A Tradition of Excellence

Research from the School of Education

2012-2013
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 2012-2013

Introduction by
Dean Robert Bangert-Drowns ........................................... 2

Publications, Professional Contributions and Awards .........................................................3

Department of Educational Administration and Policy Studies ....................................... 3

Department of Educational and Counseling Psychology ........................................ 14

Division of Counseling Psychology .......... 14
Division of Educational Psychology and Methodology ............................................. 14
Division of School Psychology ................. 14
Division of Special Education ..................... 15

Department of Educational Theory and Practice ..................................................... 31

Department of Reading .................................................. 40

Special Projects .......................................................... 46

Funded Projects .......................................................... 48
The University at Albany’s School of Education sustains two passions. We produce the best leaders in education – teachers, researchers, policy-makers, administrators, mental health counselors, reading specialists, professors, school psychologists, corporate trainers, instructional technologists, special educators. And we produce new knowledge about human differences and strategies for capitalizing on those differences, about the support of mental well-being and the development of new capabilities for all. Hand in glove, nurturing professional practice and championing professional knowledge are inseparable parts of the everyday life of our School.

Our commitment to educational research is nothing new. Some 100 years ago, the faculty of what was then the New York State College for Teachers explicitly dedicated themselves to the systematic study of education and the dissemination of that knowledge to professionals throughout the state and nation. This commitment is even more essential to the integrity of education now. Special interests and political ideologies too often hold sway in the determination of resources, goals, and practices of educational enterprises. These decisions must be informed by disciplined inquiry and a keenness for human learning, mental health, and development.

Ranked in the top 17% of Schools of Education in the country that confer doctoral degrees, the University at Albany School of Education is proud to document its products of the last year in this ninth edition of *A Tradition of Excellence*. We serve the Empire State, but our reach is worldwide through international students and collaborators and our publications and presentations. We invite you to inquire with us about processes that make us stronger, about the dispositions that foster democracy, about the means that optimize learning and human development, in and out of classrooms, across the lifespan, and around the globe.

Keep in touch… and celebrate the joy of learning!

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, 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

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**


**Lane, J. E.** (2013). Why governments should care about the internationalization of higher education. In M. Larinova & O. Perfilieva (Eds.), *Rationales for internationalization* (in Russian) (pp. 139-160). Moscow, Russia: Logos Publishing House.


EAPS Highlights

The Department of Educational Administration and Policy Studies engages in diverse scholarly, practitioner- and policy-oriented activities locally, nationally and internationally. Internationally, EAPS completed its term as host of the Secretariat of the Comparative and International Education Society (CIES), the premier scholarly society in this field. Dr. Gilbert Valverde was elected CIES president and led the collective efforts of EAPS students, faculty, and staff as organizers of the CIES Conference in New Orleans in March, 2013. EAPS faculty and students made scholarly presentations or consulted in at least a dozen countries this past year. Two international recognitions are notable: Dr. Kevin Kinser was named NAFSA Senior Fellow for Internationalization, and Ph.D. candidate Paulina Berrios won the Sasakawa Young Leaders Fellowship Research Abroad Award.

Nationally, EAPS faculty contribute to the leadership of several organizations: the Association for the Study of Higher Education, the Association of International Education Administrators, and the National School Development Council. The National Cooperative Leadership Award given to Dr. Hal Lawson is a particular point of pride. This award recognizes demonstrated success in improving school leadership preparation and practice as well as research-to-practice translations and integrations.

Locally, the Department provides leadership and support to the Capital Area School Development Association, as well as to school districts and local colleges through student internships. Dr. Jason Lane and several EAPS students actively contribute to the development and reform of the SUNY system of higher education, including co-organizing a conference on “Systemness” held last fall in New York City.


