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ALUMNI NEWSLETTER

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SPECIAL ISSUE: PRACTITIONERS AS PARTNERS

## Symposium Launches Alberti Center for the Prevention of Bullying Abuse

A generous gift from Graduate School of Education alumna Jean Alberti (Ph.D. '70, Educational Psychology) has established the Dr. Jean M. Alberti Center for the Prevention of Bullying Abuse and School Violence at UB. The center will be a national resource on the prevention of bullying and other antisocial behaviors among school children, and provide research and information that address these behaviors.

The center's first activity was the symposium "Prevention of Bullying Abuse and School Violence" on April 27 in Lippes Concert Hall in Slee Hall on the UB North Campus. Nearly 400 teachers, administrators, child psychologists, law enforcement officials, and other interested community members attended the daylong event.

The symposium featured a keynote address by Professor Dorothy Espelage, a renowned expert on the prevention of bullying from the University of Illinois at Urbana-Champaign. Alberti opened the symposium with the address "Bullying is Child Abuse by Children," which included a discussion of her "Bullying Tree" concept. The program also included examples of successful interventions from the Cleveland Hill School District, as well as an evaluation of existing programs from James Donnelly, clinical associate professor in the Department of Counseling, School, and Educational Psychology (CSEP).

A unique feature of the symposium was the integration of a working lunch. Attendees were asked to discuss the intervention challenges they face professionally, the unmet prevention needs, and creative ways to address bullying. The responses were transcribed during lunch and then summarized at the conclusion of the symposium by CSEP associate professors Janice DeLucia-Waack and Timothy Janikowski.

"We need to change the way people look at this problem to reflect the message that bullying is child abuse by children," said Alberti, a licensed clinical psychologist based in Chicago and a former elementary teacher. "No one I've ever heard or read about talks about bullying in that language. Until we change the language, we can't change people's understanding of the problem."

Activity in the Alberti Center will address the problems faced by victims, bullies, and bystanders. The center will also help schools create a social climate that promotes tolerance of diversity and individual differences, to break the cycle of negative behavior between victims and bullies. This will include sponsoring faculty research to identify best practices and public lectures to encourage awareness and

collaboration, as well as encouraging alliances among teachers, administrators, students, and parents.

"We believe that this is a multifaceted problem best addressed through sharing our knowledge, skills, and resources," said GSE Dean Mary Gresham. "Partnerships are essential to our success." Gresham emphasized that the driving force behind the establishment of this center comes from Alberti's passion to address what has been an increasing problem locally and nationwide.



JEAN ALBERTI

"I've been disturbed, like many people, by the apparent increase in bullying in our nation's schools," said Alberti. "The effects of such abuse have lifelong consequences; as a result, the problem will continue to grow exponentially... unless we curb it now." ●

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

A PDF of each PowerPoint presentation and the Alberti "Bullying Tree" are available at [gse.buffalo.edu/alumni.edu](http://gse.buffalo.edu/alumni.edu).



Graduate School of Education

University at Buffalo The State University of New York

### GSE RANKS #1

GSE is the #1 school of education among public universities in NYS. See page 2 for more details.

## GSE RANKS #1 AMONG NYS PUBLIC UNIVERSITIES

*U.S. News & World Report* ranks GSE #1 for 2011 among all surveyed public university schools of education in New York State and #4 among public and private schools of education in the state. Across the nation, GSE is ranked in the top 20% of the 279 schools of education surveyed. The national ranking represents a gain of 15 places, from #71 in 2010 to #56 in 2011.

# Dean's Message

In this edition of our newsletter, we focus on the importance of collaboration within our professional communities. In GSE, we act on our beliefs that:

- Excellent research is dynamic and recursive; it both informs and is formed by practice.
- Our best work is created when we collaborate with partners within local, national, and global communities (*GSE Envisioning 2021*; available at [gse.buffalo.edu/about/envisioning](http://gse.buffalo.edu/about/envisioning)).

The overall theme of this issue is *Practitioners as Partners*. GSE is proud to count among its clinical and adjunct faculty, working professionals with significant expertise in their respective fields. Because of these specialized faculty, we are able to add even greater depth to the clinically rich education that our pre-service professionals experience. Students have ample opportunity to learn from and interact with those who are currently in the field, while learning the research from top ranked scholars simultaneously. Our professional students must master the theoretical and the applied before gaining a GSE degree, because only with this knowledge base will they gain the intellectual flexibility necessary to meet the challenges of their profession.

For our students, our faculty, and our research, collaboration with experienced clinicians is key for the delivery of high quality programs. It is not enough to understand the research, one must understand the translation into the applications needed to help individuals realize their goals.

Our cover story highlights practitioner Jean Alberti and her establishment of the Jean M. Alberti Center for the Prevention of Bullying Abuse and School Violence. Jean is a nationally known expert on child psychology and for the past 29 years has been in private practice as a licensed clinical psychologist focusing on cognitive-behavioral therapy. We thank Jean for her gift that enabled GSE to create the center,

and we believe that because of her expertise, the center will make important contributions to the prevention of bullying abuse and school violence.

Beginning on page 4, we introduce 24 of our faculty practitioners. In this feature, you'll learn about the wealth of experience that each one brings to our programs and how each person is applying his/her knowledge in the classroom. You'll also find information about our programs for teacher certification and library media specialists, including highlights about the talented faculty who work closely with our students in these two programs.

The concept of partnering with community organizations and businesses is vital to the success of public education and to our university. GSE has enjoyed a series of long standing community partnerships and inside this issue we highlight these collaborations.

Finally, we pay tribute to two beloved faculty who died recently: Marcie Jaques, CSEP professor emeritus, and Taher Razik, professor emeritus from the Department of Educational Leadership and Policy. Their personal generosity has made a difference in the lives of many of our current students. You can read about their outstanding accomplishments and impact in their respective fields, as well as read fond memories from faculty and former students. I have been fortunate to not only work with Marcie and Taher over the years, but to also get to know them on a personal level. I am deeply saddened by their deaths and extend my heartfelt condolences to their families.



Mary H. Gresham

(Ph.D. '92, Counseling Psychology)

Dean, Graduate School of Education, University at Buffalo



# Liaison School Model and the Student Teaching Experience



**TEAs (back l to r):** Patricia Chiodo, Paul Maher, Carolyn Wölck, Russell Trippe, Joseph Podgorski, Ralph Johnson; **(middle l to r):** Elizabeth Waller, Juanita Blunt, Carolyn Story, Elaine Kellick, Laura Loehr; **(front l to r):** Diane Brooks, Donna Barton, Elizabeth Kaderabeck (Ed.M. '73, Social Studies 7-12), Margie Hendra, Anne Ferrara.

The Teacher Education Institute (TEI) uses a liaison school model for the Graduate School of Education's initial teacher certification program in early childhood, childhood, and adolescence education. Liaison schools are Western New York preK-12 schools that partner with TEI and its teacher education students to provide the field experience course and student teaching placements. Each liaison school team consists of the following:

- A teacher education associate (TEA) who facilitates field experiences, teaches both the field experience and seminar in teaching courses, and observes and provides feedback and evaluation throughout the student teaching placements;
- A school-based liaison who coordinates the field experience course with the TEA and assists in obtaining cooperating teachers for each assigned preservice teacher;
- A group of approximately eight to ten preservice teachers. These are students from a variety of certification areas who are registered for the field experience course in the semester preceding their student teaching; and
- A group of teachers who begin working with preservice teachers in the fall semester, some of whom will continue as cooperating teachers in the spring semester for a student teaching placement.

The liaison school model benefits the partnering schools in a variety of ways. During the field experience course, the preservice teacher will become an additional resource to complement the teacher's instruction and facilitate the students' learning. Cooperating teachers enjoy this opportunity to work directly with prospective teachers because it energizes their teaching and allows them to participate in and influence the beginning professional

development of those studying to become educators. The preK-12 school administrators also benefit because this model fosters the sharing of ideas and expectations, promotes a smoother transition to teaching, and supports their efforts of teacher recruitment and retention.

The Teacher Education Institute is led by Fenice Boyd, associate dean for teacher education, and David Cantaffa (Ph.D. '10, Social Foundations), TEI director. Boyd, also an associate professor in the Department of Learning and Instruction (LAI),

coordinates the teacher education accreditation process and works with Cantaffa and LAI faculty to identify new directions for teacher education at UB. Cantaffa oversees the TEI relationships with its preK-12 liaison school partners, as well as the work of the TEAs. Cantaffa also helps connect TEI with school and community groups on local, national, and international levels.

