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

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Welcome to the eighth annual edition of *A Tradition of Excellence*, a compendium of scholarly highlights from the School of Education at the University at Albany. The School is internationally renowned in many fields for its research productivity and intellectual leadership. The following pages introduce you to some of the contributions of our faculty over the last year.

Since its inception as a normal school in 1844, the University at Albany has maintained a vigorous commitment to the improvement of education in and out of schools and across the lifespan. The University motto—“Wisdom both for its own sake and for the sake of teaching”—reminds us that we learn, not for idle or inert ideas, but to enrich our world and the generations that follow.

As a research institution, the School of Education contributes to our understanding of human diversity in learning, development, and mental health, and to our understanding of the effectiveness of institutions, policies, and innovations designed to promote human potential. Strong political forces seek to capture education—and thus our future—for their own purposes. The poor economy has played havoc with resources of educational systems and human services, threatening to stifle the very sources of solutions to our social challenges. But what works for children and adults? What fosters mental health, happiness, and productive contributions to society? Where do we invest our limited resources to build a healthful and prosperous future for everyone?

Please join us in this essential enterprise. You can inquire with us—as a student or a colleague—into the mysteries of minds in society. You can champion an educational innovation for your own learning or for children and adults around you. You can write your elected representatives about the vital nature of learning and mental health for the growth and integrity of our world. You can stay in touch with us.

Continue the tradition of excellence that began in Albany, unbroken since 1844. Learn more about us at www.albany.edu/education. Celebrate the joy of learning.

Sincerely,

[Signature]

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, Associate 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

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


**Book Chapters**


**Refereed Scholarly Articles**


**EAPS Highlights**

The Department of Educational Administration and Policy Studies (EAPS) hosts the Secretariat of the Comparative and International Education Society (CIES), the premier scholarly society in this field. The CIES Secretariat is headed by Professor Aaron Benavot (co-editor of the foremost journal in the field, *Comparative Education Review*) and Professor Alan Wagner as the secretary and treasurer, respectively. Gilbert Valverde, EAPS department chair, is president elect of the society and convener of the 2013 Annual CIES Conference, to be held in New Orleans.

EAPS gathered with Mrs. Margaret Levine, Dr. D. Bruce Johnstone, and friends to celebrate the announcement of the first Sanford H. Levine Fellow, doctoral candidate Mary Beth Collier. Family, friends, and colleagues established this fellowship to support doctoral candidates in EAPS, in memory of Professor Sanford Levine, who spent over 20 years teaching in the department. EAPS faculty continued to figure importantly as keynote speakers in international forums and high-level government policy discussions in New York, Ohio, Lithuania, Switzerland, Argentina, Chile, and Colombia, among many others. This year the department also hosted an important international conference on the subject of the prominent PISA (Programme for International Assessment) large-scale international test, in which the U.S. and many other countries participate. Hosted by EAPS and its Institute for Global Education Policy Studies (IGEPS) and organized by Professors Heinz-Dieter Meyer and Aaron Benavot, educators and school leaders from the Capital Region and researchers from across the world convened to explore the role of PISA as an international educational benchmarking system.

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**Other Articles and Research Reports**


**Presentations**


Benavot, A. (2011, October). Learning to read and numerate in the developing world: Commonalities and differences in primary school curricula and textbooks. Seminar for the Department of Sociology, Stanford University, Stanford, CA.


Benavot, A. (2011, December). Literacy in the 21st century: Towards a nexus of social relations. Panelist at ‘What policies and programmes really work?’ research seminar on adult literacy, UNESCO Institute for Lifelong Learning, Hamburg, Germany.


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**Multinational Colleges and Universities: Leading, Governing, and Managing International Branch Campuses**

By Jason E. Lane and Kevin Kinser

Department of Educational Administration and Policy Studies

(Jossey-Bass, 2011)

Dedicated to the hundreds of practitioners who work at international branch campuses (IBCs), this volume examines the unique challenges IBC professionals face in the leading edge of development in the global higher education sector and how they are unlike those confronted by their colleagues on the home campus. The volume is designed to provide readers with an overview of the IBC phenomenon, as well as provide practical insights from those directly involved in the development of multinational colleges and universities. This is the 155th volume of the Jossey-Bass quarterly report series New Directions for Higher Education.

