



**University at Buffalo**  
The State University of New York

**GRADUATE SCHOOL  
OF EDUCATION**

**ALUMNI NEWSLETTER**  
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TRANSFORMING LIVES THROUGH EDUCATION

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## Professional Development in English Language Acquisition

AN UPDATE ON THIS FIVE-YEAR \$1.25 MILLION GRANT

In September 2002, the Bilingual Education Program, directed by Associate Professor Lilliam Malavé of the Department of Learning and Instruction (LAI), received a grant from the U.S. Department of Education to implement an innovative graduate professional development program for bilingual and English as a Second Language (ESL) childhood and early childhood personnel. A current research-based model developed by the Center for Research in Education, Diversity & Excellence (CREDE) at the University of California, Santa Cruz serves as the conceptual framework for this program. The following describes selected grant accomplishments through December 2004.

In order to increase the availability of qualified educators to serve English language learners, three curriculum tracks were created: (1) Childhood Education (grades 1-6), teacher certification with bilingual extension; (2) Early Childhood Education (birth-2), teacher certification with bilingual extension; and (3) ESL (K-12), teacher certification with a bilingual concentration. Each track provides field experiences and courses that incorporate CREDE standards for effective pedagogy, and NYS learning standards to help trainees learn effective, research-based instructional strategies. Currently, there are 28 participants in the three tracks.

Dr. Maeva López-Kassem, an experienced research clinical educator, was recruited to

assist GSE faculty in redesigning the bilingual education courses and field experiences to more accurately reflect the five research-based standards of pedagogy identified by CREDE: (1) Joint Productive Activity; (2) Language and Literacy Development; (3) Making Meaning

(connecting school, home, and community); (4) Complex Thinking; and (5) Instructional Conversation. Though considered a summation of sound educational practices for any educator, these principles are key in the education of English language learners who often lack the academic and social experiences possessed by students whose first language is English.

In addition, an Intensive Teacher Training Institute, in collaboration with the Buffalo Public Schools and partially funded by the Suffolk County BOCES, has been implemented to help 17 bilingual and ESL teachers complete GSE Teacher Education Institute or alternative teacher certification and master's degree requirements. Language skills courses and seminars are offered to help trainees improve their English and Spanish language and pedagogical skills to prepare them for NYS teaching certification examinations. ●



**LILLIAM MALAVE, Ph.D.**  
(1983, Ed. Administration)



## DEAN'S MESSAGE

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

Fall 2004 marked the official inauguration of UB's 14th president, John B. Simpson. During his inauguration ceremony, President Simpson shared his vision to position UB as the leading public research university in the Northeast, while continuing to focus on the traditional university priorities of teaching and public service. President Simpson's speech emphasized the significance of university involvement in the K-12 arena, as well as, the importance of increasing diversity in higher education. In the Graduate School of Education, we are committed to the president's vision and excited about the possibilities ahead.

On the day of President Simpson's inauguration, GSE was proud to present Claude Steele as the first speaker in the newly created Dean's Lecture Series (see pictures below). Dr. Steele, a long-time friend of President Simpson, is a Stanford University professor who is nationally known for his research on self-image and stereotype threat. Professor Steele discussed how minorities cope with self-image threat and how group stereotypes can influence intellectual performance and academic identities.

In recognition of President Simpson's vision for UB, this newsletter includes stories that describe how GSE continues to excel in research, teaching, and service. Our cover story highlights the work of **Lilliam Malave** of the Department of Learning and Instruction (LAI). Lilliam, a specialist in elementary bilingual education, received a U.S. Department of Education grant in 2002 to help improve classroom instruction for students with limited English proficiency. In this story, you will learn how the grant is impacting students in Western New York schools. **Catherine Cook-Cottone** presents an innovative kind of literacy research in our Faculty Focus feature. Catherine, of the Department of Counseling, School and Educational Psychology (CSEP), describes her research on how the early development of literacy skills may protect children from developing emotional dysfunction.

A discussion of GSE's research excellence continues with our story summarizing the Preparing Tomorrow's Teachers to

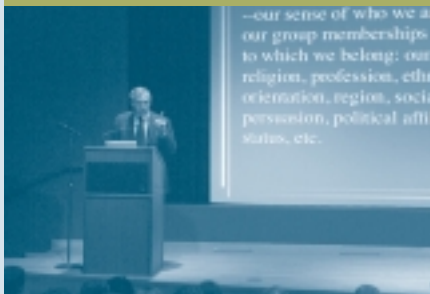
Use Technology (PT3) grant. In this article, LAI Associate Professor **Suzanne Miller** and GSE Assistant Dean for Educational Technology **Christine Kroll** explain how this grant is helping to prepare new teachers to effectively use technology in Western New York classrooms. Also in this issue is a story about the Regional Rehabilitation Continuing Education Programs (RRCEP), GSE's longest-running grant programs. Since 1974, the RRCEP programs have received over 20 million dollars in funding to provide training services, technical assistance, and consultation to vocational rehabilitation agency personnel in New York, New Jersey, Puerto Rico, and the U.S. Virgin Islands.

While all of our faculty are committed to excellence in research, teaching, and service, **Catherine Cornbleth** (LAI), **LeAdelle Phelps** (CSEP), and **Lois Weis** (ELP) have something else in common. To find out what that is, see the story on page 4. Excellence in teaching is one characteristic that is also helping the Higher Education Program (HED) in the Department of Educational Leadership and Policy become one of the fastest growing GSE program areas. You can find out more about HED on page 12. One example of GSE's service efforts is our Summer Institute. A preview of this summer's exciting program can be found on page 8.

Also included in this issue are our regular Spotlight features. In the Emeritus Faculty Spotlight, **Dwight Kauppi** discusses the concept of "privilege" and its impact on his life. In the WNY School District Spotlight, we examine the Lockport City Schools and GSE's alumni presence within that district.

Finally, I am also pleased to announce that the new GSE Alumni Association (GSEAA) has been formed and a new GSEAA Board of Directors has been appointed. The article on page 14 summarizes the first meeting of the Board of Directors and their future plans. If you would like to get involved in the association, please contact the new GSEAA president, **Chris Barrick**, at [cbarrick@buffalo.edu](mailto:cbarrick@buffalo.edu). ●

### ANNUAL DEAN'S LECTURE – PHOTO GALLERY



*Claude Steele explains self-image and stereotype threat.*



*Mary Gresham, Claude Steele, and UB President John Simpson. (l to r)*



*Steele answers questions from the audience following his lecture.*

# Cognitive Development and Emotional Regulation

WORKING TOWARD AN INTEGRATED DEVELOPMENTAL MODEL

A child begins life almost completely dependent on the external world and develops through cognitive and emotional systems that become increasingly mature, complex, and integrated.

