SCHOOL OF EDUCATION
UNIVERSITY AT ALBANY
State University of New York

Mission and Goals

Drawing on a rich tradition of excellence, our mission is to enhance learning and human development, in and out of classrooms, and across the life span. We seek to advance knowledge about the full spectrum of challenges in learning, development, behavior, and adaptation.

We bring multidisciplinary expertise to bear on policy and practice about the changing needs of students, professionals, and educational systems, locally, nationally, and across the globe. We view questions of theory, research, practice, and policy as complementary and interrelated, and from this perspective, seek to:

• **Discover innovative research-based knowledge and solutions** for the problems facing individuals, families, professionals, and educational systems;

• **Prepare outstanding professionals** for classrooms, schools, communities, higher education, and policy forums;

• **Produce rigorous scholars** to carry out the next generation of discovery and innovation; and

• **Provide visionary leadership for educational policy and change**, regionally, nationally, and internationally.

Toward these ends, our work includes:

• **Conducting a broad program of research** aimed at understanding and improving teaching and learning, development and behavior, policy and practice;

• **Offering high quality programs of study** to students in the region, in the state and nation, and beyond;

• **Collaborating with schools and communities, institutions of higher education, and policymakers**, locally, across the state, nationally, and globally;

• **Integrating our research, teaching, and service activities** such that each is reciprocally enriching of the others; and

• **Contributing as leaders in the nation among graduate schools of education.**
On behalf of our extraordinary faculty, staff, and students, I proudly present this sixth annual edition of *A Tradition of Excellence*.

You will see within these pages how the University at Albany’s School of Education advances discovery of the complex processes involved in human development and learning. Literacy development, prevention of school violence, career development, global education policy, online learning, suicide prevention, special education and “response-to-intervention,” English language learning, communities of practice, learning assessment, program evaluation, curriculum development, technology and learning—in these areas and many others, our faculty members are renowned and the first resort for scholars, policymakers, and practitioners.

Our research informs all that we do. We prepare outstanding professionals for educational leadership and practice—to shape the minds and hearts of future generations and of adults who need to adapt to a changing world. We engage with educational partners, colleagues, and alumni across the Capital Region, the state, the nation, and the world—to improve the human condition and foster the creative capacities of all people. We provide counsel and leadership in educational policy for schools and school districts, institutions of higher education, and state, national, and international policymakers—to imbue critical decisions with evidence-based insight. The power of these contributions comes from discoveries drawn from rigorous, systematic inquiry.

*A Tradition of Excellence* can only give you a taste of the scholarly productivity and rich intellectual environment of our School. If you see something here that excites your passion for education, that stimulates your curiosity, that reminds you of your time with us, that inspires you to try an educational innovation, that convinces you of the complexity and necessity of the educational enterprise, consider yourself invited to contact and collaborate with us on this work of vital importance. Visit us at www.albany.edu/education.

Keep in touch. Be a part of this tradition of excellence that began nearly 170 years ago.

Sincerely,

Robert L. Bangert-Drowns, Dean of the School of Education
Publications, Professional Contributions & Awards

Department of Educational Administration and Policy Studies

Faculty & Professional Staff

Aaron Benavot, Professor
Ph.D. Stanford University

Gina Giuliano, Graduate Advisor
Ph.D. University at Albany

Kevin Kinser, Associate Professor
Ed.D. Teachers College, Columbia University

Jason Lane, Assistant Professor
Ph.D. The Pennsylvania State University

R. Hamilton Lankford, Professor
Ph.D. University of North Carolina, Chapel Hill

Hal Lawson, Professor
Ph.D. University of Michigan

Daniel Levy, Distinguished Professor
Ph.D. University of North Carolina, Chapel Hill

Heinz-Dieter Meyer, Associate Professor
Ph.D. Cornell University

Barbara Nagler, Service Associate Professor
Ed.D. University of Massachusetts

Kathryn Schiller, Associate Professor
Ph.D. University of Chicago

Pamela Théroux, Assistant Professor
Ph.D. Columbia University

Gilbert Valverde, Associate Professor
Ph.D. University of Chicago

Sandra Vergari, Associate Professor
Ph.D. Michigan State University

Alan Wagner, Professor, Department Chair
Ph.D. University of Illinois

Books and Monographs


**Book Chapters**


**Refereed Scholarly Articles**


A New Dynamic: Private Higher Education

By Svava Bjarnason, Kai-ming Cheng, John Fielden, María José Lemaitre, Daniel C. Levy, and N. V. Varghese

Department of Educational Administration and Policy Studies (UNESCO/WCHE 2009)

A New Dynamic: Private Higher Education provides an overview of private/non-government higher education and discusses themes relating to the provision of private higher education. History suggests that post-secondary education does well during economic downturns such as that we are currently facing. Governments know that investing in post-secondary education at all levels can contribute to a more skilled and knowledgeable workforce, but they are compelled to invest in other sectors. Government funding is insufficient to meet the growth in demand for education so non-government provision is expanding. This text aims to provide guidance to policymakers as they examine the role of private/non-government provision in their respective countries. The authors raise issues and present examples of how different countries have attempted to address such issues.


Other Articles and Research Reports


Lane, J. E. (2010). New FERPA rules expand institutional privacy requirements. ACPA Developments, 36(2).


Presentations


Benavot, A. (2010, March). Imagining a transformed UNESCO with learning at its core. Presented at the 54th annual conference of the Comparative and International Education Society, Chicago, IL.


Lane, J. E. (2010, February). Avoiding going native: Fieldwork in educational research. Lecture given at the 54th annual conference of the Comparative and International Education Society, Chicago, IL.


Lankford, H. (2010, March). A general approach for quantifying test measurement error utilizing the covariance structure of students’ test scores. Presented at the 35th annual conference of the American Education Finance Association, Richmond, VA.


Levy, D. (2010, April). The state of Turkish Higher Education. Presented at a meeting of the Turkish Student Association, University at Albany, Albany, NY.


**Editorial Boards**

Benavot, A., Co-Editor, *Comparative Education Review*

Benavot, A., International Editorial Advisory Board, *Innovation-The European Journal of Social Science Research*


Benavot, A., International Editorial Board (Consejo Asesor), *Revista de Educación*

Kinser, K., Editorial Board, *Association for the Study of Higher Education Report Series*

Lankford, H., Editorial Board, *Education Finance and Policy*

Lawson, H., Editorial Board, *Journal of Community Outreach and Engagement*

Levy, D., Editorial Board, *Higher Education Policy*
Levy, D., Editorial Board, *Journal of the Mexican Council of Education Research*


Meyer, H. D., Editorial Board, *Educational Philosophy and Theory*

Valverde, G. A., Editorial Board, *Catholic University of Uruguay Education Journal*

