

# The School *of* Education

A Legacy of Excellence.



## New Accelerated Pathways

The School of Education is home to several new education pathways that allow students to obtain an undergraduate degree and a graduate degree on an accelerated track. Students may enter the pathways as incoming freshman or at any point during their undergraduate studies and, once accepted, follow the curriculum map as outlined by the department. Undergraduate students complete graduate-level coursework during their senior year and seamlessly enter graduate school while earning additional certifications in specialty areas. Buffalo State currently offers five accelerated pathways:

**Curriculum and Instruction.** Students seeking expertise in designing curricula aligned with the new learning standards may graduate in five years with a bachelor's degree in early childhood education, childhood education, or both, and a master's degree in curriculum and instruction. Within the curriculum program, students may specialize in areas such as literacy, early childhood, gifted education, educational technology, or educational leadership.

**Early Childhood/Exceptional Education.** Students interested in teaching young children with and without disabilities may complete the course requirements for certification in early childhood education (birth-grade 2) during the undergraduate portion of their program, taking select graduate courses during their senior year. Candidates continue with one full year of graduate study to fulfill the course requirements for initial certification for students with disabilities (birth-grade 2).

**Teaching English to Speakers of Other Languages (TESOL).** Students may earn a bachelor's degree in early childhood education, childhood education, or both, and be recommended for a certificate of advanced study and New York certification in TESOL with graduate courses completed during their final year of undergraduate studies plus one additional semester of graduate coursework. Successful applicants also must complete at least 12 credits of foreign language study, then complete their remaining graduate hours in order to receive a master's degree.

**Dietetics and Adult Education.** This pathway was established to support registered dietitians who are required to earn a master's degree (by 2025) prior to entering the field. Undergraduate students in dietetics and nutrition may complete 9 credit hours of graduate coursework in the adult education master's degree program during their senior year, providing seamless entry into the master's program.

**Literacy Specialist Advanced Admission.** This pathway provides early entry to the highly competitive graduate program in literacy, which culminates in New York State certification for literacy (birth-12 years). Open to undergraduate students in early childhood, childhood, or combined education, exceptional education, art education, physical education, and any secondary education subject area as early as the end of their junior year, this pathway prepares professional literacy specialists to provide instruction for students with reading or writing difficulties. Graduates will be able to serve as effective resources and leaders for school-wide literacy curriculum and instruction.

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SCHOOL *of* EDUCATION





# Engaging the World.

## International Professional Development Schools (IPDS) By the Numbers...

**51,070**

Dollars in scholarships for IPDS students, funded by the School of Education and its departments

**33**

Teacher education candidates from Germany and Chile who have traveled to Buffalo as part of IPDS exchange activities

**6**

Countries actively engaged through IPDS: Chile, China, Dominican Republic, Germany, Italy, and Zambia

**2012**

Inaugural year of IPDS, with participants traveling in the summer to Chile and Zambia

**13+**

Number of Participant Voices profile posters created, sharing the reflections of past travelers  
<http://schoolofeducation.buffalostate.edu/participant-voices>

**2.5**

Average number of weeks program participants spend abroad

**111**

Buffalo State students who have participated in IPDS teach- and study-abroad opportunities

**11**

IPDS faculty and staff members who have led overseas trips

**1**

Partnership for travel to Rwanda with the Anne Frank Project

### STUDENT SPOTLIGHT

#### Ashley L. Weselak, '16, M.S.Ed. English Education

Ashley Weselak excelled in campus leadership roles and represented her school in unique international experiences while pursuing her degree in English education at Buffalo State. In 2015, she was selected as the first teacher education student to participate in the college's Anne Frank Project service trip to Rwanda. She shared drama-based education practices for teacher-trainers and later presented her findings about drama-based education to the National Association for Professional Development Schools.

In prior education trips, Weselak visited England, Ireland, Italy, and Poland. But she was so inspired by the people and the history of Rwanda that she wanted to find a way to return. So she applied for a Fulbright U.S. Student Program Grant to teach in Rwanda starting in fall 2016. Recipients of Fulbright awards are selected on the basis of academic and professional

achievement as well as a record of service and demonstrated leadership in their respective fields.

