



University at Buffalo
The State University of New York

**GRADUATE SCHOOL
OF EDUCATION**
ALUMNI NEWSLETTER
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TRANSFORMING LIVES THROUGH EDUCATION

FALL 2004

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Education In and Through the Arts

GSE DEVELOPING COMPREHENSIVE DEGREE PROGRAM

The benefits of an education rich in the arts can be traced back more than 2000 years. Ancient Greek philosopher Plato once said that those exposed to such an education "...would praise beautiful things and take delight in them and receive them into his soul to foster its growth and become himself beautiful and good."

Current research appears to support this belief that emphasizing the arts is a key component to learning. Based on recent studies, it has been suggested by several researchers that arts-based education can improve standardized test scores, increase spatial intelligence, and enhance the ability to be creative, solve problems, and think critically. In addition, there is a decrease in discipline problems of children who are exposed to the arts at an early age.

As part of the New York State Standards and Assessment movement, the Board of Regents included four learning standards in the arts core curriculum for the first time in New York State history. As a result of this decision and the current research, the Graduate School of Education (GSE) has begun developing a comprehensive new degree program called Education In and Through the Arts (EITA).

This program, based in the Department of Learning and Instruction (LAI), is being developed as a joint effort with UB's College of Arts and Sciences and the Community Arts-

In-Education Providers in Western New York, which includes MUSE, Just Buffalo Literary Center, The Arts Council in Buffalo and Erie County, the African Cultural Center, and the Coalition of Arts Providers for Children.

Students enrolled through EITA will have the option of four distinct degree tracks: (1) Ph.D./Ed.D.; (2) Master of Education; (3) Certificate of Advanced Study with NYS Initial Teaching Certification; or (4) Certificate of Advanced Study without certification. Within each career track, a student will be able to choose a specific field of study, based on that student's career goals. (A complete list of Community Arts-In-Education Providers and a flow chart detailing the structure of EITA are available at www.gse.buffalo.edu/newsletter/.)

Maria Runfola, chair of LAI, notes that this is the first such comprehensive arts education degree program in New York State. Runfola adds, "GSE is excited about the potential impact of this new program and is working toward gaining State-wide approval. We are looking forward to the day when we can expand opportunities for children to benefit from an education grounded in the arts." ●





DEAN'S MESSAGE

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

What do you remember most from your days as a graduate student in GSE? What experiences had the greatest impact on your life? Often, alumni responses center around one word: faculty. The growth we achieved as graduate students and the wisdom that helped guide us often stemmed, in part, from a faculty member who inspired us during our studies. For each of us it may be a different faculty member, but the end result is the same: we walked away from UB with a diploma in hand and the feeling that GSE really cared about its students.

Thus, in this newsletter, we would like to spend some time celebrating our faculty. First, congratulations to SUNY Distinguished Teaching Professor **Ron Gentile**, from the Department of Counseling, School and Educational Psychology (CSEP), who retired this past June after 35 years in GSE. It is likely that many of you were inspired by Dr. Gentile and considered him your mentor. On page 10, CSEP colleague **Tom Shuell** provides a tribute to Dr. Gentile's distinguished career, which included a Chancellor's Award for Excellence in Teaching in 1991. Dr. Shuell has also had an outstanding career in GSE, and I am pleased to announce that he has received a prestigious Fulbright award, to serve as Distinguished Professor of Teaching and Learning at the National College of Ireland during the 2004-2005 academic year. You can read more about this honor on page 14.

Al Pautler, emeritus professor from the Department of Educational Leadership and Policy (ELP), was another faculty member many of you may remember. During his 30 years in GSE, Dr. Pautler provided inspiration and guidance to countless numbers of graduate students. In the Emeritus Faculty Spotlight, he reflects on his career in GSE and describes the new "heights" he has attained since his retirement in 2000.

Current faculty members highlighted in this issue include **Raechele Pope** and **Jim Hoot**. Dr. Pope, also from ELP, discusses her research on multicultural competencies in student affairs in our Faculty Focus feature. Her research addresses and helps us

understand the critically important multicultural issues facing higher education today. In April 2004, Dr. Pope received the Outstanding Contribution to Multicultural Education Award from the American College Personnel Association at their annual conference.

Jim Hoot, from the Department of Learning and Instruction (LAI), also received national distinction in April 2004 as the recipient of the Patty Smith Hill Award from the Association for Childhood Education International. This prestigious award recognizes outstanding lifetime achievement in the field of childhood education, and you can read more about this accomplishment on page 14. In addition, Dr. Hoot has been working for several years to improve education in Ethiopia, and on page 8 he reviews this ongoing project. I was privileged to join him this year in Addis Ababa and observed first-hand the extremely important benefits of this meaningful work.

No discussion regarding faculty impact on students would be complete without an update of **Catherine Cornbleth's** Maverick Teacher Project. In this installment, LAI Assistant Professor **Scott Dewitt** describes how his co-teaching experience with **Eric Mohammed** (Ed.M., 2004, General Education) is extending the contextual framework of "maverick teaching." Eric, a maverick teacher who participated in the early stages of this study, is applying his teaching skills this semester in GSE classrooms.

In this newsletter, we hope you will find other interesting news. Our cover story announces the exciting new Arts in Education program, the first of its kind in New York State. This edition also includes our popular Alumni Notes section; a story on the alums employed in the Sweet Home Central School District; and an update (below) on the GSE Alumni Association. I hope you enjoy this issue, and please continue to share your success stories, as well as your comments, with us. ●

NEW GSE ALUMNI ASSOCIATION CREATED

Fifteen years ago, former GSE Dean Hugh Petrie assembled a steering committee of 15 alumni to develop the framework for the GSE Alumni Association (GSEAA). A set of bylaws was approved, a Board of Directors was appointed, and in October 1990, GSEAA held a kick-off dinner as its first event. The initial goals of the organization were to provide a forum to discuss broad educational issues, learn about the latest developments in education, and to meet as colleagues with former professors and friends. Since then, GSEAA has been actively involved in sponsoring a variety of workshops, lectures, and dinners.

