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GSE NEWSLETTER



FALL 2013 / SPRING 2014 • GSE.BUFFALO.EDU

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

3 **CLaRI**
 Celebrating 50
 Years of Reading

4 **New Faculty**
 Academic and
 Research Profiles

8 **Gift Makers**
 We Appreciate
 Your Support

13 **International Alumni**
 News from Around
 the Globe

Online Programs Among Nation's Best

The Graduate School of Education's online programs are ranked number 25 nationwide, according to the 2014 annual rankings of colleges and programs by *U.S. News & World Report*. The current ranking represents an increase of 36 places from last year.

"I would like to commend dedicated online education program administrators and staff, as well as innovative faculty, who work together to provide high-quality online education," said Dean Jaekyung Lee. "I expect that GSE will continue to play a national leadership role in online education and serve as a model for pedagogical innovations."

The national magazine rated the best online master's in education degree programs at 238 higher education institutions. Five categories were used to determine the final rankings: student engagement, student services and technology, faculty credentials and training, admissions selectivity, and peer reputation.

GSE's online programs (gse.buffalo.edu/online) currently offer five master's degrees, as well as four advanced certificates, a hybrid (online/on-campus) master's degree, an undergraduate minor, and more than 25 individual online courses. Students in online programs account for 20% of the total enrollment in the school.

A press release with additional details is available at buffalo.edu/news/releases/2014/01/008.html.

NEW LEADERS, NEW VISION

Jaekyung Lee Named Dean; Appoints New Associate Deans

Jaekyung Lee has been appointed the eighth dean in the history of the Graduate School of Education following an extensive national search. "Dr. Lee's scholarship and administrative skills make him an outstanding choice to lead GSE as it pursues an ambitious vision for advancing its national and international prominence in research, graduate education, and educational policy," said UB Provost Charles Zukoski.

Lee, a fellow of the American Educational Research Association, is an internationally recognized leader in education policy, educational equity, and international and comparative education. His scholarly research agenda focuses on addressing pressing societal questions regarding high-stakes testing and educational accountability, as well as educational achievement gaps.

As dean, Lee has outlined a unified vision for the school, focusing on interdisciplinary research, educational innovation, interprofessional P-20 education, and global impact. Based on the Realizing UB 2020 framework that defines the university's future, GSE is working toward achieving these institutional goals: (1) world leadership in research and scholarship, (2) superior teaching and learning, (3) students proud of their experience, and (4) engaging partners to help and learn.

To help implement his vision, Lee has appointed three new associate deans and expanded the role of Jenifer Lawrence, the current associate dean for student affairs and administration. The three new associate deans are Gregory Dimitriadis, associate dean for academic affairs; Xiufeng Liu, associate dean for interdisciplinary research; and Randy Yerrick, associate dean for interprofessional education and engagement.

In their roles as associate deans: Dimitriadis will oversee academic policy and personnel matters, and

promote the highest of standards for faculty scholarship and student achievement; Liu will oversee research policy and grant matters, and enhance school capacity for externally funded research; Yerrick will oversee professional education/certification programs, and promote interprofessional education and engagement; and Lawrence will oversee student affairs, staff administration, alumni relations, and career services for students.



GSE associate deans (l to r) Randy Yerrick, Jenifer Lawrence, Gregory Dimitriadis, and Xiufeng Liu.

Lee said he hopes that the new administrative structure will work toward building better faculty mentoring and student/alumni service, which will ultimately create a stronger GSE community. He added that GSE will now be focused on better integrating research and teaching goals, whether students' future goals are to be college professors, school teachers, administrators, psychologists, counselors, or librarians. "This new appointment of associate deans signifies our collective commitment and efforts to contribute to Realizing UB 2020 and move our school to new heights," said Lee.

Charles Anzalone, senior editor for University Communications, was a contributing writer for this story.



JAEKYUNG LEE

Dear Colleagues and Supporters of GSE,

Since beginning my new deanship last summer, I had the honor to lead a strategic planning initiative for GSE. Four task groups, under the guidance of our associate deans (see cover story), have worked out plans to help transform GSE towards greater national and international prominence under Realizing UB 2020. We declare the “GSE Pillars of Distinction”: (1) evidence-based educational improvement across the lifespan; (2) pedagogy of inquiry, engagement, and impact; (3) lifelong support for students and alumni; and (4) interprofessional

collaboration and global partnership. Our faculty and staff are working together to build on existing strengths and achieve this new vision across GSE.

We were fortunate to have eight talented and innovative tenure-track faculty members join us this year (see pages 4 and 5). We are currently conducting a national search for a Department Chair and Associate/Full Professor of Health and Wellness Psychology, and an Assistant Professor of Statistics/Learning Analytics. All of these strategic faculty hires contribute to advancing the UB 2020 goals, as well as GSE’s envisioning plan.

There have also been great accomplishments of existing faculty and programs. Congratulations to Dr. Jeremy Finn for his promotion to SUNY Distinguished Professor and Dr. Stephen Jacobson for his designation as a UB Distinguished Professor (see stories below). These well-deserved honors bring great pride to

our school and serve as role models for our junior faculty. I also want to share the *U.S. News & World Report* recognition of GSE as one of the top online education programs in the nation (see cover story). GSE is a leader under Open SUNY for expanding access to high-quality online education.

This year, I will launch the Dean’s Distinguished Lecture Series. This series will help school and local education community members engage with leading senior scholars in the areas identified as strategic visions for the future of UB and GSE. The speaker for the inaugural lecture is Alumni-Knight Endowed Professor of Special Education Robert Horner from the University of Oregon. Dr. Horner’s lecture on school-wide positive behavioral interventions is on April 28, 2014, and you are welcome to attend this event (registration is available at gse.buffalo.edu/deans-lecture).

GSE is at a critical juncture and needs more support than ever in realizing our new vision, the GSE Pillars of Distinction. I welcome your constructive ideas and suggestions regarding the future path of our school. Through your active participation and support for GSE, you are making a difference in the future of our children, schools, libraries, communities, and educational professions.