Vergari, S., Editorial Board, *Journal of School Choice*

Wagner, A., Conseil scientifique, *Revue internationale d’éducation*

Wagner, A., Editorial Board, *Education Economics*

**Other Editorial Activities**

Kinser, K., Reviewer, *Johns Hopkins University Press*

Kinser, K., Reviewer, *Vanderbilt University Press*

Lane, J. E., Reviewer, *Educational Policy*

Lane, J. E., Reviewer, *Higher Education in Review*

Lane, J. E., Reviewer, *Institute of Education, University of London*

Lane, J. E., Reviewer, *Journal of Higher Education*

Lane, J. E., Contributing Columnist, *ACPA Developments*

Lawson, H., Reviewer, *American Journal of Education*

Lawson, H., Reviewer, *Children & Schools Journal*

Levy, D., Reviewer, *Comparative Education Review*

Levy, D., Reviewer, *European Education*

Levy, D., Reviewer, *Higher Education*

Levy, D., Reviewer, *Latin American Research Review*

Levy, D., Reviewer, *Mexican Studies*

Levy, D., Reviewer, *Nonprofit and Voluntary Sector Quarterly*

Levy, D., Reviewer, *Routledge*


Meyer, H. D., Reviewer, *American Journal of Education*

Meyer, H. D., Reviewer, *Educational Philosophy and Theory*

Meyer, H. D., Reviewer, *Journal of Educational Administration*


Théroux, P., Proposal Reviewer, Research in Engineering Education Symposium

Vergari, S., Reviewer, *American Journal of Education*

Vergari, S., Reviewer, *Perspectives on Politics*

Vergari, S., Reviewer, *Policy Studies Journal*

Vergari, S., Reviewer, *Social Science Quarterly*

Vergari, S., Reviewer, *State and Local Government Review*

Wagner, A., Reviewer, *Community College Review*

**Research/Scholarship Awards**

Lankford, H., Excellence in Research Award, University at Albany (2010)

Wagner, A., School of Education Award for Service, University at Albany
Faculty & Professional Staff

- **Michael Ellis**, Professor  
  Ph.D. Ohio State University
- **Myrna Friedlander**, Professor  
  Ph.D. Ohio State University
- **Jason Gallo**, Director of Master's Training  
  Ph.D. University of Albany
- **Richard Haase**, Research Professor  
  Ph.D. Colorado State University
- **Sally Hage**, Assistant Professor  
  Ph.D. University of Minnesota
- **LaRae Jome**, Associate Professor, Division Director  
  Ph.D. University of Akron
- **Susan Phillips**, Professor  
  Ph.D. Columbia University
- **Alex Pieterse**, Assistant Professor  
  Ph.D. Teachers College, Columbia University

Book Chapters

- Mason, M., & **Hage, S.** (in press). Lamps of speech: Proverbs as a tool to understand differences in cultural communication. In M. Pope, J. S. Pangelinan, & A. D. Coker (Eds.), *Experiential activities for teaching multicultural counseling classes and infusing multicultural issues into other core courses*. Alexandria, VA: American Counseling Association.
**Refereed Scholarly Articles**


Presentations

Ellis, M. V. (2009, June). Bridging the science and practice of clinical supervision: Some discoveries, some misconceptions. Plenary address at the 5th International Interdisciplinary Conference on Clinical Supervision, Buffalo, NY.

Ellis, M. V. (2009, June). Cultural and contextual competencies and training in psychology. In S. A. Rigazio-DiGilio (Chair), Interdisciplinary explorations on advancing cultural and contextual competencies. Panel presentation at the 5th International Interdisciplinary Conference on Clinical Supervision, Buffalo, NY.


Ellis, M. V., & Swords, B. A. (2009, June). What can we do about both inadequate and harmful clinical supervision? In M. V. Ellis & J. E. DelTosta (Co-Chairs), Hot topics in clinical supervision 2009. Roundtable conducted at the 5th International Interdisciplinary Conference on Clinical Supervision, Buffalo, NY.


Ellis, M. V., & Swords, B. A. (2009, August). What can be done about inadequate and harmful clinical supervision? In M. L. Nelson (Chair), Hot topics in clinical supervision. Roundtable conducted at the 117th annual convention of the American Psychological Association, Toronto, Ontario, Canada.


Ellis, M. V. (2009, October). Innovative skills for clinical supervision. Workshop conducted at the 11th annual Seton Hall University Clinical Supervision Conference, South Orange, NJ.


Publications, Professional Contributions & Awards


Editing Boards

Ellis, M. V., Editorial Board, The Clinical Supervisor

Friedlander, M. L., Editorial Board, Journal of Marital and Family Therapy

Friedlander, M. L., Editorial Board, Psychotherapy Research

Friedlander, M. L., Editorial Board, Psychotherapy Theory, Research, Practice, Training

Hage, S., Editorial Board, Group Dynamics: Theory, Research and Practice

Hage, S., Editorial Board, The Journal for Specialists in Group Work

Jome, L. M., Editorial Board, Journal of Career Development


Pieterse, A. L., Editorial Board, Cultural Diversity and Ethnic Minority Psychology

Pieterse, A. L., Editorial Board, Journal of Multicultural Counseling and Development

Pieterse, A. L., Editorial Board, Measurement and Evaluation in Counseling and Development

Other Editorial Activities

Ellis, M. V., Reviewer, Caribbean Journal of Criminology and Public Safety

Friedlander, M. L., Co-Director, North American Society for Psychotherapy Research New England Conference

Hage, S., Reviewer, International Journal of Prevention Practice and Research

Hage, S., Reviewer, Journal of Counseling Psychology

Hage, S., Reviewer, Journal of Primary Prevention

Hage, S., Reviewer, The Counseling Psychologist

Jome, L. M., Proposal Reviewer, Association for Women in Psychology

Jome, L. M., Reviewer, Journal of Sex Roles

Jome, L. M., Reviewer, The Counseling Psychologist

Pieterse, A. L., Proposal Reviewer, American Psychological Society

Research/Scholarship Awards

Faculty & Professional Staff

Heidi Goodrich Andrade, Associate Professor  
Ed.D. Harvard University

David Yun Dai, Associate Professor  
Ph.D. Purdue University

Lynn Gelzheiser, Associate Professor  
Ed.D. Teachers College, Columbia University

Deborah May, Professor  
Ed.D. Teachers College, Columbia University

Robert McMorris, Professor  
Ph.D. Syracuse University

Dianna Newman, Professor  
Ph.D. University of Nebraska-Lincoln

Joan Newman, Associate Professor, Division Director  
Ph.D. University at Albany

Robert Pruzek, Professor  
Ph.D. University of Wisconsin-Madison

Kevin Quinn, Associate Professor, Chair,  
Department of Educational and Counseling Psychology  
Ed.D. Northern Illinois University

Bruce Saddler, Associate Professor  
Ph.D. University of Maryland

Sigmund Tobias, Eminent Research Professor  
Ph.D. Teachers College, Columbia University

Frank Vellutino, Professor  
Ph.D. Catholic University

Zheng Yan, Associate Professor  
Ph.D. Harvard University

Books and Monographs


Book Chapters


Yan, Z. (2010). Do high school students benefit from the Children’s Internet Protection Act? In R. Zheng, J. Burrow-Sanchez, & C. Drew (Eds.), Adolescent online social communication and behavior: Relationship formation on the Internet (pp. 103-119). Hershey, PA: IGI Global Publishing.


Refereed Scholarly Articles


Handbook of Formative Assessment

Edited by Heidi L. Andrade and Gregory J. Cizek

Department of Educational and Counseling Psychology, Division of Educational Psychology and Methodology

(Routledge, 2009)

Formative assessment has become a focus of renewed research as state and federal policy makers realize that summative assessments have reached a point of diminishing returns as a tool for increasing student achievement. The Handbook of Formative Assessment comprehensively profiles this burgeoning field of study. Written by leading international scholars and practitioners, each chapter presents current issues in formative assessment policy and practice, as well as those likely to affect research and practice in the coming years.