- adapted from www.wiley.com


Kinser, K., & Treloar, K. (2011, June). Challenges and consequences of regulating private higher education: The experience of the United States and Australia. Presented at the annual convention of the Association of Private Sector Colleges and Universities, Dallas, TX.


Kinser, K. (2011, November). Students at risk: The shifting roles of public higher education and for-profit colleges and universities. Panelist at the 17th annual Sloan-C International Conference on Online Learning, Lake Buena Vista, FL.

Kinser, K., & Lane, J. E. (2011, November). Advancing a classification of international branch campuses: The results of the first global survey of IBCs. Presented at the annual conference of the Association for the Study of Higher Education, Charlotte, NC.


Lane, J. E. (2012, February). Bridging the gap between student affairs and academic affairs. Keynote address at Binghamton University Student Affairs Day, Binghamton, NY.


Lane, J. E. (2012, May). *Why governments engage in the internationalization of higher education*. Keynote address at Rationales for Internationalization, Russian National Training Foundation, Moscow, Russia.


Levy, D. C. (2011, November). *Comparative higher education studies*. Lecture given at Delhi University, Delhi, India.


Levy, D. C. (2011, November). *Albany-NUEPA*. Seminar at the National University of Educational Planning and Administration, Delhi, India.

Meyer, H. D. (2011, October). *Fairness in access to higher education: Comparative and normative perspectives*. Lecture given at the University of Michigan, Ann Arbor, MI.


**Editorial Boards**

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

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

Benavot, A., Guest Editor, Special Issue of *Journal of International Cooperation in Education, Comparative Perspectives on Textbook Research and Their Implications for Quality Education*

