A Tradition of Excellence

Research from the School of Education

2013-2014
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.**
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A Tradition of Excellence

Research from the School of Education

2013-2014
Introduction

by Robert L. Bangert-Drowns, Dean of the School of Education

Inquiry is the lifeblood of the University at Albany’s School of Education. We seek to know:

• how humans grow and change over time;
• how experiences and environments foster or frustrate that growth;
• how humans combine their learning, thinking, seeking, and feeling into plans for their futures; and
• how communities of care and societal structures can promote the fullest expression of human potential.

These goals spark an endless array of questions suggesting innumerable possibilities for new policies and practices to improve the common good.

Many of our inquiries become formalized, some receiving external funding, many yielding publications and professional presentations that reach governments, academic colleagues, and ordinary citizens around the world. A snapshot of these formal inquiries is captured in this 2013-2014 edition of A Tradition of Excellence. Here you will see the productivity of our faculty, their diverse interests, the depth of their expertise, and the significance of their contributions.

I also must acknowledge forms of our inquiry that might not appear in this booklet. The mind-opening conversations that take place in our classes. The creative encounters between theoreticians and practitioners offering different kinds of knowledge. The conferences, symposia, and visiting scholars that we host. The opportunities we take to evaluate our own work as professors. Inquiry shapes all our efforts here.

Many think that Schools of Education are all about teaching. Our School is more about asking: asking questions that pay big social dividends, that promise and promote excellence in educational effectiveness, that help make children and adults happier, healthier, and readier for the rigors of a more dynamic, technology-infused, cross-cultural world.

Enjoy A Tradition of Excellence. If you catch an idea that sparks your imagination, please contact us for more information. Join us to help keep this tradition—inquiry about empowering people—alive.

Sincerely,

Robert L. Bangert-Drowns
Faculty & Professional Staff

Aaron Benavot, Professor  
Ph.D. Stanford University  

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

Kevin Kinser, Associate Professor, Department Chair  
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  

Mitch Leventhal, Professor of Professional Practice & Entrepreneurship  
Ph.D. University of Chicago  

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  
Ph.D. University of Chicago  

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

Alan Wagner, Professor  
Ph.D. University of Illinois  

Ben Wildavsky, Policy Professor

Books and Monographs


Book Chapters


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 faculty members and students made scholarly presentations or consulted in at least a dozen countries this past year, and also welcomed colleagues visiting from Argentina, China, Kazakhstan, Turkey, and Uzbekistan. Dr. Gilbert Valverde delivered his Presidential Address at the 58th Annual Meeting of the Comparative and International Education Society in Toronto, Canada. Distinguished Professor Daniel Levy was recognized with the 2014 Comparative and International Education Society Higher Education SIG award for Lifetime Contribution to the field. Doctoral candidate Christine Farrugia was named the 2014 recipient of the Harold Josephson Award for her outstanding graduate work in international education by the Association of International Education Administrators. Dr. Aaron Benavot will take a one-year leave from EAPS to lead the UNESCO Education For All Monitoring Report.

Nationally, EAPS faculty members 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. Dr. Jason Lane and doctoral students Taya Owens and Patrick Ziegler co-authored a Rockefeller Institute of Government report analyzing the emerging role that states play in promoting the internationalization of higher education institutions. Dr. Hal A. Lawson was recognized this year by the American Educational Research Association with the Review of Research Award. Dr. Heinz-Dieter Meyer received a National Endowment for the Humanities award to support completion of his book *The Institutional Design of the University: German, American, Global*. And we are particularly proud that our school leadership program was recognized nationally through the award of Teacher Education Accreditation Council accreditation.

Closer to home, 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. Drs. Katy Schiller and Hal Lawson are deeply engaged with the New York State Education Department on diagnostic reviews of schools in need of improvement. Dr. Lawson and doctoral student Michelle Feder were each recognized with the UAlbany President’s Award for Exemplary Community Engagement. We have also welcomed Dr. Lynn Macan, former Superintendent of Cobleskill-Richmondville CSD, to work with us on developing innovative strategies for education for the next generation of school leaders.

Refereed Scholarly Articles


**Kinser, K., & Lane, J. E.** (2013). The problems with cross-border quality assurance. *International Higher Education,* 73, 18-19.


**Lawson, H. A.** (in press). Investing in leaders and leadership to secure a desirable future. *Quest.*


### Other Articles and Research Reports


Conferences and Presentations

Benavot, A. (2013, June). Perspectives from the field on comparative and international education. Chair and discussant at the International and Comparative Education Workshop, Hebrew University of Jerusalem, Jerusalem, Israel.


Higher Education Systems 3.0: Harnessing Systemness, Delivering Performance

Edited by Jason E. Lane and D. Bruce Johnstone
Department of Educational Administration and Policy Studies
(SUNY Press, 2013)

This volume gathers scholars and system leaders to analyze some of the most pressing and complex issues now facing higher education systems and society. It focuses on the remaking of higher education coordination in an era of increased accountability, greater calls for productivity, and intensifying fiscal austerity. System heads have been identifying ways to harness the collective contributions of their various institutions to benefit the students, communities, and other stakeholders that they serve. The contributors explore recent dynamics of higher education systems, focusing on how systems are working to improve their effectiveness in educating students and improving communities, while also identifying new means for operating more efficiently.

- adapted from www.sunypress.edu


**Kinser, K.** (2013, November). *Trust but verify: Institutional and international perspective on cross-border quality assurance.* Presented at the annual meeting of the Association for the Study of Higher Education, St. Louis, MO.