Other Articles and Research Reports


Presentations

Andrade, H. (2010, March). Assessment as a moment of learning: Using a variety of tools to promote understanding and self-regulated learning. Lecture given at Palm Beach Day Academy, West Palm Beach, FL.


The Nature and Nurture of Giftedness: A New Framework for Understanding Gifted Education

By David Yun Dai

Department of Educational and Counseling Psychology, Division of Educational Psychology and Methodology

(The Teachers College Press, 2010)

The Nature and Nurture of Giftedness: A New Framework for Understanding Gifted Education thoroughly redefines giftedness and proposes a new framework for the field of gifted education. The book presents nine fundamental tensions based on three core questions: What do we know about the respective roles of natural ability, environment and experiences, and personal effort in talent development? How do we identify the gifted and talented, and study the process of gifted and talent development? And finally, how do we define the aims of gifted education and promote excellence?


Gelzheiser, L. M. (2010, April). Developing knowledge, vocabulary and comprehension. Presented at the 55th annual convention of the International Reading Association, Chicago, IL.


Tobias, S., & Fletcher, J. D. (2010, March). When can computer games be useful for instruction? Presented at the 9th annual Army Distributed Learning Conference, Newport News, VA.


Editorial Boards

Dai, D. Y., Editorial Board, Gifted Child Quarterly


Dai, D. Y., Editorial Board, Roeper Review

Gelzheiser, L. M., Guest Editor, Elementary School Journal
Gelzheiser, L. M., Editorial Board, Exceptionality

Gelzheiser, L. M., Editorial Board, Journal of Educational and Psychological Consultation

Pruzek, R., Guest Editor, Special Issue of Multivariate Behavioral Research

Quinn, K. P., Editorial Board, Journal of Emotional and Behavioral Disorders

Saddler, B., Editorial Board, Reading and Writing Quarterly

Saddler, B., Guest Editor, Special Issue of Reading and Writing Quarterly, Direct/Explicit Instruction in Reading for the Struggling Reader: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension

Saddler, B., Editor, Strategies for Successful Learning Online Newsletter


Vellutino, F. R., Editorial Board, Learning Disabilities Research and Practice

Vellutino, F. R., Editorial Board, Learning and Individual Differences

Vellutino, F. R., Editorial Board, Reading and Writing

Vellutino, F. R., Editorial Board, Scientific Studies of Reading

Yan, Z., Editorial Board, Developmental Psychology

Yan, Z., Editorial Board, Educational Technology Research and Development

Yan, Z., Editorial Board, Frontiers in Psychology


Other Editorial Activities

Andrade, H., Reviewer, Assessing Writing

Andrade, H., Reviewer, Assessment in Education

Andrade, H., Reviewer, Assessment and Evaluation in Higher Education

Andrade, H., Reviewer, Children, Youth, and Environments

Andrade, H., Reviewer, Educational Measurement: Issues and Practices

McMorris, R. F., Reviewer, Educational Assessment

McMorris, R. F., Reviewer, Journal on Excellence in College Teaching


Newman, J., Reviewer, Perceptual and Motor Skills

Research/Scholarship Awards


Vellutino, F. R., Inducted into the International Reading Hall of Fame (2010)
Faculty & Professional Staff

Deborah Kundert, Associate Professor
Ph.D. University of Wisconsin-Madison

David Miller, Associate Professor, Division Director
Ph.D. Lehigh University

Amanda Nickerson, Associate Professor
Ph.D. University of South Carolina

Stacy Williams, Assistant Professor
Ph.D. University of Massachusetts Amherst

Books and Monographs


Book Chapters


Refereed Scholarly Articles


Other Articles and Research Reports


Presentations


Editorial Boards

Miller, D. N., Editorial Board, Division 16 of the American Psychological Association (School Psychology) Book Series

Miller, D. N., Editorial Board, Journal of School Psychology

Miller, D. N., Editorial Board, Journal of School Psychology Review

Miller, D. N., Guest Co-Editor, Special Issue of School Psychology Review, School-Based Suicide Prevention: Research Advances and Practice Implications

Nickerson, A. B., Editorial Board, Journal of School Psychology

Nickerson, A. B., Editorial Board, Journal of School Psychology Quarterly

Nickerson, A. B., Editorial Board, The School Psychologist

Other Editorial Activities

Miller, D. N., Reviewer, Suicide and Life-Threatening Behavior

Nickerson, A. B., Reviewer, Educational Researcher

Nickerson, A. B., Reviewer, National Association of School Psychologists

Nickerson, A. B., Reviewer, Sociological Inquiry

Williams, S. A., Proposal Reviewer, Division 16 of the American Psychological Association

Williams, S. A., Proposal Reviewer, National Association of School Psychologists

Williams, S. A., Reviewer, Excelsior

Williams, S. A., Reviewer, International Journal of Behavioral Development

Williams, S. A., Reviewer, Journal of Black Psychology
Faculty & Professional Staff

Kristie Asaro Saddler, Visiting Assistant Professor  
Ph.D. University at Albany

Jane Domaracki, Coordinator of Training Programs  
Ph.D. University at Albany

Lynn Gelzheiser, Associate Professor  
Ed.D. Teachers College, Columbia University

Lisa Grippo-Gardner, Visiting Lecturer  
M.S. University at Albany

Deborah May, Professor, Division Director  
Ed.D. Teachers College, Columbia University

Kevin Quinn, Associate Professor, Chair,  
Department of Educational and Counseling Psychology  
Ed.D. Northern Illinois University

Bruce Saddler, Associate Professor  
Ph.D. University of Maryland

Book Chapters


Refereed Scholarly Articles


Presentations


Grippo-Gardner, L. (2009, October). Meeting the needs of the special needs child: What every parent should know. Lecture given at University at Albany Community Day, Albany, NY.


**Editorial Boards**

Quinn, K. P., Editorial Board, *Journal of Emotional and Behavioral Disorders*

Saddler, B., Editorial Board, *Reading and Writing Quarterly*

Saddler, B., Guest Editor, Special Issue of *Reading and Writing Quarterly*, Direct/Explicit Instruction in Reading for the Struggling Reader: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension

Saddler, B., Editor, *Strategies for Successful Learning Online Newsletter*

**Other Editorial Activities**

Asaro, K., Reviewer, *Reading and Writing Quarterly*
Faculty & Professional Staff

Jane Agee, Associate Professor  Ph.D. University of Georgia
Arthur Applebee, Distinguished Professor, Department Chair  Ph.D. University of London
Robert Bangert-Drowns, Dean  Ph.D. University of Michigan
Joseph Bowman, Associate Professor  Ed.D. Teachers College, Columbia University
Abbe Herzig, Research Professor  Ph.D. University of Wisconsin-Madison
Istvan Kecskes, Professor  Ph.D. Kossuth University, Hungary
Vicky Kouba, Professor  Ph.D. University of Wisconsin-Madison
Judith Langer, Distinguished Professor  Ph.D. Hofstra University
Carla Meskill, Professor  Ed.D. Boston University
Alandeom Oliveira, Assistant Professor  Ph.D. Indiana University Bloomington
Jerusalem Rivera-Wilson, Senior Faculty Associate, Director of Clinical Training and Field Experiences  Ph.D. University at Albany
Carol Rodgers, Associate Professor  Ed.D. Harvard University
Peter Shea, Associate Professor  Ph.D. University at Albany
Kristen Wilcox, Visiting Assistant Professor  Ph.D. University at Albany
Robert Yagelski, Associate Professor, Associate Dean for Academic Affairs  Ph.D. Ohio State University
Jianwei Zhang, Assistant Professor  Ph.D. Beijing Normal University, China

Books and Monographs


Book Chapters


Other Articles and Research Reports


Presentations


Applebee, A. N. (2010, April). Writing across the curriculum in middle and high schools: Background to the study. Presented at the annual meeting of the American Educational Research Association, Denver, CO.