This past year, Dean Mary Gresham initiated a plan to revitalize GSEAA, as alumni involvement in recent years had lessened. A committee of 20 alumni was formed to reexamine the conceptual framework of the organization. As a result, a revised set of bylaws and goals was created, which includes: to provide effective programs of research, teaching, and preparation for practice; to facilitate programs addressing the employment needs of GSE graduates; and to offer services and benefits to GSE alumni. (The old and revised GSEAA bylaws are available online at www.gse.buffalo.edu/newsletter/.)

The initial Board of Directors of the new GSEAA will be appointed by Dean Gresham, based on nominations and recommendations by alumni closely involved with this project. **If you are interested in getting involved in GSEAA, please contact Assistant Dean Jenifer Lawrence at (716) 645-6640 or jlawrenc@buffalo.edu.** An announcement of the new Board of Directors will appear in an upcoming newsletter.

Multicultural Competence in Student Affairs

UNDERSTANDING THE CULTURAL DYNAMICS OF COLLEGE CAMPUSES

College student affairs professionals have always played an important role in addressing multicultural issues in higher education.

The increasingly complex cultural dynamics on college and university campuses across the country are making the work of student affairs professionals more challenging than ever. The changing make-up of the student body in terms of race, age, income, and other significant social variables; the increase in the reporting of discrimination and bias crimes; affirmative action policies that are either legally challenged or dismantled; and the rapid proliferation of “Safe Zone” projects designed to decrease homophobia on campus are examples of the cultural issues facing higher education today. These complicated and sometimes difficult issues necessitate an expanded collection of knowledge, skills, and innovative approaches to address the individual needs of a diverse student body and the organizational demands of changing campuses.

Today’s leaders in higher education are striving to create multicultural campuses, but are often perplexed and frustrated by the results. It’s no wonder, as most higher education professionals receive limited training for understanding the complexity of the multicultural issues they are facing. If multiculturalism is to flourish on college campuses, higher education professionals must develop the knowledge and awareness in affirming relevant multicultural issues, and the skills needed to offer meaningful services to *all* their students and staff.

During the past eight years, I have focused much of my scholarly work on understanding and codifying specific multicultural awareness, knowledge, and

skills that college student affairs professionals need to work effectively and ethically on campus. Although there has been increasing emphasis on the student affairs profession becoming more competency-based, there is little agreement on what constitutes the core competencies for effective student affairs practice. Increasingly however, many student affairs practitioners and scholars have advocated that any expectations of what entails quality practice should include multicultural competence.

Multicultural competence may be defined as the awareness, knowledge, and skills needed to work with others who are culturally different from self in meaningful, relevant, and productive ways. In 1997, I wrote an article with Dr. Amy Reynolds (a Buffalo State College colleague) that introduced the concept of multicultural competence to the student affairs profession. It was our belief that the student affairs profession, and higher education in general, needed to incorporate multicultural competence into its conceptualization of the profession’s core competencies. We proposed a model to conceptualize the requisite qualities and abilities for efficacious student affairs practice, entitled the *Dynamic Model of Student Affairs Competence* (see Figure 1). The model identified seven core areas: 1) Administration and Management; 2) Theory and Translation; 3) Ethics and Professional Standards; 4) Teaching and Training; 5) Assessment and Research; 6) Helping and Advising; and 7) Multicultural Awareness, Knowledge, and Skills. In this

model, the seventh area – Multicultural Awareness, Knowledge, and Skills – is both a distinctive category of awareness, knowledge, and skills essential for student affairs work that may assist student affairs practitioners in creating diverse and inclusive campuses, and one that is integrated into the other six core competencies. The open hub at the center of the model further illustrates the dynamic and fluid nature of the seven core competencies. Ideally, competence in one area may have an influence on other competencies, as well. For example, helping and advising skills are more fully enhanced if one has an understanding of how women and men *may* communicate their emotions in different ways. Although each competency area is its own



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Figure 1
Dynamic Model of Student Affairs Competence

Claude Steele to Speak on Stereotype Threat



CELEBRATING the INAUGURATION
of the 14TH PRESIDENT



CLAUDE STEELE

Stanford Professor Claude Steele, nationally known for his research on self-image and stereotype threat, will speak at 8:30 a.m. on October 15, 2004 in the Center for the Arts Screening Room on the UB North Campus. Steele's presentation is one of the special events being held during October to celebrate the inauguration of John B. Simpson as the 14th president of UB. The lecture is free and open to the public. A complimentary

continental breakfast will be available from 8-8:30 a.m., adjacent to the Screening Room.

Throughout his career Steele's primary interest has been the processes of self-evaluation, in particular, how minorities cope

with self-image threat. This work has led to a general theory of self-affirmation processes. A second interest, growing out of the first, is a theory of how group stereotypes – by posing an extra self-evaluative and belongingness threat to such groups as African Americans in all academic domains and women in quantitative domains – can influence intellectual performance and academic identities.

Since 1991, Steele has been a professor of psychology at Stanford University. Previously, he was a faculty member at the University of Michigan, the University of Washington, and the University of Utah. During his distinguished career, he has published over 60 articles and been recognized with 15 awards and honors. Included among these accomplishments are Distinguished Scientific Career Awards from the American Psychological Association and American Psychological Society, and Honorary Doctorates from Princeton, Yale, and the University of Chicago. ●

Faculty Focus

continued from page 3

unique domain, the dynamic nature of student affairs work demands that individuals make connections across competency areas.