My research focuses on understanding how children develop a cohesive cognitive and emotional representational system, or life narrative, in the context of varying life experiences (e.g., confusing and traumatic life experiences, as well as conflicting messages about school, disease, mental health, and beauty). I am working to understand how cognitive representational systems serve emotional regulation and in what ways emotional trauma or protection affect cognitive development. It is believed that the early development of words, the mastery of reading and writing competencies, and the development of information literacy are skills that may protect children from emotional dysfunction. Through energizing and compelling collaborations with many colleagues and students, I am working in several areas to better understand the developmental implications of these relationships.

## Early Childhood

Development of symbolic representation begins in the early childhood years and is based on sensory motor and relational experiences. Words and emotional regulation evolve from the child's repeated experiences as the brain integrates connections making maps or representations of his or her world (i.e., pre-operational thought). More research is needed to better understand these relationships. Recently, I published an extensive literature review on Post Traumatic Stress Disorder in children, which explicated the

developmental implications of trauma and made connections between linguistic and narrative development and emotional adjustment. Currently, along with graduate students from the Graduate School of Education School Psychology Program and the Department of Social Work, we are planning a study to look at the effects of teaching toddler and preschool teachers how to implement the parallel talk used by speech and language pathologists and play therapists. Our outcome measures will explore the effects of this technique on behavior and language development in an attempt to document some of the early environmental, cognitive, and emotional connections.

Another research project exploring the cognitive and emotional regulation connection in the early childhood years is underway at Adirondack Central School District. Funded for two years by the Reading Recovery Council of North America and by GSE, Christine Berry (doctoral student in school psychology), Oren Cook, M.S., C.A.S., superintendent of schools, and I are following the reading development and emotional adjustment of two groups of at-risk children. That is, those who fully participate in Reading Recovery and a matched group of first graders who do not participate. We believe that as children develop reading skills through the implementation of this highly individualized intervention program, they will also show improvements in behavioral presentation.

## Elementary and Middle School

During these years, as the child grows and accumulates words and emotional challenges, he or she becomes capable of making associations and connections (operational thought). As the association and connections become increasingly clearer to the child, these connections begin to take form as concepts or ideas. Accordingly, information literacy skills become critical in the late elementary and early middle school years and may play a role in emotional adjustment. This age group is the focus of several of my ongoing research projects. I am working with Karen Dutt-Doner, Ph.D., of Niagara University, and Mary Rech-Rockwell, Ph.D., and Susan Allen, M.A., of the Nichols School, on the use of information literacy skills in the analysis of primary source documents in social studies curriculum. Our research focuses on the development of these skills and compares the skill sets of fifth and seventh grade students when analyzing primary source documents.

Informed by two publications on the causes and treatment of eating disorders co-written by myself and GSE colleague



**CATHERINE COOK-COTTONE, Ph.D.**  
(1997, Counseling Psychology)

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## FEMALE FULL PROFESSORS IN GSE

In the Graduate School of Education, 25% of the tenure-track faculty are full professors. According to the *Chronicle of Higher Education* (December 3, 2004), only 15% of all full professors at research universities nationwide are female. This percentage holds true at UB, where 14% of all full professors at the University are female (UB Office of Equity, Diversity & Affirmative Action Administration, October 2004). GSE is proud that 23% of its full professors are female: Catherine Cornbleth from the Department of Learning and Instruction; LeAdelle Phelps from the Department of Counseling, School and Educational Psychology; and Lois Weis from the Department of Educational Leadership and Policy. The following briefly describes the careers of these three outstanding scholars:

Professor Catherine Cornbleth received her Ph.D. in 1974 from the University of Texas and began her professional career at the University of Pittsburgh, where she began as an adjunct and became a tenured associate professor. Cornbleth joined GSE as a full professor with tenure in 1986. For over 30 years, her cutting edge research in curriculum studies, social studies education, and adolescent social identities has addressed issues that have shaped and continue to inform the educational landscape. Evidence of her influence among scholars is her ranking as one of the most cited researchers in her field. Cornbleth has authored or co-authored over 30 books, monographs, and chapters, and more than 40 journal articles. Her most recent book is *Hearing America's Youth: Social Identities in Uncertain Times* (Peter Lang, 2003).

Professor LeAdelle Phelps received her Ph.D. from the University of Utah in 1977. Phelps has been a faculty member in GSE since 1989 and was promoted to full professor in 1995. Prior to coming to UB she was an associate professor with tenure at the University of Missouri-Columbia. Phelps is a distinguished scholar, having authored or co-authored more than 95 journal articles, book chapters, and books on such diverse health-related topics as eating disorders, prenatal alcohol and cocaine exposure, and lead poisoning. She has been identified as the most published female in school psychology and her



Catherine Cornbleth, Lois Weis, and LeAdelle Phelps. (l to r)

work has had an enormous impact on the field. During her career she has also held numerous leadership positions related to the school psychology profession. Her current leadership positions include editor of *Psychology in the Schools* and chair of the Council of Directors of School Psychology.

Professor Lois Weis received her Ph.D. from the University of Wisconsin-Madison in 1978. During that same year she joined GSE as an assistant professor, and in 1989 she achieved full professor status at UB. Weis has been called one of the most prominent researchers in the world today on economic and social class issues as they broadly relate to schools and educational institutions. Her ethnographic research has provided new ways to understand and further study the complex connections between and among social class, schooling, and the global economy. During her 25-year career, Weis has been a prolific scholar, having authored or co-authored over 20 books, 50 journal articles, and 40 book chapters.

Dean Mary Gresham notes: "I am extremely proud that each of our departments can claim one of these outstanding women. They have made significant contributions to their respective fields and continue to redefine the standards for scholarly research. Our students are extremely fortunate to be able to study with these scholars, as each continues to establish a lasting legacy."

For a detailed listing of the scholarly accomplishments for Catherine Cornbleth, LeAdelle Phelps, and Lois Weis, please visit [www.gse.buffalo.edu/newsletter](http://www.gse.buffalo.edu/newsletter), where the publications for each of these distinguished GSE full professors are displayed.

## S. G. GRANT RECEIVES RESEARCH AWARD

S. G. Grant, associate professor in the Department of Learning and Instruction, received the 2004 Exemplary Research in Social Studies Award from the National Council for the Social Studies (NCSS) at their November 2004 national conference in Baltimore, MD. Grant was honored for his book, *History Lessons: Teaching, Learning, and Testing in U.S. High School History Classrooms* (Lawrence Erlbaum Associates, 2003). Dr. Keith Barton from the University of Cincinnati nominated Grant for the award and commented that *History Lessons* "...is the most comprehensive and readable synthesis of scholarship on U.S. history education to date...this work is an important contribution to social studies research, and it is highly deserving of the NCCS Exemplary Research Award."



S. G. Grant

# Emeritus Faculty Spotlight

DWIGHT KAUPPI ON "A PRIVILEGED LIFE"

Dwight Kauppi describes, in this open letter to former students, how life's little "privileges" can positively impact who you are and what you do.

Dear former students,

It is a pleasure to report that I am living a life of privilege. I have always had a privileged life, though I didn't always know it. It was a privilege to grow up in Toivola, in rural northern Minnesota. The 40 below zero winters there let me laugh when I was warned about the tough Buffalo winters, that it got down to zero here sometimes.