**Kinser, K., & Gagliardi, J.** (2013, November). *Uncovering relationships between degrees and skill acquisition: A novel approach using real-time employment data.* Presented at the annual meeting of the Association for the Study of Higher Education, St. Louis, MO.

**Kinser, K.** (2013, December). *Quality assurance in transnational higher education.* Presented at the International Conference on Quality of Sino-foreign Cooperation in Running Schools, Xiamen University, Xiamen, China.


**Kinser, K.** (2014, March). *India’s place in the internationalization of higher education.* Hudson-ORF joint initiative on India’s Economic Engagements with the World, Hudson Institute, New Delhi, India.

**Kinser, K.** (2014, March). *For good or for ill: The impact of technology on student affairs.* Keynote address given at SUNY Cobleskill, Cobleskill, NY.


**Lane, J. E.** (2013, September). *What is the local impact of international branch campuses?* Keynote address given at The Future of Higher Education in the UAE: Innovation and Knowledge Production, Emirates Center for Strategic Studies and Research, Abu Dhabi.


Valverde, G. A. (2013, November). *Taller sobre el diseño de investigación empírica en las ciencias sociales (Workshop on the design of empirical research in the social sciences)*. Workshop delivered to faculty at the Capitol-city branch campus sponsored by the Vicerectoría de Investigación, Innovación y Relaciones Interinstitucionales, Pontificia Universidad Católica Madre y Maestra, Santo Domingo, Dominican Republic.


Wildavsky, B. (2013, September). *The future of higher education*. Panelist at Johns Hopkins University 20th anniversary of master’s in government program, Washington, DC.

Wildavsky, B. (2013, October). *How internationalization is shaping the context and strategies of comprehensive public affairs schools*. Panelist at the annual conference of NASPAA sponsored by Baruch College, CUNY, School of Public Affairs, Washington, DC.


Wildavsky, B. (2014, January). *Innovations in student success and their role in global higher education.* Guest speaker at InsideTrack leadership reception at the annual meeting of the Association of American Colleges and Universities, Washington, DC.


Wildavsky, B. (2014, March). Keynote speech given to senior administrators at the University of Pennsylvania, Philadelphia, PA.


Wildavsky, B. (2014, April). Lecture given to a visiting delegation of university researchers, business leaders, and politicians, French Embassy, Washington, DC.


**Editorial Boards**

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

**Benavot, A.**, Editorial Board, *International Journal of Educational Studies*

**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*


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


**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*

Valverde, G. A., Editorial Board, *Calidad en la educación, Chile Consejo Nacional de Educación Journal*

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., Correspondents Board, *Prospects—Quarterly Review of Comparative Education*

Kinser, K., Chair, International section of the Association for the Study of Higher Education Conference

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

Levy, D. C., Reviewer, *Vanderbilt University Press*

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., 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


### Academic Awards and Honors

Benavot, A., UNESCO Liaison Committee, World Council of Comparative and International Education Societies

Lawson, H. A., Review of Research Award, American Educational Research Association

Lawson, H. A., President’s Award for Exemplary Community Engagement, University at Albany

Leventhal, M., Inaugural Shorelight Academic Entrepreneur-in-Residence, Shorelight Education

Levy, D. C., Lifetime Achievement Award, Comparative and International Education Societies, Higher Education SIG

Meyer, H. D., Summer Stipend Award, National Endowment for the Humanities

Wagner, A., Recognition of Service, Comparative and International Education Society

Valverde, G. A., President, Comparative and International Education Society

Valverde, G. A., Visiting Professor and International Advisory Committee, Graduate Program in Education, Universidad de San Andres, Buenos Aires, Argentina

Valverde, G. A., CIES Representative, World Council of Comparative and International Education Societies
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

**Lisa McAndrew**, Assistant Professor  
Ph.D. Rutgers, The State University of New Jersey

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

**Alex Pieterse**, Associate 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

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

**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
Division Director
Ph.D. University of Wisconsin-Madison

David Miller, Associate Professor
Ph.D. Lehigh University

Jason Northrup, Visiting Clinical Assistant Professor
Psy.D. University at Albany

DIVISION OF SPECIAL EDUCATION

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

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

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

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

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

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

Matthew LaFave, Coordinator of Field Experience
Ph.D. University at Albany

Books and Monographs


Book Chapters


**ECP Highlights**

The Department of Educational and Counseling Psychology had another highly productive year. Dr. Hung-Bin Sheu, Counseling Psychology, and colleagues from the University of Maryland, College Park were awarded $296,174 from the National Science Foundation to develop a theory-based and empirically-supported understanding of factors that promote the engagement of underrepresented populations (e.g., women, racial/ethnic minorities) in STEM fields. Dr. Lisa McAndrew, Counseling Psychology, was awarded a $1.5 million grant from the Department of Veterans Affairs to conduct a multi-site randomized controlled trial of Problem-Solving Therapy for Gulf War Veterans with Gulf War Illness. This innovative trial will target a specific component of Gulf War Illness, namely problem-solving ability, known to be associated with worsening disability. Dr. Lynn Gelzheiser, Educational Psychology and Methodology, continued her investigation into the effectiveness of the Interactive Strategies Approach-Extended (ISA-X) as a small group intervention for intermediate-grade struggling readers. This four-year project is supported by $3.1 million from the U.S. Department of Education, Institute of Education Sciences.

Dr. Debi May and her colleagues in Special Education continued to implement our 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. This past year the program received visits from ranking officials within the SUNY system and the New York State Education Department’s Office of Higher Education, and it was featured in a presentation to the NYSED’s Board of Regents.

