

Elementary Education & Reading

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BUFFALO STATE
The State University of New York

Reflections on 50 Years of Teaching and Learning

Nancy A. Chicola, PhD

In 2000, I had the opportunity to 'return home' to Buffalo State after a break of 34 years between enrolling as a student in Elementary Education in 1962 to becoming a faculty member in the same department. Looking back, I marvel at the amazing experiences I have had that are all as a result of my connections to Buffalo State.

This year is my 50th anniversary of graduating from Buffalo State in 1966. Over those years after graduation, I have used all that I learned for teaching and continued learning. The foundation that I received here allowed me to be a teacher, administrator, professor, and master's degree recipient and doctoral student that spanned four states, six districts, as well as four universities. During that long professional experience, I have always appreciated my days at Buffalo State.

As I leave the position of Department Chair of the very department that I have loved so much, I have had interactions with so many amazing students and faculty. My fondest memories of faculty meetings include dancing and learning lyrics to "Steam Heat", using Playdough and LED lights creatively in makerspaces, and celebrating the accomplishments of the outstanding faculty members. Additionally, engaging with faculty in personnel, recruitment, and curriculum/assessment issues has sometimes forced me to work at the edge of my competency but also enlightened me to all of the creative, hard-working, knowledgeable, and skillful colleagues that are in this department.

I am truly passionate about developing intercultural competencies with teacher candidates and faculty members. To that end, I have promoted and supported international experiences that fit our needs and expand candidates' knowledge and understanding of the world. I have traveled to Zambia with candidates and another faculty member, Dr. Shandomo, for a three week extended semester experience in the Lusaka schools. Observing the changes in global knowledge and understanding, intercultural competencies, and maturity among the candidates made me consider ways in which more of these short-term programs could be supported. The next year I traveled with candidates to Santiago, Chile for a three-week experience in the schools, Spanish language immersion, and with teacher candidates from Universidad Mayor for a wonderful learning experience for us all. As a result of collaborative planning efforts, there are currently additional extended semester international opportunities for our teacher candidates that support them in becoming global citizens and teachers.

Finally, as I gradually go into retirement, there is more to do to support the institution that has so supported me in my 50 years of professional experience. I will be coordinating the international initiatives for the School of Education on a part-time basis. With this opportunity, I look forward to new teaching and learning experiences at Buffalo State during my unretirement retirement.



The new High Rise Dorm, 1963

Contemplation, Rockwell Hall Bench, 1962





**NAPDS Conference
Washington D.C.
March 2016**

Crystal Holmes– Smith

It was a great honor to represent SUNY Buffalo State at the 2016 Professional Development Schools National Conference in Washington, D.C. This experience was one that helped us to grow personally and professionally in many ways. Attending the conference gave us the opportunity to present our research, learn from others, and gain motivation to continue moving forward in the field of education.

Getting to share our research with others was exciting and inspiring. It validated the importance of the work we have been doing. Not only were many people interested in our research, but those who were familiar with the topic of our research even provided feedback and ideas for further study. This was very beneficial for those of us who plan to expand our projects.

In addition to getting to share our research, but we were able to learn from others. From attending the conference, we came away with many new ideas for our own teaching. We had the opportunity to sit in on workshops and break-out sessions about popular topics in education, and as a result, we are equipped with tools for dealing with the most difficult of challenges associated with being an educator.

Even more than the conference being a learning experience, it was a source of motivation. It was so great for us to be around people who have the same passion and excitement for teaching as we do. As we go through our education programs, there are many moments of discouragement and we encounter many people who have less than positive things to say about teaching. So, to be in an encouraging environment was very beneficial and uplifting for us. We left the conference feeling inspired and equipped with new ideas for student teaching, research ideas for graduate study, and most of all, excited and ready for our future careers in education.

4 + 1 = Success: A Roadmap Leading to Early Childhood And Special Education Certification

Kathy Doody

The early childhood/exceptional education 4+1 accelerated pathway offers students a combined bachelor's and master's degree pathway. This pathway allows bachelor's degree candidates to complete course requirements for certification in early childhood education (birth–grade 2) while taking select graduate-level coursework during their senior year. Following completion of the bachelor's degree, candidates take one full year of graduate coursework that fulfills the requirements for initial certification for teaching students with disabilities (birth–grade 2).