"I hope to continue working with the NIYO Cultural Centre, a center that helps pay for education for homeless children, as well as provides activities and dance and drumming lessons," she said. She was named a lead graduate student on a research project conducted through the Woods-Beals Endowed Chair in Urban Education, to study how online learning environments can help foster academic and critical literacy development for adolescents. Outside the classroom, she served as a senator in the Graduate Student Association and was selected as a SUNY student fellow at the 2015 SUNYCON conference. As an AmeriCorps volunteer, she worked as the head teacher of the English as a second language program and organized citizenship courses at the Community Academic Center on Grant Street.

In recognition of her accomplishments, Weselak received the SUNY Chancellor's Award for Student

Excellence and the President's Medal for Outstanding Graduate Student, and she delivered the graduate student address at Buffalo State's 2016 Commencement ceremony in May.

Dynamic, curious, technologically conversant, and highly skilled at communicating with individuals of all backgrounds and professional levels, Weselak is a valued ambassador for the college and its graduate programs. Her consistent performance and attitude make her an ideal educator.







ALUMNI SPOTLIGHT

## Alexandra Baule, '12

**Degree:**  
**B.S. Early Childhood and Childhood Education with a Concentration in English**

**Current Job:**  
**Education Coordinator, Technology Childcare Centers, MIT campus**

Alexandra Baule started her collegiate career as a psychology major at Buffalo State while also working at Doodle Bugs Children's Center. She soon realized that her interest in psychology originated from her passion for working with children. She naturally transitioned into the field of education and began to refine her focus toward the mentoring role of teacher.

Baule not only took advantage of the opportunities within her major, but she also expanded her networking on campus through different social realms. She became a member of the All College Honors Program, held executive board positions in Sigma Delta Tau Sorority, and visited Ireland with a cohort of faculty and students. Baule also became one of the first student facilitators of the Elementary Education and Reading Department's now well-known Global Book Hour (GBH) program, which integrates geography, vocabulary, music, visual arts, and healthful eating into weekly one-hour sessions, held at local businesses, for children in the community. Baule is overjoyed with the success of GBH over the years, and she fondly remembers the experience, especially when she wore the Buffalo State Bengal mascot costume!

The countless opportunities she was exposed to on campus encouraged Baule to develop teaching skills in various practical ways. The personal, time

management, and overall leadership skills she gained as a student influenced her as a professional.

"I think that at Buffalo State, I was able to truly experience and explore so much of myself as a person," she said.

The multitude of tasks that came with her many campus initiatives—such as developing fundraisers and participating in community service ventures—increased her passion for a teaching career that extends beyond the classroom walls. Baule's involvement and dedication in and out of the classroom were recognized with the Outstanding Undergraduate in Elementary Education and Reading award.

The faculty members in EER made a lasting impression on Baule's pedagogy. Wendy McLeish (or, as Baule deems her, "the early childhood guru") is a daily inspiration for Baule's teaching. Her authentic, playful, and timely curricula challenged and inspired Baule. McLeish's mentorship extended beyond the classroom, and she invited Baule to present alongside her at conferences, including the New York State Association for the Education of Young Children and the National Association for the Education of Young Children.

Baule understands the challenges young teachers face when first entering the field. She advises new teachers to keep a strong professional demeanor in order to diminish any stereotypes that others might project on those just starting out in the classroom.

"I think that ageism is one of the more challenging things that I encounter," she said. "From presenting to teaching other adults to holding administrative roles, people will often discount you because you look young. Being able to act as a professional, be accountable, and follow through with your word and your work is critical to building that rapport."

Furthermore, Baule advises teacher candidates not to be discouraged by the competitive market in teaching, and to remain open and flexible.

Baule demonstrated this flexibility as she moved between teaching in a pre-K classroom to developing workshops for peers to instructing an associate course in child development. She previously directed her own child care center before moving to Boston, where she now oversees a Reggio Emilia-inspired program and has an exceptionally diverse population with families from all over the globe.

"Building this community of learners while exploring their cultures and studying dual-language acquisition has been fascinating," she said.

Crediting the skills she gained at Buffalo State, Baule said she feels confident that she can tackle any obstacle. And the next challenge she seeks is to write and publish a children's book.