In order to more fully understand and study multicultural competence, I (along with Dr. John Mueller, a colleague at Indiana University of Pennsylvania) developed an instrument entitled the *Multicultural Competence in Student Affairs–Preliminary 2 Scale (MCSA-P2)* to measure the multicultural competence of student affairs professionals. This instrument has been used in multiple studies to more fully understand the demographic and educational variables that contribute to the multicultural awareness, knowledge, and skills of student affairs practitioners and preparation program faculty members. The results from two separate studies (one examining White practitioners and one focusing on practitioners of color) suggest a strong relationship between racial identity/consciousness (how individuals view themselves as

racial beings) and level of multicultural competence. In addition, other variables such as (1) self-identified membership with a marginalized group (for example, gay and lesbian); (2) experience with multicultural education, programming, and/or policy development; (3) discussions with supervisors about multicultural issues; and (4) interest in and a desire to work with diverse students and colleagues, enhanced the participants' level of multicultural competence. Preliminary results from other studies also indicate the importance of these same variables for preparation faculty. In addition to this research, several other studies examining multicultural competence in college student affairs are currently underway. In my research, I am particularly interested in exploring the student affairs supervisory relationship and its contribution to the development of multicultural competence. Given the strong relationship between multicultural education and training and multicultural

competence, I am currently collecting data on how multicultural content is integrated into the curriculum of student affairs preparation programs. In February 2004, Jossey-Bass published a book I co-authored with Amy Reynolds and John Mueller entitled *Multicultural Competence in Student Affairs* that integrated much of these findings and applied them to student affairs practice.

I believe multicultural competence is a construct that has value for all educators. Although the field of multicultural competence is relatively new to student affairs, it provides the tools to address the challenges of our complex institutions. Through further study, we can begin to more fully understand the attitudes, knowledge, and skills we need to create multicultural campuses. By doing so, we increase the likelihood that all of our educational interventions will be sensitive, meaningful, and relevant for all of our students. ●

Emeritus Faculty Spotlight

AL PAUTLER'S LIFE: "A JOURNEY, NOT A GUIDED TOUR"

In an open letter to former students, Al Pautler reminisces about his years in GSE and provides an update on his current activities.

Dear Former Students,

It's been some time since we last talked, and it occurred to me that many of you may not be familiar with my early career in GSE. I thought this might be a good opportunity to share that story with you, and also let you know what I've been doing since I retired.

I received my Doctor of Education degree from GSE in 1967 while teaching in the Maryvale School District. Upon completion of my Ed.D., I interviewed at Penn State University and Rutgers University. I was asked to join the Graduate School of Education at Rutgers University during the



ALBERT J. PAUTLER, Ed.D.
(1967, Curriculum Planning)

summer of 1967. My wife, Marilyn, and I, and our four children, packed up and moved to East Brunswick, New Jersey, where in addition to my university responsibilities, we found time to visit the excellent New Jersey shore and campgrounds. It was a great experience and a wonderful university.

In 1970, I received a call from a former professor in GSE who asked me to consider returning to fill the gap left by the retirement of Dr. Leighbody, who was

my major professor. After being interviewed, while tear gas was being used on campus during those troubled times, I was offered a position in the Department of Curriculum Development and Instructional Media.

Accepting the position, we moved back to Western New York, and I started a career in GSE that continued until I retired in 2000. During those 30 years, I came in contact with many wonderful students. I was blessed with the opportunity to teach many students, advise and mentor almost 70 doctoral students and several hundred Ed.M. students. In addition, the opportunity to write and do research was most rewarding.

After 43 years in teaching and some six added years of various types of employment, it was time to move on in life. A personal goal I've had for a long time was to learn how to fly and obtain a private pilot certificate. I am pleased to say that my experiences in aviation were reported in an article that I wrote and was published in the May 2004 issue of *Flight Training*. This is a journal of the Aircraft Owners and Pilots Association, and the article, "Overdue Assignment: Thwarted Years Ago, a Retired Professor Becomes a Pilot," describes my journey into aviation and flying small airplanes.

Obtaining a private pilot certificate was one of the most demanding tasks that I ever tackled. I undertook this activity as an adult learner (ages 64-67) and it was one of the most rewarding experiences in

my life. Only those who have had the opportunity to solo an airplane or glider will know what I mean. You learn a great deal about yourself and your personal motivation by being a pilot.

Aviation has opened new interests and new friendships. I now belong to the Niagara Frontier Flying Club that has an airplane at Buffalo Niagara International Airport. I have met an entirely new group of people who are interested in flying and aviation.

My motto is "life is a journey, not a guided tour" and the journey continues with a great supportive wife, four outstanding children, and six wonderful grandchildren. There is life after retirement. My wife and I travel a great deal, and we also enjoy skiing, sailing, tennis, golf, and, of course, spending quality time with family and friends.

I encourage .edu readers who are my former students to contact me via e-mail with updates on your careers and accomplishments. My e-mail address is wa2lwo@aol.com. I would really enjoy hearing from you.

All the best,
Al Pautler ●

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July 1, 2003 – June 30, 2004

A WORD OF THANKS

We are grateful to our donors who have contributed to the success of the Graduate School of Education and to the *Campaign for UB: Generation to Generation*, UB's most significant fund-raising campaign to date, raising over \$290 million. Through the unselfish giving of loyal and interested alumni, corporations, foundations, and friends, GSE has been able to establish many important initiatives, which support our research and our students. Working together, our students and faculty are developing cutting edge approaches and solutions that address a wide range of educational challenges, such as creating pathways to early childhood mathematics education, developing educational strategies for education in and through the arts, educational technology, and preparing educational leaders for the 21st century.

Thank you so much for designating GSE the recipient of your wonderful generosity and for helping to make the *Campaign for UB* a success!