Students begin graduate coursework in their senior year and must earn a minimum grade of B in EXE coursework to continue with the graduate program. Students accepted to the pathway must follow the curriculum map as outlined by the department in order to stay on track and to have senior- year, graduate-level coursework included in undergraduate tuition rates. Students are formally admitted to the Graduate School following verification of bachelor's degree requirements and acceptance of the online application. Upon formal admission, earned graduate credit is applied to the graduate course of study, and all graduate policies and privileges apply. Graduate application fees are waived for students in the 4+1 accelerated pathway. Candidates accepted to the 4+1 accelerated pathway need not take the GRE or MAT required by SUNY for graduate teacher education programs if they submitted SAT or ACT scores when applying to the college.

Students may enter the pathway either as incoming freshmen or at any point in their undergraduate studies. Applicants are re-quired to submit a statement that clearly demonstrates why they are selecting the 4+1 accelerated pathway and affirms their intent to remain at Buffalo State for both undergraduate and graduate studies. Writing samples will be assessed by the faculty as an essential part of a successful application to the major. Applications for the 4+1 accelerated path-way are available in Bacon Hall 302.

For additional information, please contact Ms. Wendy McLeish of Elementary Education and Reading at (716) 878-5618 or mcleisw@buffalostate.edu or Dr. Kathy Doody of Exceptional Education at (716) 864-8286 or doodykr@buffalostate.edu.





Global Book Hour

Patricia George

Washing machines whir in the background while children curl up with a good book. Shoppers push their carts through the aisles while little ones “visit” places around the globe. These wonderful, literacy-rich experiences are a part of Global Book Hour. Now in its sixth year, Global Book Hour meets for ten weeks each semester on Saturday mornings at Wegmans on Amherst Street and Monday evenings at The WASH Project on Massachusetts Avenue. Students in Patty George’s EDU 211 Introduction to Literacy course prepare read aloud experiences for children in the city of Buffalo as a part of this service learning project. These sessions enrich the children’s vocabularies while expanding their awareness of other cultures and increasing their motivation to read. This semester’s theme is “Nourishment”. The children who attend these weekly sessions read books that introduce them to food from other cultures. Wegmans has been wonderfully supportive of this endeavor, and has provided the children with the opportunity to sample everything from sushi to tortillas! The teacher candidates refine their skills while working with the attendees, and practice using literacy strategies that they learn about in their coursework. The children who participate love learning about geography, enjoy adding new words to their vocabulary and have fun making crafts that relate to the book. However, they all agree that the best part of Global Book Hour is taking the book home each week and adding it to their personal library! Global Book Hour continues to create life-long readers in our community, many of whom are young immigrants and refugees.

To learn more about Global Book Hour, visit:
<http://globalbookproject.buffalostate.edu/global-book-hour> .