Dr. Susan D. Phillips, Counseling Psychology and Provost and Vice President for Academic Affairs, was appointed to a second term on, and elected chair of, the National Advisory Committee on Institutional Quality and Integrity (NACIQI). NACIQI advises the U.S. Secretary of Education on accreditation matters and the certification process for postsecondary institutions. The Mental Health Counseling master’s program was awarded accreditation for a ten-year period by the Masters in Psychology and Counseling Accreditation Council’s Masters in Counseling Accreditation Committee. The Council accredits master’s programs that promote science-based and culturally responsive psychological and counseling practice. Our program is the first in the country to receive this accreditation.

This past year, the department initiated development of a new undergraduate major in Human Development. Initiation of this program was made possible by funding awarded to the department via UAlbany’s competitive NYSUNY 20/20 plan. Associated resources will allow the department to hire new faculty members who specialize in measurement, research methods and human development. Once fully operational, the program will admit 125 students to what will be the only undergraduate major within the School of Education.


Motivating Writers in Class: Theories and Interventions

Edited by Bruce Saddler

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

(Routledge, 2013)

Writing is a complex process that is difficult to teach, learn, and research. Although many students struggle with writing, composing often presents major challenges for students with disabilities. Motivation helps all writers complete difficult composing tasks. However, students with disabilities may have more negative motivational patterns and may be less positive about writing and their ability as writers than their normally achieving peers. This means that effective writing intervention efforts must not only address how to write but must also articulate methods to increase students’ motivation to write. For teachers, scholars, and researchers, this book focuses on helping students learn how to want to write.

Gifted Education in the USA

By David Yun Dai and J. Cai

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

(Zhejiang Education Press, 2013)

This is the first book to systematically introduce gifted education in the United States to the Chinese audience. The book provides an overview of distinct features of gifted education in the U.S. Then it introduces many facets of gifted education in the U.S., from historical and theoretical perspectives, to policy and practice revolving around gifted education. The book also features a group of Chinese and Chinese American parents who wrote about their children’s experiences with gifted education. Finally, three education professors at prominent normal universities in China provide their perspectives on what can be learned from the American experimentation with gifted education.

-adapted from www.routledge.com
-adapted from Zhejiang Education Press


Refereed Scholarly Articles


Friedlander, M. L., Austin, C., & Cabrera, P. (in press). When psychotherapy is indefinite and there is no final outcome: Case study of a community mental health clinic. Psychotherapy.


Gao, Q., Yan, Z., Zhao, C., Pan, Y., & Mo. L. (in press). To ban or not to ban: Differences in mobile phone policies at elementary, middle, and high schools. *Computers in Human Behavior*. 

**Other Articles and Research Reports**


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**Paradigms of Gifted Education: A Guide to Theory-Based, Practice-Focused Research**

By **David Yun Dai** and Fei Chen

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

(Pruflrock Press, 2013)

This book highlights how to conduct research in gifted education when researchers have to choose from countless theoretical ideas, hypotheses, claims, practical models, and strategies. It shows researchers how to build clarity, rigor, and relevance into a research agenda that combats fragmentation and contributes to enhanced theoretical and practical endeavors in the field. Specifically, the book advocates a paradigmatic approach to conducting research in gifted education, and shows how it can be done every step of the way. To facilitate the development of a research agenda, the book identifies three major paradigms of gifted education and 20 essential research questions that would help move the field forward.

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**36 Questions on Publishing and Writing English Journal Articles**

By **Zheng Yan**

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

(Guangdong Higher Education Press, 2014)

This practical book is for graduate students and junior scholars who are interested in publishing English journal articles in social sciences. Therefore, readers should have (1) sufficient experience in scientific research, (2) basic English writing skills, and (3) strong motivation in publishing journal articles. The book is based on the author’s own successful and unsuccessful experiences as a writer, reviewer, and editor of various English journals. This book consists of three major sections, general questions about English journal article publication, strategic questions about English journal article submission, and technical questions about English journal article writing.

*adapted from Guangdong Higher Education Press*


**Conferences and Presentations**


**Andrade, H.** (2013, September). *Sharpen your feedback to promote learning and reduce the hassles of grading.* Presented for the Institute for Teaching, Learning, and Academic Leadership, University at Albany, Albany, NY.


**Andrade, H.** (2014, April). *The role of teachers in the assessment of learning: Professional judgment, the reporting process and the potential for change.* Panelist at the 5th International Symposium on Classroom Assessment, University of New Brunswick, Fredericton, Canada.
Andrade, H. (2014, April). *What new relationships are emerging between large-scale and classroom assessment?* Panelist at the 5th International Symposium on Classroom Assessment, University of New Brunswick, Fredericton, Canada.


Andrade, H. (2014, April). *Classroom assessment as the co-regulation of learning: Research, practice, and theory.* Lecture given to Virginia Commonwealth University, Richmond, VA.


Ellis, M. V. (2013, June). *Conversations with journal editors and reviewers: A discussion on getting published in peer-reviewed journals.* Discussant at the 9th International Interdisciplinary Conference on Clinical Supervision, Adelphi University, Garden City, NY.

Ellis, M. V. (2013, June). *Clinical supervision effectiveness: What works, what does not, and to what extent?* Discussant at the 9th International Interdisciplinary Conference on Clinical Supervision, Adelphi University, Garden City, NY.