Mary H. Gresham

Dean, Graduate School of Education
Vice President, Public Service and Urban Affairs

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Technology in Primary Education in Ethiopia

BY JIM HOOT

In August 2004, Dean Mary Gresham accompanied me to Ethiopia with other Graduate School of Education personnel as we continued to explore the potential of computer technology as a vehicle for improving primary education in that country. We



JIM HOOT

traveled to Addis Ababa University (AAU), the flagship university in Ethiopia, to confer with US/AID Ethiopia managers, university leaders, and administrators/teachers in their lab schools. Special attention was devoted toward developing ways to maintain project goals in the future. In September 2004, administrators from the AAU lab schools visited Buffalo for an intensive 3-week training session, which included technology instruction and site visits to numerous high-technology

elementary schools in Western New York.

This project began four years ago through a \$550,000 grant from the United States Agency for International Development. During that time, I have been working with a number of current and former GSE colleagues: Elaine Bartkowiak (Ph.D., 1996, Elementary Education), assistant director, GSE's Fisher-Price Endowed Early Childhood Research Center (ECRC); Elaine Casler (Ed.M., 1991, Elementary Education), coordinator, UB's Center for Applied Technology in Education; and Judit Szente (Ph.D., 2001, Elementary Education), research coordinator, King Center Charter School, Buffalo.

The overall goal of this project was to maximize the resources and expertise at UB and AAU to create and implement a cost-effective, long-term plan to improve the quality of primary education in Ethiopia. To attain this goal, GSE project personnel formed a collaborative relationship with several key administrators (including the university president, two deans, and two chairs) of the AAU Faculty of Education and classroom teachers/administrators from project lab sites. As a result of this relationship, a series of visits have taken place between the universities to facilitate a variety of training and consultation opportunities.

To date, major accomplishments include the following:

◆ **Lab School Development** – To build stronger linkages with teacher preparation programs and to demonstrate exportability of the project design, computer laboratories have been established in the three major types of elementary schools in Ethiopia. In schools where electricity is not readily available,

laptop computers with re-chargeable batteries have been secured.

◆ **Buffalo Lab School** – A major component of this project has been to link both teachers and children from Ethiopia with American counterparts via the Internet. Students in both the US and Ethiopia are currently engaged in developing power-point presentations regarding their lives and problems, which they share with each other.

◆ **Leadership Training** – To assist long-term development of this project, promising students from AAU have been selected to work on graduate degrees in GSE. Demeke Gesesse completed his master's degree in early childhood education in 2003, and Selamawit Deribe is completing doctoral study in early childhood education.

◆ **World Conference/Journal** – This project has included work with Ethiopia colleagues to develop the first professional organization for those concerned with the education of young children in Ethiopia: The Ethiopia Association for Childhood Education International. This organization will publish its own journal, which will be available to Ethiopia teachers.



Hiwot Habtamriam, principal of Tsehay Chora Primary School, visits with Judit Szente, Mary Gresham, and Jim Hoot. (l to r – Szente, Habtamriam, Gresham, Hoot)

We look forward to continuing our collaborative relationship with AAU as we pursue our overall project goal of improving primary education in Ethiopia. I would like to personally thank Dean Gresham for her support of this project and her willingness to participate in this year's activities overseas. I hope to share future success stories with you in an upcoming newsletter. ●

Jim Hoot is professor in the Department of Learning and Instruction and director of the Fisher-Price Endowed Early Childhood Research Center.

Planned Giving

A charitable remainder trust (such as the one established by the Callahans in the story below) provides Graduate School of Education alumni and friends with the opportunity to support the School while generating for themselves or others important tax and financial benefits that may include:

- ◆ An immediate charitable deduction that can be used to offset current income tax obligations
- ◆ An income stream for the donor and/ or other beneficiaries selected by the donor
- ◆ Capital gains tax savings
- ◆ Estate tax savings
- ◆ **A lasting legacy in support of the Graduate School of Education**

The process for establishing a charitable remainder trust is relatively easy:

1. You can establish a charitable remainder trust by irrevocably transferring cash, securities, or other marketable property (i.e., real estate, stamp/coin collections, etc.) to the University at Buffalo Foundation, as trustee.

2. As trustee, the UB Foundation invests, manages, and distributes trust assets per the terms you help to establish.

3. You receive on a quarterly basis income from the trust. This income can be established as a fixed or variable payment depending upon your needs. The payments can be planned for your lifetime, or for a specific term of years.

4. At trust termination, the balance in the trust assets is distributed to benefit the GSE program of your choosing (i.e., student scholarship, faculty research efforts, etc.).

If you wish to learn more about charitable remainder trusts, please contact Wendy Irving, Esq. in the Office of Planned Giving at (716) 645-3312, ext. 238; toll free at (877) 825-3422 (UB Legacy); or irving@buffalo.edu. ●



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

MAKING AN ANNUAL GIFT TO GSE

Beginning November 9, 2004, students will be calling Graduate School of Education alumni and friends for the GSE Annual Fund drive. This is your opportunity to shape the future success of GSE. Your tax-deductible gift, regardless of size, will help support the areas of greatest need within GSE such as: student scholarships, urban education programs, faculty research, educational technology initiatives, community and public service projects, and/or K-12 intervention programs. The intent of the GSE Annual Fund is to donate "unrestricted" dollars so that Dean Mary Gresham can apply those funds as needs arise. For additional information about making your annual gift, please contact GSE Development Officer Marilyn Koren at (716) 645-2478, ext.1029 or mjkoren@buffalo.edu. We thank you in advance for your consideration!



CALLAHANS ESTABLISH SCHOLARSHIP FUND

Leroy Callahan, Graduate School of Education professor emeritus, spent 28 years helping students learn about teaching elementary mathematics. When he retired in 1994, Callahan was interested in finding

a way to continue helping GSE students. His vision will be realized through a gift he made to GSE.

In 2002, Callahan and his wife, Margaret Hensberry Callahan, directed that proceeds from the charitable trust they created be used to establish the Leroy and Margaret H. Callahan Scholarship. This fund will benefit GSE students who are interested in elementary mathematics instruction.

