

The School of Education

A Legacy of Excellence.

IPDS Wins Paul Simon Spotlight Award



NAFSA: Association of International Educators, the world's largest nonprofit association dedicated to international education, has selected Buffalo State College as one of three institutions across the country to receive its prestigious 2019 Senator Paul Simon Spotlight Award.

School of Education and its forward-thinking Global Engagement Office. Teacher candidates engage in immersive teaching and learning initiatives in schools and organizations abroad, including creating and delivering lessons, developing bilingual children's books, conducting comparative research on teaching practices and assisting with community projects.

Members of the nominating committee for the award were Robert Summers, assistant provost for global engagement, and Pixita del Prado Hill, professor of elementary education and reading and co-director of the Professional Development Schools Consortium (PDS); Nancy Chicola, associate professor emeritus of elementary education and reading; Tamara Horstman-Riphahn, executive assistant to the dean of the School of Education; and Michael Lovorn, director of International Graduate Programs for Educators.

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Named after the late Illinois senator, this award recognizes an international program or initiative that significantly contributes to internationalization on campus. Buffalo State was honored by NAFSA at a symposium in Washington, D.C., during International Education Week in November. Virginia Tech and the University of Evansville also received a Spotlight Award.

Buffalo State was recognized for its International Professional Development Schools (IPDS) Consortium, which provides undergraduate and graduate teacher candidates with short-term, service-learning study opportunities around the world. Begun in 2012, the IPDS has blossomed into a unique learning opportunity that intersects two of Buffalo State's strongest assets—its renowned



IPDS programs provide teacher candidates with study opportunities around the world.



SCHOOL of EDUCATION



WNY Climate Conversations

The New York State Master Teacher Program–Western Region sponsored a WNY Climate Conversations event held on February 9 at the Burchfield Penney Art Center.

“The WNY Climate Conversations are an opportunity to discuss climate change and environmental justice with people in our networks and communities,” said David Henry, Buffalo State associate professor of elementary education, literacy, and educational leadership and Master Teacher Program co-director. “Participants walk away with some tools and information needed to take action for climate justice and resilience.”

Featured speakers included:

Stephen Vermette, Buffalo State professor of geography and planning, who highlighted the five climate zones of WNY and his research about trends and preparing for the changing climate.

Jonathan Garlick, professor of oral pathology at Tufts University and senior fellow at Tisch College of Civic Life, who led an activity encouraging values-based discussions around complex, often controversial topics with those who have different perspectives.

Sohayla Eldeeb, a Florida high school student and global outreach director of the Zero Hour Youth Movement, who discussed youth activism and her involvement in the Zero Hour movement that has organized a march and lobby day in Washington, D.C., and in more than 25 locations around the world.



Vermette



Garlick



Eldeeb



Dare to Care Day

On September 21, faculty and students from the Elementary Education, Literacy, and Educational Leadership Department joined the Buffalo State community for Bengals Dare to Care Day and participated in service projects around the community.

These were some of the projects that our department was involved in:

- Jing Zhang, associate professor, led a group of 3+2 program students from China.
- Sherri Weber, assistant professor, led a group to Buffalo Public School 50 to help with a farmers market.
- Corinne Kindzierski, assistant professor, took students to Buffalo Public School 37 to assist with its Saturday Academy.
- Kathleen Brachmann, lecturer, and students transformed and winterized the community garden at Buffalo Public School 18.

IPDS Launches Siena Student Teaching Program

During the 2019 spring semester, the International Professional Development Schools (IPDS) Consortium launched IPDS Siena Student Teaching, Buffalo State's first international student teaching experience. Teacher candidates Sarah Danner and Molly Rutter completed student teaching experiences at two International Baccalaureate (IB) schools that partnered with Buffalo State—10 weeks at Stanley Makowski Early Childhood Center in Buffalo and 8 weeks at the International School of Siena in Italy.



Buffalo State programs in Siena, Italy, date back to 1961.

Danner and Rutter were strangers prior to acceptance into the program, yet their paths are very similar.

