UNIVERSITY AT ALBANY
State University of New York

A Tradition of Excellence

Research from the School of Education 2010-2011
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.**
A Tradition of Excellence

Research from the School of Education

2010-2011

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The School of Education at the University at Albany is an exciting center of scholarship and research. Our faculty, students, and staff investigate questions of vital importance to human development. How can we promote literacy in children and adults who might be socially disenfranchised for their inability to read? How can we prevent suicide among our youth? How can information technologies foster learning and collaboration? How can children prepare in science and mathematics to thrive in a future of rapid technological advances? How can educational policies enhance political and economic freedoms both in this country and around the world? How can we improve the preparation of educational professionals for schools of the twenty-first century?

Perhaps never before has there been greater need for careful reasoning and systematic evidence to advance education. The stakes are very high. Educational debate is politically charged and contentious; policy proposals often more reflect ideology and bias than open inquiry. Education must respond to unprecedented forms of global competition and, in recent years, extraordinary economic challenges and opportunities. Information technologies are transforming the ways we live, learn, work, and communicate; education must prepare an informed citizenry for the digital age. The UAlbany School of Education enlightens these debates and initiatives with insights drawn from careful scholarship.

I proudly present this seventh annual edition of *A Tradition of Excellence* as documentation of some of that scholarship. If something here inspires your passion for education, stimulates your curiosity, reminds you of your time with us, prompts you to try an educational innovation, or convinces you of the necessity of educational research, 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. Continue the tradition of excellence that began in Albany, unbroken since 1844.

Sincerely,

Robert L. Bangert-Drowns, Dean of the School of Education
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,
Department Chair
Ph.D. University of Chicago

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

Alan Wagner, Professor
Ph.D. University of Illinois

Books and Monographs

Kinser, K., Levy, D., Casillas, J. C. S., Bernasconi, A.,
Slantcheva, S., Otieno, W., Lane, J. E.,


Lane, J. E., & Kinser, K. (in press). The multi-national university: Leadership, administration, and governance

Book Chapters


Valverde, G. A. (2011). La buena enseñanza y la agenda abierta de la evaluación docente ante un recurso escaso (Good teaching and teacher testing’s open agenda in face of a scarce resource). In J. Manzi, R. Gonzalez, & Y. Sun (Eds.), La evaluación docente en Chile (Teacher evaluation in Chile) (pp. 231-239). Santiago, Chile: MIDE UC.


Refereed Scholarly Articles


EAPS Highlights

The Department of Educational Administration and Policy Studies (EAPS) has become the new home of the Secretariat of the Comparative and International Education Society (CIES), the premier scholarly society in the world in this field. EAPS faculty members figure prominently in the leadership of CIES. The CIES Secretariat is headed by Jason E. Lane, assistant professor of Educational Administration and Policy Studies and a fellow with the Nelson A. Rockefeller Institute of Government, and Alan Wagner, professor and former chair of Educational Administration and Policy Studies, as the secretary and treasurer, respectively. Gilbert Valverde, EAPS department chair was elected president of the Society. As a result, Dr. Valverde assumes the position of vice-president for 2011-2012, president-elect for 2012-2013, president for 2013-2014 and past-president for 2014-2015.

A number of faculty and students have received important awards recognizing their scholarship and service during this past year. These include Professors Jason Lane and Kevin Kinser, awarded the IAU Palgrave Research Essay Prize for their essay entitled “Reconsidering Privatization in Cross-Border Engagements: The Sometimes Public Nature of Private Activity” which will be published in the Journal Higher Education Policy. EAPS is especially proud of the two distinguished awards received by Professor Alan Wagner: the University at Albany Award for Excellence in Academic Service and the SUNY Chancellor’s Award in the same category.


**Other Articles and Research Reports**


**Presentations**


Benavot, A. (2011, February). Learning to read and numerate in the developing world. Invited panelist at Constructing Global Communities of Learners, Michigan State University, East Lansing, MI.


Lane, J. E. (2011, March). The development of private higher education in Dubai. Invited keynote address at the 2nd annual meeting of the Gulf Education Comparative Society, United Arab Emirates.

Lane, J. E., & Kinser, K. (2011, April). The sometimes public nature of cross-border education. Invited keynote address at the 4th Global Meeting of Associations, International Association of Universities, New Delhi, India.


The Global Growth of Private Higher Education

By Kevin Kinser, Daniel C. Levy, Juan Carlos Silas Casillas, Andrés Bernasconi, Snejana Slantcheva-Durst, Wycliffe Otieno, Jason E. Lane, Prachayani Praphamontripong, William Zumeta, and Robin Lasota
Department of Educational Administration and Policy Studies
(Wiley, 2011)

Private higher education is growing throughout the world. The Global Growth of Private Higher Education, a volume of the ASHE Higher Education Report series, provides a complete look at the growth of private higher education through case studies from different countries and a review of the private nature of cross-border higher education. The authors are private higher education experts and have been major contributors to literature on the topic over the last two decades. The text covers the growth of private higher education, ways in which that growth has advanced and expanded, and various policy responses to the growth.


Davison, K., Jurkowski, J., & Lawson, H. (2011, April). Family realities and childhood obesity prevention in low-income families: Testing and refining the family ecological model. Presented at the 32nd annual meeting & scientific sessions of the Society of Behavioral Medicine, Washington, DC.


Valverde, G. A. (2011, May). *La buena enseñanza y la agenda abierta de la evaluación docente en América Latina (Good teaching and Latin America’s open agenda in teacher evaluation)*. Invited keynote address at Seminario Internacional: Medicino educacional y responsabilización: Las consecuencias de medir con consecuencias, Pontificia Universidad Católica de Chile, Santiago, Chile.


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**Organization and Governance in Higher Education: An ASHE Reader (6th ed.)**

By M. Christopher Brown II, Jason E. Lane, and Eboni M. Zamani-Gallaher

*Department of Educational Administration and Policy Studies (Pearson Custom, 2011)*

Research in higher education has brought new insights and recommendations for the management and leadership of post-secondary institutions. *Organization and Governance in Higher Education: An ASHE Reader (6th ed.)* offers a historical overview on organization, and administration and governance issues. Of growing significance to policy makers, higher education officials, administrators, faculty, and researchers is analytical works on higher education organization and governance linking theory and practice. A key resource in higher education for students and practitioners, this 6th edition provides coverage of classical theories and traditional models as presented in prior readers, and serves as an introduction to synthesizing an abundance of scholarship.