"My whole career at GSE was in the area of mathematics instruction with a special interest in how young children learn math and how teachers should teach it," Callahan said. "I thought I could help others continue in that area. There's still a lot of work to do. In fact, one of the leading researchers

in the field, Doug Clements, is in GSE."

Callahan, who joined GSE's Department of Learning and Instruction faculty in 1967, said he was grateful to the University for hiring him fresh out of graduate school, and for supporting him and his wife as they raised their seven children.

"I thought the University and the State of New York were very generous to us, so when The Campaign for UB: Generation to Generation came along, it seemed like a good idea if we could give something back," he added.

GSE Dean Mary Gresham said the Callahans' gift "is a wonderful tribute to the school where professor Leroy Callahan so generously gave of himself for so many years. He and his wife, Margaret, will be fondly remembered by future students in his field."

If you are interested in contributing to the Leroy and Margaret H. Callahan Scholarship Fund, donations can be made in memory of Margaret Callahan, who died in May 2004.



PROFESSOR GENTILE RETIRES

BY TOM SHUELL

After 35 years in the Graduate School of Education, SUNY Distinguished Teaching Professor J.

Ronald Gentile retired in May 2004. Colleagues and students alike consider Ron, a member of the Department of Counseling, School and Educational Psychology, to be a truly outstanding teacher and mentor. His use of mastery learning and a highly entertaining and informative teaching style inspired several generations of GSE students.

In addition to being a pioneer and expert on mastery learning, Ron has published 10 books, over 50 professional articles, and a number of highly creative satirical articles. Always interested in using his expertise to assist others on issues related to effective teaching, Ron served as chair of the Faculty Senate Committee on Teaching and Learning and was instrumental in creating UB's Center for Teaching and Learning Resources.

Ron received his Ph.D. in educational psychology in 1967 from Pennsylvania State University. Before joining GSE in 1969, he spent two years as a Captain in the U.S. Army working as a research psychologist at Walter Reed Army Institute of Research.

Ron is also an accomplished musician. Along with his wife, Kay, they perform together as The Genteels. Ron and Kay have written many original songs and two childrens operas, The Great Horse and Greater Horses and Spikey the Sparrow and his Fosterbird Families, which address important social issues for children and adults. Ever faithful to their educational focus, Ron and Kay also developed curriculum materials to accompany the operas in school settings.

Ron, may you enjoy many wonderful years of retirement. We'll miss you!

Tom Shuell is professor in the Department of Counseling, School and Educational Psychology.

Collins and Lee Awarded \$1.5 Million Grant

Jim Collins, professor in the Graduate School of Education's Department of Learning and Instruction and Jaekyung Lee, assistant professor in GSE's Department of Counseling, School and Educational Psychology, have been awarded a \$1.5 million Reading Comprehension and Reading Upscale Grant from the U. S. Department of Education, Institute for Education Science (IES).

Collins is the principal investigator for a 3-year study that will test a methodology called Writing Intensive Reading Comprehension (WIRC). Lee will co-direct the study and serve as research designer and statistical analyst. The research team will also include administrators, coordinators, and teachers from the Buffalo Public Schools and the Western New York School Support Center at Erie 1 BOCES.

WIRC, which will be tested with fourth- and fifth-grade students in selected Buffalo Public

Schools, challenges the conventional assumption that reading and writing should be taught as separate skills. Collins advocates that teachers use writing to promote reading comprehension. The 3-year study will explore the effect that purposeful, integrated reading and writing instruction has on reading comprehension and writing performance.

The grant is one of 12 awarded nationwide by IES, whose long-term goal is to develop strategies that will improve the reading comprehension skills of struggling readers throughout the country. Collins and Lee will address this goal by developing assessment tools and evaluating specific interventions that identify the underlying causes of reading comprehension problems. ●

Patricia Donovan, senior editor, University News Services, was a contributing writer for this story.



JAEKYUNG LEE



JIM COLLINS

Connecting with GSE Emeriti Faculty

Two years ago, Associate Professor Thomas Frantz (Department of Counseling, School and Educational Psychology) and Tim Hartigan (Ph.D., 2002, Higher Education) initiated a GSE Emeriti Faculty Survey to determine emeriti faculty interest in a variety of areas, including the ways in which they wanted to remain in contact with GSE.

The survey findings indicated two areas in which emeriti faculty were most interested: receiving a newsletter that gives summaries of research conducted, articles published, and conferences attended by GSE faculty and students in their respective fields, and having access to UB scholarly materials and databases. In addition, emeriti faculty expressed an interest in having a location on campus to interact with other faculty members. (A complete report of the survey is available at www.gse.buffalo.edu/newsletter/.)

In response to these requests, the Graduate School of Education has expanded coverage of alumni research and accomplishments in **.edu**, the GSE Alumni Newsletter. GSE also created a new regular feature, the Emeritus Faculty Spotlight (see page 5), to discuss the career of an emeritus faculty member, including post-retirement activities.

To accommodate the request for a meeting location and access to scholarly materials and databases, GSE created the Emeritus Faculty Center in 372 Baldy Hall on the North Campus. The center can seat up to 15 people for small conference events or provide an intimate setting for emeriti faculty to meet. An adjoining space within the center is equipped with computers, enabling emeriti faculty to conveniently use the university's scholarly resources.

The center is now gathering education books, journals, and textbooks authored, co-authored, or edited by emeriti faculty for its new bookcases. Emeriti faculty interested in using the center or donating published works should contact the GSE Dean's Office at (716) 645-6640 for additional information. ●



Emeritus Professor Rod Doran and Dean Mary Gresham meet in the new GSE Emeritus Faculty Center.



PHELPS APPOINTED ASSOCIATE DEAN FOR ACADEMIC AFFAIRS

LeAdelle Phelps has been named associate dean for academic affairs in the Graduate School of Education.