Danner, a graduate student in the childhood education initial teaching certification program, received her bachelor's degree in linguistics and Japanese from Calvin College. Rutter, a graduate student in the childhood education initial teaching certification and

“The financial obligation was daunting,” said Rutter, “But I was provided funds from the Chicola scholarship to support my experience and corresponding research. I am incredibly grateful for support like this, which give students opportunities we wouldn't otherwise be able to afford.”

At both placements, Danner and Rutter had the opportunity to work with diverse populations of students, and gain knowledge of teaching strategies that support English language learners.

“In my Grade 2 classroom in Siena, nine different languages were spoken natively among eighteen students. With English as the language of instruction, my mentor teacher and I were constantly crafting ways to engage the lower-level English language learners in the class,” said Danner. “For anyone interested in TESOL or international education, the experience of working in such a diverse group of students is invaluable.”

“The IPDS Siena Student Teaching program emphasizes the importance of developing ‘international mindedness’ in the P-12 classroom and understanding inquiry as an instructional tool. Molly and Sarah lived and worked with teachers, students and families from a wide range of cultural backgrounds while experiencing a curriculum that was completely student-centered,” said Patricia Recchio, teacher certification officer and former early childhood educator, who served as the program leader and student teaching supervisor. “They were immersed in Italian culture, living with Italian host families and exploring museums, churches, and other cultural attractions in Siena, Florence, and other cities for eight weeks. Their experiences will help prepare them to begin their teaching careers with an increased competence for meeting the needs of students from diverse cultural backgrounds.”

IPDS is currently preparing its next cohort of student teachers for the Siena spring 2020 program.

“These student teachers develop a new understanding of the international teaching milieu.”

teaching English to speakers of other languages (TESOL) programs, obtained her bachelor's degree in communication studies from Canisius College. While neither of them studied

teacher education as undergraduates, both went on to teach English as a second language in Korea, which inspired them to pursue teacher certification at Buffalo State. Combining their love for travel with a desire for a non-traditional student teaching experience, Danner and Rutter considered IPDS Siena Student Teaching the ideal opportunity. Both envision themselves pursuing unique careers in education, which are not restricted to traditional classroom teaching roles.

“The Siena Student Teaching program appealed to me because it would give me the opportunity to not only improve as a teacher, but to grow as a more cultured individual,” said Danner. “I knew I would get so much more out of it than the ‘typical’ student teaching experience, both personally and professionally.”

Participation in the program was made possible, in part, by the Nancy Chicola IPDS School Student Travel Support Fund, which provides scholarships for students who travel with IPDS or other overseas experiences, while also completing a research project with a member of the Buffalo State faculty.

According to Nancy Chicola, former chair of elementary education and current associate professor emeritus, the aim of the program is to expand the worldviews and cultural competencies of teacher candidates. “These student teachers develop a new understanding of the international teaching milieu and the possibilities for extending their skills beyond the borders of the United States,” she said.



Molly Rutter



Sarah Danner (left) and Molly Rutter



Happening On Campus

- ▶ The School of Education hosted its annual Teacher Tailgate, an open house gathering of education students, faculty, and staff on September 17.
- ▶ The Professional Development Schools (PDS) Consortium held its annual retreat on September 27. The conference brings together PDS partners—including school teachers and administrators, campus faculty and staff, and teacher candidates—for lively discussions on timely topics.



◀ Annual Teacher Tailgate ▶



◀ The Professional Development Schools Annual Conference

FACULTY NEWS

Wood Receives SUNY Chancellor's Award

Kathy Wood, associate dean in the School of Education, has received the SUNY Chancellor's Award for Excellence in Professional Service. From her first leadership role with the Center for Excellence in Urban and Rural Education to her current role, Wood has built a well-respected and widely recognized reputation as an advocate for positive change in urban education. Her passionate commitment to developing, implementing, and strengthening programs of support for students in urban settings has taken many forms, including innovative leadership on the Urban Teachers Academy, a collaborative effort with the Buffalo Public Schools designed to encourage students to choose teaching as a career; the development of a learning community for freshmen that incorporated civic engagement and community activism; the organization of a new minor sequence of study in urban civic education; and helping launch an urban education master's degree program.