The TEI staff also includes Judith Roberson, coordinator



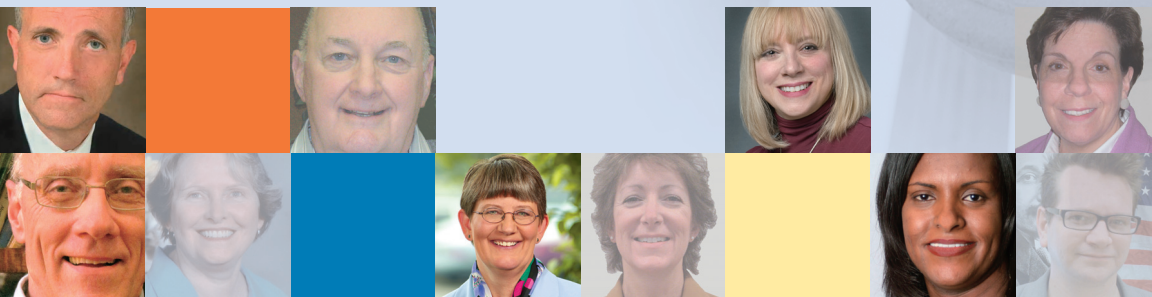
**TEI staff (standing l to r):** Arthuretta Maclin, Judith Roberson, Patricia Glinski, Donna Serwinowski; **(sitting l to r):** David Cantaffa, Fenice Boyd.

of field experiences, and Arthuretta Maclin, advisor. Roberson, with more than 30 years of experience as a Buffalo Public Schools elementary teacher, communicates with schools to secure student teaching placements. Maclin advises prospective and current students, and

she also has more than 30 years of experience as a Buffalo Public Schools elementary teacher and as an administrator. As a team, Cantaffa, Roberson, and Maclin visit area schools to build and strengthen relationships with administrators and faculty. The supporting staff in the TEI office are Patricia Glinski, who has 30 years of experience working in GSE, and Donna Serwinowski, who has been with TEI for four years. ●

## Practitioners in the Classroom

The Graduate School of Education utilizes practitioners to teach a variety of courses throughout the school's four departments. Each practitioner is a professional outside the classroom who integrates knowledge gained from his/her work experiences into the classroom. The following biographical summaries provide examples of the expertise that is enriching the student learning experience in GSE.



### DEPARTMENT OF COUNSELING, SCHOOL, AND EDUCATIONAL PSYCHOLOGY



#### Ursuline Bankhead

(Ph.D. '07, Counseling/School Psychology) is a psychologist with the Home Based Primary Care team at the Buffalo Veteran's Administration Hospital. In this position, Bankhead visits the homes of veterans in Erie and Niagara Counties to provide cognitive testing and psychotherapy services. Additionally, as chair of the education subcommittee for the VA's Minority Veterans Committee, she initiated hospital-wide diversity training for all new VA employees. Previously, Bankhead worked as a community counselor in Oregon, a family services coordinator in North Carolina, and a substance abuse counselor, mediator, and in-home family therapist in Buffalo.

Bankhead teaches Social Psychology and Multicultural Counseling at UB, and brings her real world work experiences as a clinician and her personal experiences as a woman of color into the classroom. Bankhead feels that it is important to learn about yourself while you learn about

others. She teaches her students to understand and explore how their worldviews affect their work, as well as how others' worldviews can influence the effectiveness of treatment interventions.



**Janet Cerra** earned a master's degree in counseling from Canisius College and is both a certified school counselor and a licensed mental health counselor

in New York State. She is currently the director of the Ken-Ton Family Support Center, which provides free family counseling to families residing in the Ken-Ton School District. Previously, Cerra was the director of the Hamburg Family Support Center, which provides similar services.

Cerra supervises interns from UB each year, in addition to teaching Legal and Ethical Issues in Counseling. In her current position, she is required to have an intimate knowledge of her profession's Code of Ethics and Moral Principles and use ethical decision making models every day. Her job provides the hands-on experience with ethical dilemmas and legal compliance that counselors in training will face in their careers. Cerra imparts her familiarity

and understanding of ethical decision making, legal issues, and best practices to her students and integrates this information into her classroom teaching.



#### Susan Lisker (M.S. '79,

Rehabilitation Counseling) has been the director of the Margaret A. Stutzman Addiction Treatment Center, a 33-bed, inpatient rehabilitation facility operated by New York State. The center provides a wide range of services, including treatment for drug and alcohol use, as well as any aspects of recovery related to spiritual, cultural, and emotional forces which may influence a person's life. Lisker began working at Stutzman as a graduate intern, then moved on to a community agency before returning to the center in 1978 as the assistant director.

Lisker teaches the course Introduction to the Rehabilitation of Substance Abuse and Addiction at UB. The class features the "Case of the Day," where an actual situation is discussed. Each week a "real-life" clinical dilemma is presented to the class and, as a group, the class brainstorms ways to manage and treat the individual

being discussed. Through these case study exercises, Lisker is able to draw upon her work experiences to integrate experiential learning into the classroom.



**Gregory Northway** (Ed.M. '74, School Counseling) began his counseling career with the Williamsville Central School District in 1973.

In 1979, Northway began a two-year position with the Buffalo Public School District, where he visited schools doing classroom guidance activities on problem solving, career exploration, and values clarification. He returned to the Williamsville Central School District in 1980, where he has continued to work as a middle school counselor (grades 5–8) in three out of the four middle schools.

Since 1986, Northway has also been supervising interns at UB. He has a mandatory one-year requirement so that interns can gain a complete experience. Northway explains to interns and students that it is their job and responsibility to make school counseling a field that is respected and understood. Northway's adjunct teaching experience at UB began in 2004 with the course Organization and Administration of School Guidance Services. In this course, Northway takes what he learns on a daily basis and shares it with aspiring school counselors.



**Victoria Palmisano** (Ph.D. '07, Counselor Education) is an assistant clinical professor at UB, and has a private practice providing counseling to

children, adolescents and their families, as well as consultation to local school districts and community agencies. She is a certified school counselor and a licensed mental health counselor with extensive experience in both clinical and school set-

tings, specializing in forensic counseling, trauma, and grief issues. Palmisano is a past president of the Western New York Mental Health Counseling Association and current president-elect for the Association of Counselor Education and Supervision, North Atlantic Region.

Palmisano teaches Counseling Practicum, Theories of Psychotherapy, Counseling Children and Adolescents, and Family Counseling. Her practice enables her to effectively integrate counseling theory and clinical practice. Drawing from her own work with clients, she is able to weave practical application of theory and skills that demonstrate to her students the essential diagnostic, therapeutic, and consultative skills professionals need to work with a variety of emotional and psychological conditions appearing in diverse populations.



**Robert Williams** received his M.A. and Ed.S. degrees from the University of Northern Colorado in 1968. Following graduation, he became the

school psychologist for the Hamburg Public School System and remained there until his retirement in 2000. Williams is currently a consultant for Erie 1 BOCES, and has trained staff and assisted in the establishment of Family Support Centers for several area school districts. In 2006, Williams became a New York State licensed mental health counselor.

Since 2000, Williams has worked as an adjunct faculty member, teaching counseling theory, counseling process, solution focused brief therapy, and family therapy. Williams' connection with the Family Support Centers has allowed him to integrate his teaching and psychotherapy practice with his adjunct class at UB (Advanced Family Therapy), as well as offering internships and practicum. The Advanced Family Therapy class is taught

at the centers, where students work with Williams to provide counseling to individuals, couples, and families. The students not only learn the therapy model, they actually apply it while being supervised.

## DEPARTMENT OF EDUCATIONAL LEADERSHIP AND POLICY



**Catherine Battaglia** (Ph.D. '97, Social Foundations) is the community superintendent of the Buffalo Public School District.

Previously, she was the principal of City Honors School in Buffalo and a staff developer for the Niagara Falls City School District. Additional practitioner experiences include being an educational consultant and staff developer, and serving as a faculty member for the Greater Buffalo Leadership Academy and as president of the Guild of International Baccalaureate Schools of the Northeast.

Battaglia teaches Perspectives in Staff Development, Teacher Evaluation and Supervision, and Curriculum and Instruction: Bases of Leadership. She is aware of the challenges that teachers and school leaders face daily, and she therefore integrates her best practices, as well as those used by successful educators, into her courses to create authentic classroom experiences. Teaching also has a reciprocal benefit for Battaglia. The questions generated in class each week allow her to reflect on the work she does each day, and provides additional real world examples for her to use in her classes.



**Dennis Black** is a graduate of the UB Law School and has been the university's vice president for student affairs for the last 12 years. He is also

the editor of an online weekly newsletter

on law and higher education. The issues he has studied and now faces daily are discussed in the class that he teaches, Law and Higher Education.

This course gives Black the opportunity to bring together his academic background and professional work experiences into the classroom. Specifically, his experiences as a vice president for student affairs are drawn upon and integrated into the case readings, group projects, and class discussions. The key issues covered in this course include academic freedom, contracts, in loco parentis, and liability. Black's work as an online newsletter editor also helps him stay current in the legal field with regard to case law on these issues. Law students typically cross-register for this course, and their participation provides an interesting perspective for GSE students enrolled in the class.



**Timothy Ecklund** (Ph.D. '05, Higher Education Administration) is the associate vice president for campus life at Buffalo State College. He has also

held the positions of director of residence life at Buffalo State College and associate director of residential life at UB. Ecklund serves as a faculty fellow for the National Association of Student Personnel Administrators, on the governing board for the National Institute for Native Leadership in Higher Education, and on the executive council of the Native American Network of the American College Personnel Association.

Ecklund has taught courses in the student personnel administration program at Buffalo State College and has been a guest lecturer in the Warner School of Education at the University of Rochester. At UB, Ecklund teaches College Student Development, Readings in Higher Education, and Student Affairs Administration. He uses actual situations from his 25 years of

professional experience to assist students in understanding the theory to practice dynamic. Ecklund is also available to discuss career-related issues with students as needed.



**Thomas Ramming** (Ed.D. '94, Educational Administration) is a clinical assistant professor at UB. Previously, he was an assistant professor at St.

Bonaventure University and taught courses in educational leadership for D'Youville College and Niagara University. Ramming has over 34 years of service in the Western New York educational community, including positions as superintendent (Grand Island), assistant superintendent for human resources (Williamsville), personnel director (West Seneca), and director of labor relations (Orleans-Niagara BOCES). He began his career as a social studies teacher (Royalton Hartland), where he also served as the teachers' union president and administrative assistant.