**The State of Numeracy Education in Latin America and the Caribbean**

By Gilbert A. Valverde and Emma Näslund-Hadley

*Department of Educational Administration and Policy Studies (Inter-American Development Bank, 2010)*

Research on the state of numeracy education in Latin America and the Caribbean (LAC) shows that young people are not being properly prepared for the numeracy requirements of an increasingly interconnected global economy. Students have insufficient opportunities to learn challenging content due to weak curricula, inadequate learning materials, and teachers’ lack of expertise in mathematics and the natural sciences. Based on evidence of what works in numeracy education, as well as insights from a series of promising numeracy approaches, the authors of *The State of Numeracy Education in Latin America and the Caribbean* propose a framework for future efforts in science and mathematics education in the region.
Vergari, S. (2011, April). Guest speaker at University Provost’s Workshop on Gaining Perspective on Tenure, Promotion and Your Academic Career, 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 Advisory Board, Mediterranean Journal of Educational Studies

Benavot, A., Editorial Board, Revista de Educación

Benavot, A., Editorial Board, Revista Latinoamericana de Educación Comparada

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

Lankford, H., Editorial Board, American Educational Finance Association

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

Levy, D., Editorial Board, Higher Education Policy

Levy, D., Editorial Board, Higher Learning Research Communications

Levy, D., Editorial Board, Inside Higher Education International


Levy, D., Guest Co-Editor, Special Issue of Journal of Comparative Policy Analysis, Private Higher Education and Public Policy: A Global View


Levy, D., Editorial Board, Teaching and Learning in Higher Education: Innovation in Policy and Practice

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

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

Valverde, G. A., Board of Editors, REVALÚE: Revista de Medición, Evaluación y Políticas Educativas

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

Wagner, A., International Editorial Board, Education Economics

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

Other Editorial Activities

Benavot, A., Program Organizer, Global and Transnational Sociology Section, American Sociological Association

Kinser, K., Reviewer, Johns Hopkins University Press

Kinser, K., Reviewer, Vanderbilt University Press

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

Lane, J. E., Reviewer, Educational Policy

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

Lane, J. E., Reviewer, Journal of Higher Education
Lawson, H., Reviewer, *American Journal of Community Psychology*

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

Lawson, H., Reviewer, *Children and Youth Services Review*

Lawson, H., Reviewer, *Evaluation and Program Planning*

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

Levy, D., Reviewer, *Education Policy Analysis Archives*

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*

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

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

Meyer, H. D., Reviewer, *Linguistics and Education*

Meyer, H. D., Reviewer, *Review of Educational Research*


Vergari, S., Reviewer, *Journal of School Choice*

Vergari, S., Reviewer, *Political Research Quarterly*

Vergari, S., Reviewer, *Publius: The Journal of Federalism*

Vergari, S., Reviewer, *Westview Press*

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

**Research/Scholarship Awards**

Lane, J. E., & Kinser, K., 2010 International Association of Universities/Palgrave Macmillan Research Essay Prize in Higher Education Policy Research

Lawson, H., Slavin-Patti Award, Administration in Social Work Journal

Wagner, A., Excellence in Academic Service, University at Albany

Wagner, A., SUNY Chancellor’s Award for Excellence in Academic Service
Department of Educational and Counseling Psychology

Faculty & Professional Staff

DIVISION OF COUNSELING PSYCHOLOGY

Michael Ellis, Professor, Division Director
Ph.D. Ohio State University

Myrna Friedlander, Professor
Ph.D. Ohio State University

Jason Gallo, Director of Master's Training
Ph.D. University at Albany

Richard Haase, Research Professor
Ph.D. Colorado State University

Sally Hage, Assistant Professor
Ph.D. University of Minnesota

LaRae Jome, Associate Professor
Ph.D. University of Akron

Susan Phillips, Professor
Ph.D. Columbia University

Alex Pieterse, Assistant Professor
Ph.D. Teachers College, Columbia University

DIVISION OF EDUCATIONAL PSYCHOLOGY

Heidi Goodrich Andrade, Associate Professor, Associate Dean for Academic Affairs
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
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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, Distinguished Professor
Ph.D. Catholic University

Zheng Yan, Associate Professor
Ed.D. Harvard University

DIVISION OF SCHOOL PSYCHOLOGY

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

David Miller, Associate Professor
Ph.D. Lehigh University

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

Stacy Williams, Clinical Assistant Professor
Ph.D. University of Massachusetts Amherst
DIVISION OF SPECIAL EDUCATION

Kristie Asaro-Saddler, 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

Books and Monographs


Book Chapters


ECP Highlights

Dr. Frank Vellutino was promoted to the rank of Distinguished Professor. This appointment constitutes a promotion to the State University system’s highest academic rank, and it is conferred upon tenured faculty members who, through exceptional contributions to research and scholarship, have achieved national or international prominence and a distinguished reputation within their chosen field.

Dr. Lynn Gelzheiser received $3.1 million from the U.S. Department of Education, Institute of Education Sciences, for research aimed at assisting struggling readers. The four-year project will investigate the effectiveness of the Interactive Strategies Approach-Extended (ISA-X) as a small group reading intervention for intermediate-grade struggling readers.

Also this past year, our Counseling Psychology faculty members were ranked fifth in the nation for the number of faculty publications over the previous decade in the field’s premier journal—the American Psychological Association’s *Journal of Counseling Psychology (JCP)*. Dr. Micki Friedlander was ranked twentieth among all authors contributing to *JCP* in the same time period. ECP alum, Dr. Richard Lehrer (’83), Frank W. Mayborn Professor of science education at Vanderbilt University’s Peabody College and internationally-renowned scholar, was honored with the UAlbany Alumni Association’s Distinguished Alumni Award.