It was a privilege in my youth to work as a peeler in a pulpwood forest and as a hay cutter and gandy-dancer on the railroad. I didn't know then I would be studying vocational psychology, but the work gave me an appreciation for the skill and grace there is in unskilled labor, and I learned that people are not interchangeable human units, whatever their level of work, education, or intelligence.

It was a privilege to go to a school so small that in grades 1-8 there were 2 or 3 grades in one room with one teacher. I learned that education depends most on dedicated teachers and a supportive community, not big schools and complex curricula.



DWIGHT KAUPPI

It was a privilege starting college as a biology major, learning science and, in taxonomy courses, that I was not a namer of things. I eventually did graduate work in psychology at the University of Minnesota. I chose Minnesota because that's where I was, but that choice brought the privilege of learning from some great leaders in psychology: Meehl, MacCorquodale, Hathaway, Lofquist, and many others.

It was a privilege to enter the field of rehabilitation, as a front line counselor in a state rehabilitation agency. I thought I was just making the logical choice of my two alternatives: selling life insurance for the agent whose offices I had cleaned while working my way through college, or becoming a rehabilitation counselor trainee with Minnesota Vocational Rehabilitation. My choice brought me into a field that embodies fundamental principles of human service and human values, ideas that are continually being rediscovered by other disciplines and by society.

I was privileged when I returned from the convention at which I had interviewed with Dr. Marceline Jaques to find an air-mail letter from her inviting me to visit UB. I accepted her offer and joined the faculty of the UB rehabilitation counseling program, beginning a collegial relationship that has been greatly rewarding. I learned much from Marcie about sexism, counseling, institutional survival, and fine dining.

I now have the privilege of calling our former students to seek their support for the Marceline Jaques Scholarship in Rehabilitation Counseling. It gives me a chance to talk with many friends and to hear more Marcie stories, memories students have of the times they were in the rehabilitation counseling program.

One of the greatest privileges of my academic career has been the chance to know, teach, work, and study with the many students who have come through the rehabilitation counseling program and the department. What a wonderful mix of personalities! I learned much from you, and can only hope I was able to return the favor.

There may have been times in the past when I didn't know I was privileged, but I know that right now my life is uniquely so. At a stage in life when I have the time, resources, and good sense to enjoy it, my wife and I are raising a family. When I hear my 16-year-old daughter's stirring playing of Paderewski's Minuet or see my 12-year-old son's graceful karate kata, I know there is not much more I could wish for.

It's been a privilege,  
Dwight Kauppi ●

Dr. Kauppi's e-mail address is [drkauppi@aol.com](mailto:drkauppi@aol.com)

## KEEP IN TOUCH WITH FELLOW GSE ALUMNI

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

# Regional Rehabilitation Continuing Education Programs

BY DAVID BURGANOWSKI

The Department of Counseling, School and Educational Psychology (CSEP) is the home of two Regional Rehabilitation Continuing Education Programs known as the RRCEPs. The first



**DAVID BURGANOWSKI, Ph.D.**  
(2001, Counselor Education)

RRCEP was one of 10 set up by the U.S. Department of Education (DOE) in 1974. This first program was established as part of CSEP's Rehabilitation Counseling Program under the guidance of professor emeriti Dr. Marceline Jaques and Dr. Dwight Kauppi.

The main purpose of RRCEP II was to provide training to state vocational rehabilitation agency personnel throughout federal region

II – New York, New Jersey, Puerto Rico, and the U.S. Virgin Islands. Throughout the years, RRCEP has broadened its constituency base to include Community Rehabilitation Programs (CRPs), Centers for Independent Living (CILs), Client Assistance Programs (CAPs), and Native American Rehabilitation Programs, as well as expanded training services, such as technical assistance (TA) and consultation.

In 1990, I was appointed director of the RRCEP programs, and since then we have secured six DOE grants totaling 15 million dollars. RRCEP II added CRP in 1997 with a major focus on providing training, consultation, TA, and other services to over 300 CRPs throughout Region II. Combined, the RRCEP programs have received over 20 million dollars in funding from the DOE since their inception in 1974.

RRCEP II is committed to the delivery of quality adult educational experiences, Human Resources Development (HRD), and Organizational Development (OD) through the implementation of an ongoing continuous quality improvement process. Our efforts are supported by collaboration with a number of agencies, universities, and professional/trade organizations throughout the country.

The vision of RRCEP II is to create a seamless collaborative system that offers flexible, responsive, and accountable OD and HRD services to State Vocational Rehabilitation Agencies, CRPs, CILs, CAPs, and Native American Rehabilitation Programs in

Region II, that will improve competitive employment outcomes and increase community inclusion for individuals with severe disabilities.

We have a team of rehabilitation education specialists with over 75 years of combined rehabilitation experience who research and develop the most up-to-date material and programs possible on a variety of topics. These include such areas as OD and HRD in vocational rehabilitation which involves rehabilitation legislation, ethical issues, medical aspects, social security incentives to return to work, job coaching, and vocational evaluation.

The RRCEP II programs stress the importance of highly trained, competent administrators, rehabilitation counselors, job coaches, board members, and clerical staff throughout our region. We help organizations build their human resource capacity and improve service delivery through leadership, consultation, state-of-the-art education, training programs, and information dissemination.

Most recently, the RRCEP II programs have assisted agency employees in becoming proficient and current in the vocational rehabilitation process, vocational and psychological aspects of disabilities, leadership-succession planning, professional development, counseling skills, and the transition process from school to career. RRCEP programs have trained over 100,000 service providers.

In addition to the various training initiatives, the RRCEP programs have an extensive TA program, which allows an agency to identify a specific problem and its resolution. The program provides resources that are not routinely available in many agencies. Some requests that have been funded include financial management and fund-raising; rehabilitation engineering and plant layout; addressing the loss of traditional contract customers; and job matching, job development, and the marketing of services.

Since its inception, the RRCEP programs have trained over 100,000 service providers, distributed certificates to hundreds of job coaches, presented at more than 160 conferences, offered distance-learning courses to more than 750 employees, and provided TA and informational services to more than 200 agencies. ●

# Preparing Tomorrow's Teachers to Use Technology

BY SUZANNE MILLER AND CHRISTINE KROLL

From 2000-2004, GSE faculty and staff were involved with two grants received from the U.S. Department of Education. The grants, Preparing Tomorrow's Teachers to Use Technology (PT3), were led by Dr. Suzanne Miller (catalyst grant), associate professor of the Department of Learning and Instruction (LAI) and Dr. Christine Kroll (implementation grant), GSE assistant dean for educational technology. The primary goal of the grant program was to ensure that new teachers enter the classroom prepared to effectively use the technology that awaits them.

## Catalyst Grant

The catalyst grant, under the direction of the New York State Education Department (NYSED), brought faculty together from GSE, Syracuse University, and Columbia University. Specifically, NYSED's goal was to develop a theoretical and functional framework that could help leaders in teacher education programs plan for the effective integration of instructional technologies. The catalyst grant team developed a research-driven framework to reach that goal based on their work with their urban public school partners (in Buffalo, New York City, Syracuse, and Yonkers) and with colleges throughout the state.

