

THE UB GSE MAGAZINE FALL 2021

# Learn



## **The evolution of teacher preparation**

**Assessing the past,  
adapting to the present,  
making an impact that lasts.**



FALL 2021 • ISSUE 3

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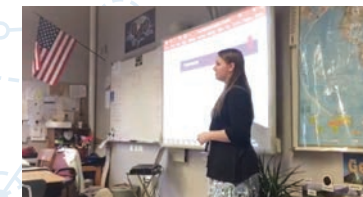
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## ED ARTIFACT

### Calculating change

BY MICHELLE KEARNS

The small, hand-held calculator was controversial when it was first mass produced cheaply enough for students to slip into a pocket, bring to school and make adults worry that young people would never learn how to add, subtract and multiply on their own.



But that's not how the machines started out.

French mathematician Blaise Pascal got a patent in 1649 for his metal box with wheeled dials that could add and subtract. The evolution continued to 1958, just a year after the debut of Casio Computer Company's desk-sized version, when a Texas Instruments engineer demonstrated a circuit on a small flat chip, said a post on the Hack Education blog by Audrey Watters, author of "Teaching Machines."

That innovation led to the mass production of small, flat calculators. By the end of the 1970s, students were using them.

People fretted. "Well, there goes math. They're going to turn it all over to calculators," declared a department store manager who GSE Professor Emeritus Gerald Rising played golf with back then.

"Of course, that's never happened," said Rising, whose books include, "Inside Your Calculator: From Simple Programs to Significant Insights."

As a retired math education professor and the co-founder of GSE's Gifted Math Program,

Rising thinks calculators help people swiftly tackle complex math, like loan amortization formulas.

"This allows students to focus on concepts rather than computations," said Rising.

The latest calculation aid? The QR code. Rising's new book, "About Mathematics," features more than 100 phone-scannable squares that lead to pre-set calculation activities online. One on page 82 leads to an interface that reveals how a common 17.5 percent credit card rate takes \$7 of a \$10 payment for interest and only puts \$3 toward principal.

Soon, Rising admits, calculators may be obsolete. "With the calculating apps on your phone," he said, "you're all set."

The modern reissue of the 1987 Braun calculator was the model for the look of the iPhone calculator interface. In spite of the ubiquity of the digital phone version, customer demand led to the 21st century reproduction of the original Dietrich Lubs design, which was intended for everyday use. "The clarity and thus simple handling made it so popular until today," wrote Thomas Guttandin of the Braun Archive in Germany. (Copyright BRAUN P&G/ Braun Archive Kronberg)

**"Well, there goes math."**

# Dear GSE Alumni and Friends



After a year and a half of almost entirely remote instruction, it is such a pleasure to once again see our campus come alive. I am so proud of our students and grateful to the faculty and staff of UB for putting our collective safety first. While the return to in-person instruction is welcomed, I am also mindful of the fact that this is not a return to normal. Many in our GSE community have lost loved ones to COVID-19, students across the educational lifespan have suffered serious learning loss, and we still confront, on a daily basis, deeply rooted social, economic and racial injustice.

GSE's mission, to enhance opportunities for individuals and communities, takes center stage as we work individually and collectively through our teaching, research, outreach and engagement to address deep-rooted systemic injustice. In the pages of this edition of LEARN, you have the opportunity to read about the many ways our faculty and students engage in citizen-scholarship with the goal of making a true difference.

Thank you for your continued commitment to GSE and our priorities.

Warmly,

Suzanne Rosenblith

## LAND ACKNOWLEDGMENT STATEMENT

A pledge to peaceably share and care for North America's five Great Lakes

We would like to acknowledge the land on which the University at Buffalo operates, which is the territory of the Seneca Nation, a member of the Haudenosaunee/Six Nations Confederacy. This territory is covered by The Dish with One Spoon Treaty of Peace and Friendship, a pledge to peaceably share and care for the resources around the Great Lakes. It is also covered by the 1794 Treaty of Canandaigua, between the United States Government and the Six Nations Confederacy, which further affirmed Haudenosaunee land rights and sovereignty in the State of New York. Today, this region is still the home to the Haudenosaunee people, and we are grateful for the opportunity to live, work, and share ideas in this territory.



"Great Lakes, No Clouds" Image of North America's five Great Lakes courtesy of US NASA Earth Observatory.

## GSE in the News

Headlines from stories that featured our faculty and students

"Delta Variant Keeps Expats Stranded as Countries Reinforce Border Controls" interviewed Jinting Wu, associate professor of educational leadership and policy.

"Library grant promotes diversity at UB" announced a new grant to be led by Amy VanScoy, associate professor in the Department of Information Science.

"Ohio State University Survey Finds Student Anxiety, Depression, and Burnout On the Rise" quoted Amy Reynolds, a professor of counseling, school and educational psychology.

"Impulsiveness Is Tied to Faster Eating in Children, Study Finds" reported on UB research co-led by Alyssa Button, a counseling and school psychology doctoral candidate and quoted Myles Faith, professor of counseling, school and educational psychology.

"Suicide Among Black Girls Is a Mental Health Crisis Hiding in Plain Sight" quoted Amanda Nickerson, professor and director of the Alberti Center for Bullying Abuse Prevention.

"Screen Free Week: How families can be mindful of time spent online" featured Sam Abramovich, associate professor of learning and instruction, and of information science.

"Covid is taking its toll – academically, socially, emotionally – on kids" quoted Stephanie Fredrick, assistant professor and associate director of the Alberti Center for Bullying Abuse Prevention.

"Key to landing a job after college? Internships, study abroad, undergrad research and more" featured a new study by Jaekyung Lee, professor of counseling, school and educational psychology.

"Culture and Consciousness: Celebrating AAPI heritage at UB in the wake of #EndAsianHate" quoted Namsook Kim, clinical assistant professor of educational leadership and policy.

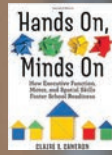
"The debate over student loan forgiveness and why it's not the only option to solve a debt crisis" featured Nathan Daun-Barnett, associate professor of higher education and chair of the Department of Educational Leadership and Policy.

"Raven Baxter's Discrimination At Work" an episode of Facebook's Red Table Talk, featured doctoral student Raven Baxter.

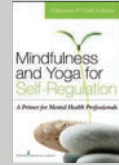


# BOOK STACKS

## Recent books published by members of the GSE community



**“Hands On, Minds On”** was written by Claire Cameron, associate professor of learning and instruction and published by Teachers College Press in 2018. It describes the importance of children’s foundational cognitive skills for academic achievement in literacy and mathematics, as well as their connections with other areas of school readiness, including physical health, social and emotional development, and approaches to learning.



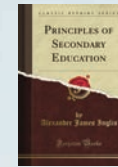
**“Mindfulness and Yoga for Self-Regulation: A Primer for Mental Health Professionals”** was written by Catherine Cook-Cottone, professor

of counseling, school and educational psychology, and published by Springer Publishing Company in 2015. The book explores the societal influences that lead to the externally oriented, idealized and ultimately self-defeating concept of the individual. It provides the structure and practical applications for clinicians to help their clients overcome struggles with externally oriented behaviors and discover an internal sense of satisfaction and peace of mind.



**“Letters to a Young Math Teacher - Revised 2nd Edition”** written by Emeritus Professor Gerald Rising, was published by William R.

Parks in 2013. The book explains how to avoid problems in a school setting and is designed to inform beginning teachers about the real world of schools and assist them with the difficult transition from student to teacher.

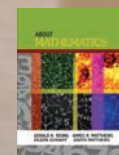


**“Principles of Teaching in Secondary Education”** written by the late Emeritus Professor Herbert Foster, was selected by scholars as text that is culturally important. It was reproduced as part of a classic reprint series by Forgotten Books in 2018. The text is an attempt to assist the prospective or untrained teacher in a study of principles upon which methods in secondary education must be based. The book is a protest against formalism and mechanism, and unsystematic procedure.



**“You Better Recognize!”** illustrated, written and published in 2021 by Desiree Williams, MA/AC '15, School Psychology

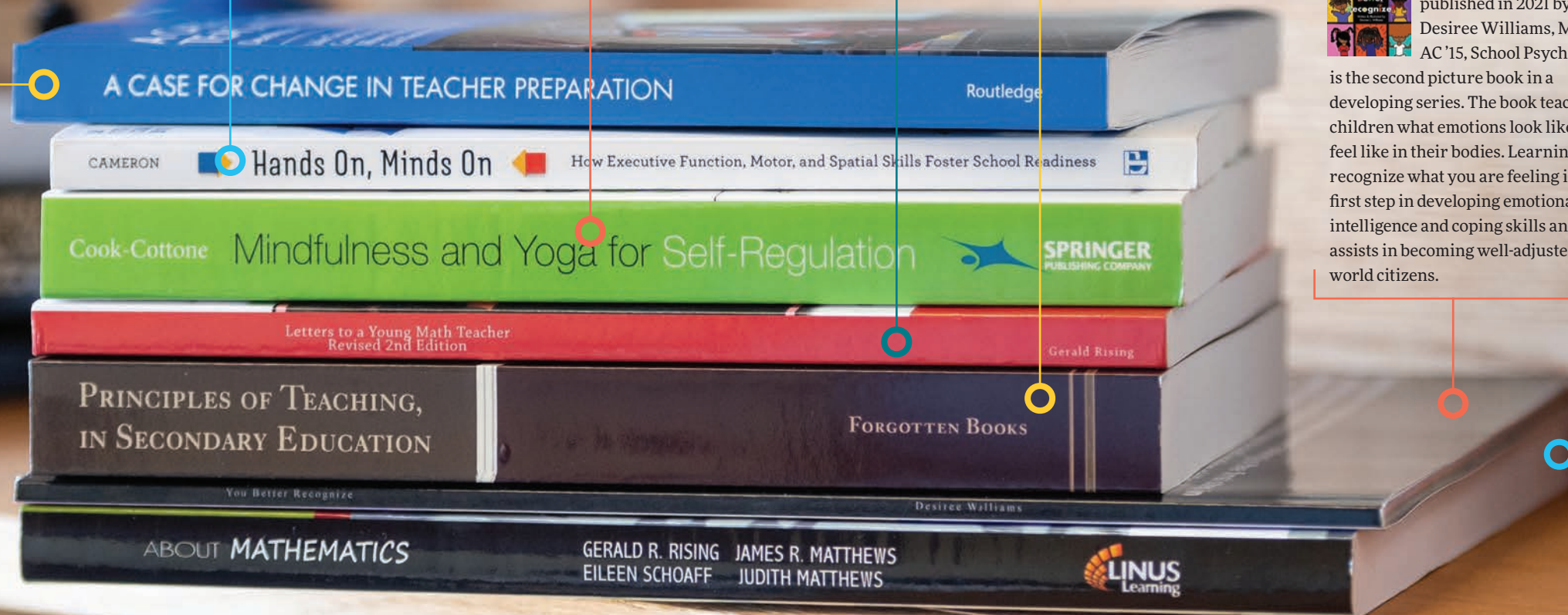
is the second picture book in a developing series. The book teaches children what emotions look like and feel like in their bodies. Learning to recognize what you are feeling is the first step in developing emotional intelligence and coping skills and assists in becoming well-adjusted world citizens.



**“About Mathematics”** was co-authored by Emeritus Professor Gerald Rising and published by Linus Learning in 2021. The text seeks to bridge that gap between science and humanities, to serve humanities students just as humanities texts are offered to inform science students. In doing so, unlike most math texts, the authors avoid the usual focus on detailed techniques to expose some of the important concepts and values of mathematics instead.



**“A Case for Change in Teacher Preparation: Developing Community-Based Residency Programs”** was co-authored by fourteen scholars including GSE’s Professor Julie Gorlewski, Clinical Assistant Professor Amanda Winkelsas, Dean and Professor Suzanne N. Rosenblith, Associate Professor Corrie Stone-Johnson, Clinical Associate Professor Elisabeth Etopio, Clinical Assistant Professor Tiffany Karalis Noel, Doctoral Student, Ling Zhai, Associate Professor Erin Kearney, and Professor Xiufeng Liu. The book describes a reconceptualized teacher preparation program based on a teacher residency model. This model is grounded in three core beliefs: first, that teacher quality is a shared responsibility between universities and school districts; second, that all students have a right to high-quality teachers who are as racially, ethnically, and linguistically diverse as the students they teach; and third, that for education to be transformative, future educators must have the right balance of theoretical knowledge and practical experiences grounded in specific contexts.