Benavot, A., Editorial 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*

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

Levy, D. C., Editorial Board, *Higher Education Policy*

Levy, D. C., Advisory Board, *Higher Education Research and Policy series*

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

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


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

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

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

Meyer, H. D., Guest Editor, Special Issue of *Teachers College Record*

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

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

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

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

**Lane, J. E.**, Program Co-Chair, Organization and Leadership Division of the AERA Division J Conference

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

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

**Lawson, H. A.**, Reviewer, *Reviews of Educational Research*


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

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

**Levy, D. C.**, Reviewer, *Higher Education*

**Levy, D. C.**, Reviewer, *Higher Education Policy*

**Levy, D. C.**, Reviewer, *Higher Learning Research Communications*


**Levy, D. C.**, Reviewer, *Journal of Latin American Studies*

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

**Levy, D. C.**, Reviewer, *Lexington Books*

**Levy, D. C.**, Reviewer, *Mexican Studies*

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


**Meyer, H. D.**, Reviewer, *Asia Pacific Education Review*

**Schiller, K. S.**, Proposal Reviewer, American Educational Research Association


**Schiller, K. S.**, Reviewer, *Sociology of Education*

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

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

**Jessica Martin**, Assistant Professor  
Ph.D. University at Albany

**Susan Phillips**, Professor  
Ph.D. Columbia University

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

**Hung-Bin Sheu**, Assistant Professor  
Ph.D. University of Maryland

DIVISION OF EDUCATIONAL PSYCHOLOGY AND METHODOLOGY

**Heidi 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

**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
Books and Monographs


Book Chapters


Publications, Professional Contributions & Awards

ECP Highlights

The Department of Educational and Counseling Psychology had an extremely productive academic year. Dr. Lynn Gelzheiser continued to investigate the effectiveness of the Interactive Strategies Approach-Extended (ISA-X) for intermediate-grade struggling readers, supported by $3.1 million in funding from the U.S. Department of Education, Institute of Education Sciences. Dr. Debi May leads a unique teacher-preparation program, supported by federal Race to the Top funding and designed to enhance the clinical preparation of teachers who will work in high needs schools. In 2012, our School Psychology faculty was ranked seventh most productive in the country, according to an analysis in the Journal of School Psychology (JSP). Dr. David Miller, in the Division of School Psychology, received the Editor’s Appreciation Award from the JSP for outstanding editorial contributions to the journal. Dr. David Dai was named Zijiang Lecture Professor of East China Normal University in Shanghai. Distinguished Professor Frank Vellutino delivered an invited talk on the Probable and improbable causes of reading disability: A historical view. This lecture was given in conjunction with his promotion to the rank of Distinguished Professor. Finally, this past year, an alumnus of ECP, Dr. Donna Scanlon, received the Excellence in Education Award from the UAlbany Alumni Association. Dr. Scanlon, a professor in the Department of Reading, has built a national and international reputation as a researcher, scholar, and educator in children’s literacy.


Refereed Scholarly Articles


Other Articles and Research Reports


Attention, Representation, and Human Performance: Integration of Cognition, Emotion, and Motivation

By Slim Masmoudi, David Yun Dai and Abdelmajid Naceur

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

(Psychology Press, 2012)

This volume presents a rare occasion where scholars from Europe, North Africa and North America share their research programs and findings on integration. Despite different research foci and methodologies, there is a strong consensus that we need to understand a psychological phenomenon in all its complexity, involving its neural, psychological, and social dimensions, involving perception and conception, and decision processes, involving motivation, emotion, and cognition – all in complex interaction. This text is intended to reach out to researchers, scientists, biologists, sociologists, researchers, and philosophers who have an interest in an integrated understanding of the mind at work, particularly pertaining to explanations of real-life phenomena that have social and practical significance.

- adapted from www.routledge.com


Presentations


Ellis, M. V. (2011, June). Not monitoring supervisee’s sessions, legal risks, & inadequate supervision—Oh my. Roundtable presented at the 7th International Interdisciplinary Conference on Clinical Supervision, Adelphi University, Garden City, NY.

Ellis, M. V. (2011, June). In M. C. Gilbert (Chair), Conversations with journal editors and reviewers: A discussion on getting published in peer-reviewed journals. Discussant at the 7th International Interdisciplinary Conference on Clinical Supervision, Adelphi University, Garden City, NY.

Ellis, M. V. (Chair). (2011, June). Hot topics in clinical supervision 2011. Roundtables conducted at the 7th International Interdisciplinary Conference on Clinical Supervision, Adelphi University, Garden City, NY.

Publications, Professional Contributions & Awards


Martin, J., & Martens, M. P. (2011, June). Examination of the factor structure of drinking motives and expectancies: How similar are they? Poster presented at the 34th annual scientific meeting of the Research Society on Alcoholism, Atlanta, GA.


Editorial Boards

Andrade, H., Editorial Board, Frontiers in Educational Psychology

Asaro-Saddler, K., Editorial Board, Journal of Special Education Apprenticeship

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


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

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

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., Editorial Board, Educational and Psychological Consultation

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

Gelzheiser, L. M., Editorial Board, Exceptionality

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

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

Miller, D. N., Editorial Board, Suicide and Life-Threatening Behavior

Pieterse, A. L., Editorial Board, Cultural Diversity and Ethnic Minority Psychology
Pieterse, A. L., Editorial Board, Measurement and Evaluation in Counseling and Development

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

Sheu, H., Editorial Board, Chinese Journal of Guidance and Counseling

Sheu, H., Editorial Board, Journal of Counseling Psychology

Sheu, H., Editorial Board, Journal of Vocational Behavior


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

Yan, Z., Co-Editor, International Journal of Cyber Behavior, Psychology and Learning

Yan, Z., Associate Editor, Journal of Communication Technology and Human Behaviors

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, Exceptionality

Asaro-Saddler, K., Reviewer, National Professional Development Center on Autism Spectrum Disorders

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

Asaro-Saddler, K., Reviewer, Research in Autism Spectrum Disorders

Asaro-Saddler, K., Reviewer, Research in Developmental Disorders


Ellis, M. V., Reviewer, Journal of Contemporary Psychotherapy

Jome, L. M., Proposal Reviewer, Division 17 of the American Psychological Association