Refereed Scholarly Articles


---

**Universities and Colleges as Economic Drivers: Measuring Higher Education’s Role in Economic Development**

By Jason E. Lane and D. Bruce Johnstone

Department of Educational Administration and Policy Studies

(SUNY Press, 2012)

At the heart of the current economic transformation lie our colleges and universities. Through their roles in education, innovation, knowledge transfer, and community engagement, these institutions are working toward spurring economic growth and prosperity. This book brings together leading scholars from various disciplines to assess how diverse universities and colleges exert impact on economic outcomes in the United States and around the world. The book is meant to cultivate greater understanding among elected officials, business representatives, policymakers, and other concerned parties about the central roles universities and colleges play in national, state, and local economies.

-adapted from www.sunypress.edu

---


By Robert M. Hendrickson, Jason E. Lane, James T. Harris, and Richard H. Dorman

Department of Educational Administration and Policy Studies

(Stylus Publishing, 2012)

To meet the new and rapidly changing demands facing today’s higher education leaders, this book offers guidance on how to effectively discharge their responsibilities and how to develop skills for managing relationships with internal and external stakeholders. The authors emphasize creativity, commitment, collaboration, delegation and courage that are essential to steer a unit, college or university through successful and enduring change. Recognizing that the hallmark of higher education in the United States is a diversity of institutional types, this book enables the reader to relate issues to his or her specific institution, from the perspective of many. It is for graduate students in higher education to members of institutional governing boards, and everyone in leadership positions in between.

-adapted from www.styluspub.com
Other Articles and Research Reports


---

PISA, Power, and Policy: The Emergence of Global Educational Governance

By Heinz-Dieter Meyer and Aaron Benavot

*Department of Educational Administration and Policy Studies* (Symposium Books, 2013)

Over the last decade the PISA assessment has risen to strategic prominence in the international education policy dialogue. Sponsored by the Organization for Economic Cooperation and Development, PISA seems on its way to being institutionalized as the main engine in the global accountability regime. This book scrutinizes the role of PISA in global educational governance and questions that the quality of a nation’s school system can be evaluated through a standardized assessment that is insensitive to the world’s vast cultural and institutional diversity. Does PISA’s dominance run the risk of causing an unprecedented worldwide educational standardization just to hitch schools more tightly to economic efficiency, while sacrificing their role to prepare students for independent thinking and civic participation?

- adapted from www.symposium-books.co.uk

---

Fairness in Access to Higher Education in a Global Perspective: Reconciling Excellence, Efficiency, and Justice

Edited by Heinz-Dieter Meyer, Edward P. St. John, Maia Chankseliani, and Lina Uribe

*Department of Educational Administration and Policy Studies* (Sense Publishers, 2013)

The purpose of this volume is to help jump-start an urgently needed conversation about fairness and justice in access to higher education to counteract the ubiquitous mantras of neoliberal globalization and managerialism. The book seeks to carve out a strong moral and normative basis for opposing mainstream developments that engender increasing inequality and market-dependency in higher education. The chapters consider how different national communities channel access to higher education, what their “implicit social contracts” are, and what outcomes are produced by different policies and methods. The book is essential reading for scholars of higher education and students concerned with increasing inequality in a globalizing educational marketplace.

- adapted from www.sensepublishers.com
Presentations


Benavot, A. (2012, October). Learning to read and numerate in the developing world: Cross-national commonalities and differences in primary school curricula and textbooks. Seminar at the Zakir Husain Centre for Educational Studies, Jawaharlal Nehru University, New Delhi, India.


Kinser, K. (2013, March). Worldwide Universities Network (WUN)—The benefits and risks of internationalization. Presented at the conference of the Asia Pacific Association of International Administrators, Hong Kong, China.
Lane, J. E. (2012, May). *Why governments engage in the internationalization of higher education.* Keynote address at Rationales for Internationalization, Russia’s National Training Foundation, Moscow, Russia.


Lane, J. E. (2013, February). *The impact of international branch campuses on science diplomacy.* Paper presented at the annual meeting of the American Academy of Arts and Sciences, Boston, MA.