Ramming incorporates his experiences and insights into the courses he teaches, helping students to understand the political, social, and economic frameworks that help to shape school effectiveness, as well as what it takes to become an effective superintendent, principal, or other academic administrator. Courses taught by Ramming include: Collective Bargaining and Contract Administration, Human Resources Administration in Education, Leading an Effective School District, School and District Capacity Building, and Supervision and Evaluation.



**Virginia Taylor** (Ph.D. '04, Social Foundations) is the vice president for student and enrollment services at Genesee Community College, where she previously served as their dean of enrollment

management. She also has nearly 15 years of experience at Niagara County Community College, working as an admissions recruiter, orientation leader, and non-traditional program(s) coordinator, and has held directorships in cooperative education, tech-prep/school-to-work, and enrollment services.

Taylor has extensive experience as an adjunct instructor and has delivered over 75 presentations on topics ranging from financing a college education to recruitment and retention strategies for community college students. At UB, she teaches the course Community Colleges, and as an experienced community college administrator she is able to weave her insights into the weekly class discussions. She shares her first-hand experiences as an adjunct instructor and as a human resources and grants and budget manager, as well as what it is like to "work in the trenches" in grant-funded programs, admissions and recruiting, academic and transfer advising, career counseling, and financial aid.



**Adiam Tsegai** (Ph.D. '08, Social Foundations) is the dean of instruction at Bryant & Stratton College, Buffalo Campus, where she provides instructional

delivery to students through faculty training, as well as curriculum modifications and implementation. Tsegai's background and experiences have provided her with a unique perspective on the sociological and historical assumptions impacting the critical issues faced by today's educators and learners.

Tsegai teaches Sociology of Education, which clarifies important emerging concerns over established principles, within which core educational issues can be discussed. These issues include intelligence and rationality; perception and bias; and authority and socialization. To facilitate this learning, she uses an inquiry- and problem-based classroom design that

encourages students to debate the issues. Tsegai also uses her experiences as an administrator to provide a foundation for her students to understand the complex processes of identity formation, including race, class, and gender. Ultimately, she wants her students to have a clear vision of their role in the classroom and society, and how understanding one's role leads to student success.

## DEPARTMENT OF LEARNING AND INSTRUCTION



**Maryanne Burgos** (Ph.D. '93, Social Foundations) has been teaching UB courses online from her home in Maryland since 2005. Previously, she was

a second language teacher in the Amherst Central School District (1985–2003), where she developed proficiencies that helped her teach online courses. In 2004, after completing a series of six online courses in the UB TESOL (teachers of English as a second language) program, Burgos earned a certificate in Principles and Practices of Online Teaching.

Burgos began teaching at UB in 1995 and is currently teaching the online course Blogs, Wikis, and Podcasts in L2. In this class, the students actively explore free Internet tools to see what features might enhance their own teaching. The students also collaborate extensively by leaving comments on each other's blogs and working in cooperative learning groups to develop wikis. Further collaboration with others in their field occurs when students enlarge their personal learning networks through social bookmarking sites. Throughout the course, Burgos provides extensive feedback to enhance student learning.



**James Cercone** (Ph.D. '10, English Education) taught English at Cheektowaga Central High School for 10 years, and served as department

chairperson and diversity coordinator before joining UB as a clinical instructor. His additional professional experiences focus on supporting teaching and research in diverse first-ring suburban schools by working to develop long-term partnerships with participating institutions and UB.

During his time at Cheektowaga Central, Cercone created an English elective program incorporating cultural studies, new literacies, multimodalities, and critical literacy. His teaching extends from this program, focusing on helping new and preservice teachers design 21st century classrooms that integrate digital video composing, social media, and other non-traditional practices to create meaningful learning experiences for all students. He has taught a variety of courses at UB including: Readings in Multicultural Literature, Advanced Methods of Teaching English, and Instructional Strategies in Secondary Schools. Cercone has worked to connect preservice teachers with UB program completers working in area schools to provide worthwhile observation, mentoring, and research opportunities for his students.



**Annette Gervase** (Ed.M. '80, Science Education) is a teacher in the Williamsville Central School District, where she serves as an instructional team

leader, mentor, and wellness facilitator. As a team leader, she transitions students from the elementary to the middle school level; as a mentor, she trains new mentors in their role with assisting first-year teachers; and as a wellness facilitator, she designs programs and activities for the staff and students. She also collaborates

with colleagues on curriculum design and assessment.

Gervase has been teaching at UB since 1994. Her teaching responsibilities include Instructional Strategies in the Elementary Classroom and Improving Elementary Social Studies Instructional Methods. Gervase applies her vast classroom experiences of 30 years to provide relevant, hands-on instruction, which actively engages and stimulates learning. She encourages her students to expand and broaden their knowledge while teaching more than just academics. As an active teacher, Gervase is able to remain current with the latest effective teaching initiatives and impart this information to her students.



**Keith Hughes** (Ed.M. '08, General Education) has ten years of experience teaching social studies at the secondary level at McKinley High School in

the Buffalo Public Schools (BPS). Over the past seven years, Hughes has also served as the lead instructor for the UB/BPS professional development program, City Voices City Visions (CVCV), helping to train over 150 BPS teachers in the art of digital composing and curriculum integration.

In addition to his work with BPS and CVCV, Hughes teaches three courses at UB: Literacy and Technology, Digital Literacy, and Advanced Methodologies in the Social Studies. Using his years as a classroom teacher as a guiding force, his courses focus on student composition and in the creation of real world applicable lesson designs using the new literacies model. His students can frequently be found producing digital videos, historical comic books, audio podcasts, and other authentic, composition based expressions of curriculum meaning. You can access Hughes' class, including examples of student films and lectures in MP3 format, at [www.hiphughes.blogspot.com](http://www.hiphughes.blogspot.com).



**Karen Karmazin** (Ed.D. '96, Elementary Education) is the assistant superintendent of curriculum and instruction in the Grand Island Central School

District. She was previously employed as an elementary school building principal in the Amherst Central School District and has served as a faculty member in the Clarence Central School District and the Cantalician Center for Learning.

For the past eight years at UB, Karmazin has been teaching the course Childhood Literacy Methods. Karmazin feels that there is a seamless connection between teaching this course and her responsibilities to her school district. In both capacities, she is involved with the translation of research findings to real world applications of teaching and learning. In the course of any day, teachers have a varied menu of instructional options from which to select. Choosing effective strategies tailored to students' needs demands a broad knowledge of what works in education. Karmazin believes that graduate students who leave her classroom are better prepared to face the myriad decisions that will confront them.



**Kelly Ross Kantz Roy** is the director of the Fisher-Price Endowed Early Childhood Research Center and is a clinical assistant professor at UB. She has

more than 30 years of experience in early care and education. Her experiences include providing and managing early care and education services in North Carolina, Virginia, and Paris, France, as well as preparing teachers in Virginia, Iowa, the U.S. Virgin Islands, and Maryland.

Roy currently teaches Early Childhood Education: Theory to Practice, Seminar and Practicum in Early Childhood Programs, and Supervising Teaching Young

Children. In each of these courses, Roy is able to provide concrete examples of concepts learned based on her previous experiences with young children. Students also gain practical experience by visiting the ECRC to observe children and teachers, study their development, and assess a high quality learning environment and the effective teaching of young children. Many students have the opportunity to plan activities and implement strategies and concepts learned with the children enrolled while being coached by master teachers.

## DEPARTMENT OF LIBRARY AND INFORMATION STUDIES



**Susan Allen** is the director of libraries at the Nichols School in Buffalo, NY. She is also involved in several graduate school programs as a curriculum developer

and lecturer, and facilitates New York State and national online courses for PBS Teacherline.

At UB, Allen teaches Computer Applications in the School Library Media Center, where students learn how to use Web 2.0 tools such as wikis, blogs, and podcasts. Students can also earn certification to teach cybersafety K-12 through the course's i-SAFE program. Allen wants prospective school librarians to understand the value they can provide to students by collaborating with classroom teachers, suggesting and providing online and print resources, and sharing their technology expertise. She also wants the next generation of classroom teachers to know that their school librarian has a wealth of skills to share and an enthusiasm about sharing them. Allen takes every opportunity to participate in joint projects where future school librarians and teacher candidates can start that collaboration now, and then carry it into their careers.



**Cindy Ehlers** (M.L.S. '99, Library Science) has been an information literacy librarian for the Arts & Sciences Libraries at UB since 2000. Her job duties

as a public services librarian include teaching an undergraduate library research skills course each semester, providing reference services, teaching numerous one-time instructional sessions, and providing liaison services to the UB Department of Global Gender Studies. Previously, she worked for one year as the information literacy librarian at Villa Maria College.

Since 2001, Ehlers has been teaching two courses at UB: Introduction to Library and Information Studies and Introduction to Reference Sources and Services. Ehlers' various experiences as a public services librarian have helped to provide students with the practical advice and skill sets that will take them to the next level in their careers. For example, a project in the Introduction to Library and Information Studies course requires students to create an online presence for an information related topic. Creating an online presence is a skill typically expected of current public services librarians.



**Diane Riley** is an assistant professor and the director of technical services and college archivist for the Lorette Wilmot Library and Media Center

at Nazareth College in Rochester, NY. During the past year, Riley has also taught a Freshman Seminar class, given a presentation to celebrate the history of the college to over 600 people, and served on various committees. Previously, Riley worked as a medical librarian, substitute teacher, school library media specialist, and an academic librarian.