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Mason, M., & **Hage, S.** (2011). 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**


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**Computer Games and Instruction**

Edited by Sigmund Tobias and J. D. Fletcher

*Department of Educational and Counseling Psychology, Division of Educational Psychology and Methodology*  
*(Information Age Publishing, 2011)*

Research shows there is an intense interest in computer games, and not just for after school. The popularity and market success of games is apparent from the increased earnings from games, and the fact that over 200 academic institutions globally now offer game related programs of study. Educators and trainers in business, industry, government, and the military are interested in using computer games to improve delivery of instruction. *Computer Games and Instruction* looks at the history of games in general and reviews the research supporting use of computer games for instruction. The text also examines gender differences in game use, and the implications of games for use by lower socio-economic students, for students’ reading, and for contemporary theories of instruction.


Identifying, Assessing, and Treating Self-Injury at School

By David N. Miller and Stephen E. Brock

Department of Educational and Counseling Psychology, Division of School Psychology

(Springer, 2010)

Nonsuicidal self-injury (NSSI) among young people occurs across cultures, social strata, and developmental stages. NSSI is often first noticed in school so school professionals are being encouraged to take a more proactive role in intervention. The first book specifically geared toward education personnel, Identifying, Assessing, and Treating Self-Injury at School clearly defines NSSI, differentiating it from suicidal, borderline, and other behaviors and analyzing the psychological contexts in which it occurs. This perspective offers a practical framework for earlier, more accurate diagnosis; relevant consulting with parents, teachers, and colleagues; and effective, science-based treatment. This text is a solid foundation for school psychologists and educational professionals to understand students with NSSI and address their complex needs.


Presentations


Andrade, H. (2011, April). If homeschooling is so good, why don’t more educators promote it? Discussion at the annual meeting of the American Educational Research Association, New Orleans, LA.

Asaro-Saddler, K. (2010, October). Writing and children with ASD: Self-regulated strategy development. Presented at the annual meeting of the Ohio Center for Autism and Low Incidence, Columbus, OH.


Ellis, M. V. (2010, September). Research in clinical supervision: Innovative methodologies. Workshop-seminar presented as part of the Economic and Social Research Council Seminar Series on Clinical Supervision, University of Leicester, Leicester, UK.

Ellis, M. V. (2010, September). Bridging the practice and science of clinical supervision: Myths, realities, and research designs. Workshop-seminar presented as part of the Economic and Social Research Council Seminar Series, Seminar 2: Supervision and the Therapist, University of Leicester, Leicester, UK.


Child and Adolescent Suicidal Behavior: School-Based Assessment, Prevention, and Intervention

By David N. Miller
Department of Educational and Counseling Psychology, Division of School Psychology
(Guilford Press, 2011)

Meeting a crucial need, Child and Adolescent Suicidal Behavior: School-Based Assessment, Prevention, and Intervention distills the best current knowledge on child and adolescent suicide prevention into comprehensive guidelines for school-based practitioners. The author draws on extensive research and clinical experience to provide best-practice recommendations for developing school wide prevention programs, conducting risk assessments, and intervening at different levels of intensity with students at risk. Also addressed are procedures for responding effectively if a suicide does occur, and legal and ethical issues. Reproducible handouts include sample assessment questions for students, teachers, and parents.


Pruzek, R. (2010, October). Illustrations of dynamic graphics using R. Presented at the annual meeting of the Society of Multivariate Experimental Psychology, Atlanta, GA.


Saddler, B. (2010, October). Sentence combining instruction: A research based method to teach sentence construction skills. Seminar at the Professional Development Series for the Massachusetts Association of 766 Approved Private Schools, Lancaster, MA.

Saddler, B. (2010, October). Sentence combining instruction. Lecture given at the annual conference of the Center on Teaching and Learning, University of Oregon, Portland, OR.

Saddler, B. (2011, March). Improving writing through sentence combining. Lecture given at the Center on Teaching and Learning, University of Oregon, Portland, OR.


Tobias, S., & Fletcher, J. D. (2010, October). Can computer games be used for instruction? Southern Interactive Entertainment & Game Expo, Atlanta, GA.


Editorial Boards

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


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

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

Friedlander, M. L., Editorial Board, Couple and Family Psychology: Research and Practice

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

Friedlander, M. L., Editorial Board, Psychotherapy

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

Gelzheiser, L. M., Guest Editor, Elementary School Journal

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

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


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 Violence

Miller, D. N., Editorial Board, School Psychology Forum

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

Nickerson, A. B., Guest Editor, Special Issue of Journal of School Violence

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

Nickerson, A. B., Editorial Board, National Association of School Psychologists Communiqué

Nickerson, A. B., Editorial Board, Psychology in the Schools

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

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

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

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


Pruzk, R., Guest Editor, Special Issue of Society of Multivariate Experimental Psychology

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, Motivating Writers: Theory and Interventions


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., Consulting Editor, Developmental Psychology

Yan, Z., Consulting Editor, Educational Technology Research and Development

Yan, Z., Editorial Board, Frontiers in Psychology

Yan, Z., Editorial Board, International Journal of Cyber Behavior, Psychology and Learning

Yan, Z., Editorial Board, International Journal of Online Pedagogy and Course Design

Other Editorial Activities

Andrade, H., Proposal Reviewer, American Educational Research Association

Andrade, H., Reviewer, Assessing Writing

Andrade, H., Reviewer, Assessment in Education

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

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

Asaro-Saddler, K., Reviewer, Special Issue of Reading and Writing Quarterly

Ellis, M. V., Reviewer, Caribbean Journal of Criminology and Public Safety
Hage, S., Chair, Student Poster Committee, Prevention Section, Division 17 of the American Psychological Association

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, Division 17 of the American Psychological Association

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

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

May, D., Proposal Reviewer, Teacher Education Division, Council for Exceptional Children

McMorris, R. F., Reviewer, *Educational Assessment*

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

McMorris, R. F., Reviewer, *Pearson*

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


Newman, J., Reviewer, *Perceptual and Motor Skills*

Nickerson, A. B., Reviewer, *Sociological Inquiry*

Pieterse, A. L., Co-chair, Program Committee, Section for Racial & Ethnic Diversity, Society of Counseling Psychology