Kecskes, I. (2010, March). *Bi- and multilanguage systems.* Invited lecture at Syracuse University, Syracuse, NY.


Kecskes, I. (2010, April). *Formulaic and figurative language.* Invited lecture at the University of Maryland, College Park, MD.


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### Teaching Languages Well Online

By Carla Meskill and Natasha Anthony

*Department of Educational Theory and Practice*  
*(Multilingual Matters, 2010)*

Novice and experienced educators who have considered moving some or all of their language courses online will find this text an invaluable starting point and resource throughout the process. Written in non-technical style with emphasis throughout on excellence in pedagogical practice, *Teaching Languages Well Online* takes both the new and veteran language instructor through the essentials of online teaching and uses numerous examples of online instructional conversations to illustrate these basic practices. Teaching in asynchronous written, asynchronous aural, synchronous written, synchronous aural and combinations of these are discussed. This is an excellent place to begin and augment language teaching online.

### Cultural Dissonance in the Second Language Classroom

By Kristen Wilcox

*Department of Educational Theory and Practice*  
*(Lambert Academic Publishing, 2009)*

The English language continues to grow as the favored medium of cross-cultural communication around the world. This has attracted many more college-level learners to study English as a second or foreign language (ESL, EFL). Second Language Acquisition (SLA) researchers and ESL teachers have sought ways of preparing this rising population to succeed in their coursework. This has been complicated by acknowledgment among some in the SLA field that cultural beliefs, values, and norms are necessarily implicated explicitly and implicitly in language classroom interactions. However, questions around what culture is, how it manifests itself in second language classroom interactions, and to what effect remain hotly debated.


Langer, J. A. (2010, May). *Minds-on instruction.* Keynote address for Milwaukee English Language Arts Professionals, Milwaukee Public Schools, Milwaukee, WI.


Wilcox, K. C., Angelis, J., Andress, N., & Forman-Pemberton, C. (2010, April). *Introduction to a research-based tool kit to guide middle and high schools in establishing processes of continuous improvement*. Know Your Schools—for NYKids seminar CASDA/Greater Capital Region Teacher Center, University at Albany East Campus, East Greenbush, NY.


Yagelski, R. (2010, February). *Teaching the 21st century student writer*. Lecture given at the TeamUP Workshops for College Faculty, Cengage Learning, Indianapolis, IN.


**Editorial Boards**

Agee, J., Editorial Board, *Journal of Literacy Research*

Agee, J., Editorial Board, *Reading Research Quarterly*

Bangert-Drowns, R. L., Consulting Board, *Computers in Human Behavior*

Bangert-Drowns, R. L., Consulting Editor, *Educational Technology Research and Development*

Bangert-Drowns, R. L., Editorial Board, *Journal of Research on Technology in Education*

Kecskes, I., Editor, *Intercultural Pragmatics*

Kecskes, I., Editorial Board, *International Journal of Multilingualism*

Kecskes, I., Editorial Board, *Journal of Foreign Languages*

Kecskes, I., Editor, book series: *Mouton Series in Pragmatics*

Meskill, C., Associate Editor, *Language Learning & Technology*

Oliveira, A. W., Editorial Board, *Journal of Research in Science Teaching*

Rodgers, C., Associate Editor, *Teaching and Teacher Education*

Shea, P., Editorial Board, *International Journal of Instruction*

Shea, P., Editorial Board, *Journal of Asynchronous Learning Networks*

Yagelski, R., Editorial Board, *English Education*

Zhang, J., Associate Editor, *Knowledge Management & E-Learning: An International Journal*

Zhang, J., Editorial Board, *Journal of the Learning Sciences*

Zhang, J., Editorial Board, *The Open Information Science Journal*

**Other Editorial Activities**

Agee, J., Proposal Reviewer, American Educational Research Association

Agee, J., Reviewer, *English Education*

Agee, J., Reviewer, *Research in the Teaching of English*

Agee, J., Reviewer, *Sage Publications*

Agee, J., Reviewer, *Teaching Education*

Agee, J., Reviewer, *Teaching and Teacher Education*

Bangert-Drowns, R. L., Proposal Reviewer, American Educational Research Association

Bangert-Drowns, R. L., Reviewer, *Carnegie Corporation*

Bangert-Drowns, R. L., Reviewer, *Computers in Human Behavior*

Bangert-Drowns, R. L., Reviewer, *Educational Technology Research & Development*

Bangert-Drowns, R. L., Reviewer, *Journal of Educational Psychology*

Bangert-Drowns, R. L., Reviewer, *Journal of Research on Technology in Education*

Bangert-Drowns, R. L., Reviewer, *Review of Educational Research*

Kecskes, I., Co-Director, 1st Barcelona Summer School on Bi-and Multilingualism, Barcelona, Spain

Kouba, V. L., Reviewer, *Journal for Research in Mathematics Education*

Kouba, V. L., Reviewer, *Mathematical Thinking and Learning*

Kouba, V. L., Reviewer, *Teaching and Teacher Education*
Meskill, C., Reviewer, *Journal of Online Learning and Teaching*

Oliveira, A. W., Proposal Reviewer, National Association for Research in Science Teaching

Oliveira, A. W., Reviewer, *School Science and Mathematics*

Oliveira, A. W., Reviewer, *Science Education*

Oliveira, A. W., Reviewer, *Teaching and Teacher Education*

Rodgers, C., Proposal Reviewer, American Educational Research Association

Shea, P., Program Co-Chair, International Conference on Asynchronous Learning Networks

Shea, P., Reviewer, *Computers and Education*

Shea, P., Reviewer, *International Review of Research in Open and Distance Learning*

Shea, P., Reviewer, *Journal of Educational Computing Research*

Wilcox, K. C., Proposal Reviewer, American Educational Research Association

Wilcox, K. C., Proposal Reviewer, TESOL Convention

Wilcox, K. C., Reviewer, *Critical Inquiry in Language Studies*

Zhang, J., Proposal Reviewer, International Conference of the Learning Sciences

Zhang, J., Proposal Reviewer, Knowledge Building Summer Institute

Zhang, J., Reviewer, *Bentham Science Publishers*

Zhang, J., Reviewer, *Cognition and Instruction*

Zhang, J., Reviewer, *Educational Technology Research and Development*

Zhang, J., Reviewer, *Educational Technology and Society*

Zhang, J., Reviewer, *Instructional Science: An International Journal of the Learning Sciences*

Zhang, J., Reviewer, *Journal of the Learning Sciences*

Zhang, J., Reviewer, *Research and Practice in Technology Enhanced Learning*

Zhang, J., Reviewer, *Teaching and Teacher Education*

**Research/Scholarship Awards**

Oliveira, A. W., National Association for Research in Science Teaching Service Recognition (2010)

Rodgers, C., Fulbright Scholar, CIES/Fulbright to Port Elizabeth, South Africa (2010)
Books and Monographs


Book Chapters


Refereed Scholarly Articles


Presentations

**Dozier, C.** (2009, June). Building a learning community through responsive literacy coaching. Keynote address at the Literacy Coaching Institute, National-Louis University, Skokie, IL.