The catalyst team has developed a comprehensive website housing needs assessment tools created to assist students in pre-service teacher programs and a collection of promising practices—all organized around a model of change through sustainable technology integration for 21st century instruction and curriculum. These resources can also be valuable to and adapted for the K-12 community as they engage in technology integration for effective teaching and learning. For more information, please see the website at [www.pt3ny.org](http://www.pt3ny.org) or contact Dr. Miller at [smiller@buffalo.edu](mailto:smiller@buffalo.edu).

## Implementation Grant

The implementation grant was a partnership between GSE, the Buffalo Public Schools (BPS), and WNED Public Television. One of the key goals outlined within the grant was for the organizations to work together to develop a model for pre-service student teachers to acquire the knowledge and skills necessary to contribute to the development and growth of technology-enriched teaching and learning environments.

A variety of activities were developed and evaluated to reach this goal. A brief listing is outlined below. For additional information, please contact Dr. Kroll at [ckroll@buffalo.edu](mailto:ckroll@buffalo.edu).

◆ **Professional Development Workshops for GSE Faculty** – Offered regularly during the grant period. In addition to intensive week-long sessions, weekly sessions and individual consulting times were offered to present new integration techniques and discuss instructional strategies. Sessions included presentations by Apple, BPS, GSE's Center for Applied Technologies in Education, and WNED.

◆ **Just in Time Support** – An underutilized faculty lab on the second floor was moved to the fifth floor based on suggestions from GSE faculty and information gathered in the PT3 technology usage survey (delivered twice during the grant period). Responding to these requests has resulted in a dramatic increase in the usage of instructional technology support. The lab supports small needs such as scanning, color graphics and handouts, UBlerns support, and lessons on software and hardware usage. Larger projects are referred to the GSE Dean's Office.

◆ **Curriculum Redesigns** – Fourteen LAI faculty members received stipends to review a current syllabus for a pre-service course. They were asked to review technologies that might enhance their learning objectives and to revise their syllabus for future semesters.

◆ **Software Library** – Funds were used each year to acquire new titles at the request of faculty that regularly use the lab and assign pre-service teachers to evaluate software housed in the lab.

◆ **GSE ePortfolios System** – Currently being tested, the ePortfolio product was developed for students to showcase their work on the web regardless of their web-based development skills. This system will be tested in the future for use as a professional portfolio, as well as an assessment portfolio.



SUZANNE MILLER



CHRISTINE KROLL

*continued on page 14* ►

# BOCES/GSE Summer Institute

July 11–14, 2005

BY MARA HUBER

The Graduate School of Education is partnering with Erie 1 BOCES to deliver its 2005 Summer Institute, **“We’re Trying as Hard as We Can and It’s Still Not Working for All Children: How to Create a Culture of Success in School Communities,”** to be held July 11–14. This exciting event will feature national and regional speakers sharing insights on student engagement through effective leadership, climate building, and connections.

◆ **Tuesday, July 12: What Leaders Should Be Doing.** **Dr. Betty Dispenza-Green** will deliver a keynote address on her experiences at the Vocational High School (VHS) in Chicago, IL, where she served as principal during the 1990s. Once notorious for its high drop out and failure rate, VHS was transformed into a nationally recognized school under Green’s leadership. Her address will be followed by a response from **Dr. Stephen Jacobson**, professor in GSE’s Educational Administration Program. Afternoon presenters will include the 2003 New York State Principal of the Year, **James Donnelly, Jr.**, from James A. Green High School in Dolgeville, NY, and a Principals Panel composed of local school leaders.

◆ **Wednesday, July 13: What Kids Need.** Conductor of the Buffalo Philharmonic Orchestra, **JoAnn Falletta**, will begin the morning with a keynote presentation on “Education in and Through the Arts.” Her address will be followed by **Dr. H. Roy Kaplan**, author of “Failing Grades: How Schools Breed Frustration, Anger, and Violence, and How to Prevent It” (2004), who will speak about clashes over communication, fairness, class, and race in today’s schools. Kaplan is executive director of the National Conference for Community and Justice, and served as a faculty member in the Sociology Department at UB from 1970–1980. The afternoon sessions will include a presentation by **James Vollbracht**, author of “Stopping at Every

Lemonade Stand: How to Create a Culture That Cares for Kids” (2001), and local presenters who will discuss the **Search Institute’s 40 Developmental Assets**, which include positive experiences and personal qualities that young people need to grow up healthy, caring, and responsible (see [www.search-institute.org](http://www.search-institute.org)). A panel of local students will also present on developmental assets as they relate to their educational and life experiences.

◆ **Thursday, July 14: How to Make it Happen.** The morning keynote will be given by **Betsy Rogers**, recipient of the 2003 National Teacher of the Year award. Ms. Rogers is a first and second grade teacher at Leeds Elementary School in Jefferson County, AL, who has strived to provide quality education regardless of her students’ economic status. The afternoon sessions will include presentations on the **Maverick Teacher Project**, parent involvement, and a discussion of next steps in building cultures of success. Participants will be given a packet of resources to share with their school districts.

**Pre-institute Workshop.** A pre-institute workshop will be held on Monday, July 11 on topics related to learners with special needs. National and local presenters will lead activities and discussions related to: **Best Practices in Special Education.**

#### *Institute Fees (by June 1)*

- Pre-institute Workshop Only \$150
- Summer Institute Only \$295
- Summer Institute and Pre-institute Workshop \$395

For registration or further information, please contact the Graduate School of Education at (716) 645-6642 or visit [www.gse.buffalo.edu](http://www.gse.buffalo.edu). ●

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





# Charitable Gift Annuities

Often UB alumni and friends, after learning about the attractive rates available through a charitable gift annuity with UB, inquire how such a planned gift arrangement may benefit them. The following provides answers to the most commonly asked questions about charitable gift annuities.



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

## What is a Charitable Gift Annuity?

A charitable gift annuity is a simple (one page) contract between you and the University at Buffalo Foundation, Inc.

In exchange for your irrevocable gift of cash, securities, or other assets, the UB Foundation agrees to pay you or other annuitants your name, a fixed sum each year for life. The older the designated annuitants are at the time of the gift, the greater the fixed income the UB Foundation

can agree to pay. In most cases, part of each payment is tax-free, thereby increasing each payment's after-tax value.

The annuity payments can be issued on an annual, semiannual, or quarterly basis depending upon donor preference.

## What are the Benefits of a Charitable Gift Annuity with the UB Foundation?

- ◆ A federal income tax deduction that can be used to offset current income tax obligations.
- ◆ Fixed annual income for life for the donor or other annuitants selected by the donor. All the general resources of the UB Foundation guarantee the payment of the annuity income.

- ◆ Capital gains tax savings if the annuity is funded with appreciated assets (i.e., stock).
- ◆ Possible reduction of probate costs and estate taxes.
- ◆ The opportunity to provide important financial support to the Graduate School of Education and UB.