For the past five years at UB, Riley



has taught Organization and Control of Recorded Information. As evidenced by her experiences, Riley believes that every librarian has the responsibility to step outside his/her comfort level and seek new challenges. She feels it is important to share real life stories with her students, drawn from the numerous directions her career has taken. Riley emphasizes a “hands-on,” “here’s my experience,” and “this is what really happens” approach to teaching, and explains to her students “why we do things the way we do.”



**James Sahlem** (M.L.S. '72, Library Science) calls himself an “accidental librarian.” He started working in a public library when he was unable to find a position in the private sector following his college graduation. After several positions in the public library system (and two in private law firms), Sahlem was appointed the director of the Supreme Court Library, a position he retired from recently after more than 40 years of public service.

Sahlem teaches three courses at UB: Legal Resources, Materials of Legal Practice, and Law Library Administration. The Legal Resources course covers basic legal research, while the Materials of Legal Practice course is concerned with litigation and the resources which can be brought to bear on the litigation process.

The Materials of Legal Practice course also emphasizes the vocabulary of litigation to enable the librarian to communicate with the attorney. In the Law Library Administration course, Sahlem has taken what had been implicit in his Supreme Court Library experiences and has made this information explicit for his students.



**James Tammaro** (M.L.S. '90, Library Science) is a certified records manager and has served as an archives and records management specialist III for the New York State Archives since 1990. In this position, Tammaro provides direct technical assistance to Western New York governments on the management of electronic records. Previously, he held the positions of deputy town clerk and records manager for the Town of Amherst from 1978–1990.

Since 1990, Tammaro has been teaching Records Management at UB, and in 2000 he developed and began teaching Introduction to Archives Management. His experiences working with local governments allow him to obtain new knowledge about the management and preservation of electronic records, which he then incorporates into his classes. In addition, as a member of the New York State Archives, Tammaro attends conference sessions on the preservation of electronic records having archival value. These sessions allow him to

keep current on the U.S. National Archives' Electronic Records Archives project, and he also shares this information with his students.



**Marcia Trauernicht** began her professional library career as an original cataloger at the Rochester Institute of Technology's (RIT) library, and is now head of the cataloging department. She is also an active participant in the development of RIT's digital media library and digital library collections.

Trauernicht has taught Organization and Control of Recorded Information I as a Rochester extension course since 1993, and continues to incorporate a generous amount of experiential learning into the course. The students' continual use of current cataloging tools and services, such as OCLC Connexion software and Cataloger's Desktop for weekly homework assignments throughout the semester provides hands-on experience in using these tools. In the latter part of class, the students work with various Dublin Core metadata record generation and conversion tools in order to apply principles of traditional bibliographic data creation to the World Wide Web environment. The field of cataloging is constantly evolving, and being an active practitioner allows Trauernicht to provide the most up-to-date information to her students.



**STAY CONNECTED...IT'S AS EASY AS...**

1. Join the GSE Alumni Association **Facebook** page. Search **University at Buffalo Graduate School of Education Alumni Association**.
2. Register on **UB Connect**, the university-wide alumni online community. At this secure site, [ubconnect.org](http://ubconnect.org), you can sign up for lifetime email forwarding, search for jobs, and communicate with fellow alumni.
3. Visit GSE's **Keep in Touch** site, [gse.buffalo.edu/alumni/keep](http://gse.buffalo.edu/alumni/keep), where you can provide current contact information and recent accomplishments.

## WNY Library Media Specialists Serve as Cooperating Teachers



**SLAWNY members who are past or present cooperating teachers (standing l to r):** Jean Turner ('98), Clinton Elementary (West Seneca); Susan Ketzner ('82), Orchard Park High; Sharon Mudd ('91), Veronica Connor Middle (Grand Island); Heidi Mussachio ('92), Sweet Home High; Debra Kozlowski ('95), Holland High; James Clark ('00), Windom Elementary (Orchard Park); Susan Palumbo ('00), Martin Road Elementary (Lackawanna); and Susan Janczak ('92); **(seated l to r):** Sandra Eichelberger ('95), West Seneca East High; Rosina Alaimo ('89), Maple West Elementary (Williamsville); Patricia Burgstahler ('91), Thomas Jefferson Elementary (Ken-Ton); Colleen Goodwin ('02), Union East Elementary (Cheektowaga). All are GSE alumni (M.L.S., Library Science) with the degree conferral year in parenthesis.

The Department of Library and Information Studies (LIS) is using library media specialists (LMS) throughout Western New York as cooperating teachers to supervise and mentor library media students during their practicum and field experiences. Cooperating teachers synthesize the roles of scholar, problem solver, and partner, and are willing to devote the time required to adequately supervise, counsel, and evaluate student teaching experiences. Each semester, cooperating teachers work with approximately 30 library media students.

Susan Janczak is the coordinator of the library media specialist program, which currently has an enrollment of 95 students. She serves as the academic advisor to all LMS students, and

supervises and coordinates student teaching practicums and field experience hours. In addition, she teaches two LIS courses each semester and recommends qualified candidates for their New York State initial and professional certification as library media specialists.

Library media specialists are certified classroom teachers. New York State requires that they earn a master's degree in library science from an accredited institution, pass all state required exams and workshops, and meet all state-mandated pedagogical and general education requirements. All candidates for initial certification as an LMS must acquire 100 hours of field experience in library media centers and complete two student teaching practicums: one at the elementary level and one at the secondary level.

LIS does not assign its students to a particular school setting. Since there is usually only one library media specialist per school, students may suggest a library media center for placement. A suggested site undergoes an evaluation process and is approved if the library media center and media specialist meet established criteria. A practicum allows candidates the opportunity to examine the role of the school librarian as teacher, program administrator, instructional partner, and information specialist. LMS candidates observe, gather and analyze data, assist, co-teach, and teach during their practicum. Their responsibilities include one-on-one, small group and whole class instruction, lesson development, and assessment of student performance.

LMS students are encouraged to join the two area school librarian associations: the School Librarians of Western New York (SLAWNY) and the Rochester Area School Librarians (RASL). Through membership in these organizations, students have the opportunity to meet and collaborate with potential mentors and cooperating teachers. To date, LIS has utilized over 200 area library media specialists to supervise its practicum students. ●

### MALAVÉ AWARDED FULBRIGHT SCHOLAR

Lilliam Malavé, associate professor in the Department of Learning and Instruction and director of GSE's bilingual education program, has been awarded a Fulbright Scholar grant to present lectures and conduct research in Peru during the Fall 2010 semester. She will give a series of lectures on the gifted and talented second/foreign language learner, and will conduct a study on the characteristics of potentially talented ethno-linguistic emergent bilinguals.



LILLIAM MALAVÉ

# Partners in Education

CLEVELAND HILL SCHOOLS AND GSE



**Family Resource Center volunteers (back row l to r):** Timothy Janikowski; Wilfred Farquharson (Ph.D. '10, Counseling/School Psychology); Gloria Valley (M.A. '90, School Psychology), Cleveland Hill school psychologist; Hanxiao Mao (M.S. '10, Rehabilitation Counseling); **(middle row):** Tania Sharma (M.S. '10, Rehabilitation Counseling); **(front row l to r):** Jennifer Auchu and Ariana Depatie (certificate of advanced study students, School Counseling); Victoria Haydock (master's student, Mental Health Counseling); Neena Nohria (Ed.M. '03, School Counseling; completing courses required for licensure, Mental Health Counseling); Robert Williams.

The Cleveland Hill School District ([www.clevelandhill.wnyric.org](http://www.clevelandhill.wnyric.org)) is located in the town of Cheektowaga and serves over 1,500 students through an elementary, middle, and high school. The Cleveland Hill Elementary School provides kindergarten screening to help identify children exhibiting learning challenges before they begin their school career. The elementary school also offers remedial, special education, and developmental academic programs. The middle school emphasizes both the academic and social development of each child as he/she moves through early adolescence. The high school offers a wide range of programs and activities that take the student's development to the next level, allowing each the opportunity to fully realize his/her potential to develop skills and interests.

In recent years, the Cleveland Hill School District has been partnering with the Graduate School of Education to provide support services to students and families. One such partnership is the district's newly established Family Resource Center. Providing clinical support for the center

are Timothy Janikowski, associate professor in the Department of Counseling, School, and Educational Psychology (CSEP), and Robert Williams, a CSEP adjunct instructor who is also a licensed mental health counselor. Janikowski and Williams volunteer each week in the center and use a solution focused, brief counseling approach when working with students and their families. Through an internship program with CSEP, student interns are also utilized in the center to help support students and families while they hone their counseling skills.

Additional Cleveland Hill/GSE partnerships include: (1) discussions with Gregory Fabiano, CSEP associate professor, to create parenting programs, and to provide guidance on the alignment of the Family Resource Center and Response to Intervention (RtI); (2) the integration of Think Sheets into practice within the elementary and high schools. Think Sheets, a concept developed by James Collins, a professor in the Department of Learning and Instruction, provide the means to improve reading comprehension through writing; and (3) internship opportunities within the Department of Educational Leadership and Policy, whereby students work directly with Cleveland Hill administrators.

GSE's presence can also be found within the percentage of alumni who are employed within the district. Led by Superintendent Sharon Huff (Ed.D. '06, Educational Administration) and Assistant Superintendent for Curriculum and Instruction Mary Pauly (Ed.D. '09, Educational Administration), 9% of Cleveland Hill's personnel are GSE alumni.