Visit the students and alumni page for more stories from our alumni: <http://schoolofeducation.buffalostate.edu/students-and-alumni>

“I think that at Buffalo State, I was able to truly experience and explore so much of myself as a person.”

FACULTY RESEARCH



### Andrea Nikischer

Andrea Nikischer, assistant professor of adult education, co-authored a report on how schools in Buffalo and Denver have taken up STEM

education reform to address weaknesses in urban high schools with majority low-income and minority students. "In the Guise of STEM Education Reform: Opportunity Structures and Outcomes in Inclusive STEM-Focused High Schools," published in the American Educational Research Association's (AERA) American Educational Research Journal in December (52 [6]: 1024–1059), provides findings from a three-year comparative longitudinal and ethnographic study. The report shows how these efforts and programs failed to live up to their ambition and promise and considers how STEM programs contributed to short- and long-term school inequalities.



### Nanci M. Monaco

Nanci Monaco, associate professor of elementary education and reading, co-authored an article with teacher candidate Katherine

Knauf in the fall 2015 issue of *PDS Partners* magazine, a publication of the National Association for Professional Development Schools. "PDS Partnerships as a Vehicle for the Advancement of State-Mandated Anti-Bullying Curriculum" examines DASA training (Dignity for All Students Act) along with research on anti-bullying programs and their effects within the workplace and P-12 schools with the collaboration of PDS resources.



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



LETTER FROM THE DEAN

Crossing Borders: Building Bridges  
Of the Six Big Ideas that guide the School  
of Education’s efforts, our No. 1 priority is  
“crossing borders.”

Past news has spotlighted the many *international* borders that faculty and students have crossed, but just as important is our effort to cross borders between departments, colleges, undergraduate and graduate studies, programs, and even states. As we help shrink our world by sending more teacher candidates abroad, so, too, do we see our world as needing to abandon old paradigms that separate teachers in nonproductive ways.

Perhaps most obvious is reuniting the disciplines of elementary and exceptional education. In tracing the history of the “borders” that invisibly divide these two domains, one can point to research differences, methodological contrasts, and mission distinctiveness. The truth remains, however, that the real world of



schools and children and families requires balancing the expertise of curriculum and lesson designs with the evermore demanding skills of differentiating instruction and data-driven instructional decision-making.

Educators from both areas may see “different parts of the elephant,” yet effective teaching can be commonly measured through high-leverage practices that are

observable, identifiable, and proven to aid learning. The thread that unites methodology and practice has proved stronger than the forces that once pulled them apart. For the second year, faculty members in Elementary Education and Exceptional Education are working together to revisit and re-vision the curriculum that prepares teachers for today’s classrooms, where all learners benefit from the broadest possible pedagogical expertise.

Another border involves interdisciplinary program-  
ming and multigrade certification. This is the inaugural year of Buffalo State’s newest teacher education program, teaching English to speakers of other languages (TESOL). The arrival of immigrant populations to America’s shores is an essential part of our nation’s history, and new immigrant and refugee groups pose unique challenges for teachers. With 65-plus languages spoken in Buffalo’s schools, the world has come to us. The TESOL program addresses an urgent demand to help teachers meet the culturally diverse needs of their classrooms.

In 2015, SUNY designated Buffalo State the “Western Regional Center for Innovation in Clinically Rich Teacher Preparation Through PDS,” an honor we shared with partner colleges Fredonia and Geneseo. We have only just begun to leverage this partnership, through shared resources in faculty development and shared time in our TeachLivE lab.

Perhaps most exciting has been the opportunity to cross state borders and send teacher candidates to Texas, where New York teachers are warmly welcomed in diverse urban areas virtually starving for good teachers. This year, our SUNY triumvirate inaugurated a new opportunity in Houston and Aldine, large urban districts that faithfully send

recruiters to our Teacher Recruitment Days. Through these districts, our student teachers may elect to spend one of their placements in Texas, teaching contract in hand, when they successfully complete their degrees.

The final border we have crossed is the once-impermeable boundary between undergraduate and graduate studies. With more and more ambitious high school students amassing early college credits, it stands to

reason that undergraduates may wish to accelerate their careers by electing our newest model of study, the 4+1 pathway.