Ellis, M. V., & Rousmaniere, T. G. (2013, June). *Collaborative clinical supervision: Developing the construct, measure, and the Collaborative Supervisory Alliance model.* Paper presented at the 9th International Interdisciplinary Conference on Clinical Supervision, Adelphi University, Garden City, NY.

Rousmaniere, T. G., & Ellis, M. V. (2013, June). *Collaborative supervision in challenging cases.* Symposium presented at the 9th International Interdisciplinary Conference on Clinical Supervision, Adelphi University, Garden City, NY.

Ellis, M. V. (2013, June). *Researching clinical supervision: Issues, problems, worries, concerns, questions, and answers*. Facilitator at the 9th International Interdisciplinary Conference on Clinical Supervision, Adelphi University, Garden City, NY.

Ellis, M. V., & Hutman, H. (2013, August). *Clinical supervision gone awry: What do we know and where do we go from here?* Roundtable presented at the 121st annual convention of the American Psychological Association, Honolulu, HI.


Ellis, M. V. (2014, March). *Speed mentoring: Making the connection: Student mentoring with SCP leaders*. Discussant at the 2014 Counseling Psychology Conference, Atlanta, GA.

Ellis, M. V. (2014, March). *Viability of counseling psychology now linked to master’s education accreditation and licensure*. Discussant at the 2014 Counseling Psychology Conference, Atlanta, GA.


Martin, J. (2013, August). *Counseling psychologists and substance-use research: Prevention, treatment, and funding*. Session chair at the 121st annual convention of the American Psychological Association, Honolulu, HI.


Newman, J. (2013, October). Division of Educational Psychology and Methodology methods to engage and involve students in assessment. Panelist at the Provost's Assessment Symposium, University at Albany, Albany, NY.


Sheu, H. (2013, December). Training and licensing of psychologists in the U.S. Speech given to the Counseling Center at National Taiwan Normal University, Taïpeï, Taiwan.


Editorial Boards

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

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

Asaro-Saddler, K., Co-Editor, Exceptional Individuals
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<td>Editorial Board</td>
<td>Journal of Special Education Apprenticeship</td>
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<td>Asaro-Saddler, K.</td>
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<td>Reading and Writing Quarterly</td>
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<td>Ellis, M. V.</td>
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<td>Gelzheiser, L. M.</td>
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<td>Journal of Educational and Psychological Consultation</td>
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<td>Jome, L. M.</td>
<td>Editorial Board</td>
<td>Journal of Career Development</td>
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<td>Jome, L. M.</td>
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<td>Journal of Counseling Psychology</td>
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<td>Miller, D. N.</td>
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<td>Journal of School Violence</td>
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<td>Miller, D. N.</td>
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<td>Pieterse, A. L.</td>
<td>Editorial Board</td>
<td>Cultural Diversity and Ethnic Minority Psychology</td>
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<td>Vellutino, F. R.</td>
<td>Editorial Board</td>
<td>Journal of Experimental Child Psychology</td>
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<td>Vellutino, F. R.</td>
<td>Editorial Board</td>
<td>Journal of Learning Disabilities</td>
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<td>Vellutino, F. R.</td>
<td>Editorial Board</td>
<td>Learning and Individual Differences</td>
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<td>Vellutino, F. R.</td>
<td>Editorial Board</td>
<td>Reading and Writing</td>
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<td>Yan, Z.</td>
<td>Editorial Board</td>
<td>Developmental Psychology</td>
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<td>Yan, Z.</td>
<td>Editorial Board</td>
<td>Educational Technology Research and Development</td>
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<td>Yan, Z.</td>
<td>Editorial Board</td>
<td>Frontiers in Psychology</td>
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<td>Yan, Z.</td>
<td>Co-Editor</td>
<td>International Journal of Cyber Behavior, Psychology and Learning</td>
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<td>Yan, Z.</td>
<td>Associate Editor</td>
<td>Journal of Communication Technology and Human Behaviors</td>
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</table>
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, *Education and Treatment of Children*

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

Asaro-Saddler, K., Reviewer, *Learning and Instruction 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*

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

Friedlander, M. L., Fellows Committee, Division 29 of the American Psychological Association

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

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

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

Martin, J., Reviewer, *Addiction Research and Theory*

Martin, J., Reviewer, *European Journal of Psychological Assessment*

Martin, J., Reviewer, *Journal of Counseling Psychology*

May, D., Proposal Reviewer, 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*

Pieterse, A. L., Program Committee, American Psychological Association


Academic Awards and Honors

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

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

Miller, D. N., Invited Expert Panel, Mental Health First Aid Guidelines for Suicidal Ideation and Behaviour and Non-Suicidal Self-Injury, National Health and Medical Research Council, Melbourne, Australia
Faculty & Professional Staff

Arthur Applebee, Distinguished Professor, Department Chair
Ph.D. University of London

Robert Bangert-Drouns, Associate Professor, Dean
Ph.D. University of Michigan

Istvan Kecskes, Professor
Ph.D. Kossuth University, Hungary

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

Jason Vickers, Lecturer
Ph.D. University at Albany

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

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

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

Books and Monographs


Book Chapters


ETAP Highlights

The Department of Educational Theory and Practice continues to support internationally renowned scholarship in language and literacy teaching and learning, effective implementations of online learning and instructional technology, and teaching and learning in diverse subject matters. Distinguished Professor Arthur Applebee delivered a keynote address on writing tasks in U.S. secondary schools at the Writing Research Across Borders Conference in Paris, France. Dr. Istvan Kecskes gave keynote speeches at the International Conference on Intercultural Pragmatics and Communication and the International Conference on Corpus Linguistics, in Malta and Spain, respectively. Dr. Jianwei Zhang gave a keynote presentation to the International Conference of Computers in Education in Bali, Indonesia.