"We plan to continue our partnership efforts with the Graduate School of Education," said Huff. "We value the integration of theory and practice within our district and look forward to expanding our partnerships to include other GSE faculty members whose expertise can benefit our students and families." ●



**SHARON HUFF**

# ECRC Blends Programs, Practitioners, and Research

The Fisher-Price Endowed Early Childhood Research Center (ECRC) has served the Western New York community since 1932. The mission of the ECRC comprises three distinct components. First, the center provides a model early childhood education program serving children between the ages of 21 months and 8 years. Second, it serves as a resource for quality enhancement and professional development for early care and education programs and pre-service and in-service teachers of young children. Finally, the ECRC provides a context in which to enhance the body of knowledge regarding teaching and child development, while offering an opportunity for professionals to practice developing skills.

## AN ENGAGING EXPERIENCE FOR CHILDREN

With its tradition of exemplary practices, the ECRC was one of the first programs in the nation to receive accreditation by the 110,000-member National Association for the Education of Young Children. This accreditation, which must be renewed every three years, certifies that the program meets or exceeds the highest standards of research-based quality indicators in the profession. In concert with national guidelines, the focus of the preschool program is children learning and developing through child-centered, play-based activities. State preschool standards are incorporated into developmentally appropriate activities to foster a joy of learning and ensure that the children served are well prepared to succeed academically.

The ECRC, under the direction of Kelly Ross Kantz Roy and Victoria Calderon, is staffed predominantly by doctoral students in early childhood education. For example, Assistant Director Teresa Lock (Ed.M. '06, Elementary Education N-6) ensures that the curriculum of the program is research-based and demonstrates best practices. The center provides preschool programs for children prior to kindergarten, and enrichment programs for children five years and older. Enrollment is open to all Western New York families. Tuition and fees are used primarily to fund assistantships for students in early childhood education



*Victoria Calderon supports Justin in this scaffolded writing activity at the light table.*

who teach in the program. In addition to the preschool program, a summer program for school age children is available.

One of the many strengths of the program is the diversity experienced by children, families, and teachers. Children currently enrolled in the ECRC and their families, for example, speak more than ten different languages. Families share their cultures and traditions with all the children through celebrations, stories, and songs. Special attention is given to selecting personnel from diverse backgrounds to teach within

the program. This exposure benefits the children and better prepares teachers to meet the demands of diverse students and colleagues.

## A COMMUNITY RESOURCE

The ECRC is studying the use of a coaching model within the center and in consultation services for early care and education programs in Western New York. The coaching model used at the center has three layers. The first includes mentoring and support from the administrators (Roy, Calderon, and Lock) to the doctoral candidates serving as teachers. The teachers then mentor and support the interns who are learning new skills and gaining knowledge about young children at the ECRC. In addition, the center utilizes peer mentors. These are students who have completed internships in the ECRC and are supporting their undergraduate peers during their first semester working with the center's young children. The ECRC faculty and administrators also provide coaching during consultation services for preschools, child care programs, and others serving young children in the community.

Coaching, as a professional development tool, can take two different forms. The first, and most common form, is for the ECRC faculty to visit sites requesting professional development, assess the concern or area of interest, and then provide on-site modeling, demonstrate strategies for change, and offer feedback. The second form of coaching is for individuals requesting consultation to come and participate in the ECRC. These individuals, such as directors of childcare programs or teachers in preschools, experience the model services offered, have an opportunity to study their experience via video recording with feedback, and they work on a plan with their coach for change in their



*Teresa Lock works with Michael and Daniel on counting as a follow-up to the Building Blocks curriculum.*

program. Reflection is a key element of effective teaching. The video recording, in conjunction with each coach's feedback, can make this a powerful and positive experience for anyone who works with children, regardless of their level of experience or education. It is hoped that the coaching strategies used will develop confidence, increase the repertoire of skills, and the knowledge of child development in those who are coached, as well as those coaching. The center is working toward becoming a regional professional development resource for organizations that provide education to young children and their families.

### A CONTEXT FOR RESEARCH

The ECRC, with its current technology and flexible schedule, can support research in child development and various educational areas. Recent studies by faculty members in the Department of Learning and Instruction include the Building Blocks early learning math curriculum by Associate Professor Julie Sarama and SUNY Distinguished Professor Douglas Clements and an exploration of the impact of music

upon preschool children by Associate Professor Maria Runfola. The center welcomes additional research partners.

Through its nearly 80 years, the ECRC has provided excellence in educational services for young children, teacher preparation, quality enhancement for providers of early care and education in the community, and research. Under the leadership of GSE faculty whose work includes early learners (Sarama, Clements, Runfola, Professor James Hoot, and Associate Professor X. Christine Wang), the center is working to continually enhance the array and quality of services provided to better meet the needs of the academic and larger communities served. ●



*Kelly Roy and Nicholas experience the texture of foam and how it can be manipulated.*

## New Online Programs in Gifted Education Certification and Library Science

The Graduate School of Education is offering two new online programs to make it easier for professionals to pursue additional education in gifted education and library science. The advanced graduate certificate program in gifted education is designed for New York State certified teachers interested in developing the skills needed to address the specific needs of high-ability students. The master of library science program will give students the chance to earn a degree in the rapidly changing and dynamic world of library science.

The gifted education program, which began in Spring 2010, is a 15 credit-hour program that allows teachers to complete the required field work in gifted education in the community in which they live. The program includes recommendation to New York State for the gifted education extension upon successful completion.

The library science program, which begins in Fall 2010, is a two-year cohort program that will provide a rigorous curriculum



with a focus on information access and reference services. The cohort format will foster the formation of an online community that gives the students the opportunity to support and learn from each other.

“We’re excited about extending the reach of the university, and delivering on-campus programs fully online through richly designed learning environments,” said Christine Kroll, assistant dean for GSE online programs. “Students who have participated

in GSE’s online programs say the engaging delivery of the curriculum and supportive instructors have helped them earn a degree that would not have been possible otherwise.”

For more information, please visit [gse.buffalo.edu/online](http://gse.buffalo.edu/online) or contact Louise Lalli, GSE online program manager, at (716) 645-6622 or [lmalli@buffalo.edu](mailto:lmalli@buffalo.edu). ●

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

# CLaRI Summer Literacy Program Serves Elementary Students

BY MARY MCVEE



*LAI literacy faculty (l to r): Elizabeth Tynan, Lynn Shanahan, Ashlee Ebert, Mary McVee.*

Since 1992, the Graduate School of Education summer literacy program has been serving school districts throughout Western New York. This four-week educational collaboration, supported through the UB Center for Literacy and Reading Instruction (CLaRI), has two purposes. First, the program provides additional instructional support for students during summer break to maintain or improve reading and writing skills. To achieve this goal, instruction is provided by literacy specialist graduate students who have already obtained a general teaching certification. A second goal of the program is to mentor these literacy teachers as they implement research-based teaching methods to help children in a school setting. Under this model, there is a benefit for local school children to improve their reading and writing, and for teachers to improve their knowledge and skills in the teaching of reading and writing.

Last summer, over 120 elementary children from the Maryvale School District and 40 UB graduate students in GSE's literacy specialist master's degree program participated in the program. Lynn Shanahan, assistant professor in the Department of Learning and Instruction (LAI), directed last summer's program along with LAI doctoral student Jennifer Schiller, who is currently acting as the site director. This summer, the program's 40 graduate student teachers will serve approximately 170 children in the Maryvale and Amherst Central school districts.

The summer program is an extension of the services offered through CLaRI on UB's North Campus. In the reading clinic,

teachers follow a diagnostic teaching model. The teachers work closely with one child to assess his or her reading development and then use this information to create an instructional plan. In this setting, teachers work in pairs with a child in an intensive intervention model and meet two times per week for approximately 12 weeks. Each pair of teachers is mentored by a faculty member and a clinical supervisor who provide guidance on teaching and support for instruction. "The clinic at UB is highly specialized, providing personalized instruction for each child," said Ashlee Ebert, CLaRI associate director.

For most graduate students, work in the summer program follows the intensive practical teaching experience in the on-campus setting. The summer program provides teachers with a school-based setting to deliver daily reading and writing instruction for children who have been identified by their schools as needing assistance with literacy skills and strategies. In this setting, teachers work with small groups of children three days a week. "Children get an opportunity for continued literacy instruction during the summer from certified teachers who are well-versed in literacy strategies, instructional techniques, and ongoing assessment," said Elizabeth Tynan, LAI clinical assistant professor, who is the literacy faculty liaison for the summer program.

In the summer, teachers are again part of a learning community and often co-plan and collaborate. In addition, all teachers receive daily feedback on their instructional planning and practice. A crucial component of each week is a seminar where teachers meet together with their instructors to reflect on their own learning and teaching and the learning of their students. This time is a key reflection time for teachers, and is a luxury that teachers often do not have during their busy, day-to-day routines within a school year. "This experience provides excellent preparation for their professional careers as literacy specialists," said Tynan.

CLaRI is pleased to provide these community-based services as part of UB's commitment to Western New York. For more information on CLaRI's services and projects, please visit [www.clari.buffalo.edu](http://www.clari.buffalo.edu), call (716) 645-2470, or email [ub-clari@buffalo.edu](mailto:ub-clari@buffalo.edu). ●

**Mary McVee** is the director of the Center for Literacy and Reading Instruction and an associate professor in GSE's Department of Learning and Instruction.

