

# The School of Education

A Legacy of Excellence.

## Urban Teacher Academy

A “grow your own” program to recruit culturally, linguistically, and ethnically diverse students to the teaching profession.

Buffalo State College and the Buffalo Public Schools (BPS) launched the Urban Teacher Academy for high school students in fall 2017, welcoming 20 freshmen from McKinley High School to participate. The first cohort of ninth-graders embarked on a four-year “grow your own” program of career-focused classes that introduces them to the teaching profession while allowing them to earn up to 12 college credits while still in high school.

In Buffalo, white teachers make up 86 percent of the workforce, while 81 percent of students in the district are non-white. BPS and Buffalo State created the Urban Teacher Academy to address this disparity as well as the impending teacher shortage by cultivating a diverse pool of future teachers who remain committed to teaching in Buffalo or other urban school districts. Faculty members from Buffalo State and staff members from BPS collaborated to develop the curricula for the four college-level courses. Academy students also take part in activities on campus to help them prepare for college and are matched with a mentor already working in the school system to offer support and encouragement.

Students who continue in the teacher certification program and graduate from Buffalo State will be given preference for jobs in the district as long as they commit to working four to five years in the city schools.



“We are pleased and grateful that McKinley High School has agreed to host the program,” said Kathy Wood, associate dean of the School of Education and project coordinator for the Urban Teacher Academy. “The academy provides a sustainable, purpose-driven program to provide students with teachers that better reflect the diversity of the BPS student body.”

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SCHOOL of EDUCATION



# A Window to Waldorf

New perspectives on teaching, learning, and relationships.

The Elementary Education and Reading Department offered the course “Waldorf Approach to Early Childhood Education” in spring 2018 to expose students to opportunities and methods beyond the usual teacher certification curriculum.

Taught by Tamara Horstman-Riphahn, executive assistant to the dean of the School of Education, the course provided students with an introduction to the Waldorf education model. This model fosters the growth of children through their stages of development and ways that teachers should approach and respond to these stages to foster creative, healthful, engaging, and respectful learning environments. The course was paired with the workshop “Cultivating Joy: Creating a Nurturing and Nourishing Space for Children and Caregivers,” which was open to the community and facilitated by Judith Frizlen, founder of the Rose Garden

Early Childhood Center located on Lafayette Avenue in Buffalo.

Teacher candidates and community participants explored relationship-based curricula with a focus on joyfulness and personal life balance in working with children. They examined strategies for objective observation and assessment of young children’s behaviors, and discovered an array of developmentally appropriate Waldorf-centered approaches, instructional strategies, and tools that can be built into classroom and home environments.

Buffalo State is committed to preparing educators who recognize the importance of innovation in education and who are exposed to experiences and methods that help them become lifelong learners, curious and creative in their approach to developing student-centered practices that are as dynamic and progressive as the world around us.

## Educational Leadership

Buffalo State’s educational leadership program, which offers postmaster’s degree candidates a path to certification as a school building or school district administrator, has several unique attributes that prepare graduates to become excellent leaders.

The program not only offers current and relevant coursework but also provides unique opportunities to ensure that graduates develop the knowledge and dispositions needed to provide the best academic experiences for the students and communities they will serve.

Candidates begin exploring the real world of educational administration as soon as they enter the program. They participate in extensive field-placement activities, receiving firsthand knowledge about school leadership from a variety of practitioners. Most notable is the program’s mentoring component, led by experienced principals and superintendents, which benefits candidates both while they are completing their coursework and after they enter the workforce.



Another unique component is the inclusion of six leadership workshops through the renowned FranklinCovey organization, which provide candidates with the mind-set, skills, and tools to further develop their leadership acumen.

The School of Education recently participated in a new joint venture with Erie 1 BOCES and local school districts to attract talented teachers to the educational leadership program. Twenty-two people participated in the first event, several of whom have now enrolled in Buffalo State’s program. The initiative will be offered again in spring 2019.

A true measure of the program’s success is the quality of its graduates. Several May graduates have already received multiple interviews for administrative positions, and many will begin working in educational administration in the near future. In May, program candidates attended the inaugural capstone celebration—a social evening at Campus House honoring recent graduates and helping current candidates network and learn from each other.