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

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

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

Newman, J., Reviewer, Perceptual and Motor Skills

Sheu, H., Proposal Reviewer, Society of Counseling Psychology

Vellutino, F. R., Reviewer, American Educational Research Journal

Vellutino, F. R., Reviewer, Developmental Psychology

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

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

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

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

Academic Awards

Dai, D. Y., Zijiang Lecture Professor, East China Normal University

Miller, D. N., Editor’s Appreciation Award, Journal of School Psychology
## 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
- **Joseph Langer**, Vincent O’Leary 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**, 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

Educational Theory and Practice faculty members and students continue to be recognized nationally and internationally for excellence in research and scholarship. Professor Istvan Kecskes was awarded a 2012 State University Chancellor’s Award for Excellence in Scholarship and Creative Activities. Vincent O’Leary Distinguished Professor Judith Langer was selected for the David H. Russell Award for Distinguished Research in the Teaching of English, to be awarded in the fall by the National Council of Teachers of English. Associate Professor Jane Agee was recognized at the 2012 annual meeting of the American Educational Research Association for the most downloaded article in *Qualitative Studies in Education*, “Developing qualitative research questions: A reflective process.” Associate Professor Peter Shea was recognized by the Sloan Consortium as a Sloan-C Fellow at the 17th annual International Conference on Online Learning, for his national contributions to the field of online teaching and learning.

Department doctoral students were also recognized for academic achievement. Michele Snyder, Michael Mastroianni, and Seema Rivera were among 41 doctoral students selected nationally by the National Association for Research in Science Teaching to participate in a weeklong Sandra K. Abell Institute to promote classroom-based research. Marc Nachowitz, was selected to receive one of only three $10,000 State Farm Companies Foundation Doctoral Dissertation Awards awarded in a national competition.


Refereed Scholarly Articles


Other Articles and Research Reports

Applebee, A. N. (2011). *Textbooks in the teaching of language and literature* [Video]. Santiago, Chile: Ministry of Education.


The Informed Argument (8th ed.)

By Robert P. Yagelski

Department of Educational Theory and Practice


Treating argument as a problem-solving tool, this book is the complete solution for teaching writing and argument. Offering the most extensive thematic reader of any argument text available, this edition provides instructors with many options for selecting the pieces best suited for their own courses. Organized around six themes, the reading selections reflect the book’s focus on argumentation as a way to negotiate differences and solve problems. An introduction to the principles of argument, guidance in constructing arguments, and valuable sources for learning to read arguments critically, as well as formulating arguments, are presented. An accessible overview of the traditional elements of argument is provided, including classical and Rogerian argument, as well as the Toulmin model.

- adapted from www.cengage.com


Presentations


Applebee, A. N. (2011, November). Updates from the National Study of Writing Instruction. Presented at the annual convention of the National Council of Teachers of English, Chicago, IL.

Applebee, A. N. (2011, November). Featured session on preparing today’s students for tomorrow: Reflections on the National Study of Writing Instruction. Keynote address at the annual convention of the National Council of Teachers of English, Chicago, IL.

Applebee, A. N. (2011, December). Subject-area writing instruction in middle and high schools: Introduction and overview of the National Study of Writing Instruction. Presented at the 61st annual conference of the Literacy Research Association, Jacksonville, FL.


Kecskes, I. (2011, June). Common ground in intercultural communication. Lecture given at a linguistics roundtable, Chinese University of Hong Kong, Hong Kong, China.


Langer, J. A. (2012, February). *The National Study of Writing Instruction have to say about the Common Core Standards?* Keynote address given to the University of California, Irvine, Irvine Writing Project, Irvine, CA.


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**Writing as a Way of Being: Writing Instruction, Nonduality, and the Crisis of Sustainability**

By Robert P. Yagelski

Department of Educational Theory and Practice

(Hampton Press, 2012)

In this careful examination of the nature of writing, the author demonstrates that the experience of writing, apart from the text that is produced through writing, can be deeply transformative for both individuals and communities. The book presents a dramatic new way to understand writing as an ontological act at a time of unprecedented social, educational, and environmental change. This book offers hope in the form of a pedagogy of writing as an ethical practice of being in the world. It describes a way to harness the power of writing so that writing instruction can become part of a broader effort to imagine and create a more just and sustainable future.