Our fully online adult education program has paired with the Health, Nutrition, and Dietetics (HND) Department to develop a 4+1 pathway that launches HND candidates into their master’s degree, now required by their licensing body and much sought after by job-conscious nutritionists who need experience teaching adults. And early childhood educators can select a 4+1 pathway that allows them to finish a graduate degree in early childhood exceptional education in just one year of postbaccalaureate study and receive recommendation for certification in early childhood and special education for young children. New 4+1 pathways in childhood education and TESOL are also in the works.

Opportunities for our teacher and leader candidates, career and technical educators, adult educators, and social activists have never been richer or more expansive. Where we once saw oversupply and overregulation, we now see opportunity, and we take great joy in helping our students celebrate how the unique benefits of a degree in education may be applied in exciting careers.

Barriers are falling. Borders are opening. Teaching, like the legendary phoenix, rises again, brighter and more powerful than ever!

“Teaching, like the  
legendary phoenix, rises  
again, brighter and more  
powerful than ever!”

GIVING

Philanthropy at Work

Contributions to the School of Education provide direct assistance and advancement opportunities to those who serve children and communities through teacher education careers.

“Scholarships made it possible for me to experience teaching in German classrooms. Without financial support, I could not have participated, and may not have developed the confidence and drive to seek graduate school—and more international adventures!”

– Daniel Klein, International Professional Development  
Schools-Germany participant



Donations enhance the following initiatives: clinically rich classroom experiences, global travel and competency, literacy development for area families, faculty mentoring, student and faculty research to maintain cutting-edge scholarship and pedagogy, tuition scholarships, travel assistance for students presenting action research at state and national conferences, tutoring programs, and volunteer activities.



IN THE DEPARTMENTS

SOCIAL AND PSYCHOLOGICAL FOUNDATIONS OF EDUCATION

# TESOL Teaching English to Speakers of Other Languages

The Social and Psychological Foundations of Education Department now offers a new, much-needed graduate program: the certificate of advanced study in teaching English to speakers of other languages (TESOL). This program supports one of Buffalo State’s core values: service to the community. With more than 60 languages spoken by students in Buffalo schools and the surrounding suburbs, all area teachers must be able to address the needs of students who are learning English. Participants who complete the five-course program and student teaching requirement will gain an understanding of how people learn a new language and how multilingual children and adolescents can be most effectively taught so that their learning is enhanced. By combining close study of second-language-acquisition theory with pedagogical theory and practice specific to teaching English as a new language (ENL), teachers can help students improve their language skills both in and out of the classroom while making the content knowledge required in all New York schools more accessible to speakers of languages other than English.

ADULT EDUCATION

## Equity and Social Justice Conference

The 2015 Equity and Social Justice Conference, “Meaningful Change: Transforming Communities of Practice,” was held at Buffalo State on March 7. Educators from across the nation came together to examine issues of democracy in the practice of teaching and learning, focusing on six strands: Adult Education in Communities of Practice, Critical Race Studies, Critical Youth Studies, Educational Reform in the 21st Century, Urban Education and Community Partnerships, and “Othering.” Hosted by the Adult Education Department, this one-day conference boasted an audience of nearly 120 people, offering scholars an opportunity to share their work through publication in a special edition of the online Journal of Inquiry and Action and Education, featuring guest editors Susan Birden and Andrea Nikischer, faculty members in Adult Education.

CAREER AND TECHNICAL EDUCATION

## New Manufacturing Training Certificate Program

Buffalo State now offers an advanced manufacturing training certificate program whose graduates are prepared to fill high-demand advanced manufacturing jobs available in Western New York. The 12-month Basic Machine II Operator Certificate course, held on campus in the state-of-the-art Technology Building, is free to participants and offered in partnership with local employers.

Today’s employers  
are in need of an  
increasing number  
of skilled workers...

The program consists of 2,000 hours of instruction—a combination of lectures by technology professors and industry experts and hands-on equipment training in a manufacturing setting. At the end of the program, students receive National Institute for Metalworking Skills (NIMS) certification and 12 academic credits applicable toward a Buffalo State bachelor’s degree in technology.