Wagner, A. (2013, March). Fairness in access to higher education: Reconciling equity, excellence and accountability. Panelist at the 57th annual conference of the Comparative and International Education Society, New Orleans, LA.
Editorial Boards

Benavot, A., Editor, Comparative Education Review
Benavot, A., Associate Editor, Comparative and International Education Society Perspectives
Benavot, A., Editorial Board, Innovation-The European Journal of Social Science Research
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
Lane, J. E., Editorial Board, Higher Education in Review
Levy, D. C., Editorial Board, Higher Education Policy
Levy, D. C., Advisory Board, Higher Education Research and Policy series
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

Benavot, A., Program Committee, Comparative and International Education Society
Kinser, K., Chair, International section of the Association for the Study of Higher Education Conference
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, Journal of Higher Education
Lawson, H. A., Reviewer, Reviews of Educational Research
Levy, D. C., Reviewer, Asian Pacific Education Review
Levy, D. C., Proposal Reviewer, Association for the Study of Higher Education
Levy, D. C., Reviewer, Comparative Education Review
Levy, D. C., Program Committee, Comparative and International Education Society
Levy, D. C., Reviewer, Education Policy Analysis Archives
Levy, D. C., Reviewer, Higher Education
Levy, D. C., Reviewer, Higher Education Learning Research Communications
Levy, D. C., Reviewer, Higher Education Policy
Levy, D. C., Contributing Columnist, Inside Higher Education—‘The World View’
Levy, D. C., Reviewer, Journal of Comparative Policy Analysis
Levy, D. C., Reviewer, *Latin American Research Review*

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

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

Levy, D. C., Reviewer, Springer

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

Meyer, H. D., Proposal Reviewer, Association for the Study of Higher Education

Meyer, H. D., Reviewer, *Journal of Management Inquiry*

Meyer, H. D., Reviewer, *Sociology of Education*


Valverde, G. A., Program Committee, Comparative and International Education Society

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

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

**Academic Awards**

Kinser, K., NAFSA Senior Fellow for Internationalization

Lawson, H., National School Development Council Cooperative Leadership Award

Valverde, G., President-Elect, Comparative and International Education Society
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

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

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

DIVISION OF EDUCATIONAL PSYCHOLOGY

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

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

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

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

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

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

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

Frank Vellutino, 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

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 Gelzeiser, Associate Professor  
Ed.D. Teachers College, Columbia University

Lisa Grippo-Gardner, 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


Publications, Professional Contributions & Awards

**ECP Highlights**

The Department of Educational and Counseling Psychology has been richly engaged with regional, national, and international communities. Under the leadership of Dr. Debi May, faculty in Special Education continued to implement a unique, clinically rich teacher-preparation program supported by federal Race to the Top funding. Designed to enhance the preparation of secondary teachers to work in high needs schools, the program requires a full-year residency at Amsterdam High School. Special Education faculty also continued to revamp and improve its programs with the support of a $900,000 award from the federal Department of Education, which helps ensure students preparing to be special education teachers are exposed to state-of-the-art pre-service experiences in learning to provide evidenced-based best practice.

Dr. Lynn Gelzheiser continued her investigation into the effectiveness of the Interactive Strategies Approach-Extended (ISA-X) as a small group intervention for intermediate-grade struggling readers, a four-year project supported by $3.1 million from the U.S. Department of Education, Institute of Education Sciences. Dr. Gelzheiser and colleagues from the Child Research and Study Center were also recognized with the International Reading Association Albert J. Harris Award for their recent publication in the *Elementary School Journal*.

Faculty in both School Psychology and Counseling Psychology entertained accreditation visits from the American Psychological Association, and doctoral programs in both divisions were successful in earning the maximum accreditation status at the conclusion of these rigorous visits. In Educational Psychology, two doctoral leadership fellows received awards this past year. Nicole Bak was named a Doctoral Student Scholar by the Division of Research of the Council for Exceptional Children, and Tammy Ellis Robinson received the NYS Reading Association’s Literacy Advocate Award for her *Skrribbler’s Magazine*, a nonprofit publishing outlet for Capital Region children aged 12 and under and their original creative works of fiction, poetry, non-fiction, comics and other written pieces.