BY MICHELLE KEARNS

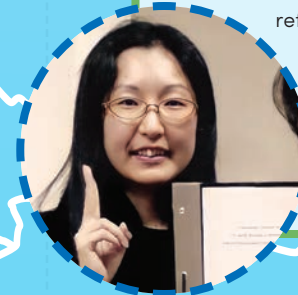


**In partnership with GiGi's Playhouse Down Syndrome Achievement Center, a GSE professor and a**

**PhD student** developed a course to help teachers learn to teach children with disabilities. UB students enrolled in the pilot independent study class, studied teaching techniques and then worked with children and families before creating an at-home activity or strategy. The course addresses a critical gap: Approaches to working with students with Down syndrome vary from school to school. Once teachers learn the right techniques, some children can learn to read at grade level. "With the nationwide wave of retiring teachers, colleges must prepare new educators for classrooms of today, which increasingly include students with a wide range of learning needs," said co-instructor Claire Cameron, GSE associate professor of learning and instruction. Read the full story on page 34.

**GSE PhD student Yukako Otsuki has been spending this year working from her native Japan**

as she finishes her doctorate in foreign and second language education. She designed her dissertation research to find ways to help teachers take a more collaborative, flexible approach to language instruction. Otsuki's proposal about her research plan to explore the impact of personal reflection on teacher awareness about how to improve their pedagogy won an award. Last year, Otsuki became one of the first GSE students to win an Advanced PhD Fellowship from UB's Humanities Institute. Read the full story on page 33.



**Adetola Salau, a GSE PhD student in the Department of Learning and Instruction**

and a dual citizen of Nigeria and the U.S., studies as she works as the senior special assistant for education to the governor of Lagos State. Her efforts to transform Nigerian STEM education come from a core belief: A more hands-on and interactive curricula will help students solve problems more creatively and develop the skills to find satisfying careers. As she develops her dissertation work about teacher training, Salau aims to expand a new STEAM UP Lagos project that launched science clubs in more than 50 junior high and high schools. The goal: Expand the club to all 5,000 public and 20,000 private schools in the state. Read the full story on page 30.



**GSE alumnus Rob Martin has been teaching social studies and providing English language support services**

at the American International School of Lusaka for the last four years. His career at multinational schools for the children of international and local workers included stops in Mexico, Kuwait, India and, now Zambia. He's sharing his story to shed light on a path that others may want to take. "I continue to learn that it is important to look beyond our country and town and city borders," said Martin. "It's important to learn about the world around us and also I think it gives me an opportunity to see the U.S. through a different lens." Read the full story on page 36.

Faith appears with psychologist Albert Ellis, his graduate school internship advisor and a pioneer of rational emotive behavior therapy. "He had this idea that parents often project things with their kids. They think well, my child isn't capable enough to do that. It was like a lack of confidence, and they project this out to their kids and the kids start to doubt themselves. That stuck with me and gave me some early opportunities to do work with families."

Poems and drawings created by Faith's two sons, ages 10 and 11, are the main focus on the wall behind his desk. Family is at the core of everything Faith does, and so allowing his work and home spheres to overlap is a point of pride.

### Meet me in my office with Myles Faith

## A pandemic pivot: A shift in childhood obesity research

BY LAUREN NEWKIRK MAYNARD

Like all GSE faculty, Myles Faith was forced to pivot professionally and personally during the COVID-19 shutdown. He took it in stride, using the pandemic as a lens for studying treatment programs for children dealing with obesity, and as a unique opportunity to focus on his own family.

"Lockdown was a challenge, but there was something also wonderful about having that time together," he said.

A professor of counseling, school and educational psychology, Faith has spent decades studying "nature vs. nurture" with respect to childhood obesity and its impact on families. His work includes investigations into how children's eating behaviors and body weight may be influenced by their temperaments, access to technology at school and at home—even their mothers' eating habits and health during pregnancy.

Faith's goal is to develop better evidence-based interventions that help parents and caregivers find positive strategies for healthy eating.

In 2020, his research dovetailed with COVID. As springtime shutdowns began, Faith and several U.S. and international colleagues began an observational study of overweight children and adolescents involved in a long-term childhood obesity treatment program in Verona, Italy. According to Faith, it was one of the first to look at the impact lockdowns had on an existing obesity intervention.

The research confirmed that the children ate considerably more unhealthy foods and drinks, spent more time in front of screens and had less physical activity and sleep than they did a year earlier.

"This happened in large part because their routine was disrupted," Faith said.

"What COVID puts under the microscope

is the significance of family routines, and how they get thrown for a loop in a major way that has an impact on eating, sleep and diet."

One silver lining: the rise of virtual technologies during COVID may help families treat obesity more effectively at home. Since graduate school, Faith has studied how technology-based interventions, such as telehealth-based counseling models, can influence healthier eating habits for kids and positive behaviors for the whole family.

#### MYLES FAITH'S RESEARCH AREAS:

- Family and Family Health
- Childhood Obesity
- Childhood Eating Behaviors
- Parenting and Childhood Obesity
- Weight-based Bullying
- Childhood Obesity and Depression
- Child and Adolescent Development



One of his most treasured items in his office is this collage, a personal gift from former students Faith once advised.



A photo of Faith with his wife of 14 years, Theresa. During lockdown, the couple found themselves struggling to adapt. At first it was the logistics: what's going on with the kids' schooling? How do we make it work?" he said. "And we said, we'll get through it and navigate it."

# Teacher Education REINVENTED

Developing a transformational approach, building on tradition.

As understanding of, awareness about and experience with GSE's Teacher Residency Program has grown, so has interest in and demand for it—and subsequently its impact. The program and its approach to teacher training is now in its third year in partnership with the Buffalo Public Schools.

The residency model improves upon the traditional practice of placing graduate students in schools for short-term classroom experience. Distinctive features include a year-long experience, with a summer semester, in a single school, working with a mentor teacher. Residents earn a master's degree, a living stipend and a three-year job commitment with the Buffalo Public Schools.

Working in urban schools, the residents learn a responsive teaching style that considers differences in race, ethnicity and socio-economic background. They finish their studies with the understanding, confidence and resilience to respond, flex and

adapt to a range of classroom dynamics. Residents are able to apply what they're learning in real time. Program faculty and staff stay connected with resident alumni offering additional support during their first three years of teaching.

The 2021 cohort of 23 residents across eight Buffalo Public Schools is nearly double the number of residents in each of the two previous years.

Leaders in the Buffalo school district say they appreciate the curriculum's tailored approach with its emphasis on the specific needs of city schools. Mentor teachers and school principals welcome the year-round help from a resident co-teachers who can offer new insights into classroom practice.

As the following stories attest, the Teacher Residency Program is having an impact. Informed by teacher training of the past, it is charting a new trajectory for teacher preparation of the future.





# Improving on the past in the present

## Hutch Tech: A teaching incubator for residents

BY MICHELLE KEARNS

After two years of hosting GSE’s teacher residents, the leaders of Buffalo’s Hutchinson Central Technical High School began this year with three new residents teaching biology and French.

They have already hired two alumni and Principal Gabrielle Morquecho, EdM ’99, EdD ’13 says she would gladly hire more.

“But I know I can’t be selfish,” she jokes. “I have to spread the wealth across the Buffalo Public Schools.”

Morquecho adds: “Here at Tech, we are really looking for teachers who have skills and abilities that are best for our school and are best for our urban students. We really wanted to hire our urban residents.”

She notes that the residents infuse classrooms with new ideas, enthusiasm and energy that impact their co-teachers, students and the school.

“It’s been beneficial to have the students be an integral part of the school and part of the building on a consistent, daily basis,” she said.

For Hutch Tech Spanish teacher and GSE mentor Meredith Anthony, working with resident Cristina Mata, EdM ’20 confirmed the insights from her own early career: A full academic year in the classroom can be better preparation than the shorter stints of the traditional student teaching model.

“You were never really comfortable in student teaching. It wasn’t enough time. So, I immediately thought, ‘Wow, an entire year!’ From how to prep for the first day of school, all the way through Regents exams and graduation ceremonies,” said Anthony. “That is going to give the whole scope and sequence of a school year and that’s going to give future teachers the confidence they need to stay in the career.”

It wasn’t until Anthony started to work with Mata that they found another benefit to

Hutchinson Central Technical High School. (UB Photo/William Belz)

capitalize on: Two teachers working together could help students practice more Spanish by breaking into two conversation groups.

Anthony also credits Mata, now a colleague and fellow Spanish teacher, with an emoji vocabulary teaching strategy: She posted an emoji collection on a screen and set a timer to see how many words students could brainstorm. If they were learning career words, they’d find emojis that fit professions like teacher, police, mechanic.

“There was just so much we could do with these little things that I would never have thought of if she hadn’t been there,” said Anthony.

Students became so intrigued that they created their own emoji themes and made sentences with a partner. “That’s where the real learning takes place—when they’re teaching each other,” she said.

Working with Mata also illuminated

“Wow, an entire year! That is going to give the whole scope and sequence of a school year and that’s going to give future teachers the confidence they need to stay in the career.”

Anthony’s thinking about how change improves instruction. “If I am open to using strategies that work for others for my own students, then I am always going to grow as a teacher,” she said. “And my students are always going to get the best instructional methods.”

Assistant Principal Pedro Estrada, BA ’94, EdM ’08, EdM ’13 was impressed by Anthony and Mata’s seamless work together. “From the beginning, they behaved like a veteran co-teaching team,” he said. “It takes years and years and some people never get it. They knew the teamwork. It takes a level of professionalism from both ends, from both parties, to work that well.”

The residency gives a mentor and resident time together. “They planned daily. There’s something about planning that cannot be replaced with just presence,” Estrada said. “In a traditional student teaching model, they have a presence in the room, where they come in for a number of hours, but they’re not necessarily embedded into continuous planning.”

Mata wasn’t struggling as some student teachers do when they show up mid-week and then must figure out what is going on in class. “Many times, I would pop in and she was teaching and it was flawless,” said Estrada. “Ms. Anthony took the back seat and she would be just the co-teacher or the helper, but it didn’t matter. It looked like a flawless incision.”

A former Spanish teacher, Estrada says students need to speak six phrases or “utterances” to get Regents exam credit. As he watched interactions with the emojis, he could see students were speaking more than six.

Estrada says language students can be afraid to speak in class for fear of making a mistake. Anthony and Mata broke down

that barrier and illustrated the power of the residency’s approach.

“Students were not afraid of engaging in the language, felt very comfortable with the level of rigor they were being exposed to,” he said. “That, to me, speaks highly of their ability to do the job.”



Cristina Mata, EdM ’20 (Photo/Buyskes)





# Intensity pays off

The residency year packs in experience and learning

BY MICHELLE KEARNS

Being a teacher resident during the pandemic, with its upending shift from teaching in a classroom to virtual lessons, fortified Tara Strade, BA '19, MS '20—as a graduate student and as a teacher in training. She had no choice but to find ways to balance her studies and lead second grade classes alongside her mentor teacher.

It was intense. The experience proved that she'd found her vocation. "There were times when I was stressed, but I just loved what I was doing so much," said Strade. "The realism of this program is what makes it so hard. It unapologetically presents itself in a way that is just the most rigorous and intense thing I've ever done in my life."

Last year, Buffalo Public Schools hired her to teach fifth grade at the Buffalo Elementary School of Technology, where she did her residency. She flourished. When she started teaching science and English language arts, she was confident in her classes and felt freer to share her personality with her students. Her residency experience was key.

"It allows you to really play out and experience the struggles and frustrations of a teacher—without being totally crushed by it," said Strade. "You have some support systems, and you have much of the weight being pulled by your mentor teacher, but it allows you to be in an environment that is very, very, very true to what it will actually be like for you to teach, as opposed to imagining situations that might never occur."