In the community, she serves on the boards of directors of the Buffalo United Charter School, Autism Services, and the Buffalo State College Child Care Center. She is particularly skilled at handling all curricula and managing myriad committees on behalf of the School of Education as well as serving as an advocate and compassionate mentor for students. Wood's work ethic, strength of character, and indefatigable energy are evident in all her activities.



Hunter Receives President's Award

Jevon D. Hunter, Woods-Beals Endowed Chair for Urban Education and associate professor in the School of Education, has received the President's Award for Excellence as a Graduate Research Mentor. Hunter has cultivated the next generation of critical educators through an active agenda that blends instruction and research activities. While he has an impressive array of publications on urban education and African American youth, his scholarship has been particularly notable for his hands-on work with graduate students, whose projects focus on the intersection between literacy and technology, as well as social justice education. Hunter's mentorship has helped students realize their potential to pursue doctoral degrees, piqued their interest in research, and fostered their creativity, critical thinking, and writing skills. He has mentored graduate students from across different disciplines, departments, schools, and universities; has delivered presentations alongside students at conferences; served as a lead instructor on independent study courses; chaired master's theses; and participated as a dissertation committee member.

Hunter has logged many hours of work with graduate candidates during the summer, during regular classroom hours and clinically rich practice experiences in Buffalo State's partner schools, in multiple incidences of out-of-class engagement in the community, and in doctoral study. Experiential benefits for graduate candidates range from their earliest forays into urban schools to confident submission of professional writing for publication.



McCarthy Receives President's Award

Dianne S. McCarthy, associate professor of elementary education, literacy, and educational leadership, has received the President's Award for Excellence in Service to the College. McCarthy contributes to the well being of the campus, her department, students, and the larger community. She is an excellent teacher and scholar who enriches the lives of faculty, students, and school partners. Her service to the campus includes many years as a member of the College Senate, during which time she served on numerous committees, including the Academic Plan, Curriculum, Faculty and Staff Welfare, and Senate Intellectual Foundations Oversight committees. She represents the interests of the School of Education and her department by serving on the Teacher Education Unit Professional Advisory Council. She also serves teacher education more broadly through her leadership in assessment, especially in accreditation review by the Council for the Accreditation of Educator Preparation. Supporting the needs of her department, McCarthy has served on the Assessment, Bylaws, Personnel, and Honors and Awards committees.

To enrich the professional lives of Buffalo State's teacher candidates, she served as the faculty moderator of the Elementary Education Club. During the time of McCarthy's leadership, the national governing body honored the Buffalo State chapter with four awards. Through her influence, the group has sponsored book clubs, guest speakers, and community service at local agencies such as the Women and Children's Hospital of Buffalo.





The privileged scholarship of the elite no longer describes public comprehensive colleges.

With greater equity in educational opportunity and access, a more deliberate focus on diversity, and recruitment from “first generation” graduates now helping high schoolers see college as a viable option and goal, colleges are making measurable gains in welcoming candidates who are more in sync with communities. While the diversity of our clientele is

a distinctive advantage, and the nature and mission of public colleges remains strong, the arrival of students from varying geographic regions and cultures has introduced challenges for higher education faculty.

Not long ago, lack of faculty positions coupled with fierce recruitment gave rise to plans meant to increase class sizes, offer supplemental instruction, require all students to have professional advisement, and grasped for any method for crowd control. Economics, not good learning design, was at the heart of such initiatives, so it is no surprise that none resulted in developing better relationships between faculty and students. When relationships between faculty and students are strained by a mismatch in experiences and expectations, faculty grumble and students disappear.

Currently, the most pervasive conversations amongst faculty involve their frustration in being unable to engage learners as they once could... or thought they could.

In teacher education, we teach techniques that encourage 100 percent engagement and participation in activities that enhance course content, help learners achieve learning goals, assess progress along the way and adjust instruction as necessary. We study the nature of relationships between teachers and learners and are intent on how to enhance and strengthen these relationships. Teaching is our pedagogy.