The department enjoyed some additional milestones over the last year. Dr. Peter Shea was appointed associate provost for online education at UAlbany to provide campus-wide leadership and coordination for online and digitally-enabled courses and degree programs. Dr. Kristen Wilcox—with colleagues from Educational Administration and Policy Studies—was awarded a $475,000 research and development contract by the New York State Education Department to study the academic performance of elementary and middle schools in NYS and develop research-supported resource guides to assist school improvements. Dr. Robert Yagelski received a National Writing Project grant for the Capital District Writing Project’s Supporting Effective Educators Development (SEED) Teacher Leadership Development. And Dr. Jerusalem Rivera-Wilson led a small cohort of prospective secondary education teachers in a transformative, cross-cultural student teaching experience in Ghana, Africa.

As a result of searches during the spring semester, ETAP will welcome an infusion of new faculty for the 2014-15 academic year. Reza Feyzi Benagh, from McGill University, uses process and product data to study self-regulated learning, metacognitive judgments and decision-making, multimedia learning, the use of computer-based learning environments in teaching complex science topics, and open learner models. Alex Kumi-Yeboah, alumnus from the University of South Florida, established a national and international research agenda comparing and contrasting the schooling experiences of multicultural youth from a global perspective. Julie Learned, from the University of Michigan, examines the role of institutional, instructional, and social factors in the identification and construction of “struggling readers.” Brett Levy, alumnus of the University of Michigan, works to strengthen public education for diverse learners by examining and developing programs in teacher preparation, professional development, social studies education, and educational technology.

Refereed Scholarly Articles


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Intercultural Pragmatics

By Istvan Kecskes

*Department of Educational Theory and Practice*

*(Oxford University Press, 2013)*

This book studies how language systems are used in social encounters between speakers who have different first languages and cultures, yet communicate in a common language. The field first emerged in the early 21st century, joining two seemingly antagonistic approaches to pragmatics research: the cognitive-philosophical approach and the sociocultural-interactional approach. In this first book on the subject, the author establishes the foundations of the field, boldly combining the pragmatic view of cooperation with the cognitive view of egocentrism in order to incorporate emerging features of communication. This volume offers both a valuable synthesis of current research and a new way to think about pragmatics.

-adapted from www.oup.com

Research in Chinese as a Second Language: Trends in Applied Linguistics

Edited by Istvan Kecskes

*Department of Educational Theory and Practice*

*(De Gruyter Mouton, 2013)*

This book aims to address one of the main problems of Chinese language teaching: lack of research base. The rapidly growing interest in Chinese language teaching has not resulted in the development of a strong research background. This book attempts to change the current situation. One of the most important features of the volume is that each contribution makes an attempt to bring together theory and practice by focusing on theory-building based on practice or theory application in practice. Thus the book can be recommended to both researchers and practitioners.

-adapted from www.degruyter.com


### Other Articles and Research Reports


**Conferences and Presentations**


**Kecskes, I.** (2013, October). *Interculturality and teaching Chinese as a second language*. Presented at the annual international lecture of the Graduate School of Education, University of Melbourne, Melbourne, Australia.


**Kecskes, I.** (2013, November). *The interplay of recipient design and salience in shaping speaker’s utterance*. Invited speaker at the Pragmatics Meets Semantics Symposium, Griffith University, Brisbane, Australia.


Research Trends in Intercultural Pragmatics

Edited by Istvan Kecskes and Jesús Romero-Trillo

*Department of Educational Theory and Practice*

(De Gruyter Mouton, 2013)

This 16th volume in the Mouton Series in Pragmatics brings together research on a variety of current issues in intercultural pragmatics from an applied perspective. The content is organized into three sections that encompass the primary applications of intercultural exchanges: the linguistic and cognitive domain, the social and cultural domain, and the discourse and stylistics domain. The chapters analyze real language situations in English, Russian, Chinese, Portuguese, Spanish, Greek, Filipino or Polish. This book will be of interest to researchers of pragmatics around the world working on intercultural communication.

—adapted from De Gruyter Mouton
Shea, P. (2013, November). Does online learning help community college students attain a degree? Presented at the 19th annual Sloan-C International Conference on Online Learning, Orlando, FL.


Wilcox, K. C. (2013, November). Adolescent L1 and L2 writers’ experiences with content-area writing: Results from the National Study of Writing Instruction. Paper presented at the annual convention of the National Council of Teachers of English, Boston, MA.


Yagelski, R. (2013, November). *Writing and teaching as transformative practices*. Presented at the annual convention of the National Council of Teachers of English, Boston, MA.

Yagelski, R. (2014, March). *Plagiarism as educational opportunity in an increasingly open-sourced age*. Workshop conducted at the Conference on College Composition and Communication, Indianapolis, IN.

Zhang, J. (2013, July). *Inquiry threads analysis: A tool to examine activity structures unfolding in online knowledge building discourse*. Panelist at the C-US ISCAR Regional Meeting: Building the Canada-United States Regional Section in Cultural-Historical Activity Theory Research, Laval University, Quebec City, Quebec, Canada.