Sincerely,

Jaekyung Lee



JEREMY FINN Named SUNY Distinguished Professor

Jeremy Finn, professor from the Department of Counseling, School, and Educational Psychology, has been awarded the distinction of SUNY Distinguished Professor. The rank of distinguished professor is the highest faculty rank in the SUNY system, and is given to full professors of national or international prominence for outstanding achievement in research and scholarship.

A pioneer in the early development of software to analyze educational data, Finn uses quantitative research methods to study policy issues related to K–12 education. Among his major contributions are landmark studies of the effect of class size on learning, and student disengagement and dropping out of high school. These studies have led to educational policy changes in the U.S. and abroad. Finn is a principal investigator on the largest randomized study done on class size in American education. The study, which began in 1985 and is ongoing, is assessing the links between class size and student learning and behavior, and later outcomes such as high school graduation, attending college, and employment.

Finn has received numerous awards, including a Spencer Research Fellowship at the International Association for the Evaluation of Educational Achievement, a National Science Foundation/American Statistical Association Research Fellowship, and a U.S. Department of Education Research Fellowship at the National Assessment of Educational Progress. His work was recognized nationally by the journal *Educational Leadership* in 2003 as one of 11 programs of research that has had “the greatest impact on education...during the past 50 years.”

CLaRI Celebrates 50th Anniversary



The Center for Literacy and Reading Instruction (clari.buffalo.edu) marked 50 years of helping children read, write, and gain confidence in their academic skills with a conference in June 2013 that celebrated its timeless theme of literacy.

The conference featured a keynote by Taffy Raphael, professor of literacy education at the University of Illinois at Chicago and president of SchoolRise LLC. Raphael, who conducts research on literacy and school change, spoke on “Going Beyond the Common Core: Fostering Ownership to Build Sustainable School Change in a High Stakes Environment.” Literacy sessions were also held throughout the day for pre-K, elementary, middle school, and high school teachers, as well as administrators.

CLaRI’s 50th anniversary conference was an opportunity to hear the latest in literacy research and best practices, as well as acknowledge the organization’s proud tradition, according to Mary McVee, director of CLaRI, and associate professor from the Department of Learning and Instruction. This important work began in 1963 by Professor Emeritus William Eller who founded the Reading Clinic, which since has become the Center for Literacy and Reading Instruction.

McVee also wanted to acknowledge the good work that continued under the leadership of Professor Emeritus Michael Kibby, who served as the director of the center from 1971–2007. Though Kibby retired in 2008, his influence is still present in CLaRI’s emphasis on putting children first and helping teachers recognize that they are the catalysts who help change failure in reading and writing into success, McVee said.

“In recent years, we have been successful in broadening the scope of CLaRI programs beyond one-to-one tutoring to small group tutoring during the summer in two local school districts. Most recently we are working with Maryvale and Amherst Central schools,” McVee said. “Our work also includes summer camp and reading maintenance programs.”

While research has always been one of CLaRI’s primary focuses, the center has expanded in other ways to help children develop as readers and increase their confidence in their academic abilities. “In recent years, we have ratcheted up our efforts so that we now have many faculty working collaboratively on projects around a variety of research topics,” McVee said.

CLaRI has recently published research related to the use of video study groups in educating literacy teachers and digital literacies. CLaRI activities also include projects involving teacher reflection with novice teachers. “It’s wonderful to see these teachers sit back and take stock of their own teaching,” McVee said. “In an age of top-down enforced accountability, we are trying to instill and nurture literacy teachers who will be self-evaluative, self-reflective, and confident in their professional skills because they are highly trained with deep, specialized knowledge in literacy.”



Professor Emeritus Michael Kibby (left), who was the director of CLaRI for 37 years, works with a graduate student.

McVee said those committed to CLaRI’s mission recognize the fundamental value that traditional reading and writing have for children and youth in our society, and how those principles are essential to development of our country’s future. “Reading and writing can bring great knowledge and insight,” she said. “And digital technologies provide lots of wonderful opportunities for teachers and children to engage with literacy, and even allow children to engage with others from around the world.”

Charles Anzalone, senior editor for University Communications, was a contributing writer for this story.



STEPHEN JACOBSON Named UB Distinguished Professor

Stephen Jacobson, professor from the Department of Educational Leadership and Policy, has been named a UB Distinguished Professor. Jacobson was recognized for his significant scholarly accomplishments in the field of educational administration and finance, as well as his exceptional contributions to the Graduate School of Education and the University at Buffalo.

“The award of UB Distinguished Professor is a recognition of your outstanding record of scholarship and your contributions to our teaching and public service missions,” said UB President Satish Tripathi. “Your scholarship has received high praise from some of the leading authorities in your discipline across the country, and we are confident that you will continue to bring honor and esteem to UB in the years ahead.”

Jacobson’s professional interests include teacher compensation, the reform of school leadership preparation and practice, and effective principal leadership in challenging schools. His published works include 6 books, 26 book chapters, and nearly 40 articles in such leading peer-refereed journals as *Educational Administration Quarterly*, *Educational Evaluation*, *Journal of Educational Administration*, *Journal of Human Resources*, and *Policy Analysis and Urban Education*. In addition, Jacobson has given invited presentations throughout the U.S. and abroad. He is a past president of the University Council for Educational Administration (UCEA) and of the American Education Finance Association. Jacobson is currently a co-director (with Kenneth Leithwood) of the UCEA Center for the Study of School-Site Leadership, and a co-editor (with Leithwood) of the journal *Leadership and Policy in Schools*.



Samuel Abramovich joins the Department of Learning and Instruction as an assistant professor, and he will also teach courses in the Department of Library and Information Studies. Abramovich recently graduated from the University of Pittsburgh with a Ph.D. in learning science and policy. Previously, he was a researcher at Johns Hopkins University in Baltimore, MD, and a technology coordinator for the Rashi School in Newton, MA. While at the University of Pittsburgh, he conducted research at the Learning Research and Development Center on design-based learning and robotics education. Abramovich focuses his research on emerging technology that has high potential to influence assessment and learning on multiple levels. Organizations are promoting educational policy that encourages the use of educational badges across a wide range of learning opportunities, and Abramovich is exploring how badging systems can encourage student motivation and interest. In addition, teachers are now using websites to exchange resources with each other. Abramovich has conducted studies on how teachers are using these types of exchanges and how these systems influence teacher selection of resources.