Refereed Scholarly Articles


---

**Teacher’s Guide to Effective Sentence Writing**

*By Bruce Saddler*

Department of Educational and Counseling Psychology, Division of Special Education and Educational Psychology and Methodology (Guilford Press, 2012)

This practical book provides clear directions for teaching sentence-level skills to students who have difficulties in this area. The author explains the key role of sentence combining in the writing process and presents effective techniques for instruction and assessment. Included within are sample lessons, practice activities, planning tips, and grammatical pointers which make it easy for teachers to incorporate sentence combining and construction into the writing curriculum at all grade levels (2–12). Accessible and engaging, the book helps teachers and students experiment with different ways to arrange thoughts and produce meaningful written work.

"-adapted from www.guilford.com"


Other Articles and Research Reports


**Presentations**


Asaro-Saddler, K., & Bak, N. (2012, May). Helping students with ASD improve their writing. Presentation to school staff at Arongen Elementary School, Clifton Park, NY.


Ellis, M. V. (2012, June). Inadequate clinical supervision: Am I among the 97% providing it? Roundtable conducted at the 8th International Interdisciplinary Conference on Clinical Supervision, Adelphi University, Garden City, NY.


Ellis, M. V. (2012, June). Conversations with journal editors and reviewers: A discussion on getting published in peer-reviewed journals. Discussant at the 8th International Interdisciplinary Conference on Clinical Supervision, Adelphi University, Garden City, NY.

Ellis, M. V. (2012, August). Not monitoring supervisee’s sessions, legal risks, & inadequate supervision—Oh my. Roundtable conducted at the 120th annual convention of the American Psychological Association, Orlando, FL.


Ellis, M. V. (2013, February). *Innovative skills for clinical supervisors: A ‘hands-on’ experiential workshop.* Keynote and workshop presented at the annual invitational conference for program and training directors, Division II (Education & Training), California Psychological Association, Biola University, La Mirada, CA.


Kortz, L., Shaffer, K., & Friedlander, M. L. (2012, June). “They usually find me online”: *How and why expert psychotherapists are using (and not using) new technologies with their clients.* Poster presented at the 43rd international meeting of the Society for Psychotherapy Research, Virginia Beach, VA.


Miller, D. N. (2013, April). Youth suicidal behavior and the schools: Current best practices. Presented at the 46th annual conference of the American Association of Suicidology, Austin, TX.


Editorial Boards

Andrade, H., Associate Editor, Special Issue of Applied Measurement in Education

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

Andrade, H., Editorial Board, Sisyphus—Journal of Education

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., Editor, Exceptionality

Gelzheiser, L. M., Editor, Journal of Educational and Psychological Consultation

Miller, D. N., Editorial Board, Division 16 of the American Psychological Association (School Psychology) book series, Applying Psychology to the Schools

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
Publications, Professional Contributions & Awards

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

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

**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 Difference*

**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*


**Asaro-Saddler, K.**, Proposal Reviewer, Council for Exceptional Children

**Asaro-Saddler, K.**, Reviewer, *Exceptionality*

**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*

**Ellis, M. V.**, Reviewer, *Journal of Counseling Psychology*

**Gelzheiser, L. M.**, Reviewer, *Elementary School Journal*

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

**Newman, J.**, Reviewer, *Cyberpsychology, Behavior, Social Networking*

**Newman, J.**, Reviewer, *Journal of Individual Differences*

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

**Newman, J.**, Reviewer, *Psychological Reports*
Saddler, B., Reviewer, Journal of Writing Research
Saddler, B., Reviewer, Learning and Instruction
Saddler, B., Reviewer, Language, Speech, and Hearing Services in Schools
Saddler, B., Reviewer, Reading and Writing: An Interdisciplinary Journal
Sheu, H., Reviewer, The Counseling Psychologist
Vellutino, F. R., Reviewer, American Educational Research Journal
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., Reviewer, Journal of Educational and Psychological Consultation
Williams, S. A., Proposal Reviewer, National Association of School Psychologists