Teaching is expected in all college classrooms, but do all faculty understand the science of teaching and learning? Can it be learned without asking content specialists to earn a second degree in education? Is the communication of content antithetical to the use of effective learning design?

Some faculty members do recognize the science of teaching and learning. Some fields lend themselves to student engagement because they, like teacher education, prepare professionals by allowing them to apply their learning in meaningful ways. These faculty members have developed talents and tendencies that complement their content expertise.

What can teacher education faculty do to share perspectives, experiences, and expertise in applied, engaged, learner-centered teaching that might enlarge our academic “cousins” skill in teaching a variety of content in regular classroom settings? Because teacher education has always been

field-based, clinically rich and practicum-based, the connection between teaching pedagogies with applied learning gives education faculty a sort of natural kinship with those in professions programs.

Over the past year, Larry Maheady, distinguished professor and Horace Mann Endowed Chair of Exceptional Education, and Lisa Rafferty Rosati, professor of exceptional education, led seven School of Education (SOE) volunteer coaches/mentors with seven peer-selected School of the Professions (SOP) protégés in learning together how to bring current pedagogical theory on engagement and learning into practice in college classrooms.

Represented were faculty from exceptional, elementary, science, and mathematics education plus educational administration paired with faculty from creative studies, engineering technology, business, fashion and textile technology, social work, and speech-language pathology.

While the model was small and confined to a population of the willing, its successes were measurable and observable.

The mission of the Master Educator Program, as it came to be known, was to “organically grow an extraordinary culture within the School of the Professions for both faculty and students.” Using Jim Knight’s “Instructional Coaching” model as a guide, the program included teaching sessions interspersed with coach/protégé meetings and observations of each other’s classrooms, followed by extensive reflection and dialogue. The results: non-education faculty whose experiences with their students were transformed, who felt empowered by even the simplest suggestions; education faculty who were energized and inspired to share the skills and techniques we take for granted; and a mutual enthusiasm for peer coaching that actually works on a college campus.

We are used to practicing, interrogating, and measuring our teaching as we pass along that expertise and scholarship to our teacher candidates, but sharing that wealth with our higher education colleagues was a humbling and intensely rewarding experience.

As we move into year two, we are gradually surrendering the coaching role to our SOP colleagues with the expectation that they will coach others in their respective fields, merging general good practice with specific content. We SOE coaches will continue to work with our protégés as they grow and inquire about more ways to increase their effectiveness as teachers and their understanding of the learners in their charge.

A biblical exhortation warns, “From those who have will much be required.”

Once you’re good at it, we need you to do it. That is all the motivation needed in this case; however, now that the program has logged some very public successes, the challenge will be to enact the model on a campus-wide scale so that the reach of good teaching practice will establish a culture change with astronomical benefits for higher education.

We are up to the challenge. We are teachers.

College Hosts AERC Conference

Buffalo State hosted the 2019 Adult Education Research Conference (AERC), bringing 100 adult education scholars and graduate students from across the globe to campus. The conference, now in its 60th year, ran from June 6–9. This was the first time that the conference was held in Buffalo.

“The AERC is the premier North American research conference focused specifically on scholarship in the adult education field,” said Andrea B. Nikischer, associate professor of adult education and the conference’s co-coordinator. “Scholars from across the U.S. and Canada shared their important work in paper sessions and roundtable presentations.”

The conference featured a keynote lunch with a formal welcome by Wendy Paterson, dean of the School of Education, and a keynote panel discussion entitled “Adult Education and Activism: The Changemakers of Buffalo.” Panelists included Jeanette Koncikowski, executive director of Grassroots Gardens of WNY; Bridget Hallock, disease intervention specialist in the HIV and STD field services program for the New York State Department of Health; Rev. Kirk Laubenstein, executive director of the Coalition for Economic Justice; and Jennifer Lea Mecozzi, West District school board member for Buffalo Public Schools.

In addition to academic sessions, conference-goers enjoyed a reception at Hotel Henry, a tour of the



Burchfield Penney Art Center, and shopping at the Elmwood Village Farmers Market.