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**Online Teaching and Learning: Sociocultural Perspectives**

By Carla Meskill

Department of Educational Theory and Practice

(Bloomsbury Publishing, 2013)

This book shows how learning through the internet depends on complex human interactions for success. The text uses sociocultural theory as its foundational stance to empirically examine the dynamics of these interactions. It seeks to understand meaning making in all of its social, linguistic and cultural complexity. Each chapter looks at how it is that culturally and historically situated meanings get negotiated through social mediation in online instructional venues. It extends the ways we think and talk about online teaching and learning.

-adapted from www.bloomsbury.com

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**Writing: Ten Core Concepts**

By Robert P. Yagelski

Department of Educational Theory and Practice

(Cengage Learning, 2014)

This book focuses on ten fundamental lessons that student writers must learn to become sophisticated writers. The thorough integration of these core concepts distinguishes the book from all other writing guides. Most composition textbooks present far more material than students could grasp and retain in a single semester. That approach ultimately waters down the most essential lessons students need to learn for their different writing tasks. Emphasizing writing as an interaction between a writer and a reader, this text offers students guidance in three main aims of writing and a way to participate in the important conversations that shape our lives.

-adapted from www.cengage.com


**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

Oliveira, A., Editor, Special Issue of Brazilian Journal of Research in Science Education

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

Other Editorial Activities

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

Applebee, A. N., Reviewer, American Journal of Education
Applebee, A. N., Reviewer, *Cognition and Instruction*

Applebee, A. N., Reviewer, *College English*

Applebee, A. N., Reviewer, *Discourse Processes*

Applebee, A. N., Reviewer, *Educational Leadership*

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

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

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

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

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

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

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

Applebee, A. N., Reviewer, *Written Communication*

Bangert-Drowns, R. L., Proposal Reviewer, American Educational Research Association, Division C (Learning and Instruction) and Instructional Technology SIG

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

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

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

Bangert-Drowns, R. L., Reviewer, *Learning and Instruction*

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

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

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

Oliveira, A., Reviewer, *Learning Environments Research*

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

Oliveira, A., Reviewer, *Science Education*

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

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

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

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

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

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

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

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

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

Zhang, J., Co-Chair, International Conference on Computer Supported Collaborative Learning 2015

Zhang, J., Program Committee, International Conference on Computer Supported Collaborative Learning

Zhang, J., Program Co-Chair, International Conference on Computers in Education

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*

### Academic Awards and Honors

Applebee, A. N., Reading, Writing, and Language Development Standards Panel, Institute of Education Sciences

Applebee, A. N., Standards Review Committee, Achieve, Inc.

Kecskes, I., President, American Association of Pragmatics

Rodgers, C., Noted Scholar, University of British Columbia Faculty of Education
Faculty & Professional Staff

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

Erica Barnes, Assistant Professor
Ph.D. Vanderbilt University

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

Virginia Goatley, Associate Professor, Department Chair
Ph.D. Michigan State University

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

Jolene Malavasic, Lecturer
Ph.D. Syracuse University

Jaime Puccioni, Assistant Professor
Ph.D. Michigan State 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


Publications, Professional Contributions & Awards

**Literacy Teaching and Learning Highlights**

The Department of Reading happily announces its new name—the Department of Literacy Teaching and Learning—to better reflect its mission and goals. Faculty members engaged in a variety of scholarly initiatives over the past year, including research funded by the U.S. Department of Education totaling nearly $6 million. Department faculty and students have been honored with numerous awards and recognitions. Dr. Peter Johnston received the inaugural P. David Pearson Scholarly Influence Award from the Literacy Research Association. Dr. Virginia Goatley received the UAlbany President’s Award for Excellence in Academic Service. Dr. Donna Scanlon received the Excelsior Award from the School Administrators Association of New York State, Region 6, which recognizes individuals who have served students and their communities. Both Dr. Johnston and Dr. Goatley serve on the International Reading Association’s prestigious Literacy Research Panel. Dr. Goatley was also named to the Standards Committee for the Council for the Accreditation of Educator Preparation.

Dr. Margaret Sheehy (PI) and Dr. Donna Scanlon (Co-PI), with colleagues Dr. Glenn Deane, Sociology and Dr. Heidi Andrade, Educational Psychology and Methodology, have been awarded $1.4 million from the U.S. Department of Education Institute of Education Sciences for “Development of a Supplemental Instructional Course in Reading and Writing Arguments for Ninth Graders at Risk of Leaving School Before Graduating.” This three-year project will develop and evaluate a high school course designed to engage at-risk students in academic, college-focused, argumentative literacy practices that meet Common Core standards.

Current doctoral students and alumni received notable recognitions. Rebecca Rogers (PhD ’00) was elected Vice President Elect of the Literacy Research Association. Pegeen Jensen (MS ’89, CGS ’12) received the UAlbany Alumni Association’s Bertha E. Brimmer Medal for excellence in K-12 teaching. Ellen Sullivan (MS ’79) received the UAlbany Alumni Association’s Excellence in Education Award. David Clickner, doctoral student, received the SUNY Chancellor’s Award for Excellence in Professional Service. Alumni and doctoral students, Thea Yurkewecz, Mary-Jo Morse, Tarie Lewis, Sean Costello, Heather O’Leary, Krista Jiampetti, Margaret Burns, and Simeen Tabatabai, had publications in *Language and Literacy Spectrum*, *The Reading Professor*, *Language Arts*, *Excelsior: Leadership in Teaching and Learning*, *Journal of Language and Literacy Education*, and *Wowlit.org*.


**Refereed Scholarly Articles**


### Other Articles and Research Reports


### Conferences and Presentations


Dozier, C., & Deeney, T. (2013, December). Advanced literacy practices: From the clinic to the classroom: Keeping learners at the center of teaching. Presented at the 63rd annual conference of the Literacy Research Association, Dallas, TX.