The Power of Service-Learning

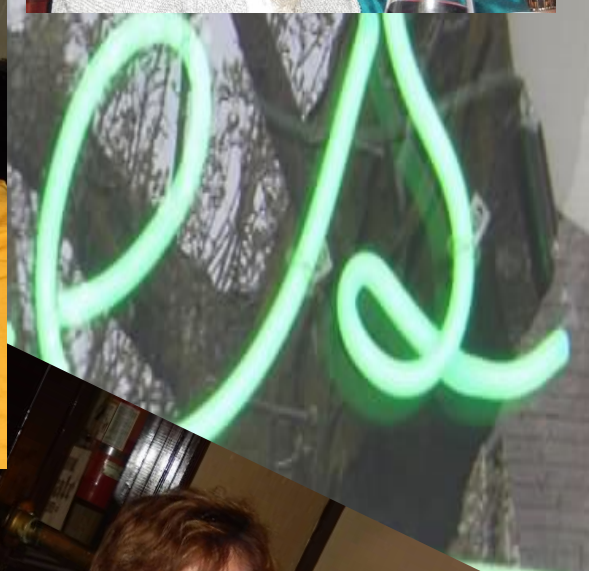
Mary Celia Cummings

Some people in my various levels of association have referred to me as a “Boyerite”, meaning that I closely follow the works of Dr. Ernest Boyer, once Chancellor of the State University of New York, U.S. Commission of Education in the Carter administration and the Director of the Carnegie Foundation. My response... “guilty as charged”. Dr. Boyer grew up in an environment of service that can be traced back to his grandfather. He watched him work with people who had very little and were considered to be impoverished. From these early experiences he came to determine that “to be truly human, one must serve” (Boyer 1995). From this understanding Dr. Boyer developed a philosophy of service and engaged scholarship that continues to have an effect on many dimensions of education today. In a speech to the National Association of Elementary School Principals in Sand Diego, California, April 11, 1995 Dr. Boyer spoke of “four qualities of elementary education that are the essential building blocks to achieve excellence for all”... ‘Community, Curriculum, Climate, Character’. (Boyer 1995) It is with these four qualities in mind that I have established Service-Learning as a major component of our work in EDU 310 *Teaching Social Studies in the Elementary School*.

Our Service-Learning reaches deeply into the *community* of the West Side that surrounds Buffalo State. Over the years we have had multiple partnerships all of which have been based on providing academic support to English Language Learners or those who just need a little extra help each day to master content. The partnerships have included the FLY program of Jericho Road, The XCEL Leadership center of Renovation Church, The Buffalo Beginnings of Journey’s End and the Community Academic Center of Buffalo State. More recently we have added a partnership with West Buffalo Charter School where my teacher candidates work in time slots throughout the day, 5 days a week, providing one on one support to English Language Learners. Lastly, but not the least, is the ENERGY program sponsored by WEDI, (Westminster Economic Development Initiative) where the candidates work with students one on one and in small literacy groups. These partnerships allow my students to access the *curriculum* and the application of content that they are studying in their major. So what about *climate* ... the teacher candidates are exposed to a climate of learning that extends beyond the normal classroom setting and allows them to have an educational experience that might be different from the norm. The last of Dr. Boyer’s qualities is that of *character*. So often when my students are confronted with the reality of having to do 15 hours of service, there is resistance but then this is where character comes in. So many times I see major changes in the teacher candidates themselves as they fall in love with the students they serve and the reality that they are making a difference in someone else’s world.

As I debrief with each teacher candidate at the end of the semester, so often I hear the words that I am looking for... “ can I continue to go to my service location after my 15 hours are over” or better yet...“ I think I want to do my Master’s in ESOL”. That is what I am after and those are the words I want to hear. Service-Learning when done properly is a very powerful pedagogy.

Carnegie Foundation. (1997). Ernest L. Boyer : Selected Speeches 1979-1995. *The Basic School*: Speech to the National Association of Elementary School Principals in Sand Diego, California, April 11, 1995.



Thank you







Saint Christopher School ~ Professional Development School Partner

Coralee Smith

Saint Christopher School has been a Buffalo State College Professional Development School site for Teacher Candidates enrolled in *EDU 312 The Teaching of Mathematics and Science in the Elementary School* course since 2014. In the course, the teacher candidates successfully complete over 50 hours of classroom placement from Kindergarten through sixth-grade. In addition, Saint Christopher School has welcomed student teachers in 2015 and 2016. Recently, Saint Christopher School extended the PDS Partnership so that Buffalo State College students can complete 50 hours of participation time in 7th and 8th grade English Language Arts classes.

St. Christopher School serves approximately 475 students in grades PreK-8. It is a Middle States Accredited private school. Mrs. Jenny Bainbridge is the Principal and Marc Bandelian is the Vice-principal. The PDS liaison is Mrs. Jody Reeser and the course instructor is Dr. Coralee Smith, Buffalo State College.

Marc Bandelian, Vice-principal of Saint Christopher School remarked, “We have a wonderful working relationship with Buffalo State and I see the excitement on the students’ faces when the Teacher Candidates come into our building each week. I’m impressed by the hard work and dedication the Teacher Candidates show each and every time they work with our students”.