## FACULTY SPOTLIGHT: JOHN IORIO

**John Iorio has served as a Buffalo State lecturer for about five years,** having worked in the offices of Continuing Professional Studies, International Education, Social and Psychological Foundations of Education, and Exceptional Education. Iorio also works as a school administrator for the Buffalo Public Schools Adult Education Division, where he assists with high school equivalency, English as a second language (ESL), and postsecondary training programs. He is a doctoral student in the curriculum, instruction, and the science of learning program at the University at Buffalo.

Iorio is proud of the work he has done with the Erie County Holding Center to build a part-time high school for incarcerated students to continue their studies and obtain Regents credits.

“Many of these students went on to graduate as they transitioned out of the facility and back into their home schools,” he said. “We even had one student graduate from high school while at the facility.”

In the field of adult education, Iorio is proud of his work with department staff members to obtain national accreditation for their postsecondary programs and receive federal financial aid, which will help high school graduates and adults in the community obtain short-term career training and employment.

He is most excited about the state and federal government’s push to create more workforce, career, and higher education readiness opportunities for students to obtain their high school equivalencies or master’s degrees in ESL.



“For TESOL and ESL, schools are really starting to implement culturally and linguistically responsive practices, bilingualism, and sheltered content instruction for English language learners,” he said. “Students have the opportunity to hold on to their native languages and cultures, and are supported as who they are as individuals.”

## ALUMNI RECOGNITION: ANDREW FRANZ



**Andrew Franz, '06, '10, a special education teacher at Hamlin Park Claude & Ouida Clapp Academy in Buffalo,**

got a surprising dose of recognition during a schoolwide assembly in October, when it was announced that he had won a prestigious national teaching accolade—the Milken Educator Award—worth \$25,000. Widely known as the “Oscars of teaching,” the Milken Awards recognize early-to-mid-career professionals who demonstrate innovation in the classroom, inspiration that motivates students, and potential for professional and policy leadership. Fewer than 100 educators receive the prize each year.

He is the second local teacher and Buffalo State alumnus to receive a Milken Award. Robert Baxter, '94, '03, received the accolade in 2010.

Franz said as a teacher, he is constantly evolving, trying to find different ways to engage students and advocate different types of learning. Outside the classroom, he is focused on bringing more STEM-related opportunities to the high-need, largely minority public school where he works. He believes his role with one after-school science project helped put him on the map for the

Milken Award: he served as an adviser to three Hamlin Park seventh-graders on the Student Spaceflight Experiments Program—a national science competition—to examine the effects of microgravity and space travel. The students were curious about how potato plants grown in space would flourish on Earth. The research team dubbed themselves the “Spud Launchers.” Of the 2,466 applications submitted in the category of “subsequent terrestrial growth,” the Spud Launchers’ project was one of 21 selected. Their experiment traveled to the International Space Station on the Falcon 9 rocket in February 2017.

“It was entirely their idea, and they needed only a little extra guidance,” Franz said. “They enlisted help from researchers to advise their project. They designed an experiment and submitted a 14-page proposal.”

He helped the students raise enough money to travel to Cape Canaveral, Florida, to watch their experiment go into orbit. And although he is deeply honored by the Milken Award, Franz has experienced moments on the job—like the rocket launch—that he wouldn’t trade for any paycheck or cash prize.

“Seeing the awe and expressions on the students’ faces was one of the best feelings,” he said. “I wouldn’t trade any amount of money for that.”

## Bilingual Teachers: From Puerto Rico to Buffalo

Hurricane Maria, a catastrophic Category 4 hurricane, made direct impact with the island of Puerto Rico on September 20, 2017, causing massive devastation. The strongest storm to hit the island since 1928, Maria obliterated electricity and communications. Puerto Rico had already been struggling with an economic crisis and damage from Hurricane Irma weeks earlier and was now completely paralyzed—its infrastructure destroyed and its residents left extremely vulnerable.

As a result of Hurricane Maria and the educational crisis in Puerto Rico, many teachers have left the island, and the Exceptional Education Department and the School of Education are collaborating with the Buffalo Public Schools (BPS) to provide support for these teachers to obtain the necessary credentials to teach in New York State.

Gliset Colón, assistant professor of exceptional education and coordinator of the graduate certificate program in teaching bilingual exceptional individuals (BXE), facilitated the certification process for eight newly recruited teachers from Puerto Rico, enrolling them in Buffalo State’s graduate education and BXE programs. Colón, who is of Puerto Rican descent and has family living on the island, also became a core member of the WNY Hurricane Maria Relief Fund. The fund provided extensive relief efforts such as donation drives, telethons, and other fundraising and outreach activities for local hurricane survivors and those still on the island.