Alexandra Schindel Dimick joined the UB faculty in 2011 as a visiting professor and is now an assistant professor in the Department of Learning and Instruction, as well as the director of the undergraduate minor in education program in GSE. She earned her B.S. in molecular biology from Brigham Young University in 1998 and her M.A.T. from Cornell University in 2001. After teaching middle school life science for three years, Dimick earned her Ph.D. in curriculum and instruction from the University of Wisconsin-Madison in 2011. She focuses her research on issues of equity, power, and social justice in science education, utilizing qualitative and critical/feminist methodologies. In one line of research, she examines the theoretical and practical implications of the emerging field of social justice science education. In another line of research, Dimick explores the contexts of formal environmental education to examine youths' understanding of environmental action and citizenship and the ways in which classroom structures facilitate students' social, academic, and political empowerment. Her work has appeared in *Science Education* and *Teachers College Record*.



Seong Won Han joins the Department of Educational Leadership and Policy as an assistant professor, and she will also teach courses in the Department of Counseling, School, and Educational Psychology. Han earned her Ph.D. in sociology from the University of Wisconsin-Madison. Her dissertation, "Schooling, Labor Markets, and STEM Occupational Expectations: A Comparative Perspective," was supported by an American Educational Research Association Dissertation Grant. Previously, she earned a Ph.D. in social studies education from the Ewha Womans University in Seoul, South Korea, where she was also a high school social studies teacher. Han focuses her research on cross-national comparisons of education, gender inequality, and educational policy. Currently, she is examining youths' occupational expectations: cross-national differences in STEM (science, technology, engineering, and mathematics) occupational expectations and their association with national education systems and labor market conditions; and cross-national differences in occupational expectations for the teaching profession and their sources.



Megan Holland joins the Department of Educational Leadership and Policy as an assistant professor. She will teach classes in the educational administration and higher education programs. Holland recently received her Ph.D. in sociology from Harvard University. Previously, she worked for the U.S. Attorney's Office in New York City, and taught high school English in Mississippi with Teach For America. Holland focuses her research on the intersection of culture and structure in schools and how racial, gender, and class inequalities are reproduced in educational contexts. Her research examines two main areas: the linkages between students' K-12 school experiences and their access to and persistence in college, and the social dynamics of racial integration and segregation among students in different school contexts. Holland is writing a book on how students navigate the complex college application process; a paper with a colleague at Johns Hopkins University on low-income urban youths' experiences with postsecondary trade schools; and a paper with a colleague at Boston University on the effects of interviewers' racial and gender identities on data collection and analysis.



Heidi Julien joins the Department of Library and Information Studies as a professor and chair of the department. Julien previously served as a professor at the University of Alabama, and has taught at the University of Alberta and Dalhousie University in Canada, and at Victoria University of Wellington, New Zealand. Julien focuses her research on information behavior, information literacy, and education for information studies; much of this work has been funded by the Social Sciences and Research Council of Canada. She is particularly interested in everyday information behavior and the roles that affective variables play in that behavior. Julien has also examined information literacy instructional practices and instructors' experiences of the teaching role through national survey and interview studies. Her scholarship is international in scope; she has collaborated with colleagues in Australia, Canada, South Africa, Sweden, and the U.S., and presented at numerous international venues. Julien has published in journals such as *Information Processing & Management*, *Information Research*, *Journal of the American Society for Information Science and Technology*, and the *Journal of Documentation*.



Steven Simpson joins the Department of Education Leadership and Policy as an assistant professor. Simpson will also work with the GSE Center for Comparative and Global Studies in Education, and the UB Department of Economics' Center of Excellence on Human Capital, Technology Transfer, & Economic Growth and Development. He will develop and teach courses for a joint Master of Arts program in economics and educational policy with an international orientation designed for education leaders. Simpson received his Ph.D. in the economics of education from Columbia University, where he also worked for five years in higher education administration. Previously, Simpson co-founded and managed an international English teacher's organization in China, working mainly with Chinese universities to help support their curricular and instructional needs. Simpson focuses his research on the economics of education, a subdiscipline within economics which seeks to understand educational issues through the lens of economic theory and to answer policy questions by statistically identifying cause and effect relationships.



Ji-Won Son joins the Department of Learning and Instruction as an assistant professor of mathematics education. Previously, she served five years as an assistant professor at the University of Tennessee at Knoxville. Son received her master's degree in 1999 from Ewha Womans University in Seoul, South Korea, and earned her doctorate from Michigan State University in 2008 with an emphasis in mathematics education. She also has four years of experience as an elementary and middle school teacher in South Korea. Son has a variety of research interests, including mathematics textbook analysis, in-service teachers' textbook use, elementary and secondary pre-service teachers' knowledge development needed for teaching in relation to their beliefs about teaching, and international comparative studies. Her recent work has focused on elementary teachers' use of curriculum materials and related influential factors from the angle of the cognitive demand on student thinking. Son is also interested in continuing her investigation on in-service teachers' textbook use through professional development programs, to find ways to help teachers increase their content understanding and improve their teaching practice.



Chia-Chiang Wang joins the Department of Counseling, School, and Educational Psychology as an assistant professor. Originally from Taiwan, Wang received his doctoral degree in rehabilitation psychology from the University of Wisconsin-Madison in 2011 and last summer completed an Advanced Rehabilitation Research Training Post-Doctoral Fellowship at the Center for Healthcare Studies at the Northwestern University Feinberg School of Medicine. Wang focuses his research on vocational and psychosocial rehabilitation services, particularly the measurement and improvement in biopsychosocial and environmental determinants of patient-reported outcomes. He has been collaborating with teams at the Rehabilitation Institute of Chicago's Rehabilitation Research and Training Center (RRTC) on improving measurement of medical rehabilitation outcomes, and the University of Wisconsin's RRTC on effective vocational rehabilitation service delivery practices. Recently, Wang received a pilot project award from the Center for Rehabilitation Research using Large Datasets to examine the biopsychosocial factors of improved chronic illness for people age 50 or older with chronic diseases.