## How Much Annuity Will You Receive?

In the table below, multiply the percentage rate given for your age by the amount you will contribute. This figure gives you the dollar value of the annuity income you will receive each year.

Age	Annuity Rate	Age	Annuity Rate
60	5.7%	75	7.1%
65	6.0%	80	8.0%
70	6.5%	85	9.5%

## What is the Process for Establishing a Charitable Gift Annuity?

Contact Wendy Irving in the Office of Planned Giving at 1-877-825-3422 (UB Legacy) for a personalized gifting illustration based on your age and contribution level.

The Office of Planned Giving will draft the annuity contract for your review. You return the signed annuity contract with your contribution.

You immediately become entitled to receive annuity income. Checks are generally issued on the 15th of January, March, July, and October of each year. Please note that this payment scheduled can be adjusted to better suit your personal needs. ●

## TAHER RAZIK STUDENT LOUNGE DEDICATED

It was the desire of GSE Professor Emeritus Taher Razik to provide a much-needed space for graduate students in the Department of Educational Leadership and Policy (ELP) to call their own for studying, relaxing, or discussing issues with other students. Through his generous gift to GSE in 2003, Dr. Razik's goal was realized. In September 2004, GSE Dean Mary Gresham welcomed more than 45 faculty, alumni, students, and friends to the dedication of the Taher Razik Student Lounge (463 Baldy Hall) in honor of Dr. Razik and his wife, Myra. Many of Dr. Razik's former students returned to pay tribute to their professor for his support during their graduate school days and throughout their careers. At the conclusion of the ceremony, ELP Professor Stephen Jacobson presented Dr. Razik with a special plaque in appreciation of his gift to GSE. The plaque is displayed in the lounge, which has comfortable seating, two Internet connections, professional publications, and a grand view of the North Campus. According to ELP Chair William Barba, "Taher's gift has enabled us to create the 'best' space in Baldy Hall."



*Taher Razik, former student Verna Willis (Ph.D., 1977, Research and Evaluation), and Myra Razik (l to r) in the Taher Razik Lounge.*

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

## '70s

**Robert Fritzing** (Ed.M., 1979, Counselor Education) is the chief executive officer at Zenhire, a New Hampshire firm that provides automated hiring solutions using technology that scans documents such as resumes, applications, and job postings, for relevance to job requirements, which reduces the number of unqualified applicants considered by human resource professionals. Fritzing is also a co-founder of Voice Technologies Group, a company he later sold to Intel.

**Richard King** (Ph.D., 1976, Educational Administration) was awarded a Fulbright Scholar grant to lecture and do research at the National Chengchi University in Taiwan in 2004-2005. King is a professor and director of the Division of Educational Leadership and Policy Studies at the University of Northern Colorado.

**Emmett Murphy** (Ph.D., 1974, Higher Education) is a senior fellow and chairman of the Murphy Leadership Institute, Washington, DC. His authored books include the New York Times best sellers *Leadership IQ* and *The Genius of Sitting Bull: Thirteen Heroic Strategies for Today's Business Leaders*, and he co-authored *Leading on the Edge of Chaos: The 10 Critical Elements for Success in Volatile Times*. Murphy has also appeared as a commentator on over 100 television and radio programs, including CNN, ABC, NPR, MSNBC, CNNfn, and CBS.

**Joan Scherer** (Ed.M., 1970, English Education) has been teaching watercolor at the Art League of Marco Island, FL since 1991. Scherer's success as an instructor has been with teaching the basics of watercolor and making it fun for her students, who are able to recognize their accomplishments. She has earned awards in pastel, oil, and watercolor.

**Margaret Mary Wagner** (Ed.M., 1974, Art Education), vice president, Kaleida Health, has been listed by Business First as one of twenty-five "2004 Women Who Mean Business" in Western New York. Wagner's accomplishments include being a national lecturer, teaching at the Tuzula Medical Center in Bosnia on a federal grant with Kaleida Health, and being past president of the American College of Health Care Administrators for New York State. As a

Fulbright Rhodes Scholar, she studied at the University of Gujarat in Ahmedabad, India. She is also a preceptor for the State Department of Health for training nursing home administrators.

## '80s

**Faith Prather** (Ph.D., 1981, College Counseling and Student Personnel Work) is an associate professor in the Department of Public Administration at SUNY Brockport. In 1999, she received a Chancellor's Award for Excellence in Teaching.



## '90s

**Michael Johll** (Ph.D., 1998, Counseling Psychology) is working with IQ4, a Florida company that has developed a revolutionary golf assessment tool to improve a golfer's game. The assessment tool uncovers all phases of a golfer's weaknesses and prepares an individualized learning environment to meet each golfer's needs for improvement.

**Rubie McKelvey** (M.A., 1998, School Psychology) and her husband Terrence received the Family Life Award from the Buffalo Urban League at their November 2004 gala, "Empowering Communities, Changing Lives." The award recognizes their assistance to urban youth, including sponsoring children in enrichment programs and on college tours, and providing ski instruction.

**Fatima Morrell** (Ed.M., 1992, Foreign and Second Language Education), elementary school principal at Stanton Academy Elementary School number 31, received a 40 Under Forty Award in October 2004. The award is given each year by Business First, and this year Morrell was one of 40 young leaders honored throughout Western New York. Prior to her current position, Morrell served as a Spanish and English teacher, as well as an assistant principal in the Buffalo Public Schools for 11 years. She also spent time in South Africa, where she focused on post-apartheid educational reform and national educational policies on HIV/AIDS.

**Cheng-Fang Cynthia Tsui** (Ph.D., 1998, Educational Psychology) is an assistant professor in the Language Center of National Chengchi University in Taipei, Taiwan.

**Wenfam Yan** (Ph.D., 1991, Educational Psychology) has been awarded a 2004-2005 Fulbright Scholar grant for the second year in a row. Yan, a professor at Indiana University of Pennsylvania, will lecture at Southwest Normal University in Chongqing, China, from February to July 2005 and continue work on the project he started in his 2003-2004 grant, "Chinese Minority Educational Policy and Practice." Yan's current Fulbright assignment includes teaching graduate courses for Chinese students majoring in educational administration, advising Chinese colleagues on curriculum development for higher education administration programs, and conducting workshops on large-scale policy analysis in higher education.

## '00s

**Marybeth Boger** (Ph.D., 2001, Social Foundations) is the director of the University Learning Center at the New Jersey Institute of Technology in Newark. The New Jersey Institute is a four-year science and technology public research institution.



**Karen Bridbord** (Ph.D., 2004, Counseling Psychology) is a post-doctoral fellow at William Alanson White Institute in New York City. She has also been named an Emerging Leader from the Association for Specialists in Group Work for 2004.

**Christine Dulski Ryan** (Ph.D., 2004, Higher Education) is the director of academic advisement in the Department of Academic Affairs at Canisius College. Ryan is responsible for the direction of advisement services for first-year, transfer, and undecided students. Prior to Canisius, she was the advisement coordinator at Buffalo State College and the assistant administrative director of honors programs at UB.