Williams, S. A., Reviewer, Psychology in the Schools
Williams, S. A., Reviewer, School Psychology Forum

Academic Awards

Andrade, H., Career Leadership and University Excellence Fellow, University at Albany Office of the Provost


Martin, J., National Institute on Alcohol Abuse and Alcoholism/National Institute on Drug Abuse Early Career Research Award, Society of Addiction Psychology (Division 50 of the American Psychological Association)

Miller, D. N., President-Elect, American Association of Suicidology

Newman, J., Excellence in Full-Time Teaching Award, School of Education
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

Alanderde 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


**Referred Scholarly Articles**


**Oliveira, A. W., Rogers, P., Quigley, C., Samburskiy, D., Barss, K., & Rivera, S.** (in press). Environmental agency in read-alouds. *Cultural Studies of Science Education.*


ETAP Highlights

Faculty members and students in the Department of Educational Theory and Practice were recognized nationally and internationally for excellence in research and scholarship. Dr. Alan Oliveira received an Early Career Award from the National Association for Research on Science Teaching. Distinguished Professor Arthur Applebee was named a Fellow of the American Educational Research Association—joining Judith Langer, he becomes the second ETAP professor to be so honored.

ETAP graduate programs offer cutting-edge approaches to teaching and learning. In addition to the new Certificate of Online Learning and Teaching, Dr. Peter Shea and Dr. Jianwei Zhang will lead an initiative on “Transforming Science, Technology, Engineering, and Mathematics (STEM) Learning and Teaching through Technology,” updating related programs and coursework and adding three new faculty members over the next two years. Shea, working with Zhang and Oliveira, received external funding to explore how faculty and students from diverse fields—art, music, computer science, natural science, management, education and beyond—can collaborate to create guided, inquiry-based, immersive games that promote deep understanding of STEM content in K-12 settings.

Doctoral students continue to represent ETAP at major national and international meetings, at conference sites ranging from Paris, France to Hammamet, Tunisia, and from Boston to San Francisco. Reflecting the strengths of the ETAP doctoral program, Gulnara Sadykova received the Presidential Distinguished Dissertation Award for her dissertation study, Learning Experiences of International Students in Online Courses.

Other Articles and Research Reports


Presentations


Kecskes, I. (2013, May). Why do we say what we say the way we say it? Keynote address given at the Cognitive Science Symposium, University of Trento, Rovereto, Italy.


Meskill, C. (2013, February). Technology in language education: Where we were, where we are headed. Keynote address given to the NYS TESOL Applied Linguistics Winter Conference, New York, NY.


Oliveira, A. W., Snyder, C., & Paska, L. (2012, November). The teacher I have become is a teacher, not an engineer: Charting the transformation of career changers transitioning to secondary STEM teaching. Paper presented at the 10th International Conference on Transformative Learning, San Francisco, CA.


Wilcox, K. C. (2012, 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., Scientific Board, Computers in Human Behavior

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

Kecskes, I., Editor, Chinese as a Second Language Research

Kecskes, I., Editor, Intercultural Pragmatics

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

Kecskes, I., Editorial Board, Journal of Foreign Languages
Kecskes, I., Editor, *Journal of Language Aggression and Conflict*

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

Langer, J. A., Editorial Board, *Reading Research Quarterly*

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

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

Oliveira, A. W., Editorial Board, *Cultural Studies of Science Education*

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

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

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

Wilcox, K. C., Editor, *Reading & Writing: An Interdisciplinary Journal*

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 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 and Development*