Jaekyung Lee and Amanda Nickerson Named Fellows



Jaekyung Lee, GSE dean and professor from the Department of Counseling, School, and Educational Psychology, has been named an honorary fellow of the American Educational Research Association (AERA). The AERA Fellows Program is intended to recognize excellence in research and be inclusive of the scholarship that constitutes and enriches education research as an interdisciplinary field.

Lee's scholarly research agenda includes education accountability policy and high-stakes testing; P-16 education pathways and school interventions; educational equity and achievement gaps; and international and comparative education. He was previously recognized by AERA with their 2007 Early Career Award.



Amanda Nickerson, associate professor from the Department of Counseling, School, and Educational Psychology and the director of the Alberti Center for Bullying Abuse Prevention, has been named a fellow of the American Psychological Association (APA). The national recognition of APA Fellow is based on evidence of Nickerson's outstanding contributions and the high-profile impact of her work in the field of psychology.

The American Psychological Association is the premier scientific and professional organization representing psychology in the United States. APA is the world's largest association of psychologists, with more than 134,000 researchers, educators, clinicians, consultants, and students as its members.



Gowanda Central: Meeting the Needs of a Diverse Student Population



CHARLES RINALDI

The Gowanda Central School District (gowcsd.com) strives for excellence in five key areas: student achievement; providing a caring environment for all children; being a good employer; being valued by the community; and stimulating and enabling a desire for learning in each student. The mission of the district is to provide a quality education to all of its children, enabling them to reach their full potential.

The district is geographically located in the counties of Erie, Cattaraugus, and Chautauqua, and also provides educational services to students residing on the Cattaraugus Territory

of the Seneca Nation of Indians. Approximately 25% of the students in the district are Native American.

An elementary school (preK–4), a middle school (grades 5–8), and a high school (grades 9–12) comprise the Gowanda Central School District. During the 2012–2013 school year, the total enrollment across the three schools, including out-of-district placements, was over 1,300 students.

Led by Superintendent Charles Rinaldi (Ed.M. '83, Educational Administration), the district has been involved in a variety of program- and technology-based projects to better serve its mission. Among the program-based initiatives:

- Adoption of the Olweus anti-bullying program in the middle school that has significantly decreased instances of bullying in grades 5–8.
- Adoption of the Orton-Gillingham literacy program at the early primary level that has produced marked improvements in the reading skills of kindergarten students.
- High school drop-out prevention program that reserves time for teacher-student interaction at the beginning and end of the day to promote communication and caring.

- Implementation of a Response to Intervention program at all levels, in particular a data-driven child study team that diagnoses student strengths and weaknesses.
- Re-design of the district's Title VII Indian education program with more of an emphasis on literacy skills, as well as continued access to a Regents diploma with three years of Seneca language studies as an accepted sequence by the New York State Education Department.

The technology-based initiatives include:

- Installation of a SMART Board in every classroom in the district.
- K–4 computer and technology skills program that includes virtual field trips on high-resolution TVs.
- STEM (science, technology, engineering, mathematics) program organized around new technologies, in conjunction with the construction of a new \$4.5 million science wing in the high school.
- Upgrade of two high school distance learning classrooms, where teachers provide instruction to remote sites throughout the region.
- Virtual advanced placement courses in the high school, where students use iPads to view video instruction prior to classroom instruction in a “flipped classroom environment.”

The Gowanda Central School District enjoys strong community support for its educational, interscholastic athletic, and performing arts programs. For example, the music program has received regional, as well as national recognition. Sharing of resources and expertise also exists between the school district and local municipalities. Recently, the district and community agencies formed a partnership to create a Family Support Center.

“Providing a 21st century education for a diverse student population is challenging and exciting,” said Rinaldi. “Through our partnerships with community agencies, the Seneca Nation, BOCES, and local post-secondary institutions, we believe we are making a profound and positive difference in the lives of our students.”

National Blue Ribbon Schools Led by GSE Alumni

Maple West Elementary School in Williamsville and South Davis Elementary School in Orchard Park were each named a National Blue Ribbon School of Excellence by the United States Department of Education. A total of 286 schools were recognized as 2013 National Blue Ribbon Schools, based on their overall academic excellence or their progress in improving student academic achievement. Maple West, led by Principal Charles Galluzzo (Ed.D. '10, Educational Administration) and South Davis, led by Principal Christine Rassow (Ed.M. '91, Elementary Education) were the only Western New York schools to be honored in 2013.

The National Blue Ribbon Schools award honors public and private elementary, middle, and high schools where students perform at very high levels or where significant improvements are being made in students' levels of achievement. Maple West earned its designation in the program's Exemplary High Performing category based, in part, on its results on the 2012 English language arts and mathematics state assessments. South Davis was also recognized among New York State's highest performing schools, as measured by the English language arts and mathematics assessments.

Maple West Principal Charles Galluzzo (top right, left) with second grade teacher Mark Ruhl and his class. South Davis Principal Christine Rassow (bottom right, left) with a representative group of fifth graders.



Life Outside the Garret

When I began teaching high school in (it seems hard to believe!) 1948, I thought I would end up in my dotage like Mr. Chips, in a garret above the local tavern. Sheer dumb luck has made my life quite different, and I hope I am repaying the favor. I find myself now most comfortable and busier than I ever was.

I continue to publish. Recently I have written three textbooks, and I am now finishing up *Letters to a Young Math Teacher*, which I hope will help beginners make that difficult transition from student to teacher and from pampered adolescent to serious-minded adult.

I also write nature columns for the Sunday edition of *The Buffalo News*, two volumes of which have already been published. I just sent in column number 1,166. Thankfully, preparing that column gets me outdoors and away from this computer. As just one related activity, I have gone on scooter-camping trips around all of the Great Lakes and before this is published I will take two more; one around the border of mainland New York State. Sadly, those will be my last as my home administrator (aka wife) insists that I give away the scooter at the end of this season. My hiking (Bruce Trail, Finger Lakes Trail, and Adirondack 46 completed) and canoeing in the Minnesota Boundary Waters, I had to give up still earlier. Age creates constraints.

