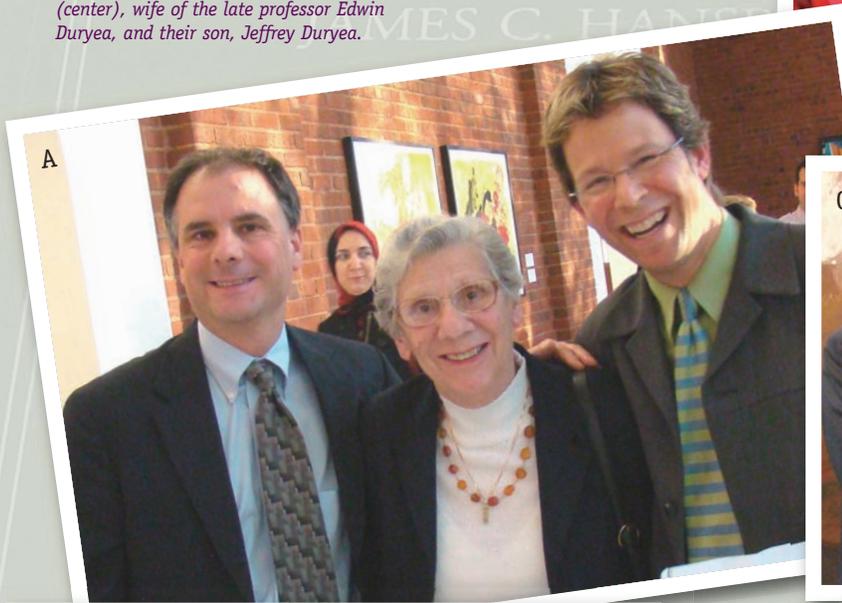
Commencement 2010 Reception

A| Brad Mazon (right), recipient of the Edwin D. Duryea Jr. Higher Education Memorial Award, with Libby Duryea (center), wife of the late professor Edwin Duryea, and their son, Jeffrey Duryea.

B| Jean Alberti (left), recipient of the GSE Distinguished Alumni Award, with Dean Mary Gresham.



B



A



C



D



E

C| Bren Price (left), recipient of the Dean's Service Award, with Vincent Coppola (Ed.D. '71, Counselor Education), the former director of the Western New York Educational Service Council.

D| Carol Greiner (right), wife of the late UB president William Greiner, posthumous recipient of the James C. Hansen Humanitarian Award, with Carolyn Hansen, wife of the late professor James Hansen.

E| Keba Rogers (right) and Wilfred Farquarson (left), recipients of the Delbert Mullens Thinking Outside the Box Award, with Mary Rossberg, wife of the late professor Robert Rossberg, who inspired the creation of the award.



A

Commencement 2010

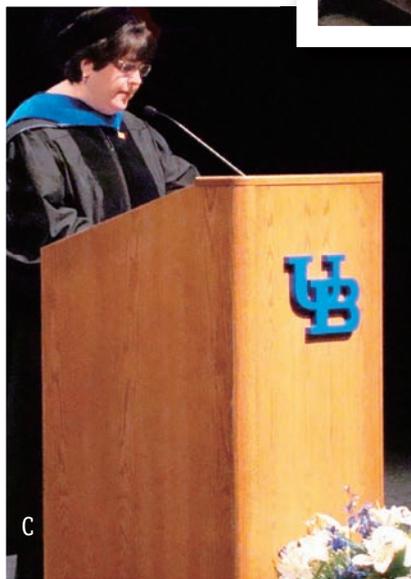


B

A | GSE alumna Matilde Valdes provides an inspiring video message for the 2010 graduating class (see related story on page 7).

B | Graduating students wait patiently for the official declaration that their degrees have been conferred.

C | Jenifer Lawrence (Ph.D. '01, Counselor Education), associate dean for student affairs and administration, presents the student awards during the ceremony.



C



D



E

D | A master's degree student receives congratulations from President John Simpson (center) and Dean Mary Gresham (right) as he walks across the stage.

E | The Nardin Academy String Ensemble, under the direction of Caitlin Snyder, provides a musical tribute to the graduates.

Commencement photographs
by Jennifer Austin Malesa

GRADUATE SCHOOL OF EDUCATION
COMMENCEMENT

2010

UB University at Buffalo The State University of New York | REACHING OTHERS

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TRANSFORMING LIVES THROUGH EDUCATION

Singapore Counseling Program Graduates Fourth Cohort

BY ANITA SANKAR



UB/GSE delegation (back row, l to r): Radhika Suresh, Mary Gresham, Anita Sankar;

Graduating class (front row, l to r): Diana Yeow, Suzie Shih, Caroline Faris, Donna Harper-Hinton, Maitte Cruz, Camille Ko.

The Graduate School of Education graduated its fourth cohort of students from the Singapore school counseling program. A joint commencement ceremony was organized in May 2010 by the Center for American Education in Singapore for three of its educational affiliates: the University at Buffalo, the University of South Florida, and Broward College. The UB/GSE delegation included Mary Gresham, dean of the Graduate School of Education, and Radhika Suresh, GSE assistant dean for enrollment management.

Mrs. Chan Ching Oi, CEO of the Center for American Education, welcomed the three academic delegations at a meeting at the U.S. Embassy with David Adelman, the new U.S. ambassador to Singapore. The commencement ceremony was followed by a dinner for 120 guests, graduates, and their families. The guest of honor at the ceremony was David Armstrong, president of Broward College.

Dean Gresham addressed the new GSE master's degree graduates, sharing her personal principles for being a successful and impactful educator. She also highlighted the support and sacrifice of the parents, spouses, and families of all the graduates. Donna Harper-Hinton, class valedictorian, shared the impact that her UB educational experience had on her personal and professional growth during the 18-month program. ●

Anita Sankar is the director of the Singapore school counseling program.



WE LOVE TO HEAR FROM YOU!

- Join the GSE Alumni Association **Facebook** page (search **University at Buffalo Graduate School of Education Alumni Association**).
- Register on **UB Connect**, the university-wide alumni online community. At this secure site, **ubconnect.org**, you can sign up for lifetime email forwarding, search for jobs, and communicate with fellow alumni.
- Visit GSE's **Keep in Touch** page, **gse.buffalo.edu/alumni/keep**, where you can provide current contact information and recent accomplishments.
- **E-mail** Associate Dean Jenifer Lawrence at **jlawrenc@buffalo.edu** or call (716) 645-6640.