# Memories from the 60s

To Whom It May Concern,

In 1958, five years after receiving a Ph.D. from the University of Wisconsin, I came to UB, where I served for 25 years as dean of students, vice president for student affairs, and professor in the Department of Counseling and Educational Psychology, before retiring in 1983.

During my tenure, I was elected for three terms to the SUNY Faculty Senate over a nine year period and also served on the Executive Committee of the SUNY Buffalo Faculty Senate for 12 years. Prior to retirement I wrote over 50 articles in professional journals and two books after retirement, *Dissent and Disruption: A University Under Siege* (Prometheus Books, 1991) and *The Unmaking of a College President* (Sharp, 1996). I was also on the Executive Committee of NASPA (National Association

of Student Personnel Administrators) for 12 years and became the first editor of the NASPA Journal from 1964–1969. My teaching experience ranged from conducting a graduate seminar annually while I was a full time administrator to teaching classes of 75-80 undergraduates as a full-time professor.

In exercises like these, the tendency is to extol relationships with colleagues and students, but we also need to recall that UB Chancellor Samuel P. Capen was far ahead of his academic peers in espousing academic freedom and attracting a strong, liberally oriented faculty. Speaking on our campus during the 1960s were such controversial figures as Malcom X, Sir Oswald Mosley (a fascist), and Herbert Aptheker (a communist); and Aptheker appeared

only after a long and bitter legal battle.

I also remember the periods of student unrest when peaceful protests were sometimes marred by building takeovers and firebombs. These were indeed trying times for students, faculty, and administrators. The university survived, however, to continue its dedication to open inquiry and the search for truth.

Naturally, my most treasured memories regard student contacts, both as an administrator and faculty member. Sharp recollections still revolve around helping students in need acquire part-time campus jobs, taking homesick students home or out to lunch, giving “loans” that could not be repaid, supporting students by appearing with them before unsympathetic judges, and playing vicious games of “Hearts” with them when they visited my home in Ellicottville, New York. My wife Lois and I frequently entertained students, staff, and faculty and at times this included groups of over 200 students. We remain in

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“Sharp recollections still revolve around...taking homesick students home or out to lunch, giving ‘loans’ that could not be repaid...”

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contact with many former students both in New York and Naples, Florida, where we escape from winter each year.

My most memorable episode occurred in 1964 and featured a student prankster, who flew into Buffalo posing as “The Thallus of Marchantia,” the fictional head of a nonexistent Middle Eastern nation. Also involved in the incident were an irate airport manager and an unfriendly judge. In the end, we bailed the imposter out and took him home with us so that he never spent the night in jail.

Lois and I have been active in the Ellicottville community where we have each served as president of the historical



**RICHARD SIGGELKOW**

society. I also served as a fire commissioner, and was a member on both the Ellicottville Property Tax and Salamanca hospital boards. In a corner of our property we discovered the oldest abandoned cemetery in the township; broken markers completely covered by weeds and debris. After much labor and careful research, a state grant, and visits by professional restorers, the original four stones that

were still standing now total 50, including one for a veteran of the Revolutionary War. The plot is now listed in the National Registry of Historic Sites. Many unsuspecting students were drafted to help in the original restoration, but they cheerfully did the heavy work. They knew that awaiting them back at our house were barbecued chickens and homemade ice cream. ●

*Students displayed their fondness for Richard Siggelkow by dedicating the student yearbook (*The Buffalonian*) to him three times during his first decade with the university. The 1969 yearbook dedication is available at [gse.buffalo.edu/alumni/edu](http://gse.buffalo.edu/alumni/edu).*



*Richard Siggelkow addresses the 1969 freshman class at convocation.*

## Remembering Marceline Jaques

Marceline E. Jaques, nationally and internationally renowned rehabilitation counseling psychologist, and professor emeritus from the Department of Counseling, School, and Educational Psychology (CSEP), died May 16, 2010. She was 89.



MARCELINE JAQUES

“What made Marcie a pioneer, a female leader in a male academic world, was her childlike curiosity that either didn’t notice the barriers to change or winked at you as she stepped around them.”

Jaques began her career as a psychologist with the Division of Special Education for the State of Iowa. She then moved on to the National Society for Crippled Children and Adults, the Black Hills Rehabilitation Center, and University Hospitals in Iowa City before arriving at UB as an instructor in 1958.

During her career, Jaques was highly respected and influential. She served as CSEP chair from 1979–1982, becoming the first woman to lead the department. She advised more than 500 master’s and doctoral students, many of whom became leaders in the field. In addition to teaching, Jaques wrote numerous books and articles, regularly consulted with universities and government agencies in the area of rehabilitation, served on national boards, presented at international conferences, and edited scholarly journals.

From 1976–1990, Jaques worked with Elizabeth Kubler-Ross, the late psychiatrist who pioneered near-death studies and wrote the groundbreaking book *On Death and Dying*. Jaques was also the co-founder of the Center for Life Transition, now the counseling component of Hospice Buffalo, to help dying individuals and their families. In 1999, UB established a scholarship award in her honor that is given annually to an outstanding GSE student in rehabilitation counseling or counselor education.

The pioneering spirit of Jaques was best captured by colleague Thomas Frantz, CSEP associate professor emeritus: “What made Marcie a pioneer, a female leader in a male academic world, was her childlike curiosity that either didn’t notice the barriers to change or winked at you as she stepped around them. She forged the then emerging field of rehabilitation counseling, and brought Eastern thought into Western psychology. Marcie exuded a persistent (some say “Iowa stubborn”) optimism. You never heard a negative word pass her lips—ever.”

Jaques received numerous professional awards including a Continuing Distinguished Contributions to Rehabilitation Counseling Award in 1976 and an American Rehabilitation Counseling Association Distinguished Service Award in 1980 for recognition of devoted and meritorious service as editor of the *Rehabilitation Counseling Bulletin*. She also received the Western New York Rehabilitation Association John Evanka Award in 1988; a Distinguished Alumna Award in 1996 and a Lifetime Achievement Award in 1998, both from the University of Iowa; and a UB Graduate School of Education Career Achievement Award in 2000. ●

*Portions of this article were excerpted from The Buffalo News obituary dated May 18, 2010.*



# Students Remember Marcie Jaques



*Marcie Jaques and Jessica Sniatecki meet at the 2007 GSE Student Scholarship Reception.*

I was honored and grateful to be selected as the recipient of the Marceline Jaques Scholarship for three consecutive years during the completion of my Ph.D. in

counselor education at UB. I am especially thankful that I had the pleasure of meeting Dr. Jaques and the opportunity to thank her in person for her kindness and generosity in establishing this scholarship. While her academic success is inarguable, it was also her kindness and dedication to working with individuals with disabilities that made her an excellent role model for students entering the field. As a new faculty member at The College at Brockport, SUNY, I hope to follow the example set by Dr. Jaques and continue her legacy in training future counselors to work effectively with individuals with disabilities.

**JESSICA (KANE) SNIATECKI**

*(Ph.D. '09, Counselor Education)*

Marcie was the chair of the rehabilitation counseling program when I studied for my master's degree between 1969 and 1971. Marcie taught me two lessons that have guided much of my life. She coached me, as a rehabilitation counseling student, to help people by teaching them skills. Afterwards, we developed a 35 year friendship filled with frequent discussions about our careers, friends, families, and God. Throughout that time I learned, by her example, an even more valuable lesson: "Love heals."

**THOMAS DELOUGHRY**

*(Ed.D. '90, Health Education)*

Amongst the pervasive distractions of the early 1980s such as MTV, Ronald Reagan, and big hair, three of us became fast friends and were introduced to Marcie Jaques while attending the rehabilitation counseling program at UB. We knew her as the department chair and professor, but it was as a role model and consistent presence that we learned to respect and admire her. She communicated her values and commitment to her students in all of her words and actions and became our first example of "talking the talk and walking the walk" as a rehabilitation counselor. Even if you didn't know her well, you were one of hers and welcome in her flock. Marcie Jaques was a trusted resource that transitioned upon graduation into a trusted friend. We can still see the smile in her eyes and hear her voice in our heads. She will be part of us always.

**ELLEN (ROCHE) BRESLIN  
ANNE (DELMONTE) CONSTANTINO  
AUGUSTA (SOBCZAK) WELSH**

*(M.S. '83, Rehabilitation Counseling)*

I began the rehabilitation counseling program in 1960. Marcie was the co-director of the program, and became the director the next year. Over the next 50 years, Marcie Jaques was my major professor, program chair, department chair, boss, colleague, and friend. She took a relatively new program and molded it into a rigorous discipline that constantly evolved to meet the ever expanding demands of a population in need. She prepared her students to provide not only appropriate services, but also to develop programs that would address the needs of persons with developmental disabilities; mental health, drug, and substance abuse problems; accessibility issues; and, in general, each new set of societal problems that arose, while maintaining the quality of the program and advancing its recognition for rigor and relevance in the academic community. Marcie taught us well.

**DAVID CRISSEY**

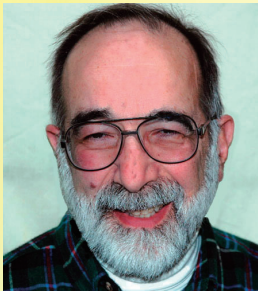
*(Ph.D. '72, Counselor Education)*

# Memories of Marcie

BY DWIGHT KUAPPI

I first met Marcie Jaques in Las Vegas, at a convention that I attended in search of a faculty position. I didn't know then that 41 years would go by before I would be saying goodbye to Marcie, and that in those years I would be learning so much. Marcie was a great teacher, by what she said and most important, by what she did.