How did I get here? When I was in high school, World War II was in full swing. I entered the navy on my 17th birthday and was assigned to a University of Rochester officer training program. There I completed most of my undergraduate studies. Commissioned as an ensign in 1946, I spent a year at sea in the Atlantic, Caribbean, and Mediterranean. (That's misleading: 90% of the time I was anchored in Hampton Roads, VA.)

I returned to the University of Rochester to finish my undergraduate program as an English major. Editing the college newspaper led me in that direction. I even began graduate studies in English there, which taught me what it was like to be the class idiot. My classmates were out of my league. For example, one of them, Galway Kinnell, later won a Pulitzer Prize in Poetry. The only thing I gained from that punishing episode was an appreciation for the downtrodden, which had a positive effect on my teaching.

Late that school year, the Warsaw, NY school principal offered me a position teaching high school math. "But I'm an English major," I told him. "Never mind, you have the necessary credentials." And I

did—only because of that navy curriculum I had studied.

Do you see luck in play here? That position was the best thing that ever happened to me. I loved teaching math and retooled myself to do so, over time completing a Notre Dame math master's degree and my New York University math education doctorate.

I spent 13 years as a high school teacher, department head, and finally a city math coordinator before accepting a new math-related position at the University of Minnesota. Part of my job there was as director of the Minnesota National Laboratory.

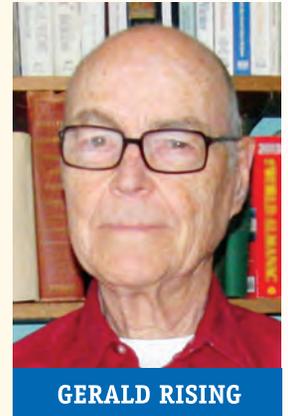
Another break came along the way. I had been a football coach during those early teaching years. At one point, my junior varsity team won 23 games in a row and the head coaching position became open. I didn't get it. When I complained, the superintendent told me, "You have bigger fish to fry. This job would simply have sidetracked you." Although I was deeply upset at the time, I am equally thankful now.

After two years in Minnesota I came to this university. During my initial interview, Dean Fisk told me that he thought I had a wonderful vita, "but I don't know how much is boilerplate." I didn't say so but I thought, "All of it is." And I have gotten away with lots of what research purists would call "boilerplate" ever since, because I have focused my sights differently: on the real world of the classroom, a site less amenable to standard statistical "treatments."

My finest contribution to this university was my founding, with Betty Krist, of the Gifted Math Program (giftedmath.buffalo.edu), a nationally recognized school outreach activity. But I am proudest of my half-dozen teaching awards, among them being named a SUNY Distinguished Teaching Professor.

It has been a rewarding life with more than my share of good fortune along the way. There's still more to come and perhaps I'll end up in that garret after all.

Gerry Rising welcomes correspondence at insrig@buffalo.edu.



GERALD RISING

HIRE Education Conference 2013

The fifth HIRE Education Conference: Preparing for Your Future Career in Education, sponsored by the Graduate School of Education Alumni Association, was held in April 2013. The conference brought GSE alumni from a variety of educational fields back to campus to offer career guidance to current students.

Alumni served as panelists, addressing questions on job search skills for specific career paths, as well as the career concerns of international students. The conference featured an overview of UB Career Services, and morning and afternoon panel discussions in three areas: K-12, higher education, and library and information.

A PDF version of the conference program, which includes degree and career information for the GSE alumni panelists, is available at gse.buffalo.edu/alumni/edu.



GSE alumni panelists (l to r) Timothy Hartigan, Cathleen March, Laura Godwin, and Charles Border.

July 1, 2012 – June 30, 2013

THANK YOU FOR "GIVING" A TEAM EFFORT

To be successful in education, you need to have a team effort. Each individual on the team plays an important role in the overall success of its students. This is certainly true in the area of giving. Throughout the years, our "giving" team members—alumni, corporations, foundations, and friends—have provided financial contributions through donations, scholarships, and awards that have contributed to our ongoing student success. Thank you for your continuing financial support. Your generous giving exemplifies how the team spirit of the Graduate School of Education can impact generations of students.

Jaekyung Lee Dean and Professor, Graduate School of Education

The Crystal Society

(\$10,000 and above)
Dr. Jean M. Alberti, Ph.D. '70, Ed.M. '62
Dr. Jean A. Barrett, Ed.D. '65, Ed.M. '56
Coimbra Group
Dr. Catherine Cornbleth
Council of Michigan Foundations, Inc.
Mrs. Florence P. Edlin, CERT '46,
B.S. '39, B.A. '39
The Spencer Foundation

(\$5,000 to \$9,999)

Mrs. Mary Kirsch Boehm, Ed.M. '60 and
Mr. Raymond F. Boehm
Colorful Minds Foundation, Inc.
Dr. and Mrs. S. David Farr
The Western New York Foundation
Dr. Tieh-Hsiung Wu, Ph.D. '79

The Millennium Society

(\$1,000 to \$4,999)
Mrs. Libby Duryea
Dr. William M. Feigenbaum, J.D. '73
Mr. Neal Felsing, B.A. '67
Gordon Institute for Music Learning -
New York Chapter
Mr. Nicholas J. Hejaly, Ed.M. '72
Dr. Arthur E. Levine, Ph.D. '76
MCO Sales, Inc.
Miss Siiri Puust, Ed.B. '59
Mrs. Kathryn Sanders Rieder
The Stevenson Family and Friends
Mr. John A. Stevenson and
Ms. Nancy R. Nelson
Ms. Marsha L. Valenti, B.S. '96
Verizon Foundation
Western New York Educational
Service Council
Dr. Jing-Hua Yin, Ph.D. '95, Ed.M. '84,
Ed.M. '84
Dr. Joseph L. Zawicki, Ph.D. '02

The Dean's Associates

(\$500 to \$999)
Dr. Peter Briechele, Ph.D. '01, M.A. '94, B.S. '84
Mrs. Melanie Bunch, Ed.M. '08
Mrs. Lynn D. Campo, M.L.S. '71, B.A. '67
Mrs. Barbara J. Granite, Ed.B. '63
Dr. Frank L. Heikkila, Ed.D. '83
Ms. Wendy M. Iving, Ed.M. '91, J.D. '91, B.A. '87
Robert Wood Johnson Foundation
Dr. Kathleen Kreis, Ed.D. '82, Ed.M. '70
Mr. Bruce R. Majkowski, Ed.M. '13, M.S. '89,
M.Arch. '86, B.P.S. '84
Dr. James S. Marks, M.D. '73
Mr. C. Ross Monteleone, Ed.M. '62, Ed.B. '58
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Good Planning Goes a Long Way

BY WENDY IRVING

During a recent meeting with Tom, a longtime supporter of the University at Buffalo, I was pleased to learn that he had included his alma mater as a beneficiary in his will.