Today’s employers are in need of an increasing

number of skilled workers to fill positions in the advanced manufacturing field. Buffalo State is paving the way for Western New York adults, especially women, minorities, and veterans, to attain the required skills for those positions. The program is supported by a \$230,000 grant from JPMorgan Chase & Co. and a \$92,500 grant from the New York Department of Labor, and was developed by the Career and Technical Education Department, Continuing Professional Studies, and the Engineering Technology Department.



EXCEPTIONAL EDUCATION

## Dual Certification

Exceptional Education faculty members, in collaboration with School of Education colleagues, are working to develop an innovative and clinically rich undergraduate program leading to dual certification in elementary education (grades 1–6) and students with disabilities (grades 1–6). The group is using high-leverage practices (HLPs)—methods that are fundamental to supporting K–12 student learning that can be taught, learned, and implemented by those entering the teaching profession—to frame their curricular work. HLPs shift the programmatic design focus from theoretical instruction about core teaching practices to the applied use of effective practices in typical class settings.

ELEMENTARY EDUCATION AND READING

## Service Learning

“Four qualities of elementary education that are essential building blocks to achieve excellence for all...community, curriculum, climate, character.” With these words from Ernest Boyer in mind, Mary Cummings, lecturer in the Elementary Education and Reading Department, established service-learning as a major component of her EDU 310 course, which reaches deeply into the community of the West Side of Buffalo. EER has partnered with Jericho Road, the XCEL Leadership Center of Renovation Church, Journey’s End Refugee Services, West Buffalo Charter School, Westminster Economic Development Initiative, and the Buffalo State Community Academic Center to develop service-learning partnerships that provide academic support to English language learners, small group literacy development, and assistance to those who need additional help in mastering content. Buffalo State teacher candidates are exposed to a climate of learning that extends beyond the campus walls as they apply curricula and content from their majors, and experience true character development through service for others.





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The State University of New York

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# Developing Competence and Character

## College incorporates FranklinCovey training into its educational leadership program

Buffalo State College now includes FranklinCovey's principles-based leadership development process in its mandated coursework for the certificate of advanced study (C.A.S.) in educational leadership. The C.A.S. program leads to recommendation for New York State certification in school building and school district leadership.

Strong, effective school leadership has been identified as a critical component of successful pre-K–12 schools; however, management capability alone is not enough to turn around a struggling school. Great leaders must continuously focus on developing their own characters. Materials from FranklinCovey's education solution are now embedded in the coursework that leads to Buffalo State's advanced certificate.

"The Covey organization has earned many accolades for the success of its 'Lead Myself, Lead My Team, and Lead the Organization' system of personal empowerment," said Wendy Paterson, dean of the School of Education. "The program seeks to develop not just the competence but the character of the leader.

"Through our Professional Development Schools Consortium, we discovered that people preparing to become building and school district leaders want more than leadership training," Paterson said. "Now those who pursue postmaster's certification in educational leadership can also earn certification from FranklinCovey."

The Professional Development Schools Consortium, or PDS, is Buffalo State's award-winning school-university partnership involving more than 45 local schools. The PDS provides Buffalo State students with clinically rich experiences and in-service teachers and their schools with professional development opportunities and targeted research.

FranklinCovey participants learn how to create a culture of trust, examine and define their personal mission and values, and develop self-awareness in order to lead effective teams with compassion.

"As a result," Paterson said, "the effective leader learns to master complex systems, plan strategically within the constraints of team talents, and develop action-oriented, accountable, and sustainably effective organizations."

Part of the training allows candidates to gain certification in "The Leader in Me" framework, FranklinCovey's whole school transformation process. Components also include several modules designed to develop leadership traits independent of one's organization. Perhaps best known is the "Seven Habits of Highly Effective People." Participants also study modules in "Great Leaders, Great Teams, Great Results," "Four Imperatives of Great Leaders," and "Inspiring Trust," as well as "The Leader in Me," the school-based material that has generated great enthusiasm in West Seneca, Depew, and Buffalo schools.

"Today's school principals seek answers to some of the most persistent and complex problems preventing children from succeeding, parents from fully participating in their children's education, and teachers from taking responsibility for student learning," Paterson said. "This model, so well established in highly successful businesses, has already proved effective in our schools. It may be a key element in an effective curriculum to prepare real leaders for the myriad challenges of today's schools."



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