**Dozier, C.** (2009, November). Responsive literacy coaching. Keynote address at Texas Woman’s University Early Literacy Institute, Dallas, TX.

**Dozier, C.** (2009, December). Responsive literacy coaching. Keynote address at the University of Vermont, Burlington, VT.

**Dozier, C.** (2010, February). Responsive literacy coaching: Engaging and learning with teacher. Keynote address at the annual convention of the Wisconsin State Reading Association, Milwaukee, WI.

**Dozier, C.** (2010, February). Responsive teaching to engage learners. Keynote address at the annual convention of the Wisconsin State Reading Association, Milwaukee, WI.


**Johnston, P.** (2009, June). Developing persistent, strategic, literacy learners. Lecture at the 6th Georgia Conference on Teaching Writing and Reading, Dodge Learning Resources, Perry, GA.
Johnston, P. (2009, June). *Choice words: How teacher response and classroom talk can promote literacy learning, comprehension, and classroom community.* Speech given at the 6th Georgia Conference on Teaching Writing and Reading, Dodge Learning Resources, Perry, GA.

Johnston, P. (2009, June). *Teacher talk and resilient classroom learning communities.* Lecture at Purdue Partnerships in Comprehensive Literacy Intensive, Center for Literacy Education and Research, Purdue University, Indianapolis, IN.


Johnston, P. (2010, February). *Teaching the whole child while teaching for comprehension.* Lecture given at the annual convention of the Wisconsin State Reading Association, Milwaukee, WI.

Johnston, P. (2010, February). “Teacher, what do you mean you need time to become expert? I only have you this year!” Panelist at the annual convention of the Wisconsin State Reading Association, Milwaukee, WI.

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**RTI in Literacy—Responsive and Comprehensive**

Edited by Peter H. Johnston

Department of Reading

(Interational Reading Association, 2010)

*RTI in Literacy*—Responsive and Comprehensive offers a fresh preventative view of Response to Intervention through examining problematic current practices and suggesting clear examples and reasoning for more suitable practices. The book offers research-based intervention and assessment strategies; shows the importance of professional development and teacher expertise; looks at integrating RTI in the classroom; and illustrates how existing methods can fit into an RTI approach. New and traditional articles speak to a broad range of RTI issues in detail, including theory, research, and practice in one complete resource. Reflection questions and proposed action steps broaden learning in professional development and teacher education courses.

**Standards for the Assessment of Reading and Writing, Revised Edition**

Co-authored by Peter Johnston, as chair of the NCTE/IRA Joint Task Force on Assessment

Department of Reading

(National Council of Teachers of English and International Reading Association, 2010)

The National Council of Teachers of English and the International Reading Association maintain that the primary purpose of assessment should be to improve teaching and learning for all students. In the updated *Standards for the Assessment of Reading and Writing,* the NCTE-IRA Joint Task Force on Assessment presents and describes eleven core principles. Case studies of comprehensive national tests and smaller classroom assessments (particularly in the context of Response to Intervention) are used to demonstrate how assessments in effect today do or do not meet the standards presented. A useful glossary makes this a valuable resource for educators, parents, policymakers, school board members, and stakeholders alike.

Johnston, P. (2010, March). *Productive approaches to RTI*. Lecture given at the Wisconsin Reading Association, Iron Mountain, WI.


Johnston, P. (2010, April). *Building learning lives for the future through classroom talk*. Lecture at the 55th annual convention of the International Reading Association, Chicago, IL.


Johnston, P. (2010, May). *IDEA, RTI and the prevention of LD*. Keynote address at the University of Kentucky, Lexington, KY.


Editorial Boards

Dozier, C., Editorial Board, Language Arts

Goatley, V., Editorial Board, Journal of Literacy Research

Johnston, P., Editorial Board, Literacy Teaching and Learning: An International Journal of Early Reading and Writing

Johnston, P., Editorial Board, Reading Research Quarterly

Johnston, P., Editorial Board, The Elementary School Journal

Walmsley, S. A., Editorial Board, Journal of Adolescent and Adult Literacy

Wissman, K., Editorial Board, Journal of Adolescent and Adult Literacy

Research/Scholarship Awards

Dozier, C., Excellence in Teaching Award, University at Albany (2010)

Dozier, C., SUNY Chancellor’s Award for Excellence in Teaching (2010)


Other Editorial Activities

Dozier, C., Proposal Reviewer, International Reading Association

Dozier, C., Reviewer, Corwin Publishers

Dozier, C., Reviewer, International Reading Association

Dozier, C., Reviewer, Journal of Curriculum and Instruction

Dozier, C., Reviewer, Stenhouse Publishers

Dozier, C., Reviewer, Teachers College Press

Goatley, V., Proposal Reviewer, National Reading Conference

Goatley, V., Reviewer, Pearson Education

Goatley, V., Reviewer, Reading Research Quarterly

Goatley, V., Reviewer, Research in the Teaching of English

Malavasic, J., Reviewer, The Journal of Early Adolescence

Sheehy, M., Reviewer, Journal of Literacy Research

Sheehy, M., Reviewer, Pedagogies

Sheehy, M., Reviewer, Research in the Teaching of English

Wissman, K., Reviewer, Anthropology and Education Quarterly

Wissman, K., Reviewer, Children’s Literature in Education

Wissman, K., Reviewer, English Journal

Wissman, K., Reviewer, Linguistics and Education

Place Stories: Time, Space and Literacy in Two Classrooms

By Margaret Sheehy
Department of Reading
(Hampton Press, 2009)

Place Stories: Time, Space and Literacy in Two Classrooms examines social practices of two classrooms. Studying school literacy practices within the framework of “place” reveals how the social process of a place both enable and prohibit school change. School change agents, assigned to bringing new imaginations to be place, will find this book a useful resource. It invites one to look at the importance of daily practices and work with teachers, administrators, community members and students, in the place where they stand, to create a new imagination out of the one currently operating – and operating powerfully – for them.
Faculty & Professional Staff

Judith Langer, Director and Distinguished Professor, Department of Educational Theory and Practice
Janet Angelis, Associate Director
M.A.T. Simmons College

Sara Anderson, Assistant Director for Research Development
M.P.A. University at Albany
Frank Mahar, Assistant Director for Finance and Business
M.B.A. University at Albany

Books and Monographs


Articles and Research Reports


Presentations


Best Practices from High-Performing Middle Schools: How Successful Schools Remove Obstacles and Create Pathways to Learning

By Janet I. Angelis, Albany Institute for Research in Education, and Center for English Learning & Achievement and Kristen C. Wilcox, Department of Educational Theory and Practice