As our dialogue unfolded, Tom mentioned that he included UB in his will as his way of giving back to the institution that provided him an opportunity. Tom went on to say that were it not for UB, he likely wouldn't have gone on to have a successful career as a school counselor, which enabled him to amass an estate that will allow him to leave money to his kids, his grandchildren, and a few of his favorite charities.

Our conversation evolved and Tom said his intent is to set up an endowed scholarship in his name. Tom informed me that he had earmarked his IRA assets for his family, with other funds from his estate being directed to several charities—one of which is UB.

Upon hearing this, a red flag went up. Tom had done the exact opposite of what would be advised. Given the fact that most IRA assets often trigger significant taxation when paid out to family and others, Tom would be better off to earmark the IRA assets for charity, with the assets from the estate going to his family. Unlike individuals, charities like the UB Foundation do not pay any tax on IRA assets.

As a result of our discussion, Tom decided to seek counsel from his attorney and revise his will. Additionally, he was able to obtain a simple change of beneficiary form, which allowed him to earmark his IRA assets to charity. Moral of the story—good planning goes a long way!

Wendy Irving, Esq. (Ed.M. '91, College Counseling and Student Personnel Work) is the assistant vice president for gift planning, UB Office of Gift Planning, irving@buffalo.edu.

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Ramos Award Established for Mental Health Counseling Students

Jeneen Bish, executive director of The Colorful Minds Foundation, has established the Jonathan D. Ramos Award to honor her brother, who attended the University at Buffalo on a full academic scholarship and was a member of the UB Bulls football team. Ramos died in 2012 at the age of 22 following his unsuccessful battle with mental illness. Bish has designated the award for students pursuing a degree in mental health counseling.



(l to r) Timothy Janikowski, CSEP chair and student adviser; Colleen Krystyniak (M.S. '07, Mental Health Counseling), Colorful Minds Foundation board member; Emily Brautman; Jeneen Bish; Leah Ramos, sister and Colorful Minds Foundation board member; and Fred Ramos, father.

The initial recipient of the Jonathan D. Ramos Award is Emily Brautman, a master's degree student in mental health counseling in the Department of Counseling, School, and Educational Psychology (CSEP). Brautman became interested in the mental health counseling field because she knows individuals who suffer from mental illness. One of her goals as a future mental health counselor is to spread awareness about mental illness in order to reduce the stigma it has in our society.

Brautman has successfully completed an internship at Horizon Health Services in the Buffalo area. During her internship, she received lethality assessment and interventions training, as well as worked directly with clients. She has also done research on suicidal thoughts to help better understand and treat this occurrence. Brautman is currently working at the Beacon Center in Western New York, conducting outpatient counseling.

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 Mrs. Tina A. Zayhowski, Ed.M. '69
 Ms. Christine M. Zelenak, M.A. '02
 Dr. Glen W. Zewe, Ed.D. '00
 Dr. Alfred W. Zielonka, Ed.D. '64
 Mr. Nicholas Joseph Zieziula, Ed.M. '08, B.A. '05
 Ms. Sandra E. Zornek, Ed.M. '95, B.A. '93
 Mr. Neil Zusman, M.L.S. '07, M.A. '90
 Mrs. Julie Zybert, Ed.M. '00



GSEAA board members (l to r) Joseph Casazza, June Justice Crawford, Mark Marino, Jeffery Hazel, Becca Bley, and John McKenna.

Alumni Association Elects New Board of Directors

The Graduate School of Education Alumni Association (GSEAA) elected a new board of directors in November 2013: Becca Bley (M.L.S. '11, Library Science); Joseph Casazza (Ed.D. '04, Educational Administration); June Justice Crawford (Ed.M. '77, Reading Education); Jeffery Hazel (Ed.M. '09, Educational Administration); Mark Marino (Ed.M. '05, Mathematics Education); and John McKenna (Ed.D. '08, Educational Administration).

The GSEAA board members began their two-year term in January 2014. The new board plans to pursue initiatives that continue to engage GSE alumni with current students. Ongoing activities include the HIRE Education Conference and the alumni mentoring program for current students. A new initiative that is being explored is a proposed alumni ambassador program, which would connect alumni with prospective students in an effort to help with GSE recruitment efforts.

2013–2014 GSE Student Scholarship Recipients

Graduate School of Education scholarship awards provide financial support for students in the departments of Counseling, School, and Educational Psychology (CSEP); Educational Leadership and Policy (ELP); Learning and Instruction (LAI); and Library and Information Studies (LIS). Thank you to the generous GSE alumni, professor emeriti, faculty, and friends who established these awards. Congratulations to the scholarship recipients for the 2013–2014 academic year:



GSE student scholarship recipients (back row, l to r) Tara Kaczorowski, Fabienne Bain, Dane Di Cesare, Elizabeth Portillo, Gavin Luter; (front row, l to r) Sarah Howorth, Toni Mixon, Andrea Tochelli, Heather Hagenbuch, Andrew Hashey, Dorchell Harris. (The remaining scholarship recipients were not available for the photograph.)

Fabienne Bain (CSEP doctoral student) received a James C. Hansen Memorial Scholarship, which supports students conducting research on counseling with families.

Emily Brautman (CSEP master's student) received a Jonathan D. Ramos Award, which supports students pursuing a degree in mental health counseling.

Kamaria Busby, Dorchell Harris, Michael Herman, Jarian Jones, Judy Joseph, and Marissa Richardson (LIS master's students) each received an A. Benjamin and Helen Ravin Scholarship, which supports students in the Department of Library and Information Studies.