Dozier, C., Deeney, T., & Laster, B. (2013, December). Literacy lab/Reading clinic study group. Presented at the 63rd annual conference of the Literacy Research Association, Dallas, TX.


Engaging Students in Disciplinary Literacy, K-6: Reading, Writing, and Teaching Tools for the Classroom

By Cynthia H. Brock, Virginia J. Goatley, Taffy E. Raphael, Elisabeth Trost-Shahata, and Catherine M. Weber

Department of Literacy Teaching and Learning

(Teachers College Press, 2014)

This book will help elementary school teachers improve literacy instruction inside or outside the Common Core environment. The authors address teachers’ instructional needs by introducing key concepts from current trends in literacy education—from high-level standards to the use of 21st century literacies. Readers then follow teachers as they successfully implement the curriculum they developed to promote high-level thinking and engagement with disciplinary content. The unique, insider’s look at how real teachers build and implement a Common Core–aligned curriculum will be an invaluable resource for teachers, schools, and districts as they move forward to align their own curricula.

-adapted from www.teacherscollegepress.com

Johnston, P. (2013, June). *Developing independent strategic literacy learners.* Presented at the annual conference of the North Texas Council of Teachers of English Language Arts, Fort Worth, TX.

Johnston, P. (2013, June). *Opening minds: Using language to change lives.* Presented at the annual conference of the North Texas Council of Teachers of English Language Arts, Fort Worth, TX.


Johnston, P. (2013, October). *Opening minds.* Presented at the 2nd annual Jacobson Center and Reading Recovery Literacy Academy, University of Northern Iowa, Cedar Falls, IA.

Johnston, P. (2013, October). *The problems and possibilities of RTI.* Presented at the 2nd annual Jacobson Center and Reading Recovery Literacy Academy, University of Northern Iowa, Cedar Falls, IA.


Johnston, P. (2013, November). *Engagement, literacy learning communities and children’s development.* Presented at the Northeast PreK–8 Literacy Conference and Reading Recovery Institute, Lesley University, Providence, RI.

Johnston, P. (2013, November). *Opening minds: How teaching choices change minds and futures.* Presented at the Northeast PreK–8 Literacy Conference and Reading Recovery Institute, Lesley University, Providence, RI.

Johnston, P. (2013, November). *The problems and possibilities of RTI.* Presented at the Northeast PreK–8 Literacy Conference and Reading Recovery Institute, Lesley University, Providence, RI.


Johnston, P. (2013, December). *Critical literacy through critical approaches to discourse analysis in teacher education.* Presented at the 63rd annual conference of the Literacy Research Association, Dallas, TX.


Johnston, P. (2014, February). *How to make sense of “research says...”.* Presented at the annual convention of the Wisconsin State Reading Association, Milwaukee, WI.


Ivey, G., & Johnston, P. (2014, February). *Expanding the social imagination inside and outside of texts.* Presented at the Journal of Language and Literacy Education Spring Conference, University of Georgia, Athens, GA.


Johnston, P. (2014, March). *Opening minds: Using language to change lives.* Keynote address at the spring conference of the Minnesota Association of Administrators of State and Federal Education Programs, Minneapolis, MN.

Johnston, P. (2014, April). *Opening minds: Using language to change lives.* Presented at the spring conference of the Ohio Association of Administrators of State and Federal Education Programs, Columbus, OH.


Malavasic, J. (2014, May). *Transforming the literate identities of urban adolescent girls through multimodal literacy practices.* Poster presented at the 59th annual convention of the International Reading Association, New Orleans, LA.


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., Reviewer, International Reading Association
Dozier, C., Proposal 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, V., Proposal Reviewer, Literacy Research Association
Johnston, P., Reviewer, Educational Researcher
Johnston, P., Reviewer, Heinemann Publishers
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
Puccioni, J. L., Proposal Reviewer, Literacy Research Association
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., Proposal Reviewer, American Educational Research Association, Literature SIG

Wissman, K., Review Panel, American Educational Research Association, Writing and Literacies SIG

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 and Honors**

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

Goatley, V., Standards Committee, Council for the Accreditation of Educator Preparation

Goatley, V., President’s Award for Excellence in Academic Service, University at Albany

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

Johnston, P., P. David Pearson Scholarly Influence Award, Literacy Research Association

Johnston, P., State University of New York Chancellor’s Award for Excellence in Research and Creative Activities

Scanlon, D. M., Excelsior Award, School Administrators Association of New York State, Region 6
Special Projects

Partnership for Literacy

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

Books, Monographs, Articles


Conferences and Presentations

Polinelli, K., Shogan, J., & Angelis, J. (2013, November). Rethinking pedagogy to support close reading of informational texts. Seminar at the annual convention of the National Council of Teachers of English, Boston, MA.

Know Your Schools - for NY Kids

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

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

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

Articles and Research Reports


Conferences and Presentations


Editorial Activities

Angelis, J., Editor, *Impact Journal/New York State Association for Supervision and Curriculum Development*
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)
2013-2014 Funded Projects

The 2013-2014 funded research and projects are listed alphabetically by the principal investigator.