- adapted from www.hamptonpress.com


Wilcox, K. C., & Angelis, J. (2011, November). Walking the talk: Putting research-based best practice into action. Keynote address given at the 38th annual conference of the Association for Middle Level Education, Louisville, KY.

Wilcox, K. C. (2011, November). English language learners and writing in the content areas. Panelist at the annual convention of the National Council of Teachers of English, Chicago, IL.


Editorial Boards

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

Applebee, A. N., 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

Langer, J. A., Editorial Board, Discourse Processes

Meskill, C., Editorial Board, Journal of Online Learning and Teaching

Meskill, C., Associate Editor, Language Learning Technology

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

Oliveira, A. W., Editorial Board, Journal of Science Teacher Education

Rodgers, C., Associate Editor, Teaching and Teacher Education
Yagelski, R., Editorial Board, *English Education*
Yagelski, R., Editorial Board, *Journal of Writing Assessment*
Yagelski, R., Editorial Board, *Literacy in Composition Studies*
Zhang, J., Editorial Board, *International Journal of Computer-Supported Collaborative Learning*
Zhang, J., Associate Editor, *Journal of the Learning Sciences*
Zhang, J., Associate Editor, *Knowledge Management & E-Learning: An International Journal*
Zhang, J., Editorial Board, *The Open Information Science Journal*

**Other Editorial Activities**

Agee, J. M., Reviewer, *English Education*
Agee, J. M., Reviewer, *Journal of Computers and Education*
Agee, J. M., Reviewer, *Journal of Literacy Research*
Agee, J. M., Reviewer, *Reading Research Quarterly*
Agee, J. M., Reviewer, *Research in the Teaching of English*
Agee, J. M., Reviewer, *Sage Publications*
Agee, J. M., Reviewer, *Teaching Education*
Agee, J. M., Reviewer, *Teaching and Teacher Education*
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, Division C (Learning and Instruction) and Instructional Technology SIG

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

Bangert-Drowns, R. L., Reviewer, *Corwin Press*

Bangert-Drowns, R. L., Reviewer, *Educational Researcher*

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

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

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

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

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

Meskill, C., Reviewer, *CALICO Journal*

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

Meskill, C., Reviewer, *Educational Researcher*

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

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

Oliveira, A. W., Program Coordinator, Student Learning Thread of the International Conference of the Association for Science Teacher Education

Oliveira, A. W., Reviewer, *Cultural Studies of Science Education*

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

Oliveira, A. W., Proposal Reviewer, National Association of 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

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

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

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

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

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

Wilcox, K. C., Reviewer, *Writing & Pedagogy*

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

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

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

Zhang, J., Reviewer, *Frontiers of Education in China*
Publications, Professional Contributions & Awards

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

Zhang, J., Program Co-Chair, International Conference on Computers in Education, Conference 2: CSCL and Learning Sciences

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

Zhang, J., Proposal Reviewer, International Federation for Information Processing Conference

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*

**Academic Awards**

Agee, J. M., International Journal of Qualitative Studies in Education Most Downloaded Article, *Developing qualitative research questions: A reflective process*

Bangert-Drowns, R. L., National School Development Council Cooperative Leadership Award

Kecskes, I., SUNY Chancellor's Award for Excellence in Research


Shea, P., Sloan-C Fellow, Sloan Consortium
Books and Monographs


Book Chapters


Refereed Scholarly Articles


Other Articles and Research Reports


Reading Highlights

Reading Department faculty members are engaged in a variety of scholarly initiatives, and are currently involved in research funded by the U.S. Department of Education totaling approximately $5.5 million. Dr. Kelly Wissman’s excellent record in research, teaching and service resulted in her promotion to Associate Professor. Dr. Donna Scanlon received the Excellence in Education Award from the UAlbany Alumni Association for extraordinary distinction in the field of education. Her Response to Intervention (RTI) online professional development program has provided vital support to educators around the nation. Dr. Peter Johnston received the University at Albany Excellence in Research and Creative Activities Award and was appointed to the International Reading Association’s (IRA) Literacy Research Panel. This coming year Dr. Ginny Goatley returns from a temporary appointment as Research Director for the International Reading Association. During her time there she introduced many important innovations to the organization. She was also named to the IRA’s Literacy Research Panel.