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

Langer, J. A., Reviewer, *Language and Education*

Langer, J. A., Reviewer, *National Council of Teachers of English*

Langer, J. A., Reviewer, *Teachers College Press*

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., Reviewer, *Sage Press*

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

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

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

Oliveira, A. W., Reviewer, *Journal of Educational Psychology*

Oliveira, A. W., Reviewer, *Journal of Pragmatics*

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*
Wilcox, K. C., Reviewer, Teachers College Press
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
Zhang, J., Program Committee, Global Chinese Conference on Computers in Education
Zhang, J., Program Committee, International Conference on Computer Supported Collaborative Learning
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, Instructional Science: An International Journal of the Learning Sciences
Zhang, J., Reviewer, Journal of the Learning Sciences
Zhang, J., KNILT: The Knowledge Network for Innovations in Learning and Teaching [online platform], tccl.rit.albany.edu/knilt.
Zhang, J., Reviewer, Sage Publications
Zhang, J., Reviewer, Teaching and Teacher Education

Academic Awards
Applebee, A. N., Fellow, American Educational Research Association
Kecskes, I., President/Elect/Past, American Pragmatics Association
Oliveira, A. W., Early Career Research Award, National Association for Research in Science Teaching
Wilcox, K. C., Committee on Ethnicity, Race & Multilingualism Award, Literacy Research Association
Faculty & Professional Staff

Stephanie Affinito, Staff Associate
Ph.D. 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, Professor
Ph.D. University at Albany

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

Kelly Wissman, Associate Professor
Ph.D. University of Pennsylvania

Books and Monographs


Book Chapters


Refereed Scholarly Articles


**Reading Highlights**

Reading Department faculty members are engaged in a variety of scholarly initiatives, including research funded by the U.S. Department of Education at amounts totaling nearly $6 million. Department faculty and students have been honored with numerous awards and recognitions this year. Dr. Cheryl Dozier received the 2013 Jerry Johns Outstanding Teacher Educator in Reading Award from the International Reading Association. Along with colleagues from the Child Research and Study Center, Dr. Donna Scanlon is a recipient of the International Reading Association Albert J. Harris Award for their 2011 publication in the *Elementary School Journal*. Dr. Peter Johnston received the SUNY Chancellor’s Award for Excellence in Scholarship and Creative Activities. Dr. Kelly Wissman is recipient of the 2013 School of Education Full-Time Teaching Award. Both Dr. Johnston and Dr. Goatley serve on the International Reading Association’s prestigious Literacy Research Panel. Starting in May 2013, Dr. Goatley became Department Chair, with special appreciation to Dr. Johnston for his many years of service in this role. The Department is happy to welcome Dr. Erica Barnes (Vanderbilt University) and Dr. Jaime Puccioni (Michigan State University) to the faculty, starting in August 2013.

Department doctoral students Rebecca Benjamin, Tarie Lewis, Beth Wilson, and Thea Yurkewecz each have publications in *Reading Today*, and/or *Language and Literacy Spectrum*. Simeen Tabatabai (B.A. ’99, M.S. ’03) received the UAlbany Alumni Association’s Bertha E. Brimmer Medal for excellence in teaching K-12.


**Other Articles and Research Reports**


Goatley, V., Buxton, W., Hinchman, K., & Kane, S. (2012, October). *What are we reading as we implement the Common Core Learning Standards (CCLS)?* Panelist at the New York State Reading Association Fall 2012 Conference, Liverpool, NY.


Goatley, V. (2013, April). The IRA Literacy Research Panel: Big ideas, literacy needs, and national priorities. Panelist at the 58th annual convention of the International Reading Association, San Antonio, TX.


Goatley, V. (2013, April). Reading research institute 2013: Next steps in the implementation of common standards. Panelist at the 58th annual convention of the International Reading Association, San Antonio, TX.


Johnston, P. (2012, November). Personal reflections on a research career: I used to think ... And now I think ... Lecture given at the 62nd annual conference of the Literacy Research Association, San Diego, CA.


Johnston, P. (2013, February). Capitalizing on the promise of RTI in literacy. Keynote address given at the annual meeting of the Reading Recovery Council of North America, Columbus, OH.

Johnston, P. (2013, February). Engagement, literacy learning communities and the Common Core. Keynote address given at the annual meeting of the Wisconsin State Reading Association, Milwaukee, WI.