BPS conducted a second round of recruitment on the island this past spring for a new cohort of teachers arriving late in the summer.





## Perspectives on School Violence Forum Held at Buffalo State

The School of Education sponsored a community forum in March in response to the school shooting at Marjory Stoneman Douglas High School in Parkland, Florida. The forum moderated by Wendy Paterson, dean of the School of Education, featured a panel of seven faculty and staff experts who explored the complexities of school violence from their disciplines' perspectives.

Nanci Monaco, associate professor of Elementary Education and Reading, has researched school violence not just as an academic but also as a law guardian, a professor of teacher candidates, a psychologist, and a former child protection worker.

"My students express concern about what happens if they are armed as teachers and a student gets the weapon," Monaco said. "Will they as teachers be responsible, not just morally but legally? What if law enforcement comes and multiple shooters add to the confusion?"

The problem of school shootings is complex. "The only thing that predicts violent behavior is a history of violent behavior," she said. "But it's not just about AR-15s or mental health. We need to see this as the complex problem it is, study what has worked, and find successful ways to keep our teachers and their students safe in school."

Topics included what is known about school shooters, adolescent development, the importance of peer disclosure, and ways to intervene to prevent a shooting from happening. "As always, it is the responsibility of the college to engage our students, faculty, staff, and the community in discussions of complex issues, sometimes prompted by catastrophic events," Paterson said. "We want to share the research, knowledge, and perspectives of our experts on education, criminal justice, and mental health with the campus and the community. We also want to continue to provide our teacher candidates with a responsive and responsible environment where they can explore even the most difficult issues facing teachers and schools today."

## Department Changes Name

The Elementary Education and Reading Department has officially changed its name to more accurately reflect the majors in the department. The new name is the **Elementary Education, Literacy, and Educational Leadership Department (EELEL)**. The change is effective in fall 2018 and will be reflected in all official documents.

### LETTER FROM THE DEAN Dr. Wendy A. Paterson, '75, '76 Dean, School of Education



Through each edition of this newsletter you can trace the evidence of our success, but sometimes we have to just stand back and admire the highlights of Buffalo State Educator Preparation programs, which help us earn our place at the leading edge of the profession:

**New Programs:** New masters options in Urban Education and TESOL plus 4+1 undergraduate-to-graduate accelerated pathways to certifications such as TESOL, Exceptional Education in Early Childhood, and Literacy and Bilingual Exceptional Education.

**Programs for Career Changers:** Childhood Education with Initial Certification (MIITC) offering evening-based classes and flexible day-hours for working adults seeking teaching degrees. A graduate major in Students with Disabilities 7-12 offering coursework for baccalaureate candidates from multiple fields who seek credentials in SWD 7-12, a high needs area.

**Clinically Rich Practice:** After 25 years of successful practice, the Professional Development School Consortium received three national awards for excellence and multiple local accolades. Our PDS was cited as an exemplary model of school/university partnerships in clinical practice no fewer than 3 times in the TeachNY report. Doing PDS: Stories and Strategies from Successful Clinically Rich Practice, has been widely distributed with a second volume in the works!

**International Professional Development Schools (IPDS):** A grassroots effort attributed to the global thinking of innovative faculty and staff, IPDS takes teacher candidates to 6 countries in 5 different continents, contributing to transformational change in our teacher candidates.

**New Opportunities for Student Teaching in High Demand Locales:** Buffalo State utilizes the SUTEC network to place student teachers in New York City where the rate of employment is high. We added a SUNYTEX site in Houston/Aldine where successful student teaching has already led five recent graduates to jobs.

**Master Teacher Program (MTP):** Now in its fifth year, the Buffalo State MTP boasts over 100 outstanding WNY teachers who regularly offer workshops, mini-courses and full-credit experiences for teachers to develop skills in the STEM disciplines.

**Response to Intervention Technical Assistance Center (RtI):** Led by Yheresa Janczak, associate professor of exceptional education, the WNY RtI provides assistance to school districts.

**Western New York Network of English Teachers:** Led by Jim Cercone, director of english education, this network links in-service ELA teachers and administrators with teacher educators to offer brown-bag seminars from local experts in areas of interest that inform instruction, policy and practice.

**Woods Beals Endowed Chair for Urban Education:** Jevon Hunter continues an ambitious agenda to advance urban education on two tiers: the student level through the Urban Youth Scholars & Urban Youth Readers, and the professional level through the Urban Teacher Collaboration and Urban Education Speaker Series.