Pieterse, A. L., Proposal Reviewer, Society of Counseling Psychology, American Psychological Society


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, *International Journal of Behavioral Development*

Williams, S. A., Reviewer, *Journal of Black Psychology*

Yan, Z., Reviewer, *Computers in Human Behavior*

Yan, Z., Reviewer, *Developmental Psychology*

Yan, Z., Reviewer, *Educational Technology Research and Development*

Yan, Z., Reviewer, *Journal of Applied Developmental Psychology*

Yan, Z., Reviewer, *Social Science Computer Review*

Research/Scholarship Awards

Ellis, M. V., Distinguished Professional Achievement Award, Supervision and Training Section, Society of Counseling Psychology, American Psychological Association

Friedlander, M. L., Lifetime Achievement Award for Research on Psychotherapy Process and Outcome, Section for the Promotion of Psychotherapy Science, Society of Counseling Psychology (Division 17), American Psychological Association

Friedlander, M. L., Distinguished Contribution to Family Systems Research Award, American Family Therapy Academy

Gripp-Gardner, L., Excellence in Part-Time Teaching Award, School of Education

Vellutino, F. R., Distinguished Professor, State University of New York
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**, Associate Professor, 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**, Vincent O’Leary Distinguished Professor  
Ph.D. Hofstra University

**Carla Meskill**, Professor  
Ed.D. Boston University

**Alandezom 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**, Assistant Professor  
Ph.D. University at Albany

**Robert Yagelski**, Associate Professor  
Ph.D. Ohio State University

**Jianwei Zhang**, Associate Professor  
Ph.D. Beijing Normal University, China

Books and Monographs


Book Chapters


ETAP Highlights

The Department of Educational Theory and Practice (ETAP) continues the University’s tradition of educating the next generation of leaders in secondary education, graduating 40 master’s degree students with initial certification in December, and welcoming a new cohort of roughly the same size in the summer of 2011. The quality of our secondary teacher preparation education program was recognized by the Teacher Education Accreditation Council (TEAC), which granted a 10-year accreditation to the School’s teacher preparation program this spring, the highest level possible.

The Department’s scholarship continues to be recognized nationally and internationally. Professor Robert Yagelski received the Janet Emig Award for Exemplary Scholarship from the Conference on English Education in the fall, while Professor Istvan Kecskes received the University at Albany’s Award for Excellence in Research at a ceremony during the spring semester. Professor Kecskes was also appointed to the Yunshan Chair Professorship at the Guandong University of Foreign Studies, Guangzhou, China, as part of a Chinese government program to bring internationally renowned scholars to China from around the world.


Refereed Scholarly Articles


Envisioning Knowledge: Gaining Literacy in the Academic Disciplines
By Judith A. Langer
Department of Educational Theory and Practice
(Teachers College Press, 2010)

Envisioning Knowledge considers how people become academically literate in core subjects - English, mathematics, science, and social studies/history. Based on extensive research, it offers a new framework for conceptualizing knowledge development as opposed to information collection. The author identifies key principles for practice and illustrates how the framework and the principles together can form the foundation of highly successful instruction across the curriculum. This text includes numerous examples from middle and high schools, and will help educators to plan and put into practice engaging, exciting, and academically successful programs.

Envisioning Literature: Literary Understanding and Literature Instruction (2nd ed.)
By Judith A. Langer
Department of Educational Theory and Practice
(Teachers College Press, 2010)

Envisioning Literature argues that literature promotes ways of thinking that go far beyond understanding the principles of genre and text. It involves literate thinking that takes students further than improved test scores and prepares them for their future in the 21st century. This updated version of the classic bestseller builds on more than 15 years of research in elementary, middle, and high schools, in inner-city, suburban and rural communities. It includes new examples from across the grades and voices of students and teachers, to show the kinds of critical, creative, and innovative thinking needed for success in the digital-age classroom. This text continues to be a practical and influential resource for the English Language Arts classroom.


Other Articles and Research Reports


Presentations


Applebee, A. N. (2010, November). Where next in the teaching of writing? Presented at the annual meeting of the National Writing Project, Orlando, FL.

Applebee, A. N. (2010, November). An overview of the National Study of Writing Instruction. Presented at the annual convention of the National Council of Teachers of English, Orlando, FL.


Bangert-Drowns, R. L. (2011, April). Dean’s perspective. Invited panelist at University at Albany Provost’s workshop on Gaining Perspective on Tenure, Promotion, and Your Academic Career, Albany, NY.


Bangert-Drowns, R. L. (2011, June). Role of Schools of Education in community engagement. Presentation to the University at Albany President’s event on Investing in Young Talent to Grow our Future and Economy, Albany, NY.


Herzig, A. (2010, September). Invited lecture series on women graduate students and mathematics given to the University of Oklahoma, Norman, OK.

Herzig, A. (2010, October). Guest speaker series on women graduate students and mathematics given to Smith College, Department of Mathematics, Northampton, MA.

Herzig, A. (2011, April). Invited lecture series on women graduate students and mathematics given to Rutgers University, ADVANCE Program, Piscataway, NJ.


Best Practices from High-Performing High Schools: How Successful Schools Help Students Stay in School and Thrive

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

(Teachers College Press, 2011)

Best Practices from High-Performing High Schools offers accounts of high school educators who embody best practices in their daily activities—practices that consistently lead to higher student academic achievement across the core subjects for all students. This book shares results of a multi-case study of how some high schools consistently deliver better student performance, including improved four-year graduation rates. These schools have learned how to successfully adapt to the climate of increased (and increasing) accountability. This text is for all who strive to ensure that all teens graduate from high school and are ready to succeed in college, in their careers, and in life.
Langer, J. A. (2010, October) Minds on literacy instruction. Speech given at the Houston Literacy Meeting, Houston Public Schools, Houston, TX.


Langer, J. A. (2010, November). The status of writing in the content areas. Speech given at the annual convention of the National Council of Teachers of English, Orlando, FL.