Hyonsuk Cho (LAI doctoral student), **Chungseo Kang** (ELP doctoral student), **Gavin Luter** (ELP doctoral student), **Sung Ok Park** (LAI doctoral student), **Andrea Tochelli** (LAI doctoral student), and **Eunju Yang** (LAI doctoral student) each received a Paul A. and Margaret E. Bacon Scholarship, which supports students in the Graduate School of Education.

Dane Di Cesare, Andrew Hashey, Tara Kaczorowski, and Andrea Tochelli (LAI doctoral students) each received a Mary Lou and S. David Farr Scholarship, which supports students conducting research on technology and learning.

Michelle Eades-Baird and Erica Smith (LAI doctoral students) each received a Ralph Theurer Scholarship, which supports students pursuing a degree in science education.

Sarah Easton, Melissa Friedler, Kaitlyn Metzger, Shaniqua Rogers, Brandon White, and Aisha Williams (LIS master's students) each received a Joseph B. Rounds Scholarship, which supports the promotion of excellence in the field of librarianship.

Caroline Flury-Kashmanian and Lisa Roof (LAI doctoral students) each received a William Eller Memorial Scholarship, which supports students pursuing a degree in reading education.

Heather Hagenbuch (ELP doctoral student) received a Robert E. Valenti Memorial Scholarship, which supports students pursuing a doctoral degree in higher education.

Sarah Howorth and Toni Mixon (LAI doctoral students) each received an Anita G. and Herbert L. Foster Learning and Instruction Scholarship, which supports students pursuing a degree in literacy or special education.

Melissa Jousma and Elizabeth Portillo (LIS master's students) each received a Marie Ross Wolcott Memorial Scholarship, which supports students in the Department of Library and Information Studies.

Lori Potteiger and Brittany Sager (LAI master's students) each received an Adelle H. Land Memorial Scholarship, which supports students pursuing a teaching career.

Brittany Sager (LAI master's student) received a Next Generation Scholarship, which supports first generation college students in the student teaching semester of the adolescence/secondary initial teacher certification program.

Stefanie Scanlon (LAI master's student) received a Leroy and Margaret H. Callahan Scholarship, which supports students pursuing a degree in elementary mathematics education.

Bonnie Szymanski (LIS master's student) received an H.W. Wilson Scholarship, which is funded by the H.W. Wilson Foundation on a rotating basis to students in U.S. and Canadian library education programs.

Tom Tran (LIS master's student) received an E. Alberta Riggs Memorial Scholarship, which supports students in the Department of Library and Information Studies.

Ksenia Wojcieszek-Arjomand (CSEP doctoral student) received a Marceline Jaques Scholarship, which supports students pursuing a degree in rehabilitation counseling.

Yinyin Yang (LAI master's student) received a Judith T. Melamed Memorial Scholarship, which supports students pursuing a degree in the TESOL (teaching English to speakers of other languages) program.

International Alumni News

The Graduate School of Education has a long-standing tradition of alumni who have made an impact on global education. Currently, GSE has an alumni presence in over 70 countries worldwide. The following are recent accomplishments from the school's international alumni population.



John Cammarata

(Ed.M. '73, Social Studies Education) retired in 2007 from his position as a special needs resource teacher for the Waterloo Region District School Board, Kitchener, Ontario, Canada. Since then, his

activities have included serving as a committee member organizing workshops for Leadership Waterloo Region's community leadership development programs, as well as the event services host for the 2010 Winter Olympics. Cammarata is currently employed by the Cambridge Chamber of Commerce, Cambridge, Ontario, and he continues to publish articles.



Donna Chan

(M.L.S. '84, Library and Information Studies), who is married to a Canadian diplomat, has had the opportunity to live and work in several countries since graduating from UB. Over the years, she has utilized

her library skills in a wide range of professional positions. She has worked in private, religious, and public schools, as well as government departments. Chan is now retired and enjoys keeping an eye on the ever-changing library world.



Lan Hoang

(Ed.M. '10, Higher Education) is an academic affairs manager at the Fulbright School, a partnership between the Harvard Kennedy School and the University of Economics, Ho Chi Minh City, Vietnam. Her

responsibilities include admissions, development of the school's website, general academic management, and student research. In her work, Hoang is committed to promoting cultural diversity and internationalization in higher education. She is also an award-winning translator with several English-Vietnamese translation publications.



Ngoc Minh Le

(Ed.M. '05, General Education) is the director of business development at TNK Capital Partners, a top-tier advisory firm in Ho Chi Minh City, Vietnam. She also works as a vice president for ISMART

Corporation, which provides world-class education solutions to K-12 students. Le had previously served as the communication and account manager at Saatchi & Saatchi and as the chief editor of HerVietnam, which belongs to Europe's aufeminin.com Group.



Charles Lusthaus

(Ph.D. '74, Educational Administration) was a professor in the Department of Administration and Policy Studies in Education at McGill University for over 30 years and the founding

director of the McGill Centre for Educational Leadership, which provides training and organizational development services to the English educational community in Quebec, Canada. Lusthaus is also a founding partner of the Universalia Management Group, a consulting firm which provides evaluation and performance management services to international and Canadian clientele.



Kevin McKelvey

(Ed.M. '95, TESOL) is the resident director of the University at Buffalo's undergraduate program at the Singapore Institute of Management. He has served in this position

since the Singapore program was launched in 2004. McKelvey previously taught for three years in the intensive English language programs in Illinois and then worked for the U.S. State Department's English language fellow program, conducting teacher training programs in Russia from 1998-2003.



Abdolrahim Navehbrahim

(Ph.D. '91, Educational Administration) is currently an associate professor in the School of Education and Psychology, Teacher Training University, Tehran, Iran, and served as the

dean of the school from 2008-2012. Previously, he was the president of Damghan University of Basic Sciences, and the vice president for academic affairs at Qazvin International University, both in Iran. During the past year, he has co-authored four journal articles and two books.



Edmund Saley

(Ed.M. '99, TESOL) returned to China after he graduated and has been teaching there ever since. Currently, he is teaching in the Sichuan University in Chengdu, China in the

Going Abroad Visiting Scholars' Preparation program. Saley acknowledges that the TESOL master's program at UB provided him with the skills and confidence to enter into new teaching initiatives. He very much treasures the warm, encouraging atmosphere that he experienced at UB.