Phelps has been a faculty member in GSE's Department of Counseling, School and Educational Psychology (CSEP) since 1989. In addition to her new role as associate dean for academic affairs, Phelps will continue in her positions as director of the M.A. School Psychology Program and co-director of the combined Counseling/School Psychology Program. As a professor in CSEP, Phelps teaches a variety of graduate courses including *Psychopathology and Evidence-based Interventions* and *Advanced Personality Assessment*.

Phelps is a distinguished scholar, having published more than 75 journal articles and book chapters on such diverse health-related topics as eating disorders, prenatal alcohol and cocaine exposure, and lead poisoning. She authored the *Phelps Kindergarten Readiness Scale II*, a

nationally standardized assessment tool evaluating learning readiness aptitudes predictive of later school achievement (revised in 2003), and edited the book *Health-related Disorders in Children and Adolescents: A Guidebook for Understanding and Educating* (1998). Her latest co-authored book (*Pediatric Psychopharmacology: Combining Medical and Psychosocial Interventions*) was published in 2002.

She is also editor of *Psychology in the Schools* and serves on the editorial boards of *School Psychology Quarterly*, *School Psychology Review*, and *Journal of Psychoeducational Assessment*. National leadership roles include membership on the American Psychological Association (APA) Committee on Accreditation, chairing the Council of Directors of School Psychology Programs, chairing the APA Division 16's Task Force on Training Standards in School Psychology, serving as a liaison to the APA Board of Educational Affairs, and being a member of the APA Council of Chairs of Training Councils.

WNY School District Spotlight

SWEET HOME CENTRAL SCHOOLS



SWEET HOME
In pursuit of lifelong learning



CRAIG ALLWES

The Sweet Home School District believes in nurturing the talents of each student to encourage individual growth and the ability to work cooperatively with others. Students in the district are exposed to a broad-based educational experience that includes reading, writing, math, science, language, social studies, music, and art. Upon graduation, students understand the relationship between each academic area and their future success as productive citizens inside and outside the workforce.

The district comprises four elementary schools (Glendale, Heritage Heights, Maplemere, and Willow Ridge), one middle school, and one high school. According to www.sweethomeschools.com, these six schools serve over 3800 students. In addition, the site reports there are 350 teachers employed across the district.

There are currently 63 Graduate School of Education alumni and 7 graduate students employed in the Sweet Home School District. These 70 employees account for 17% of the district's teacher and professional staff. Segmented by professional areas, 17% of the teachers (including the seven graduate students), 35% of the school counselors and school psychologists, and 29% of the administrative positions are held by GSE alumni. The administrators who are also alumni are the four elementary school principals, who are each certified as a Specialist in Educational Administration (SEA) (Bonnie Bolea, 1998; Joyce Brace, 1997; Ann Laudisio, 1996; and Scott Wolf, 1997), and the coordinator of staff development (Sue Krickovich, Ed.D, 1988, Educational Administration).

Assistant Superintendent Craig Allwes notes "GSE alumni make up a considerable portion of Sweet Home employees who come in contact with our students on a daily basis." He adds, "as an administrator, it's comforting to know that our success as a district is a reflection, in part, on the outstanding faculty and professional staff who have joined us from the Graduate School of Education. The quality of GSE graduates and the proximity of the University to our district has led to a long-standing mutually beneficial relationship."

New Faculty



MICHELE SHANAHAN
DEPARTMENT OF COUNSELING, SCHOOL
AND EDUCATIONAL PSYCHOLOGY

Michele Shanahan joins the Department of Counseling, School and Educational Psychology as a clinical assistant professor. Previously, she was an assistant professor in Ohio Northern University's Department of Psychology and Sociology. Shanahan received her Ph.D. in Cognitive Psychology from UB and her current research interests are in cognitive development, assessment of student learning, and retention.



MARY THOMPSON
DEPARTMENT OF LEARNING
AND INSTRUCTION

Mary Thompson earned her Ph.D. in Curriculum and Instruction from the University of Wisconsin-Madison with a specialization in Literacy Education. Her dissertation examined the literacy practices of middle school females from diverse, cultural, and linguistic backgrounds. Prior to joining the Department of Learning and Instruction as an assistant professor, Thompson taught language arts in an immersion language school.



LYNNE YANG
DEPARTMENT OF LEARNING
AND INSTRUCTION

Lynne Yang has been appointed clinical associate professor in the Department of Learning and Instruction. She earned her doctorate in Linguistics from the University of Oregon in 1993. Her current research interests are second language teacher development processes, the development of pedagogical knowledge, and second language classroom interaction.

'60s

Terence Gerace (Ed.M., 1966, College Counseling and Student Personnel Work) is the national coordinator of the Toxic-Tobacco Law Coalition.

'70s

Mariam Assefa (Ed.M., 1979, English Education), executive director for World Education Services in New York City, has recently been elected president of the Association of International Educators (NAFSA).

Luz Morelia Vanegas (Ed.M., 1976, Foreign and Second Language Education) is celebrating her 20th anniversary as owner and director of LEXICOM, an English language training center she opened in Medellin, Columbia in 1984.

'90s

Virginia Doolittle (Ph.D., 1996, Educational Administration) has received tenure and been appointed associate professor of educational administration for the Rowan University College of Education in Glassboro, NJ.

Mary Gresham (Ph.D., 1992, Counseling Psychology) has been chosen as one of the 2004 Pathfinders. This awards program honors people in the community who have forged partnerships that benefit students across Western New York. Winners are selected based on their achievements and continuing efforts to work through schools and businesses to provide the best education for children in the community.

S. Maxwell Hines (Ph.D., 1996, Science Education) is an associate professor and graduate studies director, secondary science education at Hofstra University.

Jackie Newcomb (Ed.M., 1998, General Education) has accepted a position as assistant director for operations in the Office of Residential Life at Brown University, Providence, RI.

Amira Proweller (Ph.D., 1995, Social Foundations) has been appointed associate dean for the DePaul University School of Education in Chicago, IL.