Department alumni recognized in the past year for their contributions include Tisha Lewis (PhD ’09, now at Georgia State University) who was recipient of the 2012 National Council of Teachers of English Promising Researcher of the Year Award. Heather O’Leary (MS ’99) received the UAlbany Alumni Association’s Bertha E. Brimmer Medal for excellence in teaching K-12.


Presentations


Johnston, P. (2011, June). Response to Intervention and literacy development. Keynote address at the summer conference of the Suburban Council of the International Reading Association, Skokie, IL.

Johnston, P. (2011, June). Response to Intervention and literacy development. Keynote address at the 2011 Penn State York Summer Institute, Successful Approaches to RTI, Penn State York, York, PA.


Johnston, P. (2011, October). Developing independent, strategic, literacy learners. Keynote address at the annual conference of the Kentucky Reading Association, Lexington, KY.

Johnston, P. (2011, October). Literacy, learning, thinking and classroom communities. Keynote address at the annual conference of the Kentucky Reading Association, Lexington, KY.


Johnston, P. (2012, April). Panelist on literacy panel at the 57th annual convention of the International Reading Association, Chicago, IL.


**Opening Minds: Using Language to Change Lives**

By **Peter H. Johnston**

Department of Reading

(Stenhouse Publishers, 2012)

Sometimes a single word changes everything. In his groundbreaking book, *Choice Words*, Johnston demonstrated how the things teachers say (and don’t say) have surprising consequences for the literate lives of students. In this text, Johnston shows how the words teachers choose affect the worlds students inhabit in the classroom, and ultimately their futures. He explains how to engage children with more productive talk and to create classrooms that support not only students’ intellectual development, but their development as human beings. Grounded in research, this book shows how words can shape students’ learning, their sense of self, and their social, emotional and moral development. Words have the power to open minds – or close them.

- adapted from www.stenhouse.com


Wissman, K., & Vasudevan, L. (2011, December). Re-writing the “stock stories” of urban adolescents: Autobiography as a social and performative practice at the intersections of identities. Presented at the 61st annual meeting of the Literacy Research Association, Jacksonville, FL.


Editorial Boards

Dozier, C., Editorial Board, Language Arts

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

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

Johnston, P., Editorial Board, Reading Research Quarterly

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

Wissman, K., Editorial Board, Language Arts

Other Editorial Activities

Dozier, C., Reviewer, Corwin Publishers

Dozier, C., Proposal Reviewer, International Reading Association

Dozier, C., Reviewer, International Reading Association Research Committee

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

Dozier, C., Reviewer, Stenhouse Publishers

Dozier, C., Reviewer, Teachers College Press

Goatley, V., Proposal Reviewer, International Reading Association

Goatley, V., Proposal Reviewer, National Reading Conference

Johnston, P., Reviewer, Educational Researcher

Johnston, P., Reviewer, Heinemann Publishers

Johnston, P., Reviewer, Language Arts

Johnston, P., Proposal Reviewer, Literacy Research Association
Publications, Professional Contributions & Awards

Johnston, P., Reviewer, Teaching and Teacher Education
Malavasic, J., Reviewer, The Journal of Early Adolescence
Scanlon, D. M., Reviewer, International Reading Association
Scanlon, D. M., Reviewer, Literacy Research Association
Sheehy, M., Proposal Reviewer, American Educational Research Association
Sheehy, M., Reviewer, Research in the Teaching of English
Wissman, K., Review Panel, Writing and Literacies SIG, American Educational 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., Proposal Reviewer, Literacy Research Association

Academic Awards
Affinito, S. A., Elizabeth H. Christen Scholarship, University at Albany School of Education
Johnston, P., Excellence in Research and Creative Activities, University at Albany
Special Projects