The 2019 AERC was sponsored and coordinated by the Buffalo State School of Education’s Dean’s Office and Adult Education Department. Three students in Buffalo State’s adult education master’s degree program served on the conference team.

The School of Education

Buffalo State College • Bacon Hall 306
1300 Elmwood Avenue • Buffalo, NY 14222
(716) 878-4214 • Fax (716) 878-5301

schoolfed@buffalostate.edu
schoolofeducation.buffalostate.edu



The School of Education
Bacon Hall 306
Buffalo State College
1300 Elmwood Avenue
Buffalo, NY 14222-1095

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Wendy A. Paterson, *Dean*
Kathy L. Wood, *Associate Dean*
Susan E. Rubino, *Secretarial Assistant to the Dean*
Allison F. Winkowski, *Secretary I*
Molly E. Rutter, *Graduate Assistant*

Editor

Tamara H. Horstman-Riphahn, *Executive Assistant to the Dean*

Designer

Chantel D. Kutzbach

Photographer

Bruce A. Fox

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BXE Class Celebrates Success

The School of Education hosted a completion ceremony in June for graduates of Buffalo State's teaching bilingual exceptional individuals (BXE) graduate certificate program. The graduates—all certified teachers with close ties to Puerto Rico, including some displaced by Hurricane Maria—have been immersed in the Buffalo community and schools as they have worked together to achieve the bilingual certification.

This special event included remarks from Wendy Paterson, dean of the School of Education, and James Mayrose, interim provost, with closing remarks from Sarita Samora, former chair of exceptional education.

"In my culture when one of us succeeds, we all do. Thanks to everyone who has been a part of our success," said Gliset Colón, assistant professor of exceptional education and program coordinator.

Graduates included:

- **Lawrence Ramos Miranda**, born in Caguas, Puerto Rico, received a bachelor's degree in communications: public relations and advertising from the University of Puerto Rico, Río Piedras Campus. In 2012, he started his career in education as a teacher aide with the Buffalo Public Schools at PS 84, Health Care Center for Children at ECOM, Frank A. Sedita Academy, and Herman Badillo Bilingual Academy. He advanced to community schools navigator at

Herman Badillo from 2016 to 2017 and graduated with a master's degree in special education from Buffalo State in December 2017 followed by completion of the bilingual extension. He is now a bilingual special education teacher at Lafayette International High School. He plans to enroll in Buffalo State's educational leadership program to become a bilingual school or district administrator.

- **Glorines Cantres** was born in Buffalo. Her parents are from Puerto Rico and she has two younger sisters and one older brother. Cantres attended Buffalo State as an undergraduate and worked as a substitute teacher for the Buffalo Public Schools at various schools and grade levels. She recently obtained her master's degree in special education and her bilingual extension. She is in her second year as a second grade dual language Spanish teacher at Bilingual Center PS 33.
- **Jaudiel Rivera** grew up in Camuy, Puerto Rico, where he completed most of his elementary and high school schooling. He obtained a bachelor's degree in elementary education from the University of Puerto Rico, then earned a master's degree in linguistics and humanities from Florida State University. Rivera was serving as an elementary teacher in Puerto Rico when he was recruited and hired by the Buffalo Public Schools while attending a job fair. He moved to Buffalo in 2017 and now works as a bilingual elementary teacher at



BXE students celebrate program completion.

Frank A. Sedita Elementary School. He recently earned his New York State teacher certification and bilingual extension.

- **Lottie Bou Sánchez**, born in San Juan, Puerto Rico, completed a bachelor's degree in elementary education and secondary education with a specialty in history from the University of Puerto Rico followed by a master's degree in early childhood education at the University of Phoenix in Guaynabo, Puerto Rico. Her more than 20 years of teaching experience encompasses substantial diversity, including teaching elementary and high school students from different cultural backgrounds and different learning levels. In searching for better and new opportunities, and after being directly recruited and hired by the Buffalo Public Schools, she relocated to Buffalo, earned her bilingual extension and joined her family members who have been residents of New York for many years. She is now a bilingual first grade teacher at PS 48.