Saint Christopher School has been awarded PDS mini-grants for the “I Pad, You Pad, We All iPad Project” where teacher candidates integrate iPads for class management, science lessons and math lessons. It is anticipated that Phase III of the project will continue in fall 2016, with Saint Christopher School’s Technology Teacher, Glory Fox, providing extended training for teachers and Teacher Candidates using iPads with AirServer™ interfacing technologies.

In November 2015, Saint Christopher School hosted a presentation by Educators of America that included the use of a 3D STEM Lab consisting of 3D computers, glasses, projectors, and special content designed for use in K-12 schools. The innovative new technology is available to help teachers increase student achievement in STEM subject areas. Tyler Krempa, Educators of America, said, “We can’t wait to see how new teachers use the technology to help students in STEM subject areas.” Tyler is a graduate of Buffalo State College Elementary Education as well as a former EDU 312 student with Dr. Coralee Smith.

Mrs. Kari Wendell, second-grade teacher, and Dr. Coralee Smith, Buffalo State Professor and co-editors for the National Professional Development Magazine, *PDS Partners*, represent Saint Christopher School’s commitment to the “comprehensive mission that is broader in its outreach and scope than the mission of any partner and that furthers the education profession and its responsibility to advance equity within schools and, by potential extension, the broader community (PDS Essential 1). In addition, Saint Christopher School supports PDS Essential 2, “A school–university culture committed to the preparation of future educators that embraces their active engagement in the school community”. Saint Christopher School has hired Teacher Candidates for their after school program, *Kids Kare*, and has hired past teacher candidates for short and long term substitute teaching positions.

Vice-Principal Marc Bandelian observed, “I am happy to meet them as teacher candidates and having them come back as educators to work in our building. This makes me proud of the hard work and dedication our teachers put in each and every day. It is a rewarding experience of watching the teacher candidates grow and become professional educators.”





Front row (left to right):

Mrs. Kensey, 2nd grade Mentor Teacher; Rene Bonilla 2nd grade Teacher Candidate; Ms. Bryk, 5^h grade Mentor Teacher; Angela Lizauckas, 5th grade Teacher Candidate; Miranda Fischer, 5th grade Teacher Candidate; Dr. Sue McMillan, Buffalo State College, Professor and Professional Development Co-Director; Ms. Schnackel, 1st grade Mentor Teacher; Emily Minicozzi, 1st grade Teacher Candidate.

Second row (left to right):

Taylor Hayes, 2nd grade Teacher Candidate; Rachel Aquino, 2nd grade Teacher Candidate; Mrs. Wendell, 2nd grade Mentor Teacher, Dr. Coralee Smith, Buffalo State College, Associate Professor and Course Instructor for Teaching Mathematics and Science in the Elementary School; Amanda Landsittel, 3rd grade Teacher Candidate; Nicole Gaston, Kindergarten Teacher Candidate; Mrs. Provino, Kindergarten, Mentor Teacher; Ashley Reinhardt-Mohn, Kindergarten Teacher Candidate; and Mrs. Couch, Kindergarten Mentor Teacher.

Back row (left to right):

Mr. Marc Bandelian, Saint Christopher School Vice-Principal; Mr. Behm, 7th and 8th grade English Language Arts Teacher; Mr. Cummings, 7th and 8th grade English Language Arts Teacher; Ms. Reynolds, 3rd grade Mentor Teacher; Erica Flemming, 3rd grade Teacher Candidate; Kevin MacDowall, 4th grade Teacher Candidate.



Buffalo State graduates hired at St. Amelia School

I sit at my desk today, still not believing that a decision I made in my junior year at Buffalo State College could have influenced my future so much. When I registered for EDU311 and was placed at St. Amelia School, I was thrilled for the simple reason of location. It was close to my house and I was familiar with the neighborhood. My celebration was short lived when I found out that my professor placed me in a fourth grade classroom. This couldn't be right; I was meant to teach kindergarten not fourth grade. I had no idea what an amazing adventure I would be beginning.

The experiences in the classroom were endless. I was lucky enough to have been in a classroom that participated in a grant that studied and toured the Darwin Martin house. I got to see true "hands on learning" through the students' eyes. It was amazing and an experience that I will never forget. The teachers and staff at St. Amelia's were so welcoming that when I decided to extend my certification and needed to take EDU 329 I opted to go back to St. Amelia's. The opportunity to do both placements at St. Amelia's helped me to foster relationships with the teachers and staff, allowed me to work under some highly experienced mentors and provided me with quality teaching opportunities for my future.