Dennis Valone (Ed.D., 1993, Educational Psychology) is the director of Early Intervention and Mental Health Services at the Northwest TriCounty Intermediate Unit in Edinboro, PA.

Ron Wahlen (Ed.M., 1997, Elementary Education) has been appointed director of instructional technology with the Durham Public Schools in North Carolina. He is responsible for using technology to improve achievement for the 30,000 students in the district's 43 elementary, middle, and high schools.

'00s

Peter Briechle (Ph.D., 2001, Higher Education) is the director of research and data support in the division of Alumni Affairs and Development at Cornell University, Ithaca, NY.

Patricia Cavazos (Ph.D., 2004, Counseling Psychology) received the 2004 Delbert Mullens "Thinking Outside the Box" Award.

Pharra DeWindt (Ph.D., 2001, Social Foundations) has been appointed executive director of Digital Literacy Alliance, a 501(c)3 not-for-profit organization created to facilitate digital literacy and cross-cultural communication initiatives between individuals in Ghana and the United States.

Ann-Marie DiBiase (Ph.D., 2002, Elementary Education) has accepted a position as assistant professor of educational psychology at Brock University, St. Catharines, Ontario, Canada in the Department of Graduate and Undergraduate Studies, Faculty of Education.

Mark Garrison (Ph.D., 2001, Social Foundations) is an assistant professor in the Department of Education at D'Youville College, Buffalo, NY. In June 2004, Garrison was nominated Scholar of the Year by the D'Youville College chapter of the American Association of University Professors (AAUP).

Michael Kiener (Ph.D., 2004, Counselor Education) has accepted a position as assistant professor in rehabilitation counseling in Maryville University's School of Health Professions.

Ian Kudel (Ph.D., 2004, Counseling Psychology) is a post-doctoral fellow at Johns Hopkins University.

Kerri Page (Ed.M., 2000, General Education) has joined the UB School of Management as assistant director of development.

MAVERICK TEACHER PROJECT UPDATE

BY SCOTT DEWITT

The Maverick Teacher Project, which Professor Catherine Cornbleth from the Department of Learning and Instruction reported on in the Graduate School of Education's Spring 2001 and Fall 2003 newsletters, continues to examine how some teachers—maverick teachers—manage to teach for meaningful learning in less than ideal or supportive circumstances in their classrooms, schools, and communities. The next stage of the Project is bringing Maverick Teachers into GSE's pre-service teacher education program as instructors.

Eric Mohammed, from Seneca Vocational High School in Buffalo, is co-teaching two secondary education courses with me: *Social Studies Methods* and *Instructional Strategies*. These courses are designed to help students who are beginning their teaching careers.

Among the benefits of this co-teaching arrangement is the inclusion of "real-life" examples from Mohammed's high school classes, so that the instructional theories discussed in the *Social Studies Methods* course can be assessed in the context of a challenging urban school setting. The



ERIC MOHAMMED, Ed.M.
(2004, General Education)

"wisdom of practice" that maverick teachers bring to pre-service teachers in GSE and the alignment of course objectives and philosophies that are made possible through this co-teaching arrangement, provides a strong foundation for teacher education students as they enter the teaching profession. ●

Scott DeWitt is assistant professor in the Department of Learning and Instruction.

If you would like to be included in a future newsletter, please e-mail your information to jlawrenc@buffalo.edu.

Hoot Receives Highest Honor

Jim Hoot, professor in the Graduate School of Education's Department of Learning and Instruction and director of GSE's Fisher-Price Endowed Early Childhood Research Center, received the 2004 Patty Smith Hill Award. This prestigious award is the highest honor accorded its members, by the Association for Childhood Education International (ACEI), one of the world's oldest professional educational organizations.

Hoot, a scholar of international reputation, was recognized for outstanding lifetime achievement. He received the award April 16, 2004 at the ACEI Annual International Conference and Exhibition Business Meeting in New Orleans, LA.

Jerry Odland, ACEI executive director, said Hoot "was chosen for this honor because of his national and international leadership in the education community, his many contributions to the field of early childhood education, and his extensive leadership within the organization. He touches the

hearts and minds of so many others as he travels worldwide, taking with him the gift of friendship and the qualities of a great teacher."

Hoot has been a strong advocate for children for more than three decades, and his work in the field of early childhood education is widely published in books and journals. Over the past ten years he has made over 350 presentations to professional organizations in the former Soviet Union, China, Estonia, Ethiopia, Israel, Finland, Hungary, Germany, Canada, the Commonwealth of the Bahamas, and the U.S.

Patricia Donovan, senior editor, *University News Services*, was a contributing writer for this story.



Jim Hoot accepts 2004 Patty Smith Hill Award from Jackie Blackwell, ACEI president.

Shuell Awarded Fulbright Scholar



TOM SHUELL

Tom Shuell, professor in the Graduate School of Education's Department of Counseling, School and Educational Psychology, has been awarded a Fulbright Scholar grant to lecture and do research at the National College of Ireland (NCI) in Dublin during the 2004-2005 academic year.

Shuell will occupy the Distinguished Chair of Learning and Teaching at NCI and offer tutorials, seminars, and mentoring for NCI faculty on learning and on teaching research, including implications for using new technologies in instructional design. Awards in the Fulbright Distinguished Chairs Program are among the most prestigious

appointments in the Fulbright Scholar Program, with only 37 Distinguished Chairs awarded this year.

The criteria for Fulbright Scholar awards include outstanding academic or professional achievement and extraordinary leadership ability in the recipient's respective field. Shuell is one of 800 U.S. faculty and professionals who will travel abroad to 140 countries for the 2004-2005 Fulbright Scholar Program.