## '00s (cont'd)

**Rebecca Gellman** (Ph.D., 2004, Counseling Psychology) received a post-doctoral fellowship from the University of Rochester Medical Center for 2004-2005.

**Jill M. Gradwell** (Ph.D., 2005, Social Studies Education) is an assistant professor in the Buffalo State College Department of History and Social Studies. During the winter of 2004, Gradwell met Senator Hillary Clinton at a luncheon in Batavia, NY where the senator addressed the community about local issues. This was the second time Gradwell met Senator Clinton; the first time was in Krakow, Poland in the summer of 1996 while



Gradwell was participating in a Teaching English in Poland program.

**Benson Hoffman** (Ph.D., 2004, Counseling Psychology) is a post-doctoral fellow at Duke University.

**Jennifer Kleiner** (Ph.D., 2004, Counseling Psychology) received a post-doctoral fellowship from Tulane University.

**Kathleen Lesniak** (Ph.D., 2003, Science Education) is an assistant professor of Science Education at SUNY Fredonia, where she teaches Elementary Science Methods and graduate level research courses. She is also involved in a 3-year New York State Math-Science partnership grant with Dunkirk and other local high-need schools. The grant will focus on increasing students' achievement by enhancing the content knowledge and teaching skills of classroom teachers.

**Elizabeth Letsch** (Ph.D., 2002, Counseling Psychology) is a neuropsychologist with the James Haley Veterans Hospital in Tampa, FL, working in their spinal cord injury center, and with their oncology department. Prior to her current position, she completed two fellowships. The first was in clinical neuropsychology at the University of Washington School of Medicine in Seattle, and the second fellowship was in forensic psychology, with

experience in criminal and civil evaluations at the Washington Institute for Mental Illness Research and Training in Spokane, and Western State Hospital, Tacoma, WA.

**Mei-Chih Lu** (Ph.D., 2001, Social Foundations) is an assistant professor in the Department of Elementary Education, National Tainan Teachers College, Taiwan.

**Wen Ma** (Ph.D., 2004, English Education) is an assistant professor in the Department of Education at LeMoyné College, Syracuse, NY.

**Peter McCown** (Ph.D., 2000, Higher Education) has been appointed vice president for institutional advancement at Bethel College, Mishawaka, IN. McCown comes to Bethel from Roberts Wesleyan College, where he has served since 1996 as vice president for advancement and an assistant professor in the Division of Business. From 1992 until 1996, he was Roberts Wesleyan College's director of development. McCown is also a member of the Council for the Advancement and Support of Education (CASE) and was the recipient of the CASE Circle of Excellence Award in 2001.

**Robyn McMaster** (Ph.D., 2004, English Education) is the senior vice president of the Multiple Intelligences Teaching Approaches (MITA) Renewal Center, Pittsford, NY. MITA is an international learning and leadership firm that specializes in improving human performances based on engaging newly discovered techniques within human brains.

**Josh Schiffman** (Ph.D., 2004, Counseling Psychology) is a post-doctoral fellow at the University of Wisconsin counseling center.

**Sirirat Sinprajakpol** (Ph.D., 2004, Foreign and Second Language Education) is a lecturer in the Department of Western Languages, Thaksin University, Songkhla, Thailand.

**Scott Waltz** (Ph.D., 2001, Social Foundations) is an assistant professor of social foundations in the Department of Liberal Studies at California State University, Monterey Bay, CA.

**Bogum Yoon** (Ph.D., 2004, English Education) has been appointed assistant professor in the Department of Reading at Texas Woman's University in Denton. ●

## GRADUATE SCHOOL OF EDUCATION SCHOLARSHIPS

Through the generosity of the Graduate School of Education alumni, professor emeriti, faculty, and friends, nine scholarships have been established to provide annual support for students enrolled in designated GSE programs. If you are interested in increasing the amount of financial aid generated by these scholarships, please make your check payable to the University at Buffalo Foundation, indicate the specific scholarship (below) you would like to support, and return it in the business reply envelope provided in this newsletter. For your convenience you can make a gift using our secure online giving site at [www.giving.buffalo.edu](http://www.giving.buffalo.edu). To establish a new scholarship to honor a professor, a GSE alum, or a special person in your life, please contact GSE Development Officer Marilyn Koren at (716) 645-2478, ext. 1029 or [mjkoren@buffalo.edu](mailto:mjkoren@buffalo.edu). Thank you for your support!

- ◆ **Leroy and Margaret H. Callahan Scholarship** supports a student pursuing a degree in elementary mathematics education
- ◆ **Peter Drapiewski Scholarship** supports a student pursuing a degree in educational psychology
- ◆ **William Eller Scholarship** supports a student pursuing a degree in reading education
- ◆ **Mary Lou and S. David Farr Scholarship** supports a student using technology in their research
- ◆ **James Hansen Scholarship** supports a student pursuing a degree in the Department of Counseling, School and Educational Psychology
- ◆ **Marceline Jaques Scholarship** supports a student pursuing a degree in rehabilitation counseling
- ◆ **Adelle H. Land Scholarship** supports a student pursuing a teaching career
- ◆ **Judith T. Melamed Scholarship** supports a student pursuing a degree in the TESOL program
- ◆ **Ralph Theurer Scholarship** supports a student pursuing a degree in science education

# The Study of Higher Education in GSE

BY RADHIKA SURESH AND DAVID FORGUES

The program in higher education administration, offered by the Department of Educational Leadership and Policy (ELP), has become one of GSE's most popular programs. It attracts applicants regionally and from around the nation. Higher education professionals find this program to be the best tool to build on their work experience, and graduate with real insights about the complexities and challenges inherent in the field. GSE offers master's and doctoral degree options in this area. In addition, students at the master's level can choose to specialize in student affairs administration.



**RADHIKA SURESH, Ph.D.**  
(2003, Higher Education)

Each of the three program tracks is designed to meet the needs of a specific group of students. The master's program in higher education offers flexibility in terms of course sequence, and counts among its students many full time practitioners looking to enhance their careers through additional education. The coursework for the program focuses not only on administration skills, but also on research techniques, thus preparing students for eventual entry into the doctoral program.

The doctoral program also includes many current practitioners and is designed to train students for positions in higher education leadership in administration and in the professoriate. The program combines the study of research methods with content in the higher education area to prepare students for their own research, as well as for their future professional endeavors.

The master's program with the student affairs concentration is a two-year full-time, cohort program designed to train student affairs professionals. This program is a collaborative effort of ELP and the Office of the Vice President for Student Affairs. The program is highly selective, and accepted students are fully supported during the two-year program with a tuition waiver and an assistantship, with placement in one of the student affairs offices on campus. In addition, students complete two internships as part of their program. Graduates of this prestigious program can be found in positions on campuses nationwide, including at Duke University, Penn State, Boston University, the University of San Diego, and Florida State University.