Meskill, C. (2010, June). Research publication in CALL. Seminar at the CALICO conference, Amherst College, Amherst, MA.


Rodgers, C. (2011, February). From research on teaching to teaching as research. Lecture given at Nelson Mandela Metropolitan University, Port Elizabeth, South Africa.


Wilcox, K. C. (2010, November). English language learners and writing in the content areas. Presented at the annual conference of the National Council of English Teachers, Orlando, FL.


Editorial Boards

Applebee, A. N., Editorial Board, Changing English

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
Other Editorial Activities

Applebee, A. N., Reviewer, American Educational Research Journal

Applebee, A. N., Reviewer, American Journal of Education

Applebee, A. N., Reviewer, Cognition and Instruction

Applebee, A. N., Reviewer, College English

Applebee, A. N., Reviewer, Discourse Processes

Applebee, A. N., Reviewer, Educational Leadership

Applebee, A. N., Reviewer, Educational Measurement: Issues and Practice

Applebee, A. N., Reviewer, Journal of Educational Psychology

Applebee, A. N., Reviewer, Journal of Reading Behavior

Applebee, A. N., Reviewer, Journal of Teacher Education

Applebee, A. N., Reviewer, Qualitative Studies in Education

Applebee, A. N., Reviewer, Reading Research Quarterly

Applebee, A. N., Reviewer, Research in the Teaching of English

Applebee, A. N., Reviewer, Written Communication

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

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 Research on Technology in Education

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

Herzig, A., Reviewer, American Educational Research Journal

Herzig, A., Reviewer, Equal Opportunities International

Herzig, A., Reviewer, Journal for Research in Mathematics Education

Herzig, A., Reviewer, Signs

Kecskes, I., Chair, Organizing Committee, 1st Chinese as a Second Language Conference

Kecskes, I., Chair, Organizing Committee, Conference on Meta-informative Centering and Socio-Cognitive Approach to Communication

Kecskes, I., Chair, Organizing Committee, 4th International Conference on Intercultural Pragmatics

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

Kouba, V., Reviewer, Teaching and Teacher Education

Meskill, C., Proposal Reviewer, American Association of Applied Linguistics

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

Meskill, C., Proposal Reviewer, Teaching English to Speakers of Other Languages
Meskill, C., Reviewer, *CALICO Journal*

Meskill, C., Reviewer, *Computer Assisted Language Learning*

Meskill, C., Reviewer, *Educational Researcher*

Meskill, C., Reviewer, *Journal of Online Learning and Teaching*

Meskill, C., Reviewer, *Teaching and Teacher Education*

Oliveira, A. W., Proposal Reviewer, American Educational Research Association

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

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

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

Rodgers, C., Reviewer, *Teachers College Press*

Rodgers, C., Reviewer, *Teaching and Teacher Education*

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

Shea, P., Chair, Sloan-C International Conference on Online Learning

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

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

Wilcox, K. C., Proposal Reviewer, TESOL

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

Yagelski, R., Reviewer, *College Composition and Communication*

Yagelski, R., Reviewer, New York State Education Department, NYS Common Core Standards for K-12 writing

Zhang, J., Proposal Reviewer, Global Chinese Conference on Computers in Education

Zhang, J., Proposal Reviewer, IFIP TC3 Conference on ICT and Informatics in a Globalized World of Education

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

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

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

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

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

Zhang, J., Reviewer, *Frontiers of Education in China*

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**

Kecskes, I., Excellence in Research, University at Albany

Kecskes, I., Yunshan Chair Professorship, Guangong University of Foreign Studies

Yagelski, R., Janet Emig Award for Exemplary Scholarship, Conference on English Education

Zhang, J., Outstanding Journal Article in Educational Technology Research and Development, International Division of the Association for Educational Communications and Technology
Department of Reading

Faculty & Professional Staff

**Stephanie Affinito**, Lecturer  
C.A.S. University at Albany

**Cheryl Dozier**, Associate Professor  
Ph.D. University at Albany

**Virginia Goatley**, Associate Professor  
Ph.D. Michigan State University

**Peter Johnston**, Professor, Department Chair  
Ph.D. University of Illinois at Champaign-Urbana

**Jolene Malavasic**, Lecturer  
Ph.D. Syracuse University

**Donna Scanlon**, Associate Professor  
Ph.D. University at Albany

**Margaret Sheehy**, Associate Professor  
Ph.D. Ohio State University

**Sean Walmsley**, Professor  
Ed.D. Harvard University

**Kelly Wissman**, Assistant Professor  
Ph.D. University of Pennsylvania

Books and Monographs


Book Chapters


Reading Highlights

Faculty members in the Reading Department are involved in research funded by the U.S. Department of Education totaling approximately $5.5 million this year. Dr. Peter Johnston was a recipient of an Elva Knight grant from the International Reading Association for a study of literacy engagement and youth identities. In the coming year, Dr. Ginny Goatley will take a temporary appointment as Research Director for the International Reading Association.

Teaching has also been an area for celebration. This year Dr. Cheryl Dozier received not only the University at Albany Excellence in Teaching Award but also the State University Chancellor’s Award for Excellence in Teaching. These awards, and her previous receipt of the State Reading Educator Award from the New York State Reading Association, reflect her, and the department’s, dedication to preparing teachers and literacy specialists for urban settings. Dr. Dozier was instrumental in establishing our clinically rich literacy specialist program in local urban schools.

Alumni of the Department’s doctoral program have recently been recognized. Anne McGill-Franzen (’88) was elected to the Reading Hall of Fame (preceded two years earlier by alum Peter Afflerbach (’85)). Dr. Deborah Brandau (’94), an alumna who teaches in our online M.S. program, received the UAlbany Alumni Association’s Bertha Brimmer Medal, Tisha Lewis (’09) was a finalist for the International Reading Association Outstanding Dissertation Award, and Heather O’Leary (’99) received a $25,000 national Milken Educator Award.

Refereed Scholarly Articles


Other Articles and Research Reports


Presentations

Dozier, C., Laster, B. P., & Deeney, T. (2010, December). Literacy Lab/Reading Clinic. Study group at the 60th annual meeting of the Literacy Research Association, Fort Worth, TX.