Established in 1946 under legislation introduced by the late Senator J. William Fulbright of Arkansas, the program's purpose is to build mutual understanding between the United States and other countries. The Fulbright Program is sponsored by the U.S. Department of State, Bureau of Educational and Cultural Affairs, and since its inception more than 250,000 American and foreign university students, K-12 teachers, and university faculty and professionals have participated in the program. ●

Commencement and Awards 2004

JOEL KLEIN ADDRESSED THIS YEAR'S GRADUATES

Graduates celebrated their achievements on May 7 during a morning commencement that began with the traditional academic procession and "Pomp and Circumstance" and ended with a reception for our newest alumni, their families, and friends.

This year's commencement speaker was Joel Klein, chancellor for the New York City Department of Education. Chancellor Klein's address was both moving and inspirational as he reminded the graduating class of the lessons learned from the 50th anniversary of Brown v. Board of Education and discussed the challenges ahead for educators in the 21st century.

Honored that day along with the graduates were five professionals, including alumna Joan Ohl, who was presented with the inaugural James Hansen Humanitarian Award.

This award recognizes GSE alumni who, through their leadership, have made an outstanding contribution to public service, thus improving and enriching communities as well as benefiting humanity. The award was created to honor retired professor James Hansen, who was a recognized leader in community service.



JOEL KLEIN

JAMES HANSEN HUMANITARIAN AWARD

JOAN E. OHL, Ed.M.

College Counseling and Student Personnel Work, 1969



Joan Ohl was sworn in as commissioner of the U.S. Department of Health and Human Services Administration on Children, Youth and Families in Washington, D.C., in February 2002. This position culminates a thirty-year career in public service, where she has held leadership positions in the public, private, and nonprofit sectors. Prior to her current position, Mrs. Ohl was West Virginia's Secretary of Health and Human Resources and she has held a number of positions in higher education.

CSEP DISTINGUISHED ALUMNI AWARD

PATRICIA R. MCCARTNEY, Ph.D.

Counseling Psychology, 1995



Patricia McCartney is a clinical professor in UB's School of Nursing and an adjunct assistant professor in Women's Studies. She has taught perinatal and women's health nursing for over 25 years and is certified in obstetric nursing. She has been honored with the School of Nursing Dean's Award for Excellence in Teaching, The State University of New York Chancellor's Award for Excellence in Teaching, and is a fellow of the American Academy of Nursing.

ELP DISTINGUISHED ALUMNI AWARD

STEPHEN C. DUNNETT, Ph.D.

Higher Education, 1977



Stephen Dunnett is Vice Provost for International Education at UB and the director of UB's internationally renowned English Language Institute. As Vice Provost for International Education, he is the chief university officer responsible for all international programs and activities at UB, including overseas centers in Japan and Singapore; study abroad and exchange programs in 24 countries; and services for 3,500 international students and 500 foreign scholars.

LAI DISTINGUISHED ALUMNI AWARD

SHEILA W. VALENCIA, Ed.M.

Elementary Remedial Education, 1976



Sheila Valencia is professor and chair of the Department of Curriculum and Instruction at the University of Washington, Seattle, where she teaches and conducts research on literacy assessment, instruction, and policy, with an emphasis on classroom-based assessment. A nationally known reading assessment expert, she has written numerous articles and worked with state departments of education and school districts to improve reading assessment nationwide.

DEAN'S SERVICE AWARD

THE HONORABLE ARTHUR O. EVE

Founder and President, Freedom, Justice, and Hope, Inc.



Arthur Eve (D-Buffalo) was elected to the New York State Assembly in 1966 and in 1979, was appointed Deputy Speaker of the Assembly. During his career of public service, many believe that Deputy Speaker Eve has done more to initiate opportunities for minorities and the economically disadvantaged in the field of educational opportunity, undergraduate and graduate education, medical degrees, pre-natal, day care, and infant care than any other state legislator in the nation.

Lecture Series

CONTINUING PROFESSIONAL EDUCATION

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

**STEPHEN JACOBSON, CORRIE GILES, SHARON BROOKS,
LAURI JOHNSON, AND ROSE YLIMAKI**
OCTOBER 21, 2004
"Successful School Leadership in High Need Schools"

ROBERT BENNETT
NOVEMBER 18, 2004
"Curriculum Policy Updates from the Board of Education"

LEADELLE PHELPS
DECEMBER 9, 2004
"Prenatal Cocaine Exposure and Fetal Alcohol Syndrome:
Educational and Behavioral Outcomes"

SHARON RAIMONDI
JANUARY 13, 2005
"Strategies for At Risk Learners with & without Disabilities"

BRUCE JOHNSTONE
FEBRUARY 10, 2005
"Financing Higher Education: Worldwide Trends"

GREG DIMITRIADIS
MARCH 17, 2005
"Art Education and Urban Youth"

LAWRENCE MAHEADY
APRIL 14, 2005
"Peer-Assisted Learning Strategies"

JIM COLLINS
MAY 12, 2005
"Bringing Together Reading and Writing in Grades 3-8"

WILLIAM PELHAM
JUNE 9TH, 2005
"School-Based Interventions for Children with ADHD"



CELEBRATING the INAUGURATION
of the 14TH PRESIDENT

SAVE THE DATES

October 15, 2004
Claude Steele
Stanford professor to discuss stereotype threat
See page 4 for details

The Charlotte C. Acer Lecture Colloquium on Urban Education, in conjunction with the Graduate School of Education, presents...

Patrick Finn
Emeritus Professor, Graduate School of Education

"Teaching with an Attitude: Preparing Teachers for Today's Urban Schools"

This lecture will first explore the differences between urban, suburban, and private education. A program will be proposed to help prepare teachers for urban schools, including the strategies teachers need to empower education to urban students. The disparity between departments of curriculum and instruction and departments of foundations of education in most teacher preparation programs will also be discussed.

Thursday, October 28, 2004 | 4:00–6:00 p.m.
Harriman Hall, Room 105
South Campus, University at Buffalo

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

Alumna Charlotte C. Acer has endowed this fund to facilitate informative and provocative lectures, discussions, and analyses that will address the complexities of urban education.



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