Jie Wang

(Ph.D. '09, Social Foundations) has been working at Jingtangshan University in her hometown in South China since 2010, teaching, student advising, and conducting research in higher education and gerontology.

Currently, she is focusing on a project that is funded by China's Ministry of Education, and aims to bring reform to the current college student financial aid system in China. Wang has also founded a clinic, which offers free traditional Chinese medicine treatments.



Tieh-Hsiung Wu

(Ph.D. '79, Counselor Education) has been appointed the chairman of the board for Fooyin University in Taiwan. Prior to this position, he was a distinguished professor at the National University of Tainan and

Chianan University of Pharmacy and Science. He has also served as the deputy minister of education at the Ministry of Education in Taiwan. Wu was honored with a Distinguished Alumni Award from the University at Buffalo in 2003.



Asmawi Zainul

(Ed.D. '88, Educational Psychology) is the rector of the Muhammadiyah University of Sukabumi in Sukabumi, West Java, Indonesia. He is a professor emeritus of the Indonesia University of Education at

Bandung, West Java, where he is still teaching psychometric courses at the university's graduate school. Zainul has been a member of the American Educational Research Association since 1986, and is a member of the advisory board of the Indonesia Association of Educational Evaluation.

Scan this image with your mobile device QR barcode app to access GSE newsletters and supplementary files from Spring 2004 to present.





Commencement & Awards 2013



The Graduate School of Education was honored to have UB President Satish Tripathi confer degrees during the May 10 ceremony in the Center for the Arts. This year's highlights included a musical performance by two graduating students from the GSE music education program. The ceremony concluded with the singing of the UB Alma Mater, led by eight graduating music education students.

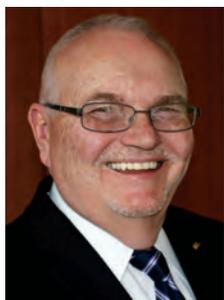
Along with our graduates, five individuals were recognized that day: Jean Alberti was the recipient of the Dean's Service Award; Walter Polka was presented with a GSE Distinguished Alumni Award; Lakaii Jones and Tanisha Joshi each received a Delbert Mullens Thinking Outside the Box Award; and Danielle Johnson was the recipient of the Edwin D. Duryea Jr. Higher Education Memorial Award.



DEAN'S SERVICE AWARD

JEAN ALBERTI (Ph.D. '70, Educational Psychology)

Jean Alberti provided a generous gift to UB in 2010 to establish the Alberti Center for Bullying Abuse Prevention. Since its inception, the Alberti Center has become a national resource on the prevention of bullying abuse and other anti-social behaviors among school children by providing research and information that address these behaviors. Alberti has continued to support the center in several ways, including return visits to campus to participate in center events.



GSE DISTINGUISHED ALUMNI AWARD

WALTER POLKA (Ed.D. '77, Curriculum Planning)

Walter Polka is a professor of professional programs and the Ph.D. program coordinator at Niagara University. He has held numerous professional leadership positions during his 45 years as an educator, including curriculum planner at Lewiston-Porter High School; Williamsville Central School District social studies and science curriculum coordinator K-12; and assistant superintendent for curriculum and instruction, and superintendent of the Lewiston-Porter School District.

STAY CONNECTED WITH GSE / FOUR EASY WAYS TO KEEP IN TOUCH!



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

Commencement Ceremony



The graduates (above) participated in the traditional singing of the UB Alma Mater.

Lakaii Jones (left) and Tanisha Joshi (below), doctoral degree candidates from the Department of Counseling, School, and Educational Psychology, each received a Delbert Mullens Thinking Outside the Box Award.



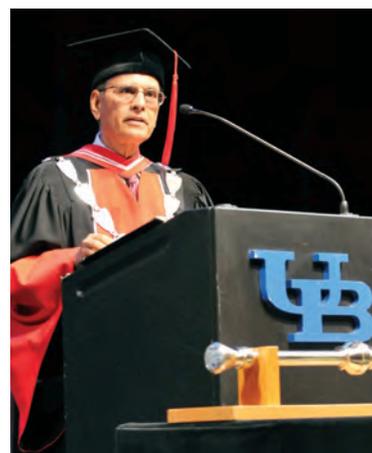
Music education students and graduates (below, l to r) Jennifer Todaro, Casey Bellafaire, Bethany Rarick, Elizabeth Newlove, Rebecca Diehl, Kary Dobbs, Chelsea Mang, and Jennifer McDonel opened the ceremony by singing the National Anthem.



A musical tribute to the graduates was performed on clarinet by Jennifer McDonel (above left), doctoral degree graduate in elementary education, accompanied on piano by Bethany Rarick (above), master's degree graduate in music education.



Danielle Johnson (above, second from left), doctoral degree graduate in higher education, recipient of the Edwin D. Duryea Jr. Higher Education Memorial Award; with Libby Duryea (left), wife of the late professor Edwin Duryea; and son and daughter-in-law David and Colleen Duryea.



UB President Satish Tripathi (above) conferred degrees during the ceremony.



Mace bearer Ezra Zubrow (above, left), chair of the faculty senate, led the academic procession to the Center for the Arts Main Stage Auditorium.

In a long-standing GSE tradition, the graduates (left) turned to the audience to thank family and friends for supporting them while they pursued their degrees.



Jaekyung Lee (above, left), then GSE interim dean, presented Walter Polka with the GSE Distinguished Alumni Award.



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

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Thanks to you,

I'll bring history to life.

Chad White says he owes his career choice to his seventh-grade social studies teacher who "absolutely loved to come into the classroom every day." The educator covered classroom walls with historic quotes and inspired an all-school Civil War Day, his favorite period of U.S. history. Chad, who favors the two World Wars, will bring history to life for urban high school students. Chad was awarded a scholarship that helped him earn a BA in history and a literacy specialist master's degree. He formed an after-school filmmaking club for Buffalo public school students to hone their literacy skills through script writing. Chad offered his own historic quote for why he will teach: "I find education to be the one tool that can truly change the outcome of our world." **Gifts to UB teach the value of education.**

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