The higher education faculty come from diverse backgrounds, combining expertise and experience in research and administration. William Barba (Ph.D., 1980, Higher Education), current chair of ELP, coordinates the program. Dr. Barba teaches *Historical Bases of American Higher Education* and *Foundations of American Higher Education*, among other courses. He recently

worked with a team of students to develop a course entitled *Intercollegiate Athletics in American Higher Education* that was offered to students as a regular course in Fall 2004. Dr. Barba's professional activities include administration of a Fulbright Grant to work with higher education administrators in Egypt and membership on the NCAA Intercollegiate Athletic Board at UB.

D. Bruce Johnstone is University Professor of Higher and Comparative Education and former State University of New York (SUNY) chancellor. He specializes in higher education finance, governance, policy formation, and international comparative higher education. He serves as director of the Center for Comparative and Global Studies in Education, and of the International Comparative Student Finance and Accessibility Project, a multi-year, Ford Foundation-supported examination of the worldwide shift of higher education costs from governments and taxpayers to parents and students. Dr. Johnstone shares his experience with students in classes on *Financing Higher Education* and *Comparative Higher Education* and has published extensively in domestic and international contexts. He is a much sought after speaker, and regularly consults and makes presentations in countries around the world.

Raechele Pope is a renowned scholar in the area of diversity and multiculturalism in higher education. Dr. Pope teaches courses such as *The American College Student* and *New Futures for American Higher Education*, and she teaches a student research practicum that examines diversity in American higher education. This research team allows students to learn the process of doing scholarly research by actually designing and implementing research studies. Dr. Pope is a prolific author and researcher, and her recent publications include a book entitled *Multicultural Competence in Student Affairs* (Jossey-Bass Publishers, 2004).



**DAVID FORGUES, Ed.M.**  
(2000, General Education)

Marcia Roe-Clark is the program's newest faculty member, joining the department in Fall 2003. Dr. Roe-Clark's expertise is in student development and student affairs, and the courses she teaches include *Student Development Theory* and *Counseling for Student Affairs*. In addition, a search is currently under way for another new faculty member and the focus of this new position will be on higher education policy.

Having practitioners in the classroom is a goal of the program because it adds to the content of the curriculum ►

*continued on page 13* ►

# WNY School District Spotlight

LOCKPORT CITY SCHOOL DISTRICT



**BRUCE FRASER**  
(1975, NYS Teaching Certification)

The Lockport City School District believes that all people can learn and that schools create conditions for success: academically, socially, emotionally, physically, and aesthetically.

Teaching and learning is the shared responsibility of home, school, and community. The district's mission is to assure comprehensive learning for all so that each person will be a lifelong learner.

According to [www.lockport.k12.ny.us](http://www.lockport.k12.ny.us), the district comprises the Lockport Early Childhood Programs, eight elementary schools (Dewitt Clinton, Washington Hunt, Roy Kelley, Anna Merritt, John Pound, George Southard, Charles Upson, and Lockport Opportunity Projects at Charlotte Cross School), two middle schools (Emmett Belknap and North Park), and Lockport High School. The early childhood programs and eleven schools serve over 5700 students.

There are currently 69 Graduate School of

Education alumni and 5 graduate students employed in the Lockport School District. These 74 employees account for 14% of the district's teachers, professional staff, and administrators. The administrative staff has the largest segment of alumni with 29% of these positions being held by GSE alumni. The administrative positions and alumni are the Clinton, Merritt, Southard, and Cross elementary school principals: Mariann Currie-Hall, Michael Sobieraski, Ryan Schoenfeld, and Eugene Shepelew, respectively. Currie-Hall (1999), Sobieraski (2002), and Schoenfeld (2000) are each certified as a Specialist in Educational Administration (SEA). Shepelew received his Ed.B. degree from GSE in 1967. In addition, Gary Wilson (SEA, 1999) and Russell Buckley (current doctoral student in educational administration) are the principal and assistant principal at Belknap Middle School.

Superintendent Bruce Fraser feels that the strong presence of GSE in the Lockport School District provides a win-win situation: "By employing GSE graduates, we not only enhance the educational experience for our students at all levels in Lockport, but we are also helping to keep intelligent, talented educators in this area, which will ultimately benefit the entire Western New York community." ●

## The Study of Higher Education in GSE

*continued from page 12*

melding practical experience with theoretical inquiry. The higher education program is very fortunate to have several highly recognized practitioners teaching courses. These include former UB President, William Greiner and former UB Senior Counselor to the President, Robert Wagner. Professors Greiner and Wagner are currently co-teaching the *Critical Issues in Higher Education* course. In addition, UB Vice President for Student Affairs Dennis Black and Genesee Community College President Dr. Stuart Steiner regularly teach courses in the program. Through these faculty members, the department leverages the expertise and talents of administrators to train future higher education leaders.

The higher education program at UB has seen sustained

growth over the last few years. There are currently over one hundred students in the three programs tracks. Students are drawn to the opportunity to study with faculty members who not only have practical experience, but are also making important research contributions. By combining professional experience and higher education theory, the program is preparing the next generation of student affairs and higher education administrators and researchers. ●

**Radhika Suresh** is the director of the Office of Graduate Admissions and Student Services in the Graduate School of Education.

**David Forgues** is a doctoral student in higher education and a graduate assistant in the Office of Graduate Admissions and Student Services.

# New GSE Alumni Association Board Holds First Meeting

In January 2004, GSE Dean Mary Gresham initiated a plan to re-create the Graduate School of Education Alumni Association (GSEAA). During the past year an alumni advisory committee was formed to enact this plan and the result was a new vision for the GSEAA, with Dean Gresham appointing the Association's initial Board of Directors.

The Board of Directors of the new GSEAA held its first meeting in January 2005. The new Board members are: Chris Barrick (Ph.D., 1999, Counseling Psychology); Mary Ann Campo (Ed.D., 1981, Curriculum Planning); Dave Crissey (Ph.D., 1972, Counselor Education); Leon Henderson Sr. (Ed.D., 1988, Educational Administration); Karen Karmazin (Ed.D., 1996, Elementary Education); Warren Marcus (Ph.D., 2002, Social

Foundations); Bunny Neenos (Ed.B., 1972, Elementary Education); Jo Ann Smith (Ph.D., 1987, Higher Education); Celia Spacone (Ph.D., 1985, Counseling Psychology); Letitia Thomas (Ed.M., 1993, Educational Administration); Simpson Turley Jr. (Ed.M., 1981, School Counseling); and Pat Zengierski (Ph.D., 2001, Higher Education).

During this first meeting, the Board self-selected four of the five officer positions of the Association as outlined in the GSEAA bylaws. Chris Barrick was selected president; Warren Marcus, vice-president; Celia Spacone, secretary; and Pat Zengierski, treasurer. Each will serve a two-year term. The Board decided to forego selecting a president-elect at this time, preferring to wait until an alumni leader is identified who will be interested in assuming the presidency in January 2007. (The board meeting minutes are available at [www.gse.buffalo.edu/newsletter](http://www.gse.buffalo.edu/newsletter).)