Marcie's approach to life exemplified a fundamental principle of rehabilitation: a focus on assets, not disability, on having a sense of optimism, on seeing the cup half full. For example, on my first visit Marcie showed me what Buffalo had to offer, driving me around in her Sunbeam Tiger. We looked at the campus, drove around Amherst, went through Forest Lawn, and



DWIGHT KUAPPI

had lunch at the Albright Knox. Somehow we never quite had time to get to see downtown Buffalo. When I moved here in the fall I found out why.

Marcie had this marvelous sense of adventure. When we went to Manhattan for meetings with our grant sponsors we usually had supper at a favorite French restaurant just off Times Square. But one day as our plane was landing she suggested we try a new place she had just read about in the airline magazine. It was called "The Frog" (in French, of course), and its cuisine was highly recommended.

When we arrived at the "The Frog," we saw chauffeur driven Mercedeses parked all around the restaurant. A lesser soul

might have been deterred, but Marcie walked right in, and I followed. I was carrying a duffel bag of training materials

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**"I know I learned much more from Marcie—indeed, the most important things we learn are those we are unaware of, changes in our behavior and in our thoughts that we don't notice but that come from associating with a special kind of person."**

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so we couldn't pass as regulars, but the maitre d' went ahead and gave us the best table there was—on the back wall next to the kitchen! When we looked at the menu, we found a fixed price that was triple our per diem. Marcie didn't let this faze her. We had a great meal, one of many enjoyable meals I shared with Marcie.

I learned something about self acceptance, tolerance, and persistence from Marcie. She was deeply involved in combating sexism, especially as the editor of the *Rehabilitation Counseling Bulletin* (RCB). Although Marcie had admitted shock and concern about her earlier sexist writing, once she saw the light she required RCB authors and students to be non-sexist in their writing.

Regarding my own non-sexist behavior, Marcie let me find my own way. In the early days of our travel together, I showed my lack of sexism by letting her struggle with her own luggage, not holding doors for her, treating her as I might some genderless stranger. She didn't complain or comment; letting me come to an

awareness of the boorishness of my behavior on my own, which fortunately didn't take too long.

I learned about scholarship when writing with Marcie. She had a demanding sense of professionalism, so we went over every sentence, writing and re-writing so that it was as clear and coherent as possible. When there was a resource that might be important, it was Marcie who insisted that we include it. It took a long time, but in the end we had something we could be proud of.

It says something about Marcie's importance to me that she was one of the first people I told when my wife Stephanie and I knew that we were going to have our first child. Marcie was pleased, and told me "having children will keep you young." Well, I didn't expect her to be right about everything.

I know I learned much more from Marcie—indeed, the most important things we learn are those we are unaware of, changes in our behavior and in our thoughts that we don't notice but that come from associating with a special kind of person. And that's what Marcie Jaques certainly was: a special kind of person. We are all the better for having known her, and we will all miss her. ●

**Dwight Kauppi** was an associate professor in the Department of Counseling, School, and Educational Psychology for 30 years.

# Remembering Taher Razik

Taher A. Razik, professor emeritus from the Department of Educational Leadership and Policy, died February 21, 2010. He was 85.

Razik, who joined the UB faculty in 1963, authored numerous books and articles and was a frequent presenter at international conferences. His text *Fundamental Concepts of Educational Leadership and Management* (with Austin Swanson), now in its third edition, is considered a classic in its field.

He also had extensive experience as an international consultant on his own and through UNESCO, in Oman, Iraq, Egypt, Kuwait, and other countries in the region. Razik, who was born in Egypt, provided advice to education officials, evaluated the educational systems in those countries, and helped in the establishment and design of new universities.

Razik held the Order of Sultan Qaboos, the highest civilian honor issued to non-Omanis for distinguished service to that country. He received the IIAS Award from the International Institute for Advanced Studies in Systems Research and Cybernetics of Baden-Baden, Germany. In his spare time, Razik was an accomplished artist and a painter.

Although Razik retired from UB in 1995, he continued to work with many of the graduate students from around the world whom he mentored. He and his wife, Myra, visited them and hosted a picnic each summer at their home, which typically

attracted 60–80 former students.

In 2003, Razik donated a gift to the Graduate School of Education to create the Taher Razik Lounge (463 Baldy Hall). Students use the lounge, which features two Internet connections and a collection of professional publications, for studying and scholarly discussions.

In 2007, a second gift was donated to establish the Taher A. and Myra S. Razik International Fellowship

to help raise awareness about the global community. The fellowship provides three years of study toward a doctoral degree in educational administration for a junior faculty member from Egypt. ●



TAHER RAZIK

*Portions of this article were excerpted from The Buffalo News obituary dated February 24, 2010.*

## A Eulogy for Dr. Taher Razik

BY BRUCE HILYARD (Ph.D. '88, Educational Research and Evaluation)

I recently spoke with several graduates from Dr. Razik's program and our reminiscences fell into three broad categories: what it was like to be in the program, what it was like after completing the degree work, and the broader connections that grew out of our experience.

### IN PROGRAM

Dr. Razik drew students from places around the globe. This lent the program a particular flavor that was not commonly available. He was a man who bridged worlds and cultures. He provided neutral space for some to meet and work together who could have been in conflict elsewhere.

To participate in one of Dr. Razik's courses was to be challenged, to have to read and think and write in ways that earlier

educational experiences may not have called for. The courses provided both practical applications and the broad theory that lay behind those applications. That theoretical base allowed students to move on to a much wider variety of roles than a program that was simply application-based could have.

Dr. Razik pushed students to achieve their maximum. That maximum was often greater than the students themselves believed. He would assist, and he would push when he felt it was necessary.

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## A Eulogy for Dr. Taher Razik

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“He would give a gentle nudge...sometimes not so gentle...and we got through,” one alumnus said. “We have our degrees because he was there.”

“What was most important was his unique ability to bring out what was special in each of us. That helped me to see what I could do,” said another alumnus.

There was no question he was in charge. Like others before and after me, I served as a graduate assistant for Dr. Razik. When he was on the road as a consultant, he would tell those he left behind to operate the program until his expected return. I learned fast to expect him a day or so early, and that it was best to have things in good order in advance of his announced day of arrival. It kept us on our toes.

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**“The relationship after graduation was more mentor than colleague,” said one alumnus, “but it was more than simply mentor. He cared very much for people who counted on him, and enjoyed sharing students’ lives.”**

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### AFTER GRADUATION

To complete Dr. Razik’s program was to enter on a lifelong mutual commitment for many of us. More times than I care to count I would answer the telephone and hear his voice say, “Hello, Dr. Hilyard. Are you working hard or hardly working?” I learned quickly not to say “hardly working” lest I suddenly discover that I was “working hard.”

He made unabashed use of us as resources and as hands. But he reciprocated with unabashed support.

“The relationship after graduation was more mentor than colleague,” said one alumnus, “but it was more than simply mentor. He cared very much for people who counted on him, and enjoyed sharing students’ lives.”

Dr. Razik took interest in our professional activities.

One alumnus who did consulting work overseas called him “a formidable consultant. The very mention of his name caused the red carpet to be rolled out for me. People took me seriously because he had such respect. I had to be careful not to overuse that power. But I felt very confident because of his careful mentoring. He wanted us to know what to do.”

He often would talk over professional issues with his graduates, giving advice and directions. “He didn’t hesitate to be sure that we knew our errors,” said one alumnus, “but it was in

a positive rather than a negative way.”

“I learned how to be feisty about the status quo because he was. He wanted to be sure things were done right. That taught me you could raise questions. He was not only a doer but a shaker. That took courage,” said another alumnus.

### BROADER CONNECTIONS

Dr. Razik has a family in whom he took great pride. But he also created a second family of another kind, one made up of people that he worked with and about whom he genuinely cared.

“He was very much there for us when we needed him,” said one alumnus whose family had suffered tragedy.

“He and Mrs. Razik were very gracious. They made you feel comfortable in their home and in their presence,” said another alumnus. “I went to the picnic not sure what to expect, maybe a little bit because it was expected that I go. But I kept going, looking forward to seeing them.”

I have an old list of students that Dr. and Mrs. Razik had used to issue the invitations to their summer picnic every year. There were names of 68 people whom he had helped to get master’s and doctoral degrees. I have heard that the full list would be somewhere over 80 names. That’s 80 adopted families scattered across the globe...a tremendous network...and a tremendous accomplishment.

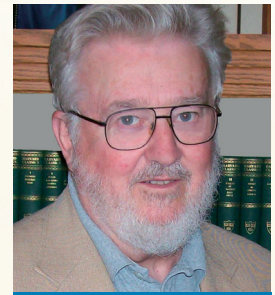
### WHAT I LEARNED

I would like to explain two things that I learned from Dr. Razik...two things that went well beyond course content.

I learned from him that I could persist beyond reason and perhaps common sense in pursuit of a goal...degree completion. I started the program in mid-life, and it took me nine years to complete. I would never have persisted that long in the effort if I had not been working with a person like Dr. Razik. I simply could not say to him, “I quit.”

I came into the program saying to him that I was interested in part because I was curious to learn how people from other nations and cultures thought, what they were like. He simply smiled and did not respond. But rather than difference, I found commonality—the commonality of being human, of working toward a goal, of shared values in teaching and learning.