(Teachers College Press, 2009)

Best Practices from High-Performing Middle Schools is essential reading for everyone who cares about adolescents and wants to ensure their success in later schooling and in life. The authors share what they have learned about how some middle schools consistently foster better academic performance that other similar schools and how these schools have learned to successfully adapt to the climate of accountability while practicing the essentials of effective middle-level education.
Funded Projects

SCHOOL OF EDUCATION

Centers and Institutes

Albany Institute for Research in Education (AIRE)
Capital Area School Development Association (CASDA)
Capital District Writing Project (CDWP)
Center for the Elimination of Minority Health Disparities (CEMHD)
Center for Urban Youth & Technology (CUYT)
Center on English Learning & Achievement (CELA)
Child Research & Study Center (CRSC)
Comparative and International Education Policy Program (CIEPP)
Educational Evaluation Research Consortium (EERC)
Evaluation Consortium (EC)
Program for Research on Private Higher Education (PROPHE)
Regional Adult Education Network, East (RAEN-E)
2009-2010 Funded Projects

The 2009-2010 funded research and projects are listed alphabetically by the principal investigator.

ANIELIS, JANET
Albany Institute for Research in Education

Co-PI Judith Langer (Educational Theory and Practice)
Partnership for Literacy - Hudson City School District
Hudson City School District
$36,684

Co-PI Judith Langer (Educational Theory and Practice)
Partnership for Literacy - Lansingburgh Central School District
Lansingburgh Central School District
$39,998

Co-PI Judith Langer (Educational Theory and Practice)
Partnership for Literacy - Niskayuna Central School District
Niskayuna Central School District
$63,525

Co-PI Judith Langer (Educational Theory and Practice)
Partnership for Literacy - Queensbury Central School District
Queensbury Central School District
$25,000

Partnership for Literacy - Capital Region BOCES
Capital Region BOCES
$3,200

Partnership for Literacy - Office of Children & Family Services
Office of Children & Family Services
$4,500

Summer Institute for Secondary Social Studies Teachers
Schenectady City School District
$4,624

APPLEBEE, ARTHUR and LANGER, JUDITH Co-PIs
Educational Theory and Practice

National Study of Writing Instruction
Spencer Foundation
$497,775

National Writing Study Collaboration - Nonfederal Portion
National Writing Project Corporation
Five-year project with funding totaling $75,000

National Writing Study Collaboration - Federal Portion
National Writing Project Corporation
Five-year project with funding totaling $305,000

The National Study of Writing Instruction is reviewing the evolution and accessibility of writing instruction at the middle and high school level in the United States over the past 25 years and examining regional differences, and differential distribution of writing activities and writing instruction across demographic subgroups. Successive phases of the study will examine how writing is incorporated into each of the major academic subject areas.
ASARO SADDLER, KRISTIE  
Special Education  
**Teaching Children with Autism Spectrum Disorders: Knowledge and Use of Best Practices**  
Faculty Research Award Program, University at Albany, SUNY  
$750  
**Writing Instruction for Children with Autism Spectrum Disorders: A Study of Self-Regulation and Strategy Use**  
Organization for Autism Research  
$28,374

BANGERT-DROWNS, ROBERT  
Co-PI  
Educational Theory and Practice  
*PI George Berg (Department of Computer Science), Co-PIs InduSobba Chengalur-Smith (School of Business), David P. McCaffrey (Rockefeller College of Public Affairs & Policy), Theresa A. Pardo (Center for Technology in Government)*  
**Learning Computational Thinking in Context: Using Problems and Cases in Financial Market Regulation**  
National Science Foundation  
Two-year project with funding totaling $799,625  
Learning Computational Thinking in Context: Using Problems and Cases in Financial Market Regulation will integrate computational thinking as an essential theme in curriculum on financial market regulation. It will create interdisciplinary cases, modules, and courses in which students become interested and proficient in computational thinking and understand its importance to society.

BENAVOT, AARON  
Educational Administration and Policy Studies  
**Cross-National Commonalities and Differences in the Intended Curriculum of Primary School Mathematics and Reading**  
UNESCO Institute for Statistics  
$55,000  
**Review of Publication, Global Report on Adult Learning and Education (GRALE)**  
UNESCO Institute for Lifelong Learning  
$5,000

BOWMAN, JR., JOSEPH  
Educational Theory and Practice  
**Institute for Nanoscale Technology and Youth**  
CNSE  
$60,000

CIMINI, M. DOLORES  
University Counseling Center, Counseling Psychology  
*Co-PIs Mitchell S. Earleywine (Department of Psychology), Estela M. Rivero (University Counseling Center)*  
**The STEPS Program: A Comprehensive, Target Population-Specific Screening and Brief Intervention Strategy**  
U.S. Department of Education  
18-month project with funding totaling $220,235  
Co-PIs Joyce Dewitt-Parker (University Counseling Center), Mitchell S. Earleywine (Department of Psychology), Lee A. McElroy (Department of Athletics and Recreation), Estela M. Rivero (University Counseling Center)  
**Project Winning STEPS: Integrating and Implementing Screening and Brief Interaction Strategies with Student Athletes**  
U.S. Department of Education  
Three-year project with funding totaling $298,266

COHAN, MAUREEN  
School Psychology  
**Quality Improvement Project**  
Office of Mental Retardation and Developmental Disabilities  
Three-year project with funding totaling $100,000

DAI, DAVID YUN  
Educational Psychology and Methodology  
**Comparing Accelerated and Non-Accelerated Gifted Development at Secondary and College Levels: Chinese Experiences**  
University of Iowa  
$23,000
DOMARACKI, JANE
Special Education
Co-PI Deborah May (Special Education, Educational Psychology and Methodology)
Preparation of Personnel to Improve Services and Results for Children with Disabilities: Training of High Incidence Personnel
U.S. Department of Education
Four-year project with funding totaling $757,333

The Division of Special Education, in a joint effort with the Department of Reading, has received funding to help address one of education’s chronic shortages: well qualified special education teachers with expertise in literacy. The U.S. Department of Education grant Preparation of Personnel to Improve Services and Results for Children with Disabilities: Training of High Incidence Personnel provides both peer support and financial support to retain qualified graduate students from nontraditional backgrounds in their pursuit of the MS degree in Special Education and Literacy.

FRIEDLANDER, MYRNA
Counseling Psychology
Greene County Mental Health Contract
Greene County Mental Health
$19,273

GELZHEISER, LYNN
Educational Psychology and Methodology, Special Education
Co-PIs Donna Scanlon (Reading, Child Research & Study Center), Frank Vellutino (Educational Psychology and Methodology, Child Research & Study Center)
Extending the Interactive Strategies Approach to Older Struggling Readers
U.S. Department of Education Institute of Education Sciences
Three-year project with funding totaling $1,500,000

HERZIG, ABBE
Educational Theory and Practice
Women and Students of Color in Graduate Mathematics
National Science Foundation Early Career Award
Five-year project with funding totaling $635,602

In her project Women and Students of Color in Graduate Mathematics Abbe Herzig is investigating the participation of women and Latinos, Chicanos, African Americans, and Native Americans in graduate study. She is conducting case studies of graduate mathematics programs where students of groups that traditionally have been underrepresented in mathematics have succeeded in unusually large numbers. The result will be recommended guidelines for faculty and policymakers to use to increase student diversity in mathematics graduate programs.