The Board of Directors also discussed ideas for alumni events during July and August 2005. Plans are underway to have an Alumni Luncheon on July 13th, to coincide with the BOCES/GSE Summer Institute (see page 8). The Board is also organizing "A Day at Chautauqua" on August 11th, centering around a lecture on ethics and education at the Chautauqua Institution.

For more information about these events, please call (716) 645-6640. If you are interested in getting involved in GSEAA, please contact the new president, Chris Barrick, at [cbarrick@buffalo.edu](mailto:cbarrick@buffalo.edu). ●



*GSEAA Board of Directors (l to r): Marcus, Neenos, Henderson, Smith, Crissey, Karmazin, Barrick, Spacone, Thomas, and Campo. (not pictured – Turley, Zengierski)*

## Preparing Tomorrow's Teachers

*continued from page 7*

◆ **BRIDGES Technology Integration Professional Development** – Pre-service teachers and BPS teachers worked together in week-long technology integration workshops to explore technology integration.

◆ **Professional Round Table Session** – A session was held between faculties of BPS and GSE to open dialogue and discuss the realities of working in an urban teaching environment. The challenges of technology infusion in the urban classroom were also explored.

◆ **Dissemination Material** – WNED Public Television, a partner in the grant, produced a year-long video documentary focusing on educational technologies in the urban classroom. The video highlighted GSE pre-service teachers working in the

Buffalo Public Schools. This multi-purpose video has been shown in the pre-service teacher orientation, pre-service teacher courses (video clips housed in the UB's course management system), BPS teacher professional development (video clips housed in [NYLearns.org](http://NYLearns.org) and the BPS's course management system), and the WNY community via a featured full-length program on WNED Public Television.

Unlike many PT3 programs that were disbanded after the funding period ended, a great number of GSE's program activities will be sustained. Likewise, the New York State PT3 catalyst grant team website, [www.pt3ny.org](http://www.pt3ny.org), continues to be updated and disseminate information to pre-service teacher programs across the state. ●

## Faculty Focus

*continued from page 3*

LeAdelle Phelps, Ph.D., I am working with Linda Kane, Ed.M. (2001, School Counseling), of Transit Middle School; Melinda Scime (doctoral candidate in school psychology); and Tracy Watson, Ed.M. (2003, School Counseling), of St. Joseph's Collegiate Institute, on an eating disorder prevention program that integrates both cognitive and emotional regulation components. This is our third year of data collection for this program and initial outcomes are quite positive. We are teaching prevention group participants about the culture of advertising and exploring how ads affect self-concept. We cover assertiveness, problem solving, and the experiences of being female in our culture. Finally, we teach meditation and yoga techniques to improve coping and emotional regulation skills.

### High School and College

At this age, the development of cognitive skills continues to evolve as students begin to see connections between and among abstract ideas, these ideas and their world, and these ideas and future possibilities (formal operational thought). As patterns emerge from their experiences, they realize that these patterns have names: democracy, metaphor, bias, and bigotry. I am very interested in how emotional regulation and cognitive development, specifically information literacy, affect decisions and emotional adjustment at this age. I have published work with Christopher LoPata, Psy.D., of Canisius College, on how students choose and evaluate research articles for their college level work. I extended this research with Dr. Dutt-Doner and David Schoen, Ph.D., of Niagara University, and completed both a qualitative and quantitative study on student article retrieval choices and information literacy.

Most recently, I published a model for understanding the cognitive implications of emotional regulation in the development of healing narratives in college students. This was a theoretical piece designed to inform future research exploring emotional/cognitive connections. (The model is available at [www.gse.buffalo.edu/newsletter](http://www.gse.buffalo.edu/newsletter).) In addition, I am working on two projects exploring issues related to this model. First, I am working with Kristen Tarquin (doctoral candidate in school psychology) on understanding the relationships among self-concept, emotional adjustment, and participant bullying and/or victimization history. By surveying several hundred undergraduate students we are hoping to better understand cognitive and emotional relationships. Secondly, with Meredith Beck (doctoral student in counseling psychology), and Carolyn Dukarm, M.D.

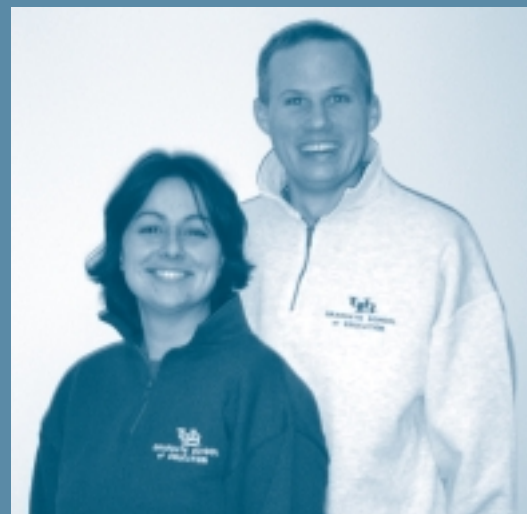
and Elana Walker, M.S., N.P., of the Center for Eating Disorders in Buffalo, I am assessing the efficacy of a treatment program for high school and college women diagnosed with eating disorders. The treatment program involves increasing mindfulness and awareness by focusing on understanding the biological, physical, psychological, and cultural underpinnings of eating disorders and learning yoga and other coping strategies.

Clearly, it will take continued efforts to fully understand the developmental implications of the cognitive and emotional representational system and the connection to emotional adjustment. Each developmental stage has unique research challenges and developmental nuances. It is hoped that by refining a developmental model of cognitive/emotional integration, prevention and treatment programs can better serve our children. ●

### NEW GSE SWEATSHIRTS ARE HERE!

- ◆ Forest Green or Birch Gray
- ◆ Half-zip stand-up cadet collar
- ◆ Available in sizes L, XL, or 2XL
- ◆ \$20 (cash or check to UB Foundation)

Sweatshirts can be purchased in 367 Baldy Hall or contact Alan Gellin at (716) 645-2488, ext. 1160 or [agellin@buffalo.edu](mailto:agellin@buffalo.edu).



*ELP doctoral students Monica Parikh and David Forgues.*

# Lecture Series

## CONTINUING PROFESSIONAL EDUCATION

All sessions will be held at the Buffalo Niagara Marriott, 1340 Millersport Highway, Amherst, from 8:30 a.m. to 10 a.m. The cost for each lecture is \$30 and includes a continental breakfast. For further information, please contact Mara Huber, GSE director of special programs, at (716) 645-6642 or mbhuber@buffalo.edu.

### 2005 SCHEDULE

**MARCH 17**

**GREG DIMITRIADIS**

"Art Education and Urban Youth"

**APRIL 14**

**LAWRENCE MAHEADY**

"Peer-Assisted Learning Strategies"

**MAY 12**

**JIM COLLINS**

"Bringing Together Reading and Writing  
in Grades 3-8"

**JUNE 9**

**WILLIAM PELHAM**

"School-Based Interventions for Children  
with ADHD"

### THIS NEWSLETTER IS ALSO ONLINE!

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

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