When I graduated in December 2015, I knew that finding a job would be tough. I updated my resume and hit the pavement looking for that one school that was going to take a chance on me. In August I received a call from Mr. Mule; St. Amelia's principal asking if I would be interested in interviewing for an open position. This was it; the call I had been waiting for my whole life. The school that had been so welcoming in the beginning was now offering me a chance to teach. I am thrilled to say that I accepted the position and my first year of teaching has been amazing. Who would have thought teaching fourth grade could be so fabulous!

Lisa DellaPenta- Buffalo State Alumni- Fourth Grade Teacher at St. Amelia School

"Working at St. Amelia School the past several months has been an amazing experience. The knowledge and confidence I have gained as a student teacher here greatly helped with transitioning from student to teacher." Kristin Webb

"Working as a teacher candidate, then as a student teacher at St. Amelia School, I was able to gain the necessary skills and experience that helped me get hired after graduation. Jessica Kufel

I gained so much knowledge and self-confidence student teaching. It was a great experience which provided positive referrals that opened the door to being hired at St. Amelia School. -Elise Briandi



Lessons learned from 26 years at Buffalo State

Leslie Day

How does one begin to summarize the experiences of twenty-six years as a colleague, mentor, leader, teacher, learner, and friend? I would like to say that every minute was amazing, but that would not be quite truthful. I am most fortunate, however, to believe that the vast majority of minutes were truly enjoyable and life-affirming. Much of this time was filled with writing lesson plans, grading assignments, struggling with scheduling, worrying about PDS, and constantly planning and working through the extensive to do lists this exciting career requires. Much of that I will definitely not miss! I will miss the people, the relationships with PDS partners, colleagues, and most of all, our students. I have learned there are some very powerful words in this job and in life. They include: "How may I help you?" and "It will be alright." "All problems are solvable (most of the time)." "I'm sorry you had that experience, let's look at how we might fix things." "Thank you!" I have also learned there are many powerful behaviors as well. Some of my favorites are: high fives, celebrations, raffles, responding promptly, giving credit, accomplishing what you promised, sharing your thoughts, thanking others, accepting responsibility, and striving for excellence. What is said and what is done on a daily basis help build the affirming relationships on which a career is built. In the end, it is these connections and positive relationships that will linger in my memory long after I depart Bacon Hall. Thank you all for allowing me to be a part of your lives and your careers.



2016 Honors Convocation

Congratulations Kate!

"Preparing a child for Kindergarten helps that child succeed in school. Making the most of a toddler's extraordinary ability to learn is critical."



Congratulations to Kate Dust of the Elementary Education and Reading Department for her accomplishments as a member of the SUNY Buffalo State family and her leadership at EduKids. The New York State Association for the Education of Young Children has named Kate as the 2016 Champion for Children Award winner.

Childhood/Early Childhood Majors

- S.A.V.E.
- Child Abuse Identification
- Alcohol & Other Drugs
- Fire & Arson
- HIV in the Classroom
- DASA Training (Anti-Bullying)

⇒ Remember to deliver your seminars to CLEV 210 for posting on DegreeWorks

Seminar Reminder:

All individuals who are applying for initial certification must have all of their required seminars completed. It is important to remember that these seminars are required not only for initial certification, but are a **graduation requirement as well**. Each seminar is offered on campus through the Continuing Professional Studies Office and a select few are offered online. The Child Abuse Identification Seminar is offered **FREE** online; be sure to take advantage of this! Each seminar on campus costs 35 dollars, with the exception of DASA which costs 50 dollars. Any questions on certification should be directed to Patty Recchio in the Certification Office located in Chase Hall 222.

Certification Office – <http://teachercertification.buffalostate.edu/>

Continuing Professional Studies -
<http://continuingstudies.buffalostate.edu/>

For more information please visit the following links:

<http://pds.buffalostate.edu/>

<http://elementaryeducation.buffalostate.edu/>



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