ANDRADE, HEIDI
Educational Psychology and Methodology

Student Self-Assessment in the Arts
Faculty Research Award Program, University at Albany, SUNY
$4,332

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
Ten-year project with funding totaling $2,057,700

www.albany.edu/nykids;
www.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-DROWNNS, 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

Education for Sustainable Development in Primary and Secondary Education
UNESCO
$6,000

Perceptions of Authentic School Leadership: A Cross-Cultural Perspective
Faculty Research Award Program, University at Albany, SUNY
$2,188

CHAPIN, DEBORAH
Evaluation Consortium

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

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

ASARO-SADDLER, KRISTIE
Special Education, Educational Psychology and Methodology

Using Peer Support to Improve the Writing of Children with Autism Spectrum Disorder
School of Education, University at Albany, SUNY
$5,210
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)  

DOZIER, CHERYL Co-PI  
Literacy Teaching and Learning  
SMITH, CHRISTINE Co-PI  
Dean’s Office  
Campus Teacher Education Network  
SUNY  
Two-year project with funding totaling $39,360  

FRIEDLANDER, MYRNA  
Counseling Psychology  
College of St. Rose Counseling Center Contract  
College of St. Rose  
$20,728  
St. Peter’s Addiction Recovery Center Contract  
St. Peter’s Addiction Recovery Center  
$28,108  

GELZHEISER, LYNN  
Educational Psychology and Methodology, Special Education  
Co-PIs Kevin Quinn (Special Education, Educational Psychology and Methodology), Donna Scanlon (Literacy Teaching and Learning, 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  

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  

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

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.
KUNDERT, DEBORAH KING  
School Psychology  
$113,760

LANE, JASON  
Educational Administration and Policy Studies  
A Study of Higher Education Systems  
State University of New York  
$23,000

LAWSON, HAL  
Educational Administration and Policy Studies  
Pilot Investigation of Multi-service & Extended Schools  
Faculty Research Award Program, University at Albany, SUNY  
$3,800

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

MARTIN, JESSICA  
Counseling Psychology  
Development and Validation of the Stimulant Motives Measure  
Faculty Research Award Program, University at Albany, SUNY  
$1,525  
Design and Evaluation of Providing Personalized Feedback on Motives to Reduce Drinking Among College Students: A Pilot Project  
Faculty Research Award Program, University at Albany, SUNY  
$9,995
MAY, DEBORAH
Special Education, Educational Psychology and Methodology

Co-PIs Jane Domaracki (Special Education), Cheryl Dozier (Literacy Teaching and Learning), Ginny Goatley (Literacy Teaching and Learning)

**Graduate Level Clinically Rich Teacher Preparation Pilot Program**
New York State Education Department
Four-year project with funding totaling $1,636,515

**Preparation of Special Education Teachers – Menands School District, North Colonie Central School District**
$86,250

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

**Preparation of Leadership Personnel**
U.S. Department of Education
Six-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.

McANDREW, LISA
Counseling Psychology

**Cognitive Rehabilitation for Gulf War Illness**
U.S. Department of Veterans Affairs
Four-year project with funding totaling $1,500,000

**Problem-Solving Therapy for Gulf War Illness**
U.S. Department of Veterans Affairs
Five-year project with funding totaling $500,000

**Predictors of Student Veterans’ Academic Success**
Faculty Research Award Program, University at Albany, SUNY
$9,855

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

MEYER, HEINZ-DIETER
Educational Administration and Policy Studies

**EAPS 600 Hybrid**
Online Course Development Award, University at Albany
$4,500

MORRIS DEYOE, MEGHAN
Evaluation Consortium

**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

**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

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
SCANLON, DONNA
Literacy Teaching and Learning, Child Research & Study Center

Co-PIs Virginia Goatley (Literacy Teaching and Learning), 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
Four-year project with funding totaling $790,000

SCHILLER, KATHRYN
Educational Administration and Policy Studies

Co-PIs Hal Lawson (Educational Administration and Policy Studies), Kristen Wilcox (Educational Theory and Practice)

**Diagnostic Tool for School and District Effectiveness**
New York State Education Department
$325,888

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**

$79,500
Funded Projects

SCHOOL OF EDUCATION, UNIVERSITY AT ALBANY

SHEA, PETER  
Educational Theory and Practice  
Student to Student Chinese Language Lab  
U.S. Department of Education  
Four-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)  
Two-year project with funding totaling $113,000

A National Study of Online Community College Students  
Faculty Research Award Program, University at Albany, SUNY  
$2,188

SHEU, HUNG-BIN Co-PI  
Counseling Psychology  
PI Robert Lent, Co-PI Matthew Miller (University of Maryland College Park)  
National Science Foundation  
$296,174

SMITH, CHRISTINE  
Dean’s Office  
Race to the Top-SUNY Albany, North Country Regional Project  
SUNY System Administration  
Two-year project with funding totaling $28,328

SHEU, HUNG-BIN  
Counseling Psychology  
Impact of Personality, Social Support, Person-Cognitive and Cultural Variables on Health Disparities of College Students by Race/Ethnicity  
School of Education, University at Albany, SUNY  
$6,860

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  
Co-PIs Hal Lawson, Kathryn Schiller (Educational Administration and Policy Studies)

Diagnostic Tool for School and District Effectiveness 2.0  
New York State Education Department  
$465,901

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 Supporting Effective Educators Development (SEED) Teacher Leadership Development  
National Writing Project Corporation  
Two-year project at $20,000

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  
Three-year project with funding totaling $550,000

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

College-Ready Writers Program  
National Writing Project Corporation  
$179,000

Capital District Writing Project Teacher Leadership Development  
U.S. Department of Education  
$10,000
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
- BA/MS TESOL
- MSMA 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 Literacy Teaching and Learning

- MS Reading*
- MS Early Childhood/Childhood Education*
- 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