GEMSTONES: Graduate Education in the Mathematical Sciences to Nurture Every Student
National Science Foundation
$172,550

JOME, LARAE
Counseling Psychology
Amherst College Class of 1959 Project
Amherst College Alumni Association
$500

Amherst College Class of 1959 Project: A Longitudinal Study of Men's Psychological, Social and Vocational Development
Faculty Research Award Program, University at Albany, SUNY
$2,244

KAMBERELIS, GEORGE
Reading
21st Century Community Learning Centers: Improving Student Performance and Building Capacity for Families
Hamilton-Fulton-Montgomery BOCES
Five-year project with funding totaling $133,800

KECSKES, ISTVAN
Educational Theory and Practice
Book Series: Mouton Series in Pragmatics
Journal Support Award, University at Albany, SUNY
$3,000

KINSER, KEVIN
Educational Administration and Policy Studies
Developing a World-Class System of Higher Education: Public and Private Dimensions of the Malaysian Case
Faculty Research Award Program, University at Albany, SUNY
$2,200
Funded Projects

KUNDERT, DEBORAH KING
School Psychology

School Psychology Trainees - Center for Disability Services
Center for Disability Services
$24,610

School Psychology Trainees - Albany City School District
Albany City School District
$13,800

School Psychology Trainees - Brunswick Central School District
Brunswick Central School District
$6,900

School Psychology Trainees - East Greenbush Central School District
East Greenbush Central School District
$13,800

School Psychology Trainees - Fonda-Fultonville Central School District
Fonda-Fultonville Central School District
$6,900

School Psychology Trainees - North Colonie Central School District
North Colonie Central School District
$6,900

School Psychology Trainees - South Colonie Central School District
South Colonie Central School District
$27,600

School Psychology Trainees - St. Anne Institute
St. Anne Institute
$15,180

School Psychology Trainees - Troy City School District
Troy City School District
$27,600

LANE, JASON
Educational Administration and Policy Studies

Development of International Branch Campuses as Knowledge Centers in Emerging Economies
Council for International Exchange of Scholars
$30,000

Effective Reform Movements in Higher Education: The Role of Special Meetings and Forums
Faculty Research Award Program, University at Albany, SUNY
$3,915

Co-PI Kevin Kinser (Educational Administration and Policy Studies)

The Role of Multi-State Higher Education in Expanding Educational Access
Faculty Research Award Program, University at Albany, SUNY
$9,600

LANGER, JUDITH
Education Theory and Practice and Director, Center on English Learning & Achievement

Albany Institute for Research in Education Miscellaneous Support
Multiple Sponsors
Four-year project with funding totaling $18,861

LANKFORD, R. HAMILTON
Educational Administration and Policy Studies

Lifetime Achievement Award
Multiple Sponsors
$8,125

Student Achievement and Teacher Retention in Urban Schools: The Role of Working Conditions and Professional Development
National Science Foundation
Four-year project with funding totaling $838,475

Consortium for Learning from Longitudinal Education Data
Leland Stanford Junior University
Five-year project with funding totaling $758,428

LAWSON, HAL
Educational Administration and Policy Studies

Comprehensive System of Learning Supports (CSLS) Policy Pilot in 21st Century Community Learning Centers, Foundation Project # 60018153
Ohio State University Research Foundation
$32,000

A Multi-Site Case Study of Evidence-Guided Improvement Planning and Organizational Learning
Faculty Research Award Program, University at Albany, SUNY
$2,000
In A Childhood Obesity Prevention Program Designed by Families for Families this interdisciplinary team of researchers will collaborate with parents of children enrolled in Head Start and community-based organizations in Rensselaer County, NY, to develop and implement a childhood obesity prevention program. They will determine the needs and wishes of families concerning healthy lifestyles in children and pinpoint key resources in the community and in families that could be utilized and expanded upon to meet those needs.

In Evaluation of the Striving Readers Project Dianna Newman and Deborah Kundert will evaluate the NYS Education Department and the New York City Department of Education Striving Readers Program, which provides explicit, targeted and engaging supplemental instruction in vocabulary, comprehension strategies, writing, fluency and word analysis to sixth and seventh grade students who are struggling readers in nine New York City Public Middle Schools. The study will determine the effectiveness of the supplemental literacy intervention program on student achievement in literacy.
Schenectady Enhancing Education through Technology (EETT)
New York State Education Department/Schenectady City School District
$37,500

Academy of Electronic Media Mobile Studio Environments to Enhance STEM Education
Rensselaer Polytechnic Institute/National Science Foundation CCLI
Three-year project with funding totaling $27,000

Evaluation of the Chinese Foreign Language Program
Schenectady City School District/U.S. Department of Education
Four-year project with funding totaling $53,300

Evaluation of the Comprehensive Three-Tiered Elementary Counseling Program Model
Schenectady City School District/U.S. Department of Education
Four-year project with funding totaling $77,000

Improving Adult Learner Literacy in Mathematics and Science Through Online Learning
Empire State College Foundation
Three-year project with funding totaling $30,000

Institute for New Era Educational Leadership
College of Saint Rose/U.S. Department of Education
Four-year project with funding totaling $112,000

PROMISES Mentoring Program
Boys and Girls Clubs of Schenectady/U.S. Department of Education
Three-year project with funding totaling $45,000

Real Choice Systems Change - System Transformation Project Phase II
New York State Office of Mental Retardation and Developmental Disabilities/Department of Health and Human Services Centers for Medicare and Medicaid Services (HHS-CMS)
Five-year project with funding totaling $429,659

Safe Schools / Healthy Students - Schenectady City Schools Evaluation
Schenectady City School District/U.S. Department of Education
Four-year project with funding totaling $437,000

Title IIB Math & Science Partnership
Syracuse City School District/New York State Education Department
Three-year project with funding totaling $312,000

NICKERSON, AMANDA
School Psychology
Co-PI Dana Peterson (School of Criminal Justice), Heather Larkin (School of Social Welfare)

Service Outcomes Action Research (SOAR)
New York State Office of Children & Family Services
$132,000

NICKERSON, AMANDA Co-PI
School Psychology
PI David Duffee (School of Criminal Justice), Co-PI Dana Peterson (School of Criminal Justice), Co-PI Megan Kurlychek (School of Criminal Justice)

SOAR Residential Treatment Center Program Study: Converting the Pilot Study into a Permanent Plan for Clinical Record Keeping
New York State Office of Children & Family Services
$128,000

OLIVEIRA, ALANDEOM
Educational Theory and Practice
Exploring Teacher Performance of Science Read-Alouds in Elementary Classrooms
Faculty Research Award Program, University at Albany, SUNY
$9,243

PAGEREY, RUTH
Dean's Office
Building Learning Communities to Improve Student Achievement
New York State Education Department
$195,468

Building Learning Communities to Improve Student Achievement will advance student learning by strengthening content knowledge and pedagogical practice through Learning Communities, and will develop leadership in the area of service learning as a vehicle to improving student learning. The project’s model of embedded, school-centered professional development will be replicable in schools across the Albany school district and in school districts across the state.