Deeney, T., Dozier, C., & Laster, B. P. (2010, December). Transfer and transformation: What Reading Clinic/Literacy Lab graduates’ current practices and contexts mean for Clinic/Lab instruction. Presented at the 60th annual meeting of the Literacy Research Association, Fort Worth, TX.

Goatley, V. (Chair). (2011, May). Learning from and with teachers: Teacher talk, teacher beliefs, and teacher knowledge. Poster session at the annual meeting of the International Reading Association, Orlando, FL.
Publications, Professional Contributions & Awards

Goatley, V. (2010, July). *Teacher leadership in New York State*. Panelist at the National Board Certification Candidate Support Providers Institute, Capital Region Teacher Center, Rensselaerville, NY.


Johnston, P. (2010, August). *The threads of learning, thinking, comprehension, and community in classroom talk*. Lecture given at the Springfield Literacy Institute, Springfield Public Schools, Springfield, MO.

Johnston, P. (2010, August). *Classroom talk, learning communities, and good first instruction*. Keynote address at the Vermont Reads Institute, University of Vermont, Stowe, VT.


Johnston, P. (2010, November). *Capitalizing on the promise of RTI in literacy*. Keynote address at the Texas Women’s University Early Literacy, Reading Recovery & Leadership Institutes, Texas Women’s University, Dallas, TX.


Johnston, P. (2010, November). *The threads of learning, thinking, and community in classroom talk*. Keynote address at the 17th annual Literacy Conference of the Missouri Association of Reading Recovery Educators, Saint Louis, MO.

Johnston, P. (2010, November). *Developing persistent, strategic literacy learners*. Keynote address at the 17th annual Literacy Conference of the Missouri Association of Reading Recovery Educators, Saint Louis, MO.


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**Early Intervention for Reading Difficulties: The Interactive Strategies Approach**

By Donna M. Scanlon, Kimberly L. Anderson, and Joan M. Sweeney

*Department of Reading*

(Guilford Press, 2010)

*Early Intervention for Reading Difficulties: The Interactive Strategies Approach* presents a research-supported framework for early literacy instruction that aligns with multi-tiered response-to-intervention (RTI) models. The book aims to further teachers’ understanding of literacy development and to show how to effectively support children as they begin to read and write. The authors’ interactive strategies approach is designed around essential instructional goals related both to learning to identify words and to comprehending text. Detailed guidance is provided on ways to target these goals with K–2 students at risk for reading difficulties, assessment and instructional strategies for whole-class, small-group, and one-to-one settings are discussed in depth, and numerous reproducible forms for documenting student learning are included.


Johnston, P. (2011, February). Response to Intervention. Panel presentation at the annual convention of the Wisconsin Reading Association, Milwaukee, WI.

Johnston, P. (2011, February). Building independence. Lecture given at the annual convention of the Wisconsin Reading Association, Milwaukee, WI.


Johnston, P. (2011, March). Literacy, learning, thinking and classroom communities. Seminar at the Reading Recovery Teacher Leader professional development day, Saint Mary’s University, Berkeley, CA.


Johnston, P. (2011, May). Literacy, learning, thinking and classroom communities. Lecture given at The University of Maine at Orono, Orono, ME.

Malavasic, J. (2010, November). Collaborating within the school walls: Friendship as a vehicle for literacy. Presented at the annual conference of the Association of Literacy Educators and Researchers, Omaha, NE.

Malavasic, J. (2011, February). PSST! Here’s a clue: Assessments, what are they really asking? Presented at Barre School District professional development day, Barre, VT.

Malavasic, J. (2011, March). Exhilarating, tremendous, magnificent: Vocabulary research and instruction across the content areas. Presented at the 42nd annual conference of the North Carolina Reading Association, Raleigh, NC.

Malavasic, J. (2011, March). What are the features of RTI instruction across grade levels? Keynote address at the annual RTI Summit, Capital Region BOCES, Schenectady, NY.


Scanlon, D. M. (2011, February). *The Interactive Strategies Approach to preventing and remediating reading difficulties.* Presented at the annual convention of the Wisconsin State Reading Association, Milwaukee, WI.


Wissman, K. (2010, December). *Telling stories of trauma through poetry: Two middle school girls claim “narrative control.”* Presented at the 60th annual meeting of the Literacy Research Association, Fort Worth, TX.


Wissman, K., & Wiseman, A. M. (2011, April). *“Am I ever going to get over the past?” Trauma narratives and critical literacies within the poetry workshop.* Presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

**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*
Other Editorial Activities

**Dozier, C.**, Chair, International Reading Association Research Program Development Committee

**Dozier, C.**, Proposal Reviewer, International Reading Association

**Dozier, C.**, Co-Chair, Area 2 Conference, Literacy Research Association

**Dozier, C.**, Reviewer, *Corwin Publishers*

**Dozier, C.**, Reviewer, *International Reading Association*

**Goatley, V.**, Proposal Reviewer, National Reading Conference

**Goatley, V.**, Proposal Reviewer, International Reading Association

**Johnston, P.**, Proposal Reviewer, Literacy Research Association

**Johnston, P.**, Reviewer, *Teaching and Teacher Education*

**Malavasic, J.**, Proposal Reviewer, Association of Literacy Educators and Researchers

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

**Sheehy, M.**, Proposal Reviewer, American Educational Research Association

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

**Wissman, K.**, Proposal Reviewer, International Reading Association

**Wissman, K.**, Proposal Reviewer, Literacy Research Association


**Wissman, K.**, Reviewer, *Anthropology and Education Quarterly*

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

**Wissman, K.**, Reviewer, *Curriculum Inquiry*

**Wissman, K.**, Reviewer, *English Journal*

**Wissman, K.**, Reviewer, NCTE Books Program
Books and Monographs


Articles and Research Reports


Presentations

Angelis, J. (2010, October). *Viewing middle level through a new lens, “Collaboration does make a difference.”* Presented at the 30th annual conference of the New York State Middle School Association, Rochester, NY.


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)
2010-2011 Funded Projects

The 2010-2011 funded research and projects are listed alphabetically by the principal investigator.