The self-assurance that followed her residency year also gave Strade more time in the classroom. She stayed on top of the curriculum. She easily responded to a new district-wide initiative and integrated social-justice-related, culturally responsive

instruction. She led conversations with students about topics in the news, like the Juneteenth holiday and the January 6 insurrection. "They saw what happened on the news and they wanted to talk about it," said Strade. "They had the greatest comments, without me guiding them anywhere, like 'Why is this happening?'"

And, because she felt comfortable sharing her informal, joking self with her students, she experimented with new learning approaches as they worked through the hybrid learning year that began online and finished in the classroom.

She could tell her students were responding to her authenticity. "I really am this crazy person trying to get you to love books and science and I think it makes them love it more," she said. "It worked out really well. All my kids did very well."

She led game show style quizzes. She called parents to share good news. During the December break, she spent nine hours driving to each of her student's houses to

Tara Strade, during her teacher residency, discusses lesson plans over lunch with her mentor teacher Paula Jargiello, Buffalo Elementary School of Technology, 2019. (UB video screenshot)

deliver a holiday present—Mason jars of her homemade green slime. On Fun Fridays, when her students were feeling burned out during on-screen time, she used a microphone to make announcements and reveal the week's winner of an MVP award, a distinction, highlighting good acts, given throughout the year to every student. She gave second chances for missed homework. She offered help anytime. An administrator observing her in action gave her strong evaluations.

"I had great relationships," she said.

To her fifth graders, it seemed as if she'd been teaching for a long time. On a July evening, after dinner, a few of them came together on Zoom to reminisce about what it was like to have her as their teacher when she was a new graduate.

"You talked to us like you knew us for the whole year," said Dontae. "I really miss you."

Helen agreed. "It didn't feel like your first year. It kind of felt like you were there for a very long time, teaching students," she said. "You were the best teacher I ever had ... When I forgot to do my homework, she was like, 'You could have another chance.' ... Also, I always recognized she always complimented me ... She was always on time. Also, she was like, 'If you guys need help, you can always ask me later.' ... I had a lot of questions about the writing and stuff. She always answered politely."

"The year went by quick," said Demere.

"I miss getting yelled at with the microphone," said Helen. "You're always happy and joyful."

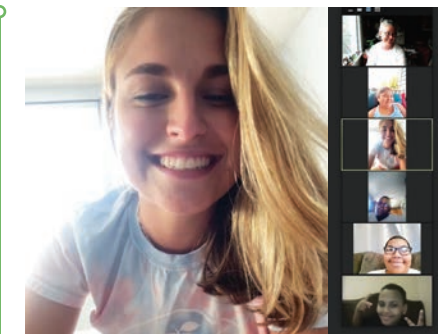
When Strade laughed, Helen added, "That's a fact."

Then, before a chorus of goodbyes and an end to the Zoom call, Strade made the students promise to visit her in her classroom when school started this fall. "I cannot wait to see you in school," she said. "Thank you so much for joining me. I'm so happy to see you!"

The profession benefits from having more than one model for preparing teachers, she said. She admits she would not have thrived

as a first-year teacher if she'd only had the more standard 15 weeks of classroom practice as a graduate student. For her, the residency approach to teacher training worked.

"I would not be in this position, I would not feel as prepared as I am now," she said, "and I would certainly not love what I'm doing, if I did not have this program."



Teacher Residency alumna Tara Strade, BA '19, MS '20, catches up on Zoom with her former fifth-grade students Orchard Park, N.Y., Aug. 3, 2021. (UB Photo/Kearns)

“The realism of this program is what makes it so hard. It unapologetically presents itself in a way that is just the most rigorous and intense thing I’ve ever done in my life.”



Tara Strade, BA '19, MS '20 (Photo/Buyskes)



## Impact with equity influencing an education system

The Teacher Residency Program, with its immersive approach to teacher training, is influencing urban education from the inside.

The impact is being felt now. The residency cohorts are more diverse than the traditional pool of new teachers: Sixty percent of GSE's residency classes are people of color. Compared to fifteen percent of current BPS teachers identifying as teachers of color, it is a three-fold increase. The program did this by lifting two barriers that were getting in the way—cost and time. The \$18,000 stipend offsets the expense and the 16-month program helps graduates start work in a public school right away.

“It is a funded pathway into the profession. People don't have to take on more debt,” said Amanda Winkelsas, clinical assistant professor of learning and instruction, assistant dean for outreach and community engagement, and director of the Teacher Residency Program. “Many people simply can't afford to become teachers.”

The residency has fostered a learning-lab-style community and is one of the elements influencing change in Buffalo Public Schools.

## Legal advocate and Marine find new careers in the classroom

BY MICHELLE KEARNS

Gary Crump listened, with deep discouragement, to a judge give a sentence that put three young Black and Hispanic men in prison for life for crimes that could have been prevented with education. In that moment, he decided his time would be better spent working with young men in a classroom than as a legal advocate. He remembers thinking, “There's got to be a way I can have an impact on young men of color.”

During his 15 years working with defense attorneys on trials and death penalty cases, he saw the criminal justice system up close. He knew that the three men who moved him to change careers were responsible for serious felonies. Crump also understood how poor schooling and the need to earn a living influenced their decisions.

“I think when you come from a background like that, you understand people engage in certain activities to feed their families,” he said. “Because they don't have an education, because they don't have viable employment opportunities, and no one's reaching out to them, so they take an alternative means. Too often this is the case for many of our men and women of color in an urban setting.”

As Crump began looking into how to change careers, he was referred to UB. Its new Teacher Residency Program aligned with his goals. His law degree would be accepted as a master's degree and he would take classes to earn a certificate of advanced study while he co-taught social studies. “With my history background and law background, becoming a social studies teacher was a good fit,” Crump said.

During his work last year as a resident at South Park High School, he collaborated with two mentor teachers who helped him build on his previous experience as a volunteer, working in the South Bronx to help students pass their high school equivalency exams.

“This is where a lot of my experience and my passion developed, in terms of my ability to work effectively with young people,” he noted, “particularly young people of color.”

Like Crump, fellow resident and Marine veteran Micah Harris, who co-taught social studies at Hutchinson Central Technical High School, was motivated to enroll in the GSE program because of what he observed as a substitute high school teacher.

“There's not enough Black males in the schools,” Harris said. Too often society and popular culture portray Black men as criminals. “That's not what I am.”

Students need to see Black men as teachers, he said. A father of three, Harris grew up in Buffalo. Lately, he has been coaching football at Maryvale High School. He was grateful for the residency's training, certification and the strategies he learned from his mentor teacher Alicia Proctor-Szilagyi. “It gave me a route,” he said.

During the hybrid teaching of last year, Crump also was grateful for strategies he learned, including how to engage with students online. His mentor teachers, Paul McPartland, EdM '06 and Laura Boland, were instrumental in connecting him with colleagues and coaching him to teach online.

“There is a disconnect between academia and K-12 teachers and what happens in the classroom,” he said. “They were able to really bridge that gap for me over the past year.”

With mentor support, Crump started “Motivation Mondays,” using video clips from Eric Thomas, a motivational speaker who was homeless for a time. The videos led to class conversations on themes, like overcoming fear. Crump built on those discussions, using two bulletin boards. One he used for motivational quotes from people like Thomas, Michelle Obama and Eleanor Roosevelt. The other was a hub for CLRI, or “culturally linguistically relevant initiatives.” He featured history connected to his own New York City roots like the Louis Armstrong House Museum in Queens, the Jackie Robinson Museum in Manhattan and the new Universal Hip Hop Museum in the Bronx.

McPartland and Boland told Crump that his contributions influenced their teaching as well: They plan to incorporate new, diverse perspectives to elicit more student conversation, as he did.

Students often told him that his class was a favorite because of its variety. His creativity helped Crump connect with students and achieve teaching goals.

Crump recalled helping a young man who had been struggling to finish a project to pass a social justice seminar. At graduation,

“With my history, background and law background, becoming a social studies teacher was a good fit.”

he gave Crump a hug.

“If it wasn't for you, I wouldn't be here,” the young man said as his happy mother watched.

Crump wanted his student to recognize his genuine accomplishment.

“I had to say to him, ‘Look, you did the work,’” Crump remembered. “You just needed a little direction and motivation to help you get across that line.”

Crump's experience that day highlighted the importance of his new journey as an educator.

“It made sense to me in that moment,” he said. “This is why we're here. This is why you've been called to serve. This is why you're part and parcel of this army of change agents here at the UB Teacher Residency Program.”



Micah Harris, EdM '21



Gary Crump, CAS '21



## A historic community school turns around and embraces the residency approach

BY MICHELLE KEARNS

As Tanika Shedrick, MA '06 begins her fourth year as principal of BUILD Community School, the school's partnership with GSE and its Teacher Residency Program has helped turn the historic Black school into a learning lab. Shedrick, a member of the program's steering committee, can see how the five residents placed at BUILD during the program's first two years have contributed to a dynamic environment for everyone—administrators, teachers and students. This year, the school is hosting five residents at once.

"I love the fact that residents come in with fresh eyes and with new techniques," Shedrick said. "Some of them have been in education. Some of them have not. So, they're coming in with new eyes to a current problem or a current situation."

For Shedrick, the residents are part of the foundational change and rebirth happening at BUILD, home to about 350 pre-kindergarten through eighth grade students. Founded in 1969, the school was named with an acronym that reflected the

aspirations of the Civil Rights era: Build, Unity, Independence, Liberty, Dignity. Parents and community activists, frustrated with the quality of education for Black children in Buffalo's segregated system, negotiated with the Board of Education and created the school as a place for innovation.

Shedrick, who went to elementary school there, remembers a waitlist to get in. But when data showed students were scoring poorly on assessments, the school, then known as BUILD Academy, closed. That same

year, in 2018, it reopened with Shedrick as principal and a transformational plan. This included an independent monitor, more community support and a new name: BUILD Community School.

Now as she leads the school, she spends as much time as she can walking the halls and visiting classrooms. As she and other administrators talk with teachers about their work, benefits of the residency experience came through last year after an exchange with a GSE alumna. Sydney Favors, EdM '20 was hired as a social studies teacher after she graduated last year and Shedrick was impressed by her swift, professional approach to a problem: When Favors found out her students weren't recognizing vocabulary in the curriculum, she was comfortable enough to pivot and try something new. Favors worked with the school's instructional coach and tried new strategies, including having students use context as a tool to figure out the meaning of

a word.

"She came in, ready to tackle any challenge," said Shedrick.

As Shedrick works, she gravitates to exchanges like these. As a school principal, working with teachers and students energizes her. She appreciates GSE's collaborative approach and regular meetings of the residency steering committee.

"You have a true collaboration. Input is flowing. We're all constantly improving the program," she said. "One of the things I love about it, is that we're conducting research in real time."

As the program unfolded, people made adjustments as needed: For example, mentor teachers now are getting more training.

This year, Shedrick has started meeting regularly with residents so they have a forum

for sharing their observations and progress. The Teacher Residency Program arrived during a revolutionary time in education. The pandemic-provoked shift to virtual learning forced teachers and schools to reimagine their teaching practices.

"We reinvented education this year with remote instruction and hybrid learning. We're reinventing what it should really look like," Shedrick said. "Why keep everything the same, just because that's how we've done it for years?"

"You have a true collaboration. Input is flowing. We're all constantly improving the program. One of the things I love about it, is that we're conducting research in real time."



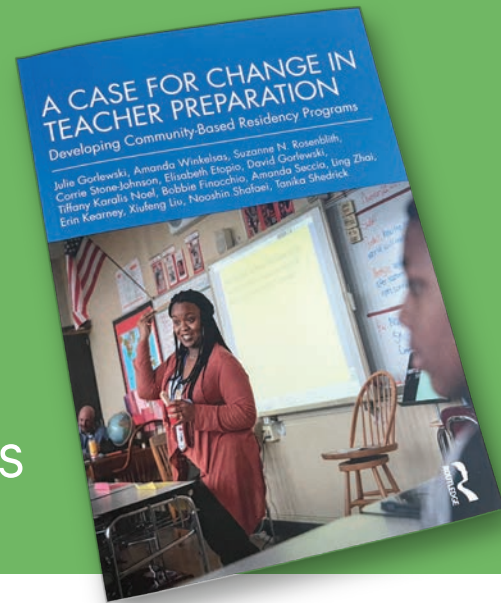
Sydney Favors, EdM '20 (Photo/Buyskes)



Tanika Shedrick, MA '06 (Photo/Buyskes)

# Teacher preparation of the future

## Sharing a new approach: A template for other institutions



After two years of work in Buffalo Public Schools, the GSE Teacher Residency Program team of faculty, PhD students and educator collaborators developed a program template to share with other graduate schools.

"A Case for Change in Teacher Preparation," a book with 10 chapters representing the work of 14 authors who have been part of the project leadership, makes the case for a new, residency-oriented approach to teacher education.

It has two goals—to share methodology and research; and to provide a blueprint for educators who wish to develop similar programs, said Julie Gorlewski, lead author and chair of the Department of Learning and Instruction.

By design, with its immersive, district-centered approach, the program intends to increase equity, diversity, justice and inclusion in schools through teacher education. The book, published by Routledge in August, was written to share research and demonstrate the effectiveness of the program, she said.

"We tried to write the book we wish we'd had when we planned and implemented the program," said Gorlewski.

One topic explored is the importance of "collaborative professionalism," or leadership that is distributed across stakeholder groups. Meaningful reform, of the kind the residency program is attempting, incorporates input from all stakeholders—students, teachers, teacher educators, administrators, community members. Everybody," said Gorlewski.

The residency uses a holistic, system-focused approach, which means considering all the parts of a system in the design. Its residency template can work anywhere, but to be effective individual programs must integrate with their schools and the communities they serve, Gorlewski said.

"Learning and teaching are context based," she noted. "We can create the structure of an effective program and take it to another city or another community, but the community needs to be involved in shaping the program so that it will work for them."

One of the biggest lessons is that residency-facilitated partnerships between the school district, mentor teachers and university faculty are effective. Residents form strong relationships. Strong teaching skills follow.

New GSE graduate Amanda Seccia, PhD '21, now a postdoctoral fellow at the University of Chicago, started studying the program when it launched in the fall of 2019. One of the most exciting findings was how seamlessly teacher mentors and residents collaborated.

"I think it's just really cool to see how much

their relationships grow over the course of the year. How much their communication improves, how much they're able to enhance their own teaching practice together," Seccia said. "By the end of the year, it's hard to even tell who the resident is and who the mentor teacher is because they work so well together."

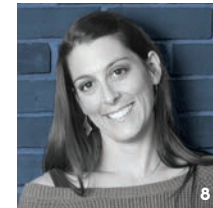
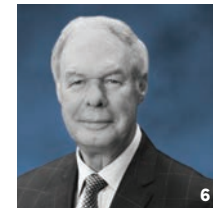
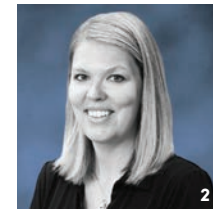
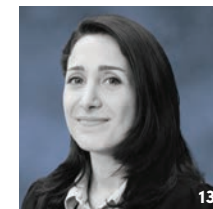
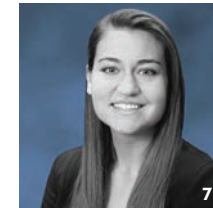
The close partnerships infused the program with a growth mindset, she said. People felt comfortable coming forward with ideas for change. For example, fixing a disconnect between graduate coursework and classroom work allowed instructors to share course themes so mentor teachers could better highlight and emphasize parallels.

"We were able to then work with the instructors to do things like come up with new readings to put in the syllabi, things to help bridge that gap," Seccia said.

In a survey she did at the end of the year, both mentor teachers and residents said they felt like family.

"They've built such strong relationships with one another that this mission and vision of the program goes far beyond academics," Seccia said. "We're an 'army of change agents.' We're working together to change the system, little by little."

"We tried to write the book we wish we'd had when we planned and implemented the program."



1. Julie Gorlewski
2. Amanda Winkelsas
3. Suzanne Rosenblith
4. Corrie Stone-Johnson
5. Elisabeth Etopio
6. David Gorlewski
7. Tiffany Karalis Noel
8. Bobbie Finocchio
9. Amanda Seccia
10. Ling Zhai
11. Erin Kearney
12. Xiu Feng Liu
13. Nooshin Shafaei
14. Tanika Shedrick



## Making a case for change

Since the program's inception, Buffalo Public Schools Superintendent Kriner Cash has been its champion.

Addressing the incoming class of 23 residents this summer, he emphasized the transformative power of the diversity work and mentor-teacher relationships.

Cash said GSE's approach, which offers the kind of in-school training that educators often do not get until after graduation, could be a national model. It may show people, beyond Western New York, a diverse and effective template for changing teacher education.

"In the years since the program was established, I've been able to visit schools, our Buffalo Public Schools, to see these teacher residents who come from a wide array of backgrounds, ethnic, cultural, racial and gender backgrounds, and they are doing delightful work in our schools," he noted.

"I knew this urban Teacher Residency Program would be a difference maker for us."



# Welcoming this year's residents

Members of the third Teacher Residency cohort explain what drew them to the program.



**Daniyal Ahmed** previously worked as a tutor and earned his bachelor's degree in biology. He believes the residency program will **"give me enough time to get my footing teaching without being thrust into the field unprepared."**



**Kayleigh Brandstetter** worked at West Side Community Services as a youth services coordinator and has a bachelor's degree in linguistics and Spanish with a minor in education. **"I love education and empowering youth and their families!"**



**Tenae Connell**, formerly a teaching assistant, holds a bachelor's degree in interdisciplinary social science with a concentration in early childhood education. She was drawn to the program's approach. **"It offers me the opportunity to finally attain my certification while still remaining in the classroom."**



**Francisco Diaz Barragan** earned his bachelor's degree in mathematics and economics. He has worked as a tutor and an event promoter and is currently teaching his mother English. **"I want to be a role model for young minoritized students while providing them with a quality education."**



**Brett Gibson** managed a credit union branch located in a high school staffed by students. He has a bachelor's degree in biological sciences. **"I like the idea of being paired with a mentor teacher and learning on the job."**



**Eden Griger** interned at GSE's Early Childhood Research Center, and worked as a nanny and a one to one classroom aide. She has a bachelor's degree in social sciences interdisciplinary with a concentration in health and human services. **"I believe that teaching is a great responsibility and the program's mentor-led approach will help me become the best teacher that I can be."**



**Elizabeth Hacherl** has a bachelor's degree in biochemistry, worked as a teaching assistant and a chemistry tutor and wants to help students create change and show them the importance of education and the power of science. **"I want to help students achieve their goals and have a positive impact on the next generation."**



**Kimberly Hernandez**, holds a bachelor's degree in mathematics. She was a waitress and a cashier and has a passion for helping people. **"I want to work in a public school that mirrored my own experience and learn how to properly support students in these areas."**



**Jordon Denaë Krivonos** has worked in UB Libraries' Special Collections, as an academic support leader for UB's Educational Opportunity Program and as a summer camp counselor. She has a bachelor's degree in English and English Honors. **"I am really interested in working in a diverse multicultural setting, since I have great interest in multicultural literature."**



**Joe Marte** has worked as a first-generation peer mentor, a LGBTQ+ advocate and a resident advisor. He holds a bachelor's degree in psychology and is looking forward to the program's hands-on experience. **"There is no better way to learn how to teach than in a classroom."**



**Melissa McDonnell** has worked at the West Point Military Child Development Center and has a bachelor's degree in political science. Her experience in the classroom offered as part of a GSE course led her to apply. **"I was able to help teachers in Buffalo Public School 6 twice a week in their English Language Learning classrooms."**



**Saw Meh**, a refugee from Thailand, earned a bachelor's degree in social work. She is working as an assistant for the Focused Learning for Youth Program with the Westminster Economic Development Initiative and as a multilingual teacher assistant at Lafayette International Community School. **"The program mission and vision align with my own personal goals."**



**Zannatul Noor** has tutored at a Brooklyn after-school program, been a substitute at UB's Childcare Center and has a bachelor's degree in English and education. **"My work experience has taught me patience time management, how to work with students, and how hard the teaching profession can be."**



**Emma Peirick** discovered her love of teaching students who are learning English as a new language while working as a tutor for Buffalo Public School 6. She has a bachelor's degree in anthropology and recently, she has been delivering literacy interventions at the Charter School for Applied Technologies. **"The program will allow me to provide truly impactful service to enhance urban education while honing my skills."**



**Nelson Rivera** was a tutor, summer coordinator and a science instructor for the Science and Technology Entry Program at UB's School of Medicine and Biomedical Sciences. He also interned for the City of Buffalo Courts, worked for the Buffalo Common Council and helped students as part of UB's Collegiate Science and Technology Entry Program. **"After the pandemic impacted my job as a student success specialist, I decided to shift my career in education."**



**Heather Russell** earned a bachelor's degree in science and mathematics. She previously worked in customer service and support. **"I believe teaching is a meaningful career. I want to show students that math can be fun and accessible to everyone."**



**Abby Salamone** worked with at-risk youth, taught in Taiwan as a Fulbright Taiwan Fellow, studied education and international development and worked as a first grade special education aide. She holds a bachelor's degree in anthropology and a master's degree of philosophy in education. **"The program creates positive change for students and our education system, which is a passion of mine."**



**Sabrina Schwartz** has worked in a day care and preschool and has a bachelor's degree in social science interdisciplinary with a concentration in early childhood education. **"I learn best working hands-on in a classroom with a mentor. This program is the perfect fit for me."**



**Kim Seay** has been a substitute teacher in Buffalo Public Schools and had jobs in local government, higher education and nonprofit arenas. She has a bachelor's degree in business administration and a master's degree in organizational leadership. **"I hope to inspire and encourage our societal youth."**



**Alyssa Shellman** volunteered with the Buffalo nonprofit People United for Sustainable Housing at the Grant Street Neighborhood Center as part of her UB Honors Seminar. She completed her bachelor's degree in English in three years. **"I am enticed by the program's pace and learning style."**



**Sandra Shinin** has been a paraprofessional resident advisor and a youth leader, helping high school students explore career options and apply to college. She holds a bachelor's degree in social science interdisciplinary in health and human services with a concentration in early childhood. **"I want to raise the percentage of minorities who get a high school diploma and a college degree and help Buffalo Public Schools become more inclusive."**



**Jacob Walek** worked as a summer camp teacher and volunteered with Buffalo Public Schools to help high school students with their homework. He has a bachelor's and master's degree in history. **"I have always wanted to teach in an urban school, and am excited to learn from a mentor and the students."**



**Kacy Wandel** has tutored reading, writing and literacy for both native English speakers and those learning English as a second language. She has a bachelor's degree in humanities with a focus on elementary education and literature. She is passionate about reading and language learning. **"The program will offer me the opportunity to serve students in a variety of life circumstances and places."**

# Virtual skills lead to classroom savvy

## Teacher Residency alumna discovers online tools lead to leaps in class participation

BY MICHELLE KEARNS

The most memorable lesson from the pandemic about teaching for new social studies teacher Caitlin Orgek, EdM '20, was the power of digital tools to encourage class participation—online and in-person. Their power to transform the class experience inspired her.

"It's really revolutionized how I think about teaching. Seeing those kids come for our Zoom calls and having them ask questions ... It definitely confirmed for me that I picked the right profession. Despite all the challenges, it worked," Orgek said. "I really think it just gave students the confidence to answer in the way that best supported them."

When COVID-19 closed school buildings during her residency, Orgek began experimenting with online tools to draw in students who were adjusting to the sudden

shift to online learning. She was heartened to see how the video classes gave them more options to engage—by chat, class poll and anonymous response. Then, last year, when she began her first year as a full-time Buffalo Public School teacher, she kept adding web apps to her teaching practice.

She was thrilled to see her morning online group of seventh graders at Dr. Charles R. Drew Science Magnet School enthralled by a virtual field trip to see where Harriet Tubman once lived, via the interactive Nearpod

web app. They took in a 360-view of the Maryland farm where Tubman was enslaved as a girl and, from there, followed her route north along the Underground Railroad.

Then, with help from Google, they gazed at the stretch of the Niagara River from the Buffalo shores where Tubman helped people escape slavery and cross by boat to safety in Canada. Orgek could tell her students felt connected to the woman who once walked the same streets that they do now. Even though her students were quiet during the virtual lessons that featured Tubman, the chat space on the class video screen filled up with their conversation.

This experience was an example of how new digital tools dovetail with and elevate class learning. With options like these, more of her students are winning all the points in the 10 percent of their grade reserved for class participation.

So far, she's tried almost a dozen new digital apps and online interfaces. They include the Kahoot! and Quizizz platforms that make a game out of answering quiz questions. The Nearpod interactive online interface makes it easy to build video clips

into lesson summaries and even lets students draw answers to questions like, "What does a canal look like?" which came up during the history of the Erie Canal. She's experimented with Schoology's online assignment setup and the Desmos tool for animating numbers and underlining reading passages with color.

Some web apps and programs that let students respond without their names are particularly helpful. This way they avoid the risk that keep many quiet—giving a wrong answer and feeling embarrassed in front of peers. "Remaining anonymous allows that greater involvement, greater engagement," Orgek said.

When teaching turned hybrid last spring, students could choose whether to stay home or come to class. A girl in one of her classes who was learning English as a new language was physically in class, but too shy to speak. Whenever Orgek stopped by her desk, the student would give a thumbs up as she worked on her Chromebook.

Later when Orgek looked on the Desmos platforms, she could see in real time that the girl was answering questions along with the rest of the class.

These new more flexible digital learning tools shed light on a fundamental lesson from her GSE studies: Educational experiences should be as individualized as possible. Digital tools help make that happen.

"Engagement has been shown to really advance the students' learning," said Orgek. "You have to have multiple ways to have students engage with the information to be able to learn. It's our challenge as teachers to meet those needs."

**"Engagement has been shown to really advance the students' learning."**



Caitlin Orgek teaches a class as part of her teacher certification presentation. (Video still courtesy Caitlin Orgek)



**"You have to have multiple ways to have students engage with the information to be able to learn. It's our challenge as teachers to meet those needs."**



# The new schoolyard: Understanding and preventing cyberbullying

A conversation about cyberbullying symptoms and strategies with Stephanie Fredrick

BY DANIELLE LEGARE

Stephanie Fredrick's cyberbullying research began while enrolled in her school psychology doctoral program in 2012. During that time, she noticed that several media outlets reported that cyberbullying caused adolescent suicide. Yet, she couldn't find scholarly research to support those claims. Now, as the associate director of the Alberti Center for Bullying Abuse Prevention and an assistant professor in GSE's Department of Counseling, School and Educational Psychology, Fredrick's career is centered on studying cyberbullying and developing school-based prevention strategies.

## Q What is cyberbullying?

**A** Cyberbullying is similar to traditional forms of bullying, except it occurs in online spaces or through digital media devices. With any form of bullying, we look for three characteristics of the behavior. First, the person is trying to harm another person intentionally. Second, the harm is repetitive or likely to be repeated. And, third, there's a power imbalance between the person engaging in the bullying behavior and the person experiencing it.

However, if somebody tells you that they feel hurt or unsafe, and their experience doesn't tick off those three boxes, that doesn't mean you should ignore what they're saying.

## Q Where does cyberbullying happen?

**A** Cyberbullying occurs wherever teenagers spend time. We often see it on popular social media or gaming apps. Adolescents always seem to be one step ahead of us with their technical skills and knowledge, so it can be tricky to develop effective prevention and intervention strategies.

## Q How do I know if my child or student is being cyberbullied?

**A** Children and adolescents experiencing cyberbullying tend to report higher levels of social isolation, depression, anxiety, sleep problems and aggressive behavior. We often see social children become more withdrawn or less active on their phones. Sometimes children and adolescents increase their media use after experiencing cyberbullying because they want to ensure that someone's not posting about them online.

As parents, we might think, "I'll just take your phone away." But, that can create more anxiety and won't make the problem disappear.

## Q What advice would you give to parents?

**A** Take a beat. Try to stay calm and regulate your emotions before talking it through with your child. There's nothing more important than just listening. Validate what your child went through and how they're feeling. Believe them. Then, problem-solve with your child and let them take the lead in brainstorming solutions that would improve the situation.

## Q How can schools prevent bullying in online environments?

**A** We're often quick to blame our students, whether they're bullying or being bullied. Educators and school staff must look at their own behaviors and attitudes and model positive relationships, so those behaviors trickle down to the students.

Schools also need a variety of easy ways for students to report cyberbullying. Maybe it's making sure that students feel comfortable talking to adults within the school. Perhaps it's an anonymous reporting app or page on the school's website. Maybe it's teaching students to be prosocial bystanders and showing them how to report bullying behavior for other students.

## Q Where can mental health professionals and educators find more information about how to help students who are bullied?

**A** The Alberti Center for Bullying Abuse Prevention's website has resources for educators, parents and students on cyberbullying and online safety.



*In addition to her work as an assistant professor and associate director of the Alberti Center, Fredrick is a licensed psychologist and nationally certified school psychologist. She has consulted with schools about bullying prevention and social-emotional learning.*



## Hands-on experience: Reimagining STEM in Nigeria. And beyond.

BY MICHELLE KEARNS

When Adetola Salau, GSE PhD student and education aide to Nigerian Governor Babajide Sanwo-Olu, drives through Lagos, she is inspired to persevere. She gets energy for her own sometimes exhausting daily work, as a graduate student and government official, when she sees young people hanging out on the streets with nothing to do.



Her mission: Implement what she believes is the life-changing solution and transform education in Nigeria to reflect the U.S.'s experiential approach to science and math learning. She wants to help shift teaching traditions around memorization to class project work, which she believes helps students cultivate curiosity, self-confidence, understanding and the tools they need to find, and create, meaningful work.

"The rest of the world has gone to hands-on learning," Salau said. "It took me going to the States ... to see we can do this differently."

Months after she enrolled in GSE's curriculum, instruction and the science

of learning online PhD program, Lagos State Commissioner of Education Folasade Adefisayo, who had been reading Salau's newspaper columns about reform, offered her a job. "She's a progressive educator," said Salau of Adefisayo.

In her role as education aide, Salau launched an initiative called "STEAM UP Lagos," a program to create afterschool science clubs in more than 50 junior high and high schools with new lab spaces, STEM competitions, teacher training. Its curriculum, which Salau developed, includes activities like fizzy baking soda explosions and investigating trash dump pollution with drones. To help expand the club to the state's 5,000 public and 20,000 private schools, Salau hopes to elicit financial support from Nigerian businesses and international governments.

Above, Adetola Salau at the commissioning of a new "Internet Of Things Lab" at a public school in Abesan, Nigeria. February 2020. (Photo/Banic Media courtesy of the Lagos State Ministry of Education). Left, Salau, in Lagos, Nigeria, 2021. (Photo/Gabriel Olude)

Her passion for STEM education comes from her own journey. She was born in the U.S. to Nigerian parents who were earning their PhDs. She was 5 when they returned to Nigeria, where her mother became a university lecturer and the country's first female meteorologist, and her father was a geography and climate change professor and United Nations diplomat.

In 1995, when she was 18, Salau settled in the U.S. and earned a bachelor's degree in chemistry at Fordham University and, at Syracuse University, a master's in chemical engineering.

Salau then spent a decade teaching middle school and high school math and science in the South Bronx, the Carolinas and California. It was hard, life-changing work that she loved. She built rapport with students by sharing her story about how education led her family to the U.S. "I made connections beyond math," Salau said.

She became convinced that the American experiential style of teaching could transform Nigeria's schools and their reliance on memorization.

She planned her return to Nigeria, stockpiling outdated textbooks whenever she knew they were going to the dumpster. Eventually, when she was heading to Lagos, she loaded them into her mother's car before it shipped.

In the beginning, she advocated for change

by driving 13 hours to the capital Abuja to lobby officials. She then decided a PhD would give her the clout she needed.

Her graduate work converged with her government work. Opportunities to create change emerged—in her dissertation and with international collaborators.

*We need to make them become people who solve their own problems and create and think critically. I want to see problem-solving. And, I want to see critical thinking to become something of the norm.*

In the past year, since she began working on state education policy, the work informed her doctoral study and vice versa. She believes foundational change could profoundly impact the state's 5 million students and, eventually, students nationwide, in all 36 states.

She surveyed Nigerian teachers about their interest in taking new approaches to teaching math and science as part of her STEM education dissertation research that she is developing with her advisor Noemi Waight, associate professor of learning and instruction. "I have data now saying that this is what they realize and what they want," said Salau.

To help her research, one of her science education professors, Joseph Engemann, PhD '00, connected her with the Smithsonian Institution's Science Education Center. It sponsored virtual training for 10 teachers and policymakers in Lagos last year. Then this spring, she won a place on its inaugural committee, "STEM Education for Sustainable Development and Network for Emergent Socioscientific Thinking," an international panel collecting new ideas.

Engemann sees promise, for education on both sides of the Atlantic, in Salau's efforts. "We agree that even in Canada and the U.S., there is poor development of practical work skills in science ... So many teachers lack the instructional capacity," said Engemann, an adjunct GSE professor. "She is an amazing advocate for excellence in science teaching."

Once Salau finishes her PhD, they plan to continue to work together to research and publish ideas for improving STEM education, and opportunity, for students. "We need to make them become people who solve their own problems and create and think critically," said Salau. "I want to see problem-solving. And, I want to see critical thinking become something of the norm."

Salau at the grounds of the offices of the British Deputy High Commission in Lagos, with Deputy British High Commissioner Ben Llewellyn-Jones and local students, October 2020. (Photo courtesy of the Deputy British High Commission in Lagos)







Kathleen Reeb-Reascos, a GSE educational culture, policy and society doctoral student, at her computer class. (Photo courtesy Kathleen Reeb-Reascos)

## Disparities discovered

Seeking policy change in (dis)ability education

BY MICHELLE KEARNS

Kathleen Reeb-Reascos, a GSE educational culture, policy and society doctoral student with visual impairment, has experience navigating the education system for people with disabilities. She took her curiosity about the supports in schools, crafted a dissertation study—“Constructing the Realities of (Dis)ability: How Institutional Arrangements and School Typologies Undergird the CSE Process”—and won a national award.

Reeb-Reascos was one of 35 students to win the 2020 National Academy of Education’s Spencer Dissertation Fellowship and the first UB student to be included.

Lately, she has been feeling hopeful about her power to help increase public understanding and awareness about the need for improving how Individual Education Plans, or IEPs, are tailored to help students with disabilities navigate school.

For the past year, Reeb-Reascos studied the way the IEPs functioned at three different public elementary schools—a wealthy, majority white school, one with high-poverty and students of color, and one that had a diverse mix.

She learned how hard parents work to navigate, making one phone call after another, sometimes filing lawsuits, as they advocate for their children.

“It’s almost a full-time job... Those are parents who have a certain level of assets. What’s happening to parents who don’t have that?” asked Reeb-Reascos. “I wanted to look at whether the make-up of that school influences that process.”

While she is still drafting her final dissertation, preliminary data from educators and specialists show there are big differences in the way IEPs work from one school to the next. It turns out the implementation varies and so does service to children. That lack of uniformity, which Reeb-Reascos is analyzing, makes it difficult to set up optimal outcomes and goals.

The disparities are troubling, given that the Individuals with Disabilities Education Improvement Act of 2004 is very clear about how the IEP process should unfold, said Reeb-Reascos.

“Why do we see such vast differences in servicing and support?” she questioned. She wants her project to get people’s attention so that policymakers will start making changes. “We need a wake-up call,” Reeb-Reascos said.

“The world of disability is complex. There’s acceptance and there’s also a lot of stigma,” she said. “My purpose for all of this is to capture what is going on and bring it to those who can make change.”

## A Teacher Who ... inspired a student in Japan to move to Buffalo to study foreign language education at GSE

BY MICHELLE KEARNS



Yukako Otsuki, EdM '12, left, with her professor mentor and fellow GSE alumna Akiko Takagi, EdM '99.

An ambition to help others teach and learn foreign language led Yukako Otsuki, EdM '12, to leave her home in Japan and forge a career in the U.S.

The idea came to her more than a decade ago in Osaka when she

learned how to take a more collaborative, flexible approach to language education while in a class led by GSE-trained professor Akiko Takagi, EdM '99. It was an experience that would change her life.

Otsuki, who expects to finish her doctorate in foreign and second language education at UB next year, had long been interested in the power of language study and how it can bring people from different cultures together.

When she was a student of Takagi’s at Osaka Kyoiku University, she was impressed by how much she got out of the assignments to examine the teaching practice sessions by writing weekly reflections. Takagi had discovered the strategy while studying the teaching of English at GSE.

“At that time, I was a really new teacher,” said Takagi, now a professor of English teaching at Aoyama Gakuin University in Tokyo. “I was not sure about my impact. Now I understand.”

Otsuki also was intrigued by Takagi’s recounting of her classes with Lynne Yang, GSE clinical associate professor of learning and instruction. Yang taught that it was crucial to have students speak and use the language they were studying, an alternative to the Japanese approach of learning by translating written passages.

“For me, I thought, ‘It’s more fun,’” Otsuki said. “It’s also more practical.”

### “My dream since I started learning English came true.”

She learned English that way herself. As a young student, she practiced conversation with a kind American teacher. Otsuki’s work with Takagi built on that experience and made her want to follow her professor’s academic path and study at GSE.

But Otsuki worried that might be impossible. She assumed her own English wasn’t good enough.

Takagi disagreed. Otsuki remembers her professor saying, “You don’t need to worry about that. Just try.”

Her early studies with Takagi also helped give Otsuki the idea for her dissertation. Her interdisciplinary proposal about reflective practice led to an award: Last year, she became one of the first GSE students to win an Advanced PhD Fellowship from UB’s Humanities Institute.

This year, Otsuki is back in Japan with financial help from another award. GSE’s D. Bruce Johnstone International Student Dissertation Research Travel Fund has covered some of the costs as she works in Japan to collect data about the impact of reflective practice on

the confidence of four elementary school teachers who are new to teaching English.

Otsuki still remembers how her own understanding of her teaching deepened as she journaled in Takagi’s class. “I also had the opportunity to think: ‘What is good teaching? What is not good teaching?’” said Otsuki. “I could get some findings by thinking by myself...Then I can accumulate those findings into my teaching experience. Like a good lesson for myself, to develop myself.”

One day, Otsuki hopes to become a professor and help others understand the life-changing power of foreign-language study. Because Takagi challenged her to try, she came to Buffalo for graduate work. “My dream since I started learning English came true.”



Otsuki stands in front of the Dogo Onsen hot spring, Matsuyama, Japan, June 15, 2018. (Photos courtesy Yukako Otsuki)

# Teaching at the Playhouse

GSE students teach children with Down syndrome in a new nonprofit partnership

BY MARCENE ROBINSON AND MICHELLE KEARNS



Krystal Starke, GSE PhD student, conducts a lesson with a young child at GiGi's Playhouse Down Syndrome Achievement Center, a new Buffalo nonprofit, July 2021. (UB Photo/Meredith Forrest Kulwicki)

UB's new partnership and pilot program with Buffalo's GiGi's Playhouse Down Syndrome Achievement Center has developed into a new opportunity for UB students to learn and teach.

GiGi's Playhouse Experiential Learning is an independent study that began with a small group of UB students who earned credit toward internship or professional teaching certifications by tutoring preschool and elementary-school-age children with Down syndrome.

The course addresses a critical preparation gap for future teachers who will work with children with Down syndrome and other disabilities. The need has become more urgent as schools increasingly integrate classrooms to include students with learning differences, said co-instructor Claire Cameron, GSE associate professor of learning and instruction.

"Most students who qualify for special education spend 80 percent or more of their time in typical classroom settings. Decades of classroom-based research show that students with disabilities benefit from inclusion, or learning alongside their typically developing peers, whenever possible. What's more, typically developing peers also benefit," said Cameron. "With the nationwide wave of retiring teachers, colleges must prepare new educators for classrooms of today, which increasingly include students with a wide range of learning needs. Colleges must prepare professionals, including teachers, to work effectively with exceptional learners."

GiGi's Playhouse is a nonprofit that offers free educational and career development programming for people with Down syndrome, their families and the community through a playhouse model. The Buffalo center, one of 54 throughout the U.S. and Mexico, opened in August 2020 on Kenmore Avenue, behind UB's Anderson Gallery.

The new GSE coursework and teaching partnership can help teachers learn the techniques for helping more children with Down syndrome learn to read, said Emily Mondschein, a Playhouse co-founder and its executive director.

"The issue is, schools oftentimes don't have the strategies and techniques to properly work with this population based on the accommodations that they need," she said. "Reading is a strength for people with Down syndrome. Some people with Down syndrome are able to read at their grade level."

During the course, students review research literature about education for children with Down syndrome and volunteer with GiGi's One-on-One Literacy Tutoring Program and meet with families in a hybrid mix of Zoom and in-person sessions. For a final project, students develop an at-home program of activities and strategies personalized for the child and family.

"There are certain skills, such as behavior management and tailoring curriculum and instruction styles to unique student profiles, that are limited during formal instruction. Experiential learning teaches our future teachers these skills by allowing them to observe and practice them in

**"Colleges must prepare professionals, including teachers, to work effectively with exceptional learners."**

real time," said Krystal Starke, a GSE doctoral student and Early Childhood Research Center instructor who co-developed the syllabus.

Cameron and Starke plan to continue the course, offer it to more UB students and study its effectiveness. They also hope to expand and include other organizations that specialize in teaching young people with learning differences.

Mondschein welcomes their efforts. "I'm proud of them for stepping up to do this work, which is really uncharted and really needs to happen," she said.

"Exceptional learners are an integral part of our society," said Cameron. "We can do more to educate all members of society about the gifts and advantages to everyone when exceptional people are meaningfully included in our classrooms, workplaces and communities."



The GSE team preps for an afternoon session of a pilot class. Left to right: Olivia Holmwood, Claire Cameron, and Krystal Starke, July 2021 (UB Photo/Meredith Forrest Kulwicki)



## A career unfolds across continents

BY MICHELLE KEARNS

Before he earned his master's degree in teaching English as a second language from GSE, Rob Martin, EdM '01, discovered his vocation and love of the profession three decades ago as a young college graduate, volunteering to teach English at a school in rural Kenya. From there, his career unfolded gradually and unexpectedly as he went on to work with government workers in the mountains of Thailand and university students in a South Korean port city.

After graduate school at UB, Martin became a teacher of social studies and English as an additional language at multinational schools, which offer American and international curriculum programs for the children of expatriate and local workers. It's a global career path that Martin wants other educators to know exists. His journey has led him to live in Mexico, Kuwait, India, and, now, Zambia. He now works at the American International School of Lusaka, where his wife Flor teaches Spanish and their daughter Maya is a sophomore.

"I learned to be a risk-taker. I knew I could do something like this and survive and be successful," said Martin. "I continue to learn that it is important to look beyond our country and town and city borders. It's important to learn about the world around us ... Also, I

think it allows me to see the U.S. through a different lens."

He and his family have made a home in seven countries and traveled to sixty more, having adventures like visiting remote islands in India and vacationing on the white sandy beaches of the Indian Ocean. It still surprises him to think of the career that he's followed for the last 22 years.

"I'm living the dream. I have a job I love," said Martin, speaking by Zoom from his home in Lusaka. "Each day is a new learning experience."

Since he started teaching, he's helped students learn to speak and study in English, hiked with a class through the Himalayas and camped with colleagues near the Zambezi River.

"In each experience, I understood ... I'm growing as a teacher. I'm learning as a teacher, but you know what? There's a lot I don't know. I need to learn," Martin said. "I need to improve, whether that be just learning how to manage groups of linguistically diverse students, just learning how to deliver an engaging lesson, and learning how to work with colleagues who have different perspectives and don't speak English as a first language."

For the last four years, he and his family have lived in a house close enough to walk to the campus that is home to students representing 40 nationalities. As with many schools like this for children of parents working as staff for governments, nonprofits, and international businesses, the American International School of Lusaka's graduates go on to study at universities all over the world.

"I know it's hard, but I love working with students who are eager to learn and I found that overseas, the students and the families are very supportive and very eager to learn."

This year, his teaching includes a ninth-grade "Individuals and Societies" class with 17 ninth-graders who come from the U.S., Zambia, England, Sweden and France. As the semester started, they explored the journey of a t-shirt from the cotton, grown in the

fields of Mississippi, to its manufacturer in Bangladesh.

Sharing experiences and knowledge about the world and cultures is one of the more gratifying aspects of his job. "I'm always reminding my students how lucky they are," Martin said. "They are global citizens and can go anywhere they want."

**"I continue to learn that it is important to look beyond our country and town and city borders. It's important to learn about the world around us."**

As his daughter starts to think about college, he hopes she will consider UB, where he thinks she'd feel at home among its international students. Her childhood of traveling was very different from the one he had, centered in Seneca Falls, New York. "She's got choices," said Martin. "Going to the U.S. however, will be like going to a foreign country."

ABOVE  
Rob Martin, EdM '01, leads a 4th-grade class as he interviews a photojournalist by Zoom at the American International School of Lusaka in Zambia, March 2020. (Photo/Tony Potts)

RIGHT, FROM TOP  
Flor, Maya and Rob Martin next to Rajan, a 63-year-old elephant who knew how to swim, Barefoot Resort, Havelock Island in the Andaman Islands, India, December 2013. (Photo courtesy Rob Martin)

Martin hiking, during a school break, at Mount Everest Base Camp, Khumbu, Nepal, April 2015. (Photo/David Gliddon)

Martin visits Nyahururu, formerly known as Thomson's Falls, with students from St. Francis Secondary School in Subukia, Kenya, where he started teaching English and history as a volunteer, 1991. (Photo courtesy Rob Martin)

Martin, right, with students on a school trip to Victoria Falls, Livingstone, Zambia, September 2018. (Photo courtesy Rob Martin).

Martin, Maya, Flor, and their dog, Luna, at Pallavakkam Beach, near their former home in Chennai, India, where he taught at the American International School Chennai for six years. April 2018. (Photo/Melissa Freitas).



# New beginnings

In a break with tradition, UB President Satish Tripathi conferred GSE degrees outdoors during the 90<sup>th</sup> commencement ceremony at UB Stadium on Friday, May 14.

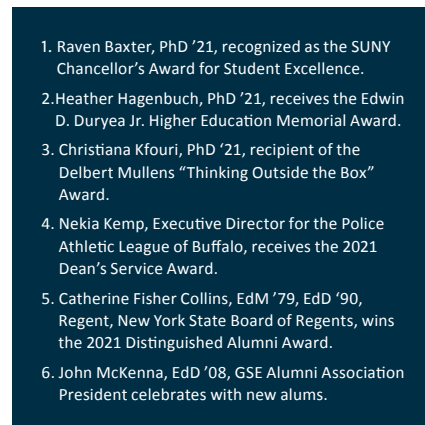
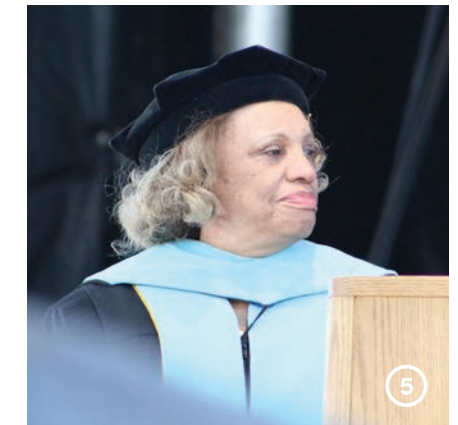
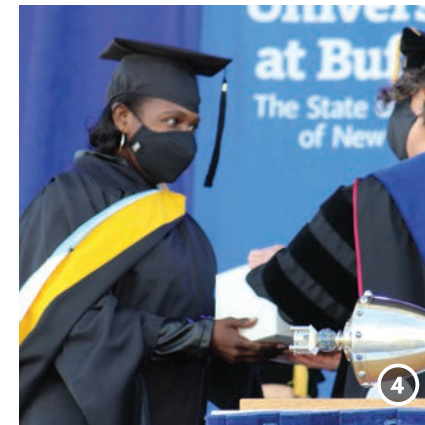
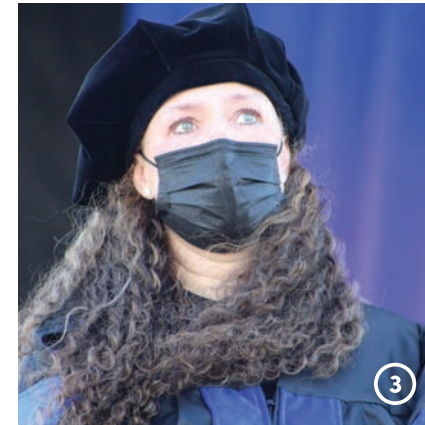
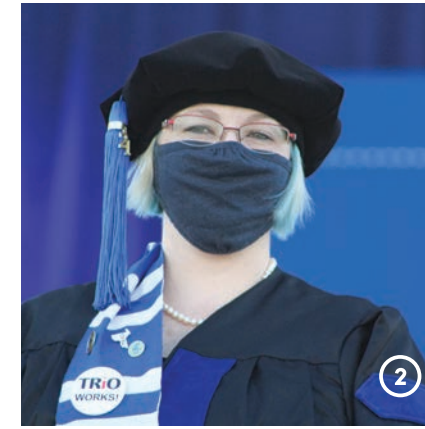
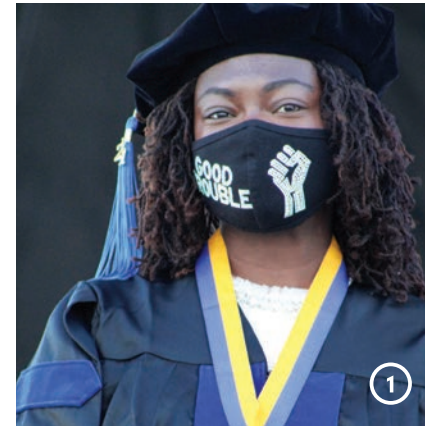
Instead of gathering at the Center for the Arts, GSE's traditional graduation venue, our graduates celebrated their new degrees in the sun on a breezy spring morning.

For so many faculty, staff and students, this graduation day was especially memorable because it was their first visit back to campus since COVID-19 led UB buildings to close.

As the graduates readied to forge new career paths, the world around them was continuing to adapt to the changes the pandemic provoked. In spite of the masks, vaccinations and testing required to attend the ceremony, the crowd was glad to be there.

We are looking forward to next spring when we expect more new traditions to emerge alongside the tried and true rituals of the past.

To see more photos of the day, visit [ed.buffalo.edu/commencement](http://ed.buffalo.edu/commencement).



1. Raven Baxter, PhD '21, recognized as the SUNY Chancellor's Award for Student Excellence.
2. Heather Hagenbuch, PhD '21, receives the Edwin D. Duryea Jr. Higher Education Memorial Award.
3. Christiana Kfoury, PhD '21, recipient of the Delbert Mullens "Thinking Outside the Box" Award.
4. Nekia Kemp, Executive Director for the Police Athletic League of Buffalo, receives the 2021 Dean's Service Award.
5. Catherine Fisher Collins, EdM '79, EdD '90, Regent, New York State Board of Regents, wins the 2021 Distinguished Alumni Award.
6. John McKenna, EdD '08, GSE Alumni Association President celebrates with new alums.

Nevertheless  
She Persisted  
2021

# Fellowships and scholarships

## Presidential Fellow

The Presidential Fellowship Program, inaugurated in the fall of 1984, is awarded to new PhD applicants, who have a record of excellence. Students must be appointed as a full teaching, graduate or research assistant.

**Leah Bartlo, BA '96** a Western New York native, began her doctoral studies in the curriculum, instruction and the science of learning program this fall. She earned her bachelor's degree in psychology from UB and a master's degree in counselor education from St. Bonaventure University.

For more than 20 years, she has worked in human services and with individuals with disabilities, in direct care, social work, and quality assurance.

Most recently, she worked with the Learning Disabilities Association of Western New York and was program director of LEAD716, as an innovative initiative providing early educational and social-emotional support for preschool children with elevated blood lead levels. The CISL program and the Presidential Fellowship will help Bartlo explore strategies for improving and expanding services for children affected by lead poisoning.



## Louise Annie Gillespie Scholars

Jean A. Barrett, EdD '65, EdM '56, established the Louise Annie Gillespie Scholarship in honor of her mother, who immigrated to the United States and encouraged her three daughters to pursue their higher education aspirations. The scholarship is awarded to a female GSE student who is the daughter of a woman who immigrated to the U.S.



Educational psychology and quantitative methods doctoral student **Chantal Tan, BA '19**, a native of Singapore, earned a bachelor's degree in psychology at UB. She chose GSE because of its focus on research and its dedication to student diversity. To move to Buffalo to study, Tan made great sacrifices. The Gillespie Scholarship will assist her with some of the challenges she faces while allowing her to pursue a PhD with confidence. Tan's ambition is to improve cultural diversity within educational practices, close achievement gaps and help schools promote student learning with personalized interventions.



**Kavitha Muralidhar, EdM '16**, a native of India, is working on her doctorate in higher education. She earned a master's degree in human development and education from the University of Madras, India, before coming to UB to earn a master's degree in higher education. She chose GSE for its focus on equity, diversity and educational policies. She is aiming for a career teaching and contributing to research.

## 2021-22 Arthur Schomburg Fellows

UB's Arthur A. Schomburg Fellowship Program provides financial support for master's and doctoral students who contribute to the diversity of the student body, and have overcome a disadvantage or other barrier to success in higher education.



**Jay'ana King**, a native of Philadelphia, is working on her counseling and school psychology doctorate and aims to help increase the availability and representation of Black psychologists for Black adolescents. She has a bachelor's degree in psychology from Temple University and wrote her honors thesis about cross-race peer relationships. She chose GSE because of her interest in research and practice and learning to care for adolescents from all racial groups in and outside of school.



**Brittany Derr**, a native of South Lyon, Michigan, is working on her doctorate in counseling and school psychology. She earned a bachelor's degree in psychology from the University of Detroit Mercy, and a master's degree in counseling psychology from the University of Kentucky. She is aiming for a career as a clinician and researcher with a focus on social justice, women of color and the LGBTQ+ community.



**Toniqua Lawrence, BA '21**, grew up in Buffalo and is working her counseling and school psychology doctorate. She earned her bachelor's degree in psychology from UB and chose GSE for its focus on diversity and multicultural competence. After she finishes her PhD, Lawrence plans to work for a nonprofit and, eventually, open a private practice.



**Bijan Kashani, MS '21**, who is working on his doctorate in counseling psychology, first moved from Montreal to the U.S. to earn a bachelor's degree in psychology and English at SUNY Binghamton. Kashani earned his master's in mental health counseling at UB. He plans to continue developing his interests in LGBTQ+ issues, social justice and trauma through research, clinical work and teaching.



**Kellyann Ramdath** is a curriculum, instruction and the science of learning doctoral student who was born in Trinidad and raised in the Bronx. She earned a bachelor's degree in health science and biology from Mercy College and a master's degree in secondary education from Grand Canyon University. She enrolled at GSE to research science education and urban education. Ramdath wants to help educators do their best work in diverse classrooms without compromising content, curiosity or fun. Her goal is to improve science education and student experiences with it.



# New faculty and staff

## NEW FACULTY



### **Omayra Muñoz**

is a certified rehabilitation counselor and received her doctoral degree in counselor education from the University of Maryland, College Park, and her master's degree in rehabilitation counseling from the University of Puerto Rico, Rio Piedras. She has worked extensively with Latinx, immigrant and Spanish-speaking communities as a bilingual mental health counselor and rehabilitation counselor. Her scholarly and collaborative interests include the acculturation process of immigrant and Latinx clients, the transition from high school to college for Latinx youth with disabilities and counselors' commitment to social justice and inclusion. She's looking forward to her new role as clinical assistant professor and, the year ahead at UB for herself, her husband, also a faculty member at UB as well as her daughter Yulisa, who is starting her second year of college.



### **Samuel Dodson**

joins the Department of Information Science after earning his PhD in library, archival and information studies from The University of British Columbia. He specializes in human-computer interaction and information retrieval to study how individuals learn and collaborate in online information environments. In his work so far, he has enjoyed investigating a range of issues in these areas, from the ethics of search engines to the information practices of engineers. He is interested in the implications of how people make sense of information, as well as the design of systems that support learners' needs and potential. Samuel was drawn to joining the GSE community, inspired by its commitment to conducting highly interdisciplinary research and teaching and is looking forward to learning with students and colleagues.

## NEW STAFF



**Jennifer Dexheimer, BA '09, MS '12**, the new clinical coordinator for the rehabilitation counseling program, has a background in higher education and human resources and specializes in supporting the underserved and individuals with developmental disabilities. A UB and GSE alumna, she has a master's degree in rehabilitation counseling and roots in

Buffalo, where she lives with her husband, two young daughters and extended family.



**Tammy Prosser, BA '04, EdM '10**, the new clinical coordinator for the school counseling program, was a school counselor in local public and private schools and an adjunct lecturer in school counseling at Niagara University. Prosser, who is GSE alumna with a master's degree in school counseling, is excited to join the GSE team and help shape the next generation of

school counselors. In her spare time, she likes to bake, play softball, go to church and hike with friends.



**Edevijez "Duvi" Sanchez**, a new admissions assistant, has worked as an admissions advisor and recruitment counselor at UB's Educational Opportunity Center before joining GSE. She earned a bachelor's degree in public relations and international relations from SUNY Fredonia and a master's degree in higher education and student affairs administration from

SUNY Buffalo State. She has a passion for admissions and higher education and helping students start careers in post-secondary and graduate education.



**Karen Herdzik, PhD '08**, will help students get hands-on clinical experience that aligns with their professional goals in her new role as the interim clinical coordinator for the counseling and school psychology program. Herdzik is herself a graduate of the program and has a private counseling practice. In her career, she has also worked at a pediatric rehabilitation

center and as a psychologist in Nevada, North Carolina and Washington. After her many travels, Herdzik is glad to return to her hometown and, once again, enjoy the snow and a Buffalo winter.

# On the Move | HONORS, AWARDS AND PROMOTIONS

## PROMOTIONS

### FACULTY AND STAFF



**Julie Gorlewski**, in the Department of Learning and Instruction has been promoted to professor.



**Megan Iantosca**, in the Department of Educational Leadership and Policy has been promoted to associate professor with tenure.



**Raechele Pope** has been named senior associate dean for faculty and student affairs and chief diversity officer for GSE.



**Scott Sabella**, in the Department of Counseling, School and Educational Psychology has been promoted to associate professor with tenure.



**Luis Tosado**, in the Department of Counseling, School and Educational Psychology has been promoted to clinical associate professor.



**Jinting Wu**, in the Department of Educational Leadership and Policy has been promoted to associate professor with tenure.



**Keely Benson** has been named interim associate director of the Fisher Price Endowed Early Childhood Research Center.



**Benjamin Poremski** has been named director of data analytics and accreditation for the Graduate School of Education.

## HONORS AND AWARDS

### FACULTY AND STAFF



**Wendy Guyker**, clinical associate professor in the Department of Counseling, School and Educational Psychology was awarded the 2021 GSE Faculty S.T.A.R. Award for Service.



**Heidi Julien**, professor in the Department of Information Science has been awarded the 2021 Service to the Association for Library and Information Science Education (ALISE) Award and was also awarded the 2021 GSE Faculty S.T.A.R. Award for Research.



**Tiffany Karalis Noel**, clinical assistant professor in the Department of Learning and Instruction was awarded the 2021 GSE Faculty S.T.A.R. Award for Teaching.



**Mary McVee**, professor in the Department of Learning and Instruction was awarded the 2021 GSE Faculty S.T.A.R. Award for Advising.



**Ryan Taughrin** was awarded the 2021 GSE Dean's Apple Award.

## STUDENTS

**Courtney Doxbeck**, a doctoral student in the Department of Learning and Instruction received UB's 2021 Excellence in Teaching Award for Graduate Teaching Assistants Competition.

**Shira Pollack**, a counseling psychology and school psychology doctoral student was awarded the Psi Chi APA Convention Society Research Award for the poster submission to the 2021 American Psychological Association convention, titled "The Effects of Daily Gratitude on Procrastination in College Students."

## ALUMNI

**Janet Jones, EdM '85** was named the 2021 HireBig10+ Career Consortium David S. Bechtel Outstanding Career Services Professional of the Year.

## Visiting Faculty



Rebecca F. Jacob, PhD '20, a state certified school counselor, licensed mental health counselor and certified rehabilitation counselor, earned her doctorate in counselor education from GSE and joins the school as a visiting instructor of school counseling in the Department of Counseling, School and Educational Psychology. Jacob is active in the field, having worked as a former school counselor, a mental health program supervisor, a hospital therapist and a mentor to counseling students. Her research focuses on the therapeutic aspects of group work, and the impact of gender diversity on group member satisfaction, cohesion and outcome. She's interested in counseling education and promoting the real-world application of knowledge, awareness and skill.

## 2021-2022 Dean's Lecture Series

Three speakers will highlight topics connected to this year's "Equity and Education" theme for the Dean's Lecture Series, designed to highlight GSE's commitment to creating an equitable, diverse, inclusive and just community where all feel welcomed, included, supported and empowered. Equal access to supports, services and opportunities that ensure learning and success is crucial for our communities. Speakers, selected by a committee of junior faculty, reflect a range of perspectives.

JESSICA CHANDRAS, visiting assistant professor of anthropology at Wake Forest University, will speak about caste and privilege in India. FREDERICK LEONG, retired professor of psychology and psychiatry at Michigan State University, is a champion of the importance of culture and its impact on human behavior. RODERICK CAREY, assistant professor at the College of Education and Human Development at the University of Delaware, will examine the pandemic's impact on young Black men.



**JESSICA CHANDRAS**  
"The Sociolinguistics of Caste and Class Privilege in Education in India"

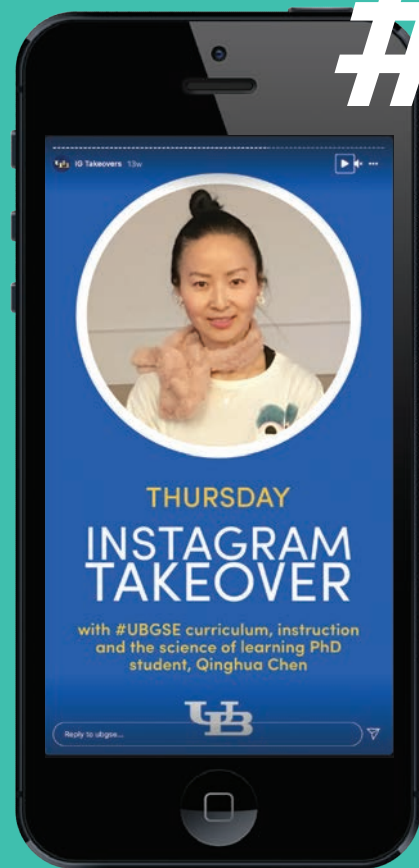


**FREDERICK LEONG**  
"Desiderata: Diversity Mindsets"



**RODERICK CAREY**  
"How Black Boys Perceived Their Mattering During the 'Dual Pandemics': Race, Schooling, and Adolescents' (In)Significance Throughout Health and Racial Crises"

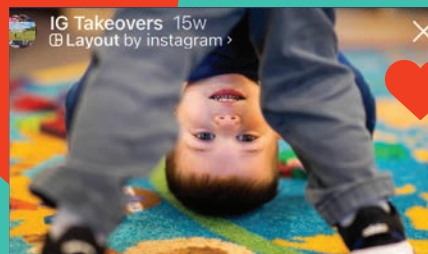
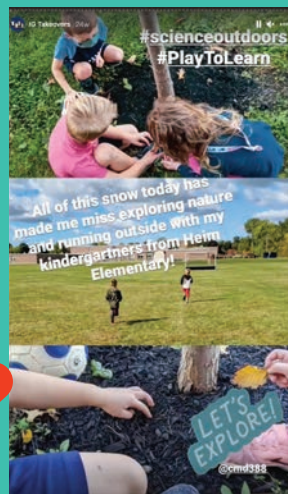
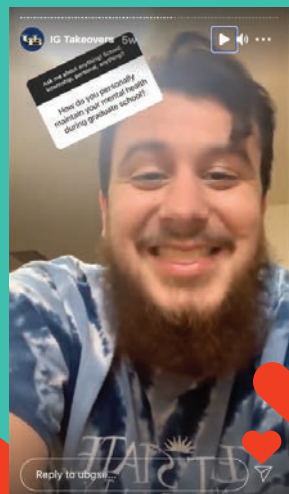
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## GSE students take over Instagram

In 2021, Courtney Paulus gained teaching and research skills working in GSE's Early Childhood Research Center. Qinghua Chen studied child development while leading meaningful philanthropic projects. And, during their summer internships, Spencer McCrea and Hunter Stempin implemented orientation programs to guide and support new college students.

We knew they had stories to tell, so we asked them to temporarily take over GSE's Instagram account. Their photos and videos offered glimpses into their real lives giving the GSE community a fresh way to learn about our students' personalities and passions. And @UBGSE's audience double-tapped with enthusiasm and followed along.



## Retirements



## Forging excellence with compassion

**Janice DeLucia** retired in May 2021 after 34 years as a faculty member in the Department of Counseling, School and Educational Psychology. For the last 23 years, she was program director for the school counseling program.

DeLucia's area of expertise was group counseling and psychoeducational groups, particularly for children and adolescents. Her work focused on the empirical validation of group techniques, and the development of guidelines for effective implementation of group interventions.

She served as editor of the Journal for Specialists in Group Work, president of the Association for Specialists in Group Work, co-

editor of several volumes of group activities including "Group Experts Share Their Favorite Activities" and "School Counselors Share Their Favorite Activities" and author and co-author of several group counseling books.

DeLucia was a fellow of the American Counseling Association, the Association for Specialists in Group Work and a member of the American Psychological Association Society of Group Psychology and Group Psychotherapy.

In retirement she hopes to catch up on her reading list and continue to consult with schools about how to implement effective school counseling programs.

"I am most proud of my efforts that increased the diversity of our student body, particularly those who are bilingual."



## A legacy of leadership

**Stephen L. Jacobson**, UB Distinguished Professor, is retiring after a 35 year career. He began his career at UB, in 1986 after he completed his PhD in educational administration at Cornell University. Prior to his studies at Cornell, he was a special education teacher for the New York City Public Schools and then worked with substance abusers for the Renaissance Project in Ellenville, New York.

Over the course of his career, he served as Coordinator of the Educational Administration programs, chair of the Department of Educational Leadership and Policy and the associate dean for academic affairs. He has chaired over 60 doctoral dissertations and served on the committees of nearly 50 more.

His initial research focused on teacher labor market behaviors and compensation, which earned him considerable recognition. His research interests turned to the reform of school leadership preparation and practice, and successful leadership in high poverty schools in the U.S. and abroad.

His work on these issues has an international following and, in addition to over 100 publications, he has given

presentations in Australia, Austria, Barbados, Canada, China, Cyprus, England, Ethiopia, Germany, Ghana, Israel, Mali, Malta, Mexico, Netherlands, New Zealand, Norway, Portugal, South Africa, Spain, Sweden and Tanzania. In 2019 he was a Fulbright Scholar in Educational Management and Leadership at Aleksander Moisiu University in Durres, Albania.

Of all of his accomplishments, he's most proud of his participation in the design, implementation and on-going development of the Leadership Initiative For Tomorrow's Schools (LIFTS). The LIFTS program began more than 25 years ago as an attempt by UB to create an innovative approach to the preparation of school leaders. The goal was to engage area school districts and attract outstanding candidates to collaboratively introduce cohorts of educators to the field with the intellectual and technical skills needed to improve the life chances of school aged youngsters across Western New York. There are now over 200 alumni of LIFTS including some of the very finest school leaders to be found anywhere. "What these leaders are doing every day in our schools is the finest legacy anyone could hope for," said Jacobson.

"What these leaders are doing every day in our schools is the finest legacy anyone could hope for."





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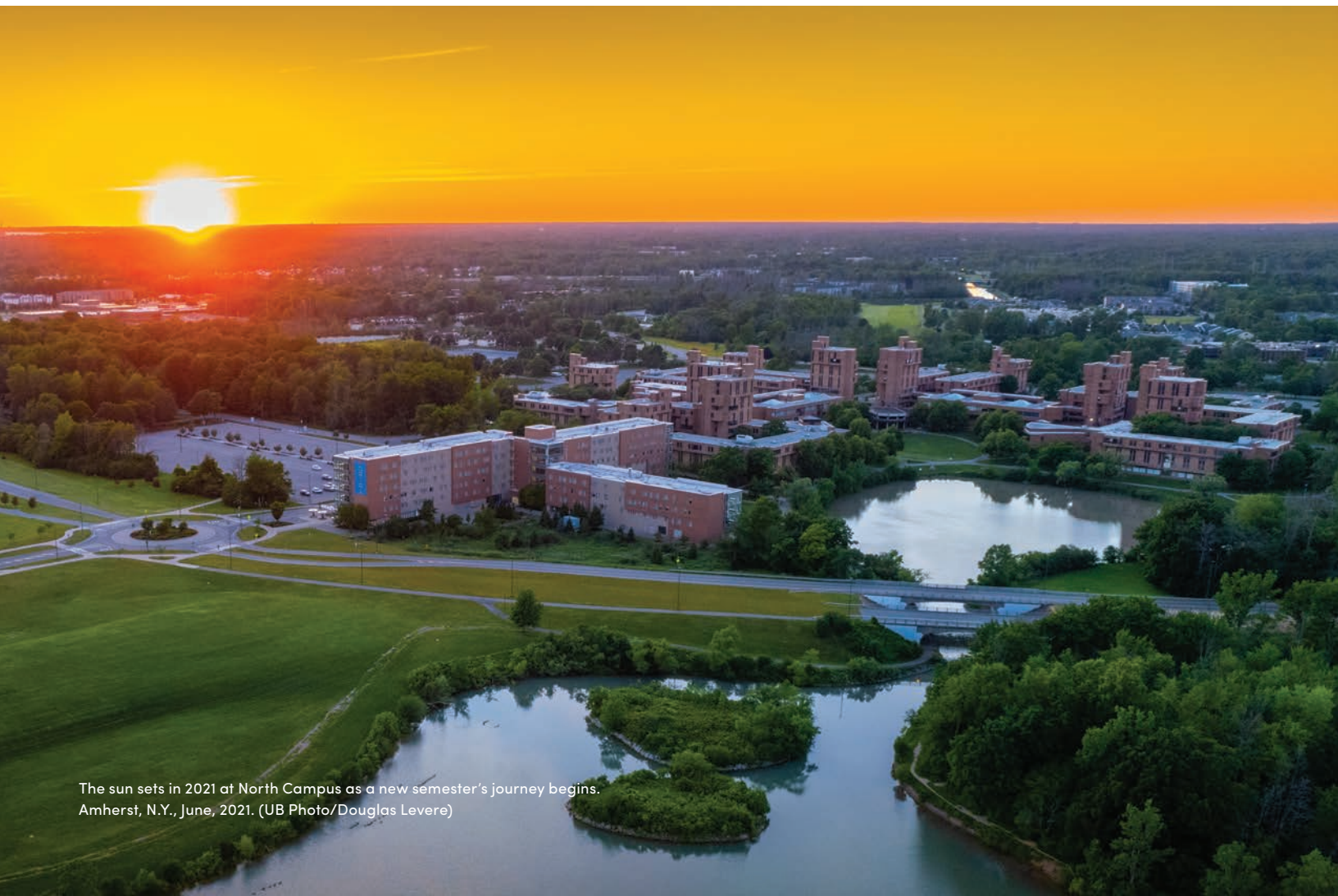
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The sun sets in 2021 at North Campus as a new semester's journey begins.  
Amherst, N.Y., June, 2021. (UB Photo/Douglas Levere)