New York State’s Gaining Early Awareness and Readiness for Undergraduate Programs (NY GEAR-UP)
U.S. Department of Education
Six-year project with funding totaling $226,000
PIETERSE, ALEX
Counseling Psychology

Loan Repayment Health Disparities Grant
NIH - National Center for Minority Health and Health Disparities
$34,000

Exploring the Relationship Between Perceptions of Racism and Health-Related Attitudes and Behaviors Among Black American Adults
Faculty Research Award Program, University at Albany, SUNY
$9,088

RIVERO, ESTELA M.
University Counseling Center

Co-PIs Joseph E. Bernier, M. Dolores Cimini, Judith A. Stanley (University Counseling Center)

The STEPS Program: Expanding & Enhancing a Coordinated Response to Student Suicide on a Large Public University Campus
Substance Abuse and Mental Health Services Administration (SAMHSA) Center for Mental Health Services
Three-year project with funding totaling $299,968

Co-PI M. Dolores Cimini (University Counseling Center)

Project REACH: Addressing Violent Crimes Against Women at the University at Albany
U.S. Department of Justice, Office on Violence Against Women
Three-year project with funding totaling $299,875

SCANLON, DONNA
Reading, Child Research & Study Center
Co-PIs Lynn Gelzheiser (Educational Psychology and Methodology, Special Education), Frank Vellutino (Educational Psychology and Methodology, Child Research & Study Center), Virginia Goatley (Reading)

Enhancing Pre-Service Teachers’ Knowledge Related to Research Based Early Literacy Instruction
U.S. Department of Education Institute of Education Sciences
Four-year project with funding totaling $1,440,551

SCHILLER, KATHRYN
Educational Administration and Policy Studies

NAEP HSTS 2005 Enhanced Curriculum Study Analysis Phase II
National Center for Education Statistics and WESTAT
$45,000

SHEA, PETER
Educational Theory and Practice

Student to Student Chinese Language Lab
U.S. Department of Education
Three-year project with funding totaling $600,000

SLN Senior Researcher Grant
SUNY System Administration
$129,000

Co-Investigator Jane Agee (Educational Theory and Practice)

Expanding Local Presence with New Technologies: A Proposal to Develop New Academic Programs via Blended Learning
Alfred P. Sloan Foundation
Three-year project with funding totaling $260,000

Expanding Local Presence with New Technologies will study ways to increase access to instruction and enhance student learning. Shea will focus on the uses of “blended learning” which is a combination of the traditional classroom setting with the online classroom. Blended learning is used to reduce barriers to college-level classrooms and to introduce students to new collaborative work environments prevalent in today’s knowledge economy.
Funded Projects

TANZMAN, MELINDA
Child Research & Study Center

Schenectady Community Action Program (SCAP) Head Start Program
Schenectady Community Action Program
$6,500

THÉROUX, PAMELA
Educational Administration and Policy Studies

IGERT: An Entrepreneurial Ph.D. Education in Fuel Cell Manufacturing, Materials Development and Modeling
National Science Foundation subcontract to Rensselaer Polytechnic Institute
Four-year project with funding totaling $120,000

VELLUTINO, FRANK
Educational and Counseling Psychology, Child Research & Study Center

Multiple Sponsor Projects
$16,678

WAGNER, ALAN
Educational Administration and Policy Studies

Co-PIs Aaron Benavot, Daniel Levy, Gilbert Valverde (Educational Administration and Policy Studies)

Building Scholarship on Higher Education Policy: Advancing the Global Approach
Ford Foundation
Three-year project with funding totaling $250,000

The Department of Educational Administration and Policy Studies received this funding to support its Comparative and International Education Policy Program (CIEPP). The program — which undertakes scholarship and advanced level training around emerging global issues in education policy — conducts research, participates in major public policy debates and trains researchers and practitioners at the doctorate and masters levels. The grant will help CIEPP strengthen links and partnerships with other programs, centers and sites, and create new ties with academic and policy centers with national and international higher education policy interests. It will also assist CIEPP's work in attracting and developing early to mid-career scholars in the field, as well as expand dissemination, visibility and use of the scholarship and information base.

WISSMAN, KELLY
Reading

Adolescent Literacies as Resources for Teacher Learning and Curriculum Development
Faculty Research Award Program, University at Albany, SUNY
$10,000

Exploring Adolescents’ Multimodal Literacies in an Inquiry Community: Reconstructing Understandings and Curriculum
National Council of Teachers of English
$9,000

Teen Writers and Writing Instruction Across Contexts
Faculty Research Award Program, University at Albany, SUNY
$3,035

YAGELSKI, ROBERT
Educational Theory and Practice

Capital District Writing Project Participation in the National Study of Writing Instruction
National Writing Project Corporation
$20,000

Capital District Writing Project
National Writing Project Corporation
$252,000

Multiple Sponsors
$50,180

ZHANG, JIANWEI
Educational Theory and Practice

Collective Responsibility for Deepening Inquiry: A Focus on Progressive Questioning in a Communal Space
Faculty Research Award Program, University at Albany, SUNY
$9,615
**School of Education**
**University at Albany**
State University of New York

**Programs of Study**

**School-wide**
- Undergraduate Minor in Educational Studies
- CGS Teacher Leadership

**Department of Educational Administration and Policy Studies**
- MS Educational Administration
- AGC Advanced Graduate Certificate
  School Building Leadership, School District Leadership, School District Business Leadership
- CAS Educational Administration
- PhD Educational Administration and Policy Studies
  (Concentrations in MS, CAS, PhD in School Leadership, Higher Education, and Educational Policy Analysis)

**Department of Educational and Counseling Psychology**
- Division of Counseling Psychology
  - MS Mental Health Counseling
  - BA/MS Mental Health Counseling
  - MS School Counseling
  - CAS School Counseling
  - PhD Counseling Psychology*
- Division of Educational Psychology and Methodology
  - MS Educational Psychology and Methodology*
  - CAS Educational Research
  - PhD Educational Psychology
  (Concentrations in Learning-Instruction, Development, Methodology, and Special Education)
- Division of School Psychology
  - CAS School Psychology
  - PsyD School Psychology*
- Division of Special Education
  - MS Special Education (Inclusion)*
  - MS Special Education (Inclusion and Special Education)*
  - MS Special Education and Literacy I*
  - MS Special Education and Literacy II*

**Department of Educational Theory and Practice**
- MS Adolescent Education*
  (English, French, Spanish, Biology, Chemistry, Physics, Earth Science, Mathematics, and Social Studies)
- MS General Educational Studies
- MS TESOL (All grades)*
- MS TESOL
- BA/MS TESOL
- MS/MAS TESOL/Communication
- MS Curriculum Development and Instructional Technology*
- CGS English as a Foreign Language
- CAS Curriculum and Instruction
- PhD Curriculum and Instruction
  (Concentrations for CAS and PhD: Instructional Theory, Design, and Technology; Research and Evaluation in Curriculum and Instruction; Language in Education; and Science and Mathematics Teaching and Learning)

**Department of Reading**
- MS Reading Teacher (non-certification)
- MS Early Childhood/Childhood Education (Literacy)*
- MS Literacy (Literacy Specialist Birth-Grade 6, Grades 5-12, Birth-Grade 12)*
- MS Special Education and Literacy I*
- MS Special Education and Literacy II*
- CAS Reading
- PhD Reading

* accredited  ° offered online