Partnership for Literacy

Janet Angelis, Director
M.A.T. Simmons College

Judith Langer, Vincent O’Leary Distinguished Professor
Ph.D. Hofstra University

Books, Monographs, Articles


Know Your Schools - for NY Kids

Janet Angelis, Director
M.A.T. Simmons College

Kristen Wilcox, Principal Investigator, Assistant Professor
Ph.D. University at Albany

Sharon Wiles, Project Coordinator
M.S. The College of Saint Rose

Articles and Research Reports


Presentations


**Wilcox, K. C., & Angelis, J.** (2011, November). *Walking the talk: Putting research-based best practice into action.* Keynote address given at the 38th annual conference of the Association for Middle Level Education, Louisville, KY.

**Angelis, J.** (2012, March). *What can we learn (and adapt/adopt) from higher-performing middle schools?* Invited lecture given at staff development day at Cobleskill-Richmondville Central Schools, Golding Middle School, Cobleskill, NY.


Funded Projects

SCHOOL OF EDUCATION

Centers and Institutes

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)
2011-2012 Funded Projects

The 2011-2012 funded research and projects are listed alphabetically by the principal investigator.

ANGELIS, JANET  Co-PI
Dean’s Office

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 $1,587,700

www.albany.edu/nykids; 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. NY Kids 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-Pls
Educational Theory and Practice

National Study of Writing Instruction
Spencer Foundation
$497,775

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 InduShobha 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
Four-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

**Out of School Children Regional Report: Central & Eastern European/Commonwealth of Independent States**
UNICEF
$3,700

**PISA 2009 Regional Report: Central & Eastern European/Commonwealth of Independent States**
UNICEF
$11,000

BOWMAN, JR., JOSEPH  Educational Theory and Practice

**Institute for Nanoscale Technology and Youth—Newburgh**
Newburgh Enlarged City School District
$91,570

CIMINI, M. DOLORES  University Counseling Center, Counseling Psychology

**Evaluating the Effects of Screening and Brief Intervention for Cannabis and Non-Medical Prescription Use Among College Students**
Faculty Research Award Program, University at Albany, SUNY
$3,960

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
Five-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

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
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.

FRIEDLANDER, MYRNA
Counseling Psychology

College of St. Rose Counseling Center Contract
College of St. Rose
$20,426

St. Peter’s Addiction Recovery Center Contract
St. Peter’s Addiction Recovery Center
$27,000

GELZHEISER, LYNN
Educational Psychology and Methodology, Special Education

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

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 $3,138,200

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

JOHNSTON, PETER  Co-PI
Reading

Co-PI Gay Ivey (James Madison University)
A Mixed Methods Study of Literacy Engagement and Its Influence on Youth Identities and Relationships
Elva Knight Research Grant, International Reading Association
$7,900

JOME, LARAE
Counseling Psychology

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

KECSKES, ISTVAN
Educational Theory and Practice

Book Series: Mouton Series in Pragmatics
Journal Support Award, University at Albany, SUNY
$3,000

Use of Formulaic Language in Trilingual Language Production
AGAUR (Catalan Research Agency)
$15,000

KINSEY, 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
### A Study of Regional Operating and Labor Costs Within the SUNY System
State University of New York
$20,000

*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
$10,000

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<th>Project Title</th>
<th>PI(s)</th>
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<th>Institution(s)</th>
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### A Comparative Study of Education Systems in the United Arab Emirates
Sheikh Saud Bin Saqr Al Qasimi Foundation for Policy Research
$10,325

*LANE, JASON and WAGNER, ALAN Co-PIs* Educational Administration and Policy Studies

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

### Higher Education and International Relations: A Research Agenda Meeting
State University of New York Conversations in the Disciplines
$5,000

### Study of Economic Development and Higher Education
State University of New York
$23,000

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.
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
Special Education

Co-Pls Jane Domaracki (Special Education), Cheryl Dozier (Reading), Ginny Goatley (Reading)

Graduate Level Clinically Rich Teacher Preparation Pilot Program
New York State Education Department
Three-year project with funding totaling $1,426,515

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

Preparation of Special Education Teachers – Menands
Menands School District
$11,500

Preparation of Special Education Teachers – North Colonie
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.

MESKILL, CARLA
Educational Theory and Practice

Co-Pl Alan Oliveira (Educational Theory and Practice)

Technology-Enhanced Multimodal Instruction in Science and Math for English Language Learners: A Program of Professional Development
U.S. Department of Education
$1,877,000

NEWMAN, DIANNA
Educational Psychology and Methodology, Evaluation Consortium

Co-Pl Deborah Kundert (School Psychology)

Evaluation of the Striving Readers Project
U.S. Department of Education/New York State Education Department
Three-year project with funding totaling $790,000

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.

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

Excelsior College On-line ESL Project
U.S. Department of Education/National Endowment for Humanities
$34,692

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

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### Funded Projects

**RPI Expanding Studio Physics Beyond the Classroom: Use of a Mobile Studio Device**  
Rensselaer Polytechnic Institute/National Science Foundation  
Multiple-year project with funding totaling $7,000

**RPI IGERT**  
Rensselaer Polytechnic Institute/National Science Foundation  
$5,000

**RPI Smart Lighting Engineering Research Center (ERC)**  
Rensselaer Polytechnic Institute/National Science Foundation  
Four-year project with funding totaling $60,000

**Safe Schools/Healthy Students - Schenectady City Schools Evaluation**  
Schenectady City School District/U.S. Department of Education  
Five-year project with funding totaling $529,150

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

**Schenectady Enhancing Education through Technology (EETT)**  
New York State Education Department/Schenectady City School District  
$37,500

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

**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

**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

**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 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

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
Co-PI Paul Wilner (Educational Administration and Policy Studies)

Differences in Mathematics and Science Course-Taking by Locale and Entry into STEM Careers in New York and Nationwide
New York State Education Department through New York State Center for Rural Schools at Cornell University
$10,000

SHEA, PETER
Co-PI
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

Next Generation Learning Challenge
Educause/Bill and Melinda Gates Foundation
$250,000
### SHEU, HUNG-BIN
Counseling Psychology

**Coherence of Self-Knowledge, Career Decision-Making Outcomes, and Perceived Helpfulness of the Kuder 4 Adults Program**
Kuder, Inc.
$10,000

**The Pathways to Well-Being of College Students: A Cross-Cultural Investigation**
American Psychological Foundation
$1,000

### 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 $155,000

### 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

### VERGARI, SANDRA
Educational Administration and Policy Studies

**An Examination of the Council of Ministers of Education, Canada**
Government of Canada
$7,411

### WILCOX, KRISTEN
Educational Theory and Practice

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

**Faculty Diversity Program Grant**
Office of Diversity and Educational Equity, SUNY
Three-year project with funding totaling $15,000

### 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**
National Writing Project Corporation
Multiple year project with funding totaling $377,000

### 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

*Co-PI Mei-Hwa Chen (Computer Science)*

**Fostering Collective Progress in Online Discourse for Sustained Knowledge Building**
National Science Foundation
$550,000

### ZHANG, JIANWEI Co-PI
Educational Theory and Practice

**Developing a Teacher Community for Classroom Innovation Through Knowledge Building**
General Research Fund of Hong Kong Research Grants Council
$160,000
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
  – 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 (Internship Certificate)*
  – MS Special Education and Literacy I*
  – MS Special Education and Literacy II*
  – MS Adolescence: Special Education Generalist*

Department of Educational Theory and Practice
• MS Secondary Education*
  (English, French, Spanish, Biology, Chemistry, Physics, Earth Science, Mathematics, Social Studies)
• MS ETP
  (Biology, Chemistry, Physics, Earth Science, English, Social Studies, Mathematics, Spanish, Chinese, French)
• MS General Educational Studies
• MS TESOL (All grades)* NYS Certification
• MS TESOL
• BA/MS TESOL
• MS/MA TESOL/Communication
• MS Curriculum Development and Instructional Technology°

  (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)

• COLT Certificate in Online Learning and Teaching
• 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 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