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

2015-2016

A Great Time for Educational Research
Dean Robert Bangert-Drowns

Publications, Professional Contributions and Awards

Department of Educational Administration and Policy Studies
Department of Educational and Counseling Psychology
Division of Counseling Psychology
Division of Educational Psychology and Methodology
Division of School Psychology
Division of Special Education
Department of Educational Theory and Practice
Department of Literacy Teaching and Learning
Special Projects

Funded Projects

STATE UNIVERSITY OF NEW YORK, SUNY
This is an exciting time to be a student and a scholar of education. So much is changing! Citizens, parents, politicians, and policy-makers clamor to solve educational inequities. Learning, rather than assessment, is regaining its central status. Insights from psychology, sociology, economics, biology, law, social welfare, and information sciences empower us. Information and technological access and advances demand that learners of all ages be prepared to repeatedly reinvent their habits of mind and behavior.

Contemporary education rests on a central paradox. We know that learners build their own knowledge, that the best teaching facilitates the agency of students, that self-regulation is essential to life-long learning and well-being. On the other hand, we can’t learn and thrive alone—knowledge and care are held between people before they are internalized.

We students and scholars of education must help build a reliable body of knowledge to guide hard choices in educational policy and practice. We must work to integrate vital perspectives on education from many disciplines. We must clarify what it means “to know” dynamically and how we can facilitate learning and personal growth in contexts of rapid change. We must embrace the dual independence and interdependence of learning and well-being.

This edition of Tradition of Excellence presents our School of Education’s essential contributions to systematic dialogues that build a body of reliable knowledge about psychological, social, and emotional learning, growth, and well-being across the lifespan. Each item reflects our excitement, our passion, for helping others thrive and for attacking questions of great importance and inherent interest.

This is a great time to be a student and scholar of education. Join us.

Sincerely, 

[Signature]
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


Refereed Scholarly Articles


Lawson, H. A. (in press). The role of district and school leaders’ trust and communications in the simultaneous implementation of innovative policies. *Journal of School Leadership*.

Lawson, H. A. (in press). The community school-assisted university and the redesign of Ed Schools: Toward equity-oriented, cradle-to-career systems that provide pathways to meaningful employment and facilitate democratic citizenship. *Universities and Community Schools Journal*.


Other Articles and Research Reports


Conferences and Presentations

Benavot, A. (2015, April-June). Education for All 2000-2015: Achievements and challenges. Keynote address given at special Global Monitoring Report launch events in Paris, France; New Delhi, India; Washington, DC; Bonn, Germany; Geneva Switzerland; Oslo, Norway; Barcelona, Spain; Incheon, Korea; Brussels, Belgium; London, UK; Nassau, Bahamas.


Higher Education Reconsidered: Executing Change to Drive Collective Impact

Edited by Jason E. Lane
Department of Educational Administration and Policy Studies
(SUNY Press, 2015)

This book is not about why higher education needs to change, but about how to facilitate change. What could higher education achieve if varied stakeholders worked together to accomplish a shared vision by using data and scaling up evidence-based interventions? The contributors offer examples and instructions to help execute change to drive collective impact. When we understand large-scale change in other sectors—healthcare, business, and the social sector—it can help inform us of what collective impact looks like and how to get there. A deeper investigation into the science of change will enable us to work towards increasing access, overcoming racial disparities, reducing the need for remediation, and improving learning outcomes.

-adapted from www.sunypress.edu


Benavot, A. (2016, March). *A paradigm shift: Re-positioning curriculum in the global dialogue on lifelong learning and sustainable development, The role of learning in the SDGs: Research, policy, and practice, and Education and 2030: Translating the global vision into national action – A cross-regional perspective.* Discussant at three sessions at the 60th annual conference of the Comparative and International Education Society, Vancouver, British Columbia.


**Kinser, K.** (2016, April). *Foreign higher education outposts and international research ventures.* Presented at the Workshop on International University Research Ventures, Georgia Institute of Technology, Atlanta, GA.


**Lