

The School of Education

A Legacy of Excellence.

Be a Teacher, See the World

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Assistant Professor Kathy Doody, '02, equips the next generation of exceptional education teachers to work with children with autism.

Nine teacher candidates and two School of Education staff members

ventured to Cabarete, a small town on the north coast of the Dominican Republic, in January as representatives of Buffalo State's growing International Professional Development Schools Consortium (IPDS). The objectives of the three-week teaching and study-abroad program were simple: volunteer at a not-for-profit Montessori school, study the Spanish language, engage with Dominican families and community members, and tour the country.

The students quickly realized, however, that this trip was going far beyond the original objectives—this trip was changing the way they viewed the world and themselves; this trip was changing their lives.

Student blog entries from the trip offer an inside view of the experience:

"Today is a day that I will never forget," wrote Morgan, who noted that seeing abject poverty on television is much different from seeing it in person. The experience of working with indigent, yet joyful families in the La Cienega neighborhood prompted a revelation: there is so much in life to be grateful for.



"Where can my teaching abilities take me next?" Emily wondered, while reflecting on the time she spent working with primary-school children. Her future, she concluded, will be driven by the desire to teach—and learn from—different types of people from different parts of the world.

"I will treasure this experience always as one that has been truly life-changing and empowering," concluded Kaitlyn, a graduate student who intends to pursue her Ph.D. After relating the impoverished classrooms in Cabarete to the impoverished classrooms in the city of Buffalo, she is now considering a career in educational advocacy.

The School of Education currently supports active IPDS programs in six countries (Chile, China, Dominican Republic, Germany, Italy, and Zambia) and is developing new programs in four more (England, Italy, and Rwanda). Engaging students in overseas exploration, research, and teaching on five continents, Buffalo State is a leader in international professional development schools initiatives, offering a range of programs for prospective students looking for a life-changing teaching experience.



SCHOOL of EDUCATION



The School of Education

“When you are presented with an opportunity, **take it.**”

— Shannon, elementary education and reading major, blogging about her teach-abroad experience in the Dominican Republic.

Engaging the World A closer look at International Professional Development Schools activities

Chile The International PDS in Chile, now in its fourth year, sends teacher candidates to Santiago for a three-week summer program that focuses on intensive Spanish language learning through formal classes, service learning, and cultural immersion in partnership with Universidad Mayor. The June 2014 program was enhanced by new collaborations between Buffalo State’s Exceptional Education Department and the Universidad Mayor’s Educación Diferencial department. In spring 2015, a faculty member and teacher candidates from Universidad Mayor toured Buffalo for two weeks, working at Public School 76 (Herman Badillo), attending campus pedagogy classes and education clubs, and giving presentations to students and faculty members. In June, a new cohort of students will travel to Chile.

China and England New for 2016! Plans are currently in development for International PDS programs in Harbin, China, and Manchester, England. The China program will be led by Jing Zhang, associate professor of elementary education and reading. The Manchester opportunity will be facilitated by Kathy Wood, associate dean in the School of Education, and Amitra Wall, professor of sociology.

Dominican Republic The central component of the Dominican Republic IPDS allows participants to observe and volunteer at 3 Mariposas Montessori, a unique early childhood center in Cabarete that is attended by students of various cultures, nationalities, and socioeconomic backgrounds. Buffalo State elementary education and exceptional education teacher candidates work one-on-one with children of Dominican and Haitian descent using Montessori methods and instruments. They study the Spanish language through an intensive immersion course, which equips them to converse with local residents and students’ families. Participants also tour the Mariposa Center for Girls, a community-based organization focused on helping girls between 7 and 18 transcend poverty and gender inequality by developing skills and mechanisms for personal empowerment. Recruitment is underway for 2016.

Germany The Germany for Educators program provides a unique opportunity for Buffalo State teacher candidates to study the German education system alongside longtime educators from Western New York. This program is open to students from across disciplines, from within and outside Buffalo

State, and to Pre-K–12 teachers from the Buffalo area. Last July, Buffalo State students and three area teachers traveled to Germany to observe school and university classrooms and learn about German culture and history. Administrators and students from Institute Nürtingen and Ludwigsburg University facilitated roundtable discussions about the German education system, and participants toured an area Waldorf school in Stuttgart. The group also spent a weekend in Berlin. Each spring Buffalo State and area teachers host student-teachers from Institute Nürtingen who teach in area schools. A new group of 8 will participate in the June–July 2015 program.

Italy New in 2015, the Italy IPDS provides an opportunity for Buffalo State education students from various disciplines to engage with K-6 public school students at San Giovanni Bosco Early Childhood/ Childhood School in Torremaggiore, where English is taught at all grade levels. Participants study the Italian education system through interactions with University of Foggia faculty and develop an understanding and appreciation of Italian culture through exposure to the arts and history of this medieval town and its surrounding areas. In 2015, the inaugural cohort

Kristi Guinness, '11

“B-U-F-F-A-L-O! Put it all together — And you get BUFFALO!
B-E-N-G-A-L-S! Put it all together — Because we are the BEST!”

You might hear that chant coming from Buffalo State alumna Kristi Guinness's first-grade gifted and talented class at Chelsea Prep, a New York City public school in Manhattan. Long before the Common Core curriculum emphasized college readiness, Chelsea Prep was encouraging its students to plan for college, and Guinness readily imparts her love for her alma mater and her Bengal pride.

“Each student's name is written in a paw print on the door, and I tell them about Buffalo State from the very first day,” said Guinness, a Long Island native who earned her B.S.Ed. in 2011.

“In the fall, our school has a college pep rally,” she said. “My students learn a long chant and perform it at the rally.” Guinness's students call themselves the 217 Bengals. “That's our room number,” she said.

Chelsea Prep also holds a college fair in the spring. “All my students do research on Buffalo State,” Guinness said. “They go to the college website, decide what's interesting, and talk about what to be when they grow up.”

Guinness knew she wanted to teach from the time she was 12. “A SUNY school made sense economically,” she said. “I really liked Buffalo State because it had a strong campus life and a city around it.” And Buffalo State developed her confidence. “Buffalo State puts students in the classrooms early, and it makes a huge difference. My professors really cared, and they showed us that. They modeled it, and now it's something I try to do every day.”



Her students are intrigued when they find out that Buffalo State's library is as big as their school building, and that the Albright-Knox Art Gallery is just across the street. “And they're fascinated because Niagara Falls is so close,” Guinness said.

Guinness's enthusiasm for Buffalo State and her deep happiness with her career are the real inspiration for her students. “The students I have surprise me all the time,” she said. “They have such good questions, so curious. Coming to work is easy for me every day.”

visited Rome and Capri and toured the ruins of Pompei. Recruitment is underway for the January 2016 program.

Zambia The Zambia IPDS centers on observations of Zambian teaching models and practices for science, math, and social studies at Libala Basic School near Lusaka. Buffalo State education students participate in a pen pal exchange with students from Libala Basic and develop lasting cross-cultural professional relationships prior to, and while, traveling. Teacher candidates also conference with professors at the University of Zambia and

visit with locals at the Chikumbuso Widows and Orphans Project. Each year, participants enjoy hiking near Victoria Falls and participate in a daylong safari. Facilitators are planning to visit Zambia with the fourth cohort in June/July 2016.

IPDS participants share their experiences and reflections through online blogs, visit: schoolofeducation.buffalostate.edu/teach-and-study-abroad

Letter from the Dean



Dr. Wendy A. Paterson, '75, '76
Dean, School of Education

This past year, I had the privilege of serving on SUNY Chancellor Nancy Zimpher's TeachNY Advisory Council. The objective of this group comprised of “thought leaders” in the area of educator and leader preparation was to “lead a groundbreaking

initiative for our system to envision educator preparation for the classrooms of tomorrow, ultimately guiding the development of policies that will inform the way SUNY delivers these key programs going forward.”

The experience has been an eye-opener. As I participated in council meetings and subgroup teleconferences, I was humbled by the opportunity to express the “teacher's voice” on behalf of my 17 teacher education program colleagues in SUNY and for all the teachers and school leaders our colleges work with across New York State. The conversations were always thought-provoking, often politically fraught, and sometimes inspiring, even for a veteran teacher of teachers like me. However, what troubled me each time I listened to a select “panel of experts” was that such conversations seemed too far removed from the reality that teachers face every Monday in classrooms.

I found myself listening to folks who were so far from the ground action as to lose sight of the true dimensions of teaching and learning for which they made numerous recommendations and pronounced dire admonitions. I am still waiting for our group to begin turning these swirling observations from educational pundits into practical policies to frame sane and sanguine teacher education policy. I have faith in the power of our SUNY collaborative to assure that such policy will be grounded in good research practice and in sound teaching practice.

I have chosen to share this news because I want you to know how important it is for us to be at the table. Not just this table, by invitation of those whose goals are in concert with our own, but at all tables where policy is being considered, lest our absence means that such policies will mandate practices so far removed from the urgent needs of kids, teachers, and school leaders that they do more damage than good.

Perhaps the first decision we should make for teacher education in SUNY is to adopt a sort of Educational Hippocratic Oath: “First, do no harm. Let nothing you do create disharmony, exacerbate ignorance, promote prejudice and distrust, widen the space between teacher and learner, parent and school. More than that, consider it your avowed commitment to the profession of teaching to make each child's life, each family's journey, each school's classrooms better, healthier, more humane, more positive, and to create both a beneficent and beneficial place for individuals to learn, grow, thrive. Leave every space better because you have been there.” Policy? Perhaps not in the sense of blueprints or rubrics, but surely the essence of what courageous, insightful, creative people still choose as their profession—teaching.

Teach. Not because being a teacher is good for society, but because you are good for teaching.

IN THE DEPARTMENTS

Adult Education

The Adult Education Department was recently listed by Campus Explorer as one of the Top 10 Graduate Schools for Adult and Continuing Education and Teaching. Buffalo State's Adult Education master's degree program trains educators to help adults improve their lives and their livelihoods through advanced learning. Adult educators are prepared to teach in community colleges; to conduct literacy, personal development, and workforce-preparation programs; and for careers in organizational training and human resource development. Campus Explorer is a free service that helps students find universities and trade schools that match their higher education needs by providing tuition and scholarship information, college rankings, and program overviews.

Career and Technical Education

Career and Technical Education (CTE) Department career fairs continue to be in demand by local schools. During the fall semester alone, CTE hosted career fairs at Oracle Charter, School #53, Buffalo Adult Education Division, and the Martin Luther King School. In addition, each May, CTE hosts a banquet to honor recent graduates. The event is attended by more than 100 students, teachers, administrators, and staff. The 2015 banquet, held at Joseph's Country Manor, featured a keynote address by Melody Jason, executive director of Instructional Services at Erie 1 BOCES.

Elementary Education and Reading

Club HoLA—Hour of Latino Awareness—is a Spanish language and Latino culture club focused on helping teacher candidates explore and experience second-language acquisition using bilingual children's literature. The immersive program, which meets for one hour each Wednesday, is entering its seventh semester and is facilitated by Spanish teacher Claudia Diaz, '13, and associate professor of elementary education and reading Pixita del Prado Hill. Participating students often take part in the International Professional Development Schools program in Chile.

Exceptional Education

This year's Horace Mann scholarships will support two undergraduate and four graduate students in the Exceptional Education Department. The late SUNY Distinguished Service Professor Horace "Hank" Mann will forever be remembered for his pioneering work in the field of exceptional education. Under his leadership, Buffalo State's undergraduate and graduate programs in exceptional education rose to national prominence. Over the course of his career, Mann helped educate more than 7,000 exceptional education teachers, and he left more than \$7 million to Buffalo State for scholarships. He created the Horace Mann Endowed Scholarship Fund in exceptional education to ensure that students in the department would further his life's work of educating students with disabilities.

Social and Psychological Foundations of Education

The urban civic education minor, offered through the Social and Psychological Foundations of Education Department, is designed to teach college students about public work, public achievement, and community organizing. The minor is open to students in any major, who learn to apply knowledge, critical thinking, and leadership skills while working with Pre-K–12 students in public schools and community settings.



English Education Student Teachers at Lafayette High School.



Master Teacher Program

Buffalo State was selected in 2013 as a regional host campus for the New York State Master Teacher Program—a statewide initiative that brings together outstanding, experienced science and mathematics teachers from grades 6 to 12.

The program provides high-performing secondary science and mathematics teachers with stipends of \$60,000 over four years; support for conference attendance; and opportunities to attend, design, or lead high-quality workshops. Master teachers work closely with preservice and early-career fellows in their regions to develop future world-class educators. David Henry, associate professor of elementary education and reading, and David Wilson, '87, associate professor of mathematics, are leading the program.

Program applicants must have at least four years' experience teaching STEM (science, technology, engineering, and math) disciplines and course loads consisting of at least 60 percent STEM-related subjects.



Faculty Research and Engagement

Jevon Hunter

“What I learned in school is that my future is not in Buffalo.”

When Jevon Hunter, assistant professor of elementary education and reading, heard these words uttered by a senior graduating from a local urban high school, it touched a nerve. He wondered: Does the current state of school-related learning in an urban, post-industrial, transitioning economic environment—in this case, Western New York—adequately prepare students for their personal and professional lives?

Despite the “Buffalo billion” and the recent surge in local construction, Hunter believes the city’s young people don’t see job prospects for themselves here. Since joining Buffalo State in 2010, Hunter, a native of Southern California, said he routinely hears young people express a desire to leave the area.

“I didn’t hear that in L.A., where many high school students would say they wanted to stay in their communities and work to improve them,” he said. “I’m concerned that Western New York in general and Buffalo in particular are losing their best and brightest students.”

“Literacy is how we witness, organize, and transform our social lives.”

Hunter received a 2014 Ford Foundation Postdoctoral Fellowship, a prestigious grant awarded to just 24 scholars across the United States, to explore how Buffalo’s adolescents are using school-based literacies across multiple learning contexts—in school, after school, and beyond school—to organize and mediate their social realities.

Those “social realities,” according to Hunter, include low graduation and high poverty rates, a legacy of school desegregation policies, population shifts, high unemployment, and racial segregation. Hunter’s research interests include multiple forms of literacy—school-, home-, and community-based—as well as various media employed by youth, especially urban youth.

“Literacy goes beyond reading and writing black symbols on a white background,” he said. “Literacy is how we witness (read), organize (write), and transform (purpose) our social lives.”

GIVING

Changing a Life

Amanda, an elementary education and reading major, traveled to Italy as part of the International Professional Development Consortium (IPDS) and offered this reflection while abroad:

“Only when you take a step back from yourself and your small problems can you really appreciate what you have. This experience has taught me so much about people, perseverance, strength, and needs versus wants.”

While every student might wish to benefit from the type of IPDS experience that Amanda had, some are unable to because of the expense, which is at least \$3,500 in addition to standard Buffalo State tuition and expenses.

Kathy Doody

When parents of children with autism approach Kathy Doody, ’02, assistant professor of exceptional education, for advice, she can provide more than clinical facts. She can also share her personal experiences. When he was just 14 months old, Doody’s son, Kevin, was diagnosed with a form of autism syndrome disorder (ASD). Doody, a former kindergarten teacher, knew the sooner they began interventions, the better the outcome.

Her son’s diagnosis prompted Doody to pursue a master’s degree in exceptional education at Buffalo State. Now on the faculty, she spends much of her time teaching the next generation of exceptional education teachers how to work with children with disabilities. Such training is more crucial now than ever. According to the Centers for Disease Control and Prevention, one in 68 children falls somewhere on the autism spectrum—a 30 percent increase from two years ago.

With increased awareness have come more-advanced treatment options, which often include technology. Children who are nonverbal can now use iPads and special apps to communicate, for instance. Over the past two decades, Doody has seen a shift in public understanding of autism, but misperceptions persist. “Some people think that people with autism don’t have emotions, or don’t express them,” she said. Doody tries to debunk the myths through education, research, and community outreach. She helped create “Au-Some Evenings,” a monthly program at the Explore & More Children’s Museum in East Aurora for both children with autism and those with typical development to socialize in a safe setting. The program features exhibits, sensory play, and interactive activities. She encourages her graduate students to participate.

Doody is currently leading two research studies, one on the role of play and autism, and another on the value that teacher candidates find in working with children with ASD in recreational and community-based programs.

“My premise is that teacher-preparation programs should embed more authentic opportunities for exceptional education teachers,” she said, “to allow them to work with children and families outside of a classroom setting.”

As an educator, Doody is leading the way for new and more innovative ways of teaching children with ASD. As a parent, she knows the joys of seeing a child overcome obstacles and master skills that once seemed impossible.



Your support can make a difference. Please visit giving.buffalostate.edu and click “How to Give” to help change one student’s life. Be sure to add “IPDS program” to your check or online donation. **Thank you!**

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Produced by the College Relations Office.

This publication is available in large print or other accessible formats upon request.

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A Look Back at the *Year of the Teacher*

In honor of its late president, Aaron Podolefsky, Buffalo State continued the tradition of a focused theme to highlight the many classroom and civic engagement opportunities for which the institution is known. The 2013–2014 academic theme, *Year of the Teacher*, underscored education as a vehicle for improving the lives of students—no matter their age, location, or situation.

“We celebrated teachers and the many ways teaching takes place,” said Wendy Paterson, ’75, ’76, dean of the School of Education.

The Year of the Teacher commenced with a keynote address by education expert Pedro Noguera, Peter L. Agnew Professor of Education at New York University. His talk, “Education and Social Transformation: Creating Schools That Can Meet the Needs of a Changing Society,” focused on the demographic, social, and economic conditions that influence today’s educational systems.

The yearlong celebration highlighted many other educators and experts, including José Antonio Bowen, president of Goucher College and author of *Teaching Naked*, who discussed how technology is reshaping learning; Buffalo State alumnus David Lazerson, ’77, who is well known for his work with students with profound special needs; and Daniel R. Wildcat, director of the Haskell Environmental Research Studies Center and professor of indigenous and American Indian studies at Haskell Indian Nations University, who emphasized the interconnectedness of communication, culture, and community, and rethinking the value of technology in educational settings.



Year of the Teacher Awards Ceremony