These and many other initiatives, continuing programs, exploratory research ventures and international connections are underway every day at Buffalo State. Each development, each improvement, each new way to serve local and global communities through our teaching practice is grounded in our predecessors. We take that responsibility soberly. It is a promise to the parents of current students. It is a commitment to promote social justice and sow the seeds of peace through education in a world increasingly terrorized by ignorance. It is a dedication to develop educational programming that is fully present in the real world of kids, families, and schools. It is a vow to build on our heritage of excellence.

**We are Buffalo State Teachers.**

# Teacher Tailgate: Beyond and Back

## Sharing Opportunities for Local and Global Student Engagement



Each academic year, Buffalo State's teacher education candidates are invited to lively and engaging events where they can learn how to get involved on campus, in the community, and abroad. Teacher Tailgate, held at the start of the fall semester, is an informal gathering of the teacher education community from across disciplines and grade levels. Students connect with peers, faculty, and staff members to learn about elementary and secondary teacher education organizations and clubs, and find out about International Professional Development Schools (IPDS) consortium options for teach- and study-away experiences across

the globe. Each year the event draws a larger crowd than the year before, and the fourth annual event, "Teacher Tailgate: Engage the World, Invest in Yourself," held in Butler Library was a packed house!

"Beyond and Back: Bridging the World Outside Your Classroom to the World Within," held for the first time in spring 2018, offers another opportunity for students to be inspired to travel and get involved in activities that help local and international communities. The event featured a keynote address from IPDS Dominican Republic partner Sarah Ludwig-Ross, founder and director of 3 Mariposas Montessori in Cabarete, a school working with parents and teachers to make quality education accessible to children from the poorest communities surrounding the school. Through a presentation from the director of Buffalo State's Civic and Community Engagement Office, Laura Hill Rao, students also learned about the demographics and struggles happening in their local neighborhoods and discovered ways to get involved with service-learning opportunities in Buffalo and Western New York. IPDS alums shared their stories of living and teaching abroad, as well as the tools, lessons, and inspirations they brought home.



These events were sponsored by the School of Education, the Professional Development Schools Consortium, the Global Literacy Initiative, and the Center for Excellence in Urban and Rural Education as well as the SUNY Office of Diversity, Education, and Inclusion; the Buffalo State Equity and Campus Diversity Office; and the Institute for Community Health Promotion Collaborative Research Initiative.

## FACULTY NEWS

### Sommerstein Receives Advocacy Award



The Museum of disAbility and People Inc. presented Lynne Sommerstein, lecturer of exceptional education, with its Director's Advocacy Award in May. The award recog-

nizes an accomplished individual who is an advocate for people with disabilities, has broken barriers, and is a bridge builder and inclusive thinker. Since 1996, Sommerstein has served as a consultant to school districts on inclusion, curriculum modification, friendship facilitation, and student transition for students with developmental disabilities. She is the cofounder of Hand in Hand, an inclusion-advocacy organization for faith communities, and is the founder and adviser of the Buffalo State chapter of Best Buddies. She also cofounded and directs Buffalo State's College-Based Transition Program, an initiative with the Buffalo Public Schools and People Inc. that provides college-age adults with moderate to significant disabilities the chance to take college classes and participate in college life.

"Lynne is pretty synonymous with inclusion in Western New York," said Kathy Doody, associate professor of exceptional education. "Because of Lynne, hundreds of kids have been able to be educated in an inclusive setting with peers with typical development. Lynne broke down those barriers. She is a hero to numerous families."

### Raimondi Receives Lifetime Achievement Award



Sharon Raimondi, '71, '74, professor of exceptional education, was awarded the 2017 Lifetime Achievement Award from the

New York State Council for Exceptional Children in October 2017. Raimondi has directed the doctoral program in special education, offered jointly by Buffalo State and the University at Buffalo, since 1992. She taught exceptional education in the Buffalo Public Schools before the federal Education for All Handicapped Children Act was passed in 1975. Later, she went to Binghamton, where she researched exceptional education practices. She also started one of the first resource rooms in New York State.

Over the years, Raimondi said, the biggest changes she has seen in exceptional education are higher rates of inclusion of individuals with disabilities in general education classrooms; higher expectations for those individuals; and overall greater visibility for a population that, at the start of her career, was not ensured a right to any education at all.