ANGELIS, 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 - New York City Public Schools-PACE High School
New York City Public Schools-PACE High School
$14,500

ANGELIS, JANET  Co-PI
Albany Institute for Research in Education

APPLEBEE, ARTHUR  Co-PI
Educational Theory and Practice

PHILLIPS, SUSAN  Co-PI
Counseling Psychology

WILCOX, KRISTEN  Co-PI
Educational Theory and Practice

Know Your Schools—for NY Kids (formerly Just for the Kids-New York)
State of New York/IBM/National Center for Educational Accountability/State Farm
Eight-year project with funding totaling $1,703,400

www.albany.edu/aire/kids;
http://knowyourschoolsny.org/
The School of Education’s Know Your Schools—for NY Kids project (formerly Just for the Kids-NY) focuses on finding and sharing excellence in educational practices through the study of consistently higher-performing schools within New York State. NYKids provides a free “Tool Box” of web-based charts and graphs that enable schools to see how they are doing compared with other, similar schools. In addition, the web-site offers case studies, cross-case reports, and best practice frameworks that provide specific details about “best practices” in higher-performing schools at the elementary, middle, and high school levels. It also includes a self-audit to help a school community begin or enhance its own improvement efforts.
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 $315,000

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 Indu Shobha Chengathur-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, Regional Perspectives on Literacy Policies, Strategies and Financing
UNESCO-UN Literacy Decade
$4,000

BOWMAN, JR., JOSEPH
Educational Theory and Practice

Institute for Nanoscale Technology and Youth Summer Enrichment Program
Newburgh Enlarged City School District
$233,170

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
30-month project with funding totaling $220,235
Evaluating the Efficacy of Alcohol Screening and Brief Intervention at a University
National Institute for Alcohol Abuse and Alcoholism, National Institutes of Health
Six-year project with funding totaling $847,907

**STEPS Comprehensive Alcohol Screening and Brief Intervention Program**
CRP, Incorporated via Substance Abuse and Mental Health Services Administration (SAMHSA), Center for Substance Abuse Prevention (CSAP), the Center for the Application of Prevention Technologies (CAPT) awarded mini-subcontracts
Two-year project with funding totaling $30,000

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

**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
Five-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 US Department of Education grant Personnel Preparation 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.

**DOMARACKI, JANE**  Co-PI
Special Education

**MAY, DEBORAH**  Co-PI
Special Education, Educational Psychology and Methodology

University at Albany Special Education Program Improvement Project
U.S. Department of Education
Five-year project with funding totaling $1,498,000

**FRIEDLANDER, MYRNA**
Counseling Psychology
Neuropsychological Rehabilitation Services Assistance Contract
Neuropsychological Rehabilitation Services
$13,030

**GELZHEISER, LYNN**
Educational Psychology and Methodology, Special Education
Co-PIs Kevin Quinn (Special Education, Educational Psychology and Methodology), Donna Scanlon (Reading, Child Research & Study Center), Frank Vellutino (Educational Psychology and Methodology, Child Research & Study Center), Glenn Deane (Sociology)

Efficacy of the ISA-X as a Small Group Intervention for Intermediate Grade Struggling Readers
U.S. Department of Education Institute of Education Sciences
Four-year project with funding totaling $3,000,000

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

**GELZHEISER, LYNN**
Educational Psychology and Methodology, Special Education
Co-PIs Kevin Quinn (Special Education, Educational Psychology and Methodology), Donna Scanlon (Reading, Child Research & Study Center), Frank Vellutino (Educational Psychology and Methodology, Child Research & Study Center)

Efficacy of the ISA-X as a Small Group Intervention for Intermediate Grade Struggling Readers
U.S. Department of Education Institute of Education Sciences
Four-year project with funding totaling $3,000,000

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

**ISA-X Grade 8 Small Group Pilot**
Faculty Research Award Program, University at Albany, SUNY
$8,680

**GIULIANO, GINA**
Educational Administration and Policy Studies
Documenting and Assessing Artsvoyage Program
Faculty Research Award Program, University at Albany, SUNY
$1,000

**HAGE, SALLY**
Counseling Psychology
Mindfulness-Based Intervention in Women with Posttraumatic Stress Disorder
Faculty Research Award Program, University at Albany, SUNY
$9,000
### Funded Projects

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Researcher(s)</th>
<th>Department(s)</th>
<th>Description</th>
<th>Funding Agency</th>
<th>Amount</th>
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<tr>
<td><strong>Amherst College Class of 1959 Project: A Longitudinal Study of Men's Psychological, Social and Vocational Development</strong></td>
<td>JOME, LARAE</td>
<td>Counseling Psychology</td>
<td>Faculty Research Award Program, University at Albany, SUNY</td>
<td>$2,244</td>
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<td><strong>Book Series: Mouton Series in Pragmatics</strong></td>
<td>KECSKES, ISTVAN</td>
<td>Educational Theory and Practice</td>
<td>Journal Support Award, University at Albany, SUNY</td>
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<td><strong>Developing a World-Class System of Higher Education: Public and Private Dimensions of the Malaysian Case</strong></td>
<td>KINSER, KEVIN</td>
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<td><strong>School Psychology Trainees - Albany City School District</strong></td>
<td>KUNDERT, DEBORAH KING</td>
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<td><strong>School Psychology Trainees - St. Anne Institute</strong></td>
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<td>St. Anne Institute</td>
<td>$16,560</td>
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<td><strong>School Psychology Trainees - Troy City School District</strong></td>
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<td>Troy City School District</td>
<td>$27,600</td>
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<tr>
<td><strong>Development of International Branch Campuses as Knowledge Centers in Emerging Economies</strong></td>
<td>LANE, JASON</td>
<td>Educational Administration and Policy Studies</td>
<td>Council for International Exchange of Scholars</td>
<td>$30,000</td>
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<td><strong>Effective Reform Movements in Higher Education: The Role of Special Meetings and Forums</strong></td>
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<td></td>
<td>Faculty Research Award Program, University at Albany, SUNY</td>
<td>$3,915</td>
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<td><strong>The Role of Multi-State Higher Education in Expanding Educational Access</strong></td>
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<td>Faculty Research Award Program, University at Albany, SUNY</td>
<td>$9,600</td>
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<td><strong>Comparative and International Education Society Secretariat</strong></td>
<td>LANE, JASON and WAGNER, ALAN</td>
<td>Educational Administration and Policy Studies</td>
<td>Comparative and International Education Society</td>
<td>First of three years $33,379</td>
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<td><strong>Albany Institute for Research in Education</strong></td>
<td>LANGER, JUDITH</td>
<td>Educational Theory and Practice and Director, Center on English Learning &amp; Achievement</td>
<td>Multiple Sponsors</td>
<td>Four-year project with funding totaling $18,861</td>
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LANKFORD, R. HAMILTON  Co-PI
Educational Administration and Policy Studies