Editorial Boards

Dozier, C., Editorial Board, Language Arts
Goatley, V., Editorial Board, Journal of Literacy Research
Johnston, P., Editorial Board, Reading Research Quarterly
Wissman, K., Editorial Board, Journal of Adolescent and Adult Literacy

Other Editorial Activities

Dozier, C., Reviewer, Corwin Publishers
Dozier, C., Proposal Reviewer, International Reading Association
Dozier, C., Reviewer, International Reading Association
Dozier, C., Co-Chair, International Reading Association Research Committee
Dozier, C., Reviewer, Journal of Curriculum and Instruction
Dozier, C., Reviewer, Stenhouse Publishers
Dozier, C., Reviewer, Teachers College Press
Dozier, C., Reviewer, Teaching and Teacher Education
Goatley, G., Proposal Reviewer, Literacy Research Association
Johnston, P., Reviewer, Educational Researcher
Johnston, P., Reviewer, Heinemann Publishers
Publications, Professional Contributions & Awards

Johnston, P., Reviewer, *Language Arts*

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., Proposal Reviewer, International Reading Association

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

Scanlon, D. M., Reviewer, *Elementary School Journal*

Scanlon, D. M., Reviewer, *International Reading Association*

Scanlon, D. M., Reviewer, *Literacy Research Association*


Sheehy, M. R., Reviewer, *Elementary School Journal*

Sheehy, M. R., Reviewer, *Journal of Literacy Research*

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., Reviewer, *Journal of Literacy Research*

Wissman, K., Reviewer, *Language Arts*

Wissman, K., Reviewer, *Linguistics and Education*

Wissman, K., Proposal Reviewer, Literacy Research Association

Wissman, K., Reviewer, *Routledge*

Academic Awards

Dozier, C., Jerry Johns Outstanding Teacher Educator in Reading Award, International Reading Association

Goatley, V., Literacy Research Panel, International Reading Association

Johnston, P., Literacy Research Panel, International Reading Association

Johnston, P., Maryann Manning Outstanding Literacy Scholar Award, The University of Alabama-Birmingham


Wissman, K., Excellence in Full-Time Teaching Award, School of Education
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


SPECIAL DISTINCTIONS

Dr. Arthur Applebee, Educational Theory and Practice, has been selected as a Fellow of the American Educational Research Association (AERA), a program which honors educational researchers who have made exceptional scientific or scholarly contributions through sustained research of distinction and the development of research opportunities and settings. Applebee joins two School of Education colleagues, Judith Langer and Sigmund Tobias, in the AERA Fellows Program.

Dr. Cheryl Dozier, Reading, received the 2013 Jerry Johns Outstanding Teacher Educator in Reading Award from the International Reading Association (IRA), which honors an outstanding university instructor of reading methods or related courses.

Dr. Istvan Kecskes, Educational Theory and Practice, has been elected president of the American Pragmatics Association (AMPRA), an organization which promotes both theoretical and applied research in pragmatics, and brings together scholars who are interested in different subfields of pragmatics at its international conference.

Dr. David Miller, Educational and Counseling Psychology, has been elected president of the American Association of Suicidology (AAS), a leading national organization in the U.S. devoted to understanding and preventing suicide. Miller began a two-year term as AAS president-elect in April, and will serve a two-year term as AAS president, from April 2015 to April 2017.

Dr. Alandeom Oliveira, Educational Theory and Practice, received the 2013 Early Career Research Award from the National Association for Research in Science Teaching (NARST), given annually to a researcher who, within seven years of earning a doctoral degree, “demonstrates the greatest potential to make outstanding and continuing contributions to research in science education.”

Dr. Gilbert Valverde, Educational Administration and Policy Studies, has been elected president of the Comparative and International Education Society. The Department of Educational Administration and Policy Studies was home of the CIES Secretariat from 2010-2013, and as a result of his election, Valverde was vice-president in 2011-2012, president-elect in 2012-2013, and will be president for 2013-2014 and past-president for 2014-2015.
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)
2012-2013 Funded Projects

The 2012-2013 funded research and projects are listed alphabetically by the principal investigator.