Perhaps learning about commonality was the greatest lesson of them all. ●



**BRUCE HILYARD**

# Taher and I

BY AUSTIN SWANSON

Some of our colleagues at UB referred to us as “the odd couple.” In many respects we were opposites. He was a liberal; I, a conservative. He had an intense Middle Eastern demeanor, while mine might be characterized as Nordic stoicism. Our ethnic backgrounds were obviously different, as were our religions. Taher was a devout Moslem; I, a practicing Christian (or at least that is my goal). Although different, it was our ardent commitment to our respective religious beliefs that was the foundation on which our friendship was built.

Taher and I first met in 1963 when we were newly appointed assistant professors at UB, shortly after the merger of the private University of Buffalo with the State University of New York. Taher was in the Curriculum Department in the School of Education and headed up the university’s Instructional Media Center. I was in the Department of Educational Administration. Both our offices were in Foster Hall on the South Campus—the only campus at the time.

Our friendship grew slowly, usually through interactions with students. Taher had a wonderful personal library covering the fields of comparative education and instructional media, which had only limited coverage in the university library at that time. When I had students doing research in either of those areas, I would refer them to Taher for his expertise, and with the subtle hope that he would give them access to his personal library. Taher frequently ended up serving as a member of their doctoral committees.

As the North Campus began to materialize, we moved into our new quarters in Baldy Hall. Then austerity hit. One response by the School of Education was to merge eight departments into three. Those in Taher’s Curriculum Department had the opportunity to choose an affiliation with the Department of

Instruction or with the Department of Educational Administration. Taher chose the latter and this led to many more opportunities for interaction between the two of us including co-teaching of courses, a four year project for improving the administrative skills of the deans of education and the chairs of the departments of English in all of the Egyptian universities, and co-authoring *Fundamental Concepts of Educational Leadership and Management*.

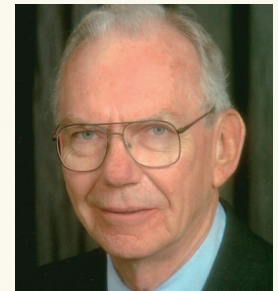
There was something exotic about Taher. How many people do you know who travel the world with three passports? How many people do you know who have designed complete universities and supervised their construction, curricular development, and recruiting of staff from the beginning? And then, a decade later, being invited back to evaluate the implementation of his design. He was a good and sincere colleague. He was a good teacher and held his students in high esteem. He set high standards for his students; but no higher than he set for himself. They responded with quality work; and in many cases, developed life-long professional relationships with him. When, in modesty, Taher declined a department sponsored retirement party, his students and graduates rallied to mark the occasion with a celebration worthy of his highly fruitful career. It was also my privilege to attend some of the annual backyard gatherings of his former students that he and his wife, Myra, hosted with their son, Ramsey, doing the cooking. They were jubilant affairs.

Knowing and working with Taher made my life much richer. What began as a professional relation also became a social relationship including our wives in dining out, attending theater and concerts, and relaxing at our cottage on Chautauqua Lake. ●

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“There was something exotic about Taher. How many people do you know who travel the world with three passports?”

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AUSTIN SWANSON

## Yu-Chin Liu Award

The Yu-Chin Liu Research Assistant Award provides financial assistance to doctoral students in the Department of Learning and Instruction. The annual award was established by alumna Joy Chung (Ph.D. '92, English Education) and she named the award in honor of her mother. The 2009–2010 recipients are Joseph Johnson and Camille Pontrello.

Joseph Johnson is a doctoral student in the science education program.

His dissertation is focusing on an urban middle grade science classroom where the teacher is using digital technologies to convey science learning to English language learners who have only been in the country for a few months. Through this research, Johnson aims to develop pedagogical strategies that might be used with English language learners



JOY CHUNG

in other classrooms.

Camille Pontrello is a doctoral student in the literacy education program. Her dissertation is examining how a teacher trained as a literacy specialist uses this specialized knowledge base in making and executing decisions about teaching and learning. Pontrello is specifically interested in how this teacher is using a reflective diagnostic decision-making model with middle school learners who have been identified as struggling readers or writers.

If you would like to make a donation to the Yu-Chin Liu Research Assistant Award, please contact the Graduate School of Education at (716) 645-6640. You may also make a contribution online at [gse.buffalo.edu/alumni/giving](http://gse.buffalo.edu/alumni/giving). ●



(l to r) Joseph Johnson with his advisor, Professor Randy Yerrick.



(l to r) Associate Professor Mary McVee with her advisee, Camille Pontrello.

### COLLINS APPOINTED ASSOCIATE DEAN FOR ACADEMIC AFFAIRS

James Collins has been named the associate dean for academic affairs in the Graduate School of Education. Collins has been a professor of English education in the Department of Learning and Instruction for 30 years. Previously, he was a high school teacher in Massachusetts (and he is still an avid Boston Red Sox fan). Collins has had major research grants from Apple Computer and the Institute of Education Sciences. He recently completed the Writing Intensive Reading Comprehension study, which showed that assisted writing practice significantly improves reading comprehension for fourth and fifth grade students in low-performing schools. His most recent book is *Building Struggling Students' Higher Level Literacy*, co-edited with Thomas Gunning. In his new role as associate dean for academic affairs, Collins will support GSE faculty in attaining their research, teaching, and service objectives, and serve as the liaison to the UB Faculty Affairs offices. Collins notes that the only activity he enjoys more than his work in GSE is playing with his grandchildren.



JAMES COLLINS

# “Outside the Box” Giving

BY WENDY IRVING



WENDY IRVING

It’s no surprise, given the downward movement of the financial markets these past few years, that many charities are feeling the squeeze right about now. Even though we’ve rebounded nicely since March of last year, many not-for-profit organizations have had to downsize and cut services, and some have even been forced out of business.

Given the economic uncertainty that we face, there may be no better time than now to think “outside the box” about how you’re supporting charities you care about. Here are a few

ideas to get you thinking about how you might continue to support your alma mater, the UB Graduate School of Education.

*Commit now, pay later.* Have you considered naming GSE as a beneficiary in your will? It’s a simple process. Furthermore, it doesn’t require you to relinquish any assets now, and your gift can make a significant difference in the future.

In a similar fashion, many alumni have discovered that they can name the university as a beneficiary of a retirement plan. For most people, all you need to do is notify the plan administrator that you’d like the school to receive a certain percentage or amount of the remaining assets. Given that many IRA assets, when passed on to heirs, are subject to significant taxation, these make for great charitable gifts.

*Can’t part with cash?* Have you ever considered donating

appreciated stock or mutual funds? I know, appreciated assets may sound like an oxymoron in this day and age; but for those fortunate to have stocks or mutual funds that have appreciated, these make for great charitable gifts. You will not only be generating a charitable deduction, but you will also avoid capital gains taxes.

*Give and get.* Ever heard of a life-income gift? If you’ve read this column in the past, you’ve likely heard about charitable gift annuities. These unique gifts allow donors to support GSE, generate guaranteed income for life, and earn a tax deduction. For those looking to help a cause and earn stable income during unstable times, gift annuities and perhaps other forms of life-income gifts may be ideal.

*Consult with us.* You may be surprised to learn of the many ways in which you can make an impact, without necessarily relinquishing assets now. Additionally, gifts can be made with assets other than cash—real estate, artwork, appreciated stock—and more.

*Directing gifts to GSE.* All gifts for GSE should be directed to the University at Buffalo Foundation, Inc., for benefit of the Graduate School of Education. Please call me with your questions, so I can ensure that your gift impacts GSE in the way that you intend. ●

**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; (716) 881-7484 or toll-free (877) 825-3422.

## HONOR ROLL OF DONORS CORRECTION

In the Fall/Winter 2009 newsletter, Mr. and Dr. Carl M. Franklin were erroneously listed as donors in the category entitled The Millennium Society. The correct donor listing in The Millennium Society should have read Dr. Mary Ann W. Franklin. We apologize for this error and thank Dr. Franklin for her generous contribution to the Graduate School of Education.

## GSEAA PRESIDENT’S MESSAGE

Fellow Alumni,

The Graduate School of Education Alumni Association elected a new board of directors in November 2009. I am honored to now serve as GSEAA president, and it is my pleasure to introduce our new board members: Christopher Barrick (Ph.D. ‘99, Counseling Psychology); Virginia Batchelor (Ph.D. ‘01, Social Foundations) (treasurer); Joseph Casazza (Ed.D. ‘04, Educational Administration); Robert Farwell (Ed.M. ‘75, Counselor Education); Peter Hazaan (Ed.M. ‘06, Educational Administration) (vice president), Melissa Langridge (M.L.S. ‘08, Library Science) (secretary); Karen Karmazin (Ed.D. ‘96, Elementary Education); and Celia Spacone (Ph.D. ‘85, Counseling Psychology).

I sincerely thank our departing board of directors and association members who have contributed to our goals and activities over the past two years. Our accomplishments include a HIRE ED conference, a brochure, a Facebook page ([www.facebook.com/ubgseaa](http://www.facebook.com/ubgseaa)),

and a survey that helped formulate our association’s goals.

GSEAA is planning to implement a mentoring program for alumni and current students in Fall 2010. I would like to thank those who have volunteered to serve as mentors. If you are interested in becoming a mentor, I would appreciate hearing from you.

I look forward to serving GSEAA, and encourage you to become involved in our alumni association. Please feel free to contact me at [marinom@ecc.edu](mailto:marinom@ecc.edu) with your ideas, thoughts, and suggestions about GSEAA. I wish everyone an enjoyable and relaxing summer.

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



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