### Ryan Named Teacher Educator of the Year

Joanne Ryan, lecturer in the Career and Technical Education Department, was named 2018 New York State Teacher Educator of the Year by the New York State Association for Career and Technical Education (NYSACTE) in June. Ryan, who taught business courses for the East Aurora Union Free School District before joining the faculty at Buffalo State, was recognized for her hard work and dedication, and for her remarkable dedication to her students, the profession, and NYSACTE. Ryan was also selected as a National Finalist to represent Region 1 of ACTE.

"She has a reputation for being a world-class teacher," said John Popovich, department chair and associate professor of career and technical education. "She is a state leader and a local legend."



### Vince Garland Wins Board of Education Seat

Krista Vince Garland, assistant professor of exceptional education, was elected to the North Tonawanda Board of Education for a three-year term in May. Through her experiences as a middle school special education teacher, Vince Garland knows firsthand the importance of having a voice in decisions affecting school districts.

"Being someone who can assist people in vulnerable positions to find their voice is tremendously important to me," she said. "As a teacher educator, I know I will never be able to pay it forward with monetary riches; however, I can repay in-kind by contributing my knowledge and expertise through service to my community. Being a member of the school board is a way of paying back." During her term, the district will face some pressing issues, including hiring its first school resource officer and working to renew teachers' contracts.

"I hope to serve as a conduit for the continued and improved collaboration between the district, city, community services, and institutes of higher education," Vince Garland said. "North Tonawanda is on the cusp of renaissance, and I am really excited to be a part of this progress. North Tonawanda is my home, and I am proud that I've been given the opportunity to serve my neighbors, in honor of those who have been my teachers, mentors, and advocates."



# The School of Education

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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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## PDS Receives NAPDS Award, Publishes Book

Buffalo State's Professional Development Schools (PDS) Consortium, a partnership between the School of Education, the Teacher Education Unit, Western New York P-12 schools, and several overseas sites, received the Exemplary PDS Achievement Award from the National Association for Professional Development Schools (NAPDS) in March. This is the consortium's third award from NAPDS, a preeminent organization supporting and advancing school-university collaboration and clinically rich practice as the norm for educator preparation.

In announcing the award, NAPDS noted that "the Buffalo State consortium was cited for its exceptional international outreach and long-standing relationships with Buffalo-area public schools. Consortium partners are deeply invested financially and programmatically in supporting the educational needs of the young people in area schools and the next generation of teachers learning their craft through Buffalo State's programs. Study-abroad opportunities and teaching internships in nine countries on five continents have extended the global impact of Buffalo State's program beyond its base in 31 Western New York school districts."

"We are very proud of the outstanding work done by our faculty and students in collaboration with teachers and administrators throughout New York State as well as in other countries," said Buffalo State President Katherine Conway-Turner. "International

partnerships give future teachers a global understanding of education and, in many cases, firsthand experience of the challenges facing second-language learners."

Buffalo State was one of just four institutions to receive the Exemplary PDS Achievement Award. The others were Baylor University, Ohio University, and Penn State.

"Since its earliest days of collaborative practice with local schools in the 1990s, our PDS has grown to be an exemplar of clinically rich practice, which is a new mandate for all teacher education programs in New York State," said Wendy Paterson, dean of the School of Education.

"Through PDS teacher candidates develop their craftsmanship in authentic, local, and diverse schools and community programs from their very first courses and onward" Paterson said. "This award recognizes the astounding expansion of the PDS model into partnerships with global school sites through our International PDS."

Through PDS's action-based research grants, faculty and students collaborate with teachers and school leaders to conduct research that addresses the unique challenges identified by the partner schools themselves. Such partnerships move beyond daily practice into change agency, advancing social justice and supporting academic achievement for all children.

The NAPDS award follows the release of the consortium's first book, *Doing PDS: Stories and Strategies from Successful Clinically Rich Practice*, recently published as a volume in the series *Research in Professional*

Development Schools (Information Age Publishing, November 2017). The book, which is a compilation of articles on the skills, knowledge, and examples of evidence-based practice of Buffalo State's PDS, offers ideas for how teacher education and professional development might be reconceptualized and reenergized. *Doing PDS* was edited by Elementary Education, Literacy, and Educational Leadership Department faculty members Keli Garas-York, associate professor; Pixita del Prado Hill, professor; Leslie Day, former assistant chair for undergraduate programs; and Kim Truesdell, professor emeritus; along with associate professor of creative studies Susan Keller-Mathers.



"Doing PDS" Book Signing at Barnes and Noble