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

A Multi-Site Case Study of Evidence-Guided Improvement Planning and Organizational Learning
Faculty Research Award Program, University at Albany, SUNY
$2,000

LAWSON, HAL  Co-PI
Educational Administration and Policy Studies

PIs Kirsten Davison, Janine Jurkowski (Department of Health Policy, Management and Behavior), Co-PIs Lawrence M. Schell (Departments of Anthropology and Epidemiology and Biostatistics), Sibylle Kranz (Purdue University)

A Childhood Obesity Prevention Program Designed by Families for Families
National Institutes of Health
$1,087,998

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.

LIPINSKI, TANYA
Regional Adult Education Network, East

East Regional Adult Education Network
New York State Education Department
Five-year project with funding totaling $1,279,752

MAY, DEBORAH

Co-PIs Jane Domaracki (Special Education), Kevin Quinn (Special Education, Educational Psychology and Methodology), Bruce Saddler (Special Education, Educational Psychology and Methodology)

Preparation of Leadership Personnel
U.S. Department of Education
Six-year project with funding totaling $747,346

Preparation of Special Education Teachers
Burnt Hills Ballston Lake Central School District
$11,500

Niskayuna Central School District
$34,500

North Colonie Central School District
$103,500

MAY, DEBORAH and QUINN, KEVIN  Co-Pls
Special Education, Educational Psychology and Methodology

Preparation of Leadership Personnel
U.S. Department of Education
Four-year project with funding totaling $799,088

Preparation of Leadership Personnel will prepare doctoral leadership personnel with the skills necessary to assume leadership roles in special education or inclusive teacher education at colleges and universities, in research, and in state and federal agencies responsible for special education policy.
NEWMAN, DIANNA
Educational Psychology and Methodology, Evaluation Consortium

Co-PI Deborah Kundert (School Psychology)

Evaluation of the Striving Readers Project
U.S. Department of Education/New York State Education Department
Four-year project with funding totaling $1,300,000

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.

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 Development Disabilities/Department of Health and Human Services Centers for Medicare and Medicaid Services (HHS-CMS)
Five-year project with funding totaling $429,659

RPI (ERC) Engineering Research Center
Rensselaer Polytechnic Institute/National Science Foundation
$15,000

RPI Physics
Rensselaer Polytechnic Institute/National Science Foundation
Two-year project with funding totaling $12,000

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

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
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) 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.

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 Albany
$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

RODGERS, CAROL
Educational Theory and Practice

The Study of a Humanizing Pedagogy - William H. Fulbright Senior Scholar
Council for International Exchange of Scholars/ U.S. Government
$48,000

SADDLER, BRUCE
Special Education, Educational Psychology and Methodology

Co-PI Kristie Asaro-Saddler (Special Education)

Integrating Doing What Works Modules: Course Revision Within a Teacher Training Program at the University at Albany
$49,760

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

Co-PIs: Virginia Goatley (Reading), Kimberly Anderson (Child Research & Study Center), Lynn Gelzheiser (Educational Psychology and Methodology, Special Education)

Enhancing Teacher Knowledge and Skills Related to Early Literacy Instruction
U.S. Department of Education, Fund for the Improvement of Secondary Education
$790,000
Funded Projects

**SCHILLER, KATHRYN**
Educational Administration and Policy Studies

**Mapping Common Core State Standards to Trends in Math & Science Curriculum Frameworks**
Faculty Research Award Program, University at Albany, SUNY
$3,500

**SHEA, PETER**
Educational Theory and Practice

**Student to Student Chinese Language Lab**
U.S. Department of Education
Three-year project with funding totaling $500,000

**SLN Senior Researcher Grant**
SUNY System Administration
$129,000

**SHEA, PETER** Co-PI
Educational Theory and Practice

**Next Generation Learning Challenge**
Educause/Bill and Melinda Gates Foundation
$250,000

**SPAUDDLING, DEAN**
Evaluation Consortium

**Evaluation of an Integrated Approach to Teaching Mathematics Using LEGO Robotics in Middle School and Mathematics Education College Courses (at RPI)**
CIPCE at RPI (FIPSE)
Three-year project with funding totaling $56,250

**Teacher Leadership Quality Partnership (TLQP)**
New York State Education Department/
University at Albany
$42,000

**Teacher Leadership Quality Partnership (TLQP)**
New York State Education Department/
Syracuse University
$75,000

**Syracuse City Schools ESEA Title IIB Part B MSP Science**
Syracuse City School District
$72,000

**Schenectady Drug Court**
U.S. Department of Justice, Bureau of Justice Assistance/Schenectady County Drug Court
$7,000

**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 RPI
Six-year project with funding totaling $120,000

**VALVERDE, GILBERT**
Educational Administration and Policy Studies

**Assessing International Assessments: Developing an International Political Economy of Large-Scale Cross-National Educational Testing Programs**
Faculty Research Award Program, University at Albany, SUNY
$9,640

**WILCOX, KRISTEN**
Educational Theory and Practice

**Innovations in Teaching and Learning**
Institute for Teaching, Learning and Academic Leadership, University at Albany, SUNY
$1,500

**WISSMAN, KELLY**
Reading

**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
$330,000
Multiple Sponsors
$73,600

**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
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 ETP
  (English, Chinese, 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/MA 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