ANGELIS, JANET  Co-PI
Dean’s Office

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
Nine-year project with funding totaling $1,822,700

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.

BANGERT-DROWN, 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

Global Report on Adult Learning and Education, Volume 2
UNESCO Institute for Lifelong Learning
$3,000
BOWMAN, JR., JOSEPH  
Educational Theory and Practice

Institute for Nanoscale Technology and Youth—Newburgh  
Newburgh Enlarged City School District  
Two-year project with funding totaling $221,570

CHAPIN, DEBORAH  
Evaluation Consortium

Excelsior College Online Writing Lab (OWL)  
Kresge Foundation via Excelsior College  
$58,091

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)

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

DOZIER, CHERYL  
Reading

Building Learning Communities to Improve Student Achievement  
New York State Education Department  
Three-year project with funding totaling $556,044

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.

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

FRIEDELANDER, MYRNA  
Counseling Psychology

College of St. Rose Counseling Center Contract  
College of St. Rose  
$20,428

St. Peter’s Addiction Recovery Center Contract  
St. Peter’s Addiction Recovery Center  
$27,807
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 $3,138,200  

JOHNSTON, PETER  Co-Pl  
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  

KECSKES, ISTVAN  
Educational Theory and Practice  
Use of Formulaic Language in Trilingual Language Production  
AGAUR (Catalan Research Agency)  
$15,000  

KUNDERT, DEBORAH KING  
School Psychology  
School Psychology Trainees  
$136,800  

GULLIE, KATHY  
Evaluation Consortium  
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
LANE, JASON
Educational Administration and Policy Studies

A Comparative Study of Education Systems in the
United Arab Emirates
Sheikh Saud Bin Saqr Al Qasimi Foundation for
Policy Research
$10,325

A Study of Higher Education Systems
State University of New York
$23,000

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

LANE, JASON
Educational Administration and Policy Studies

A Study of Higher Education Systems
State University of New York
$23,000

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

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-PIs 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  
Brighter Choice, Burnt Hills-Ballston Lake Central Schools, Menands School District, North Colonie Central School District  
$126,500

MAY, DEBORAH and QUINN, KEVIN Co-PIs  
Special Education, Educational Psychology and Methodology  
Preparation of Leadership Personnel  
U.S. Department of Education  
Five-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-PI 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  
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

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 $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.

Co-PI Meghan Morris Deyoe (Evaluation Consortium)

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

Co-PI Deborah Chapin (Evaluation Consortium)

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

Co-PI Deborah Chapin (Evaluation Consortium)

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

Co-PI Kathy Gullie (Evaluation Consortium)

Syracuse City Schools ESEA Title IIB Part B MSP Science  
Syracuse City School District  
$72,000
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
Four-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
Four-year project with funding totaling $299,875

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
Three-year project with funding totaling $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

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

SCHILLER, KATHRYN  Co-PI
Educational Administration and Policy Studies

BUTTERWORTH, JAMES  Co-PI
Capital Area School Development Association

Evaluation of the Ohio Executive Leadership Academy
Ohio State Department of Education via The Ohio State University Research Foundation
$79,500

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

SUNY Co-Laboratory on Immersive Virtual Environments for STEM Learning
SUNY Innovative Instruction Technology Grants (IITG)
$60,000

SHEA, PETER  Co-PI
Educational Theory and Practice

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

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  

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

Global Literacy Communities  
Longview Foundation for Education in World Affairs and International Understanding/Worlds of Words, The University of Arizona College of Education  
$1,000

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  
Multiple year project with funding totaling $377,000

College-Ready Writing Planning Grant  
U.S. Department of Education  
$70,000

ZHANG, JIANWEI  
Educational Theory and Practice  

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
STATE UNIVERSITY OF NEW YORK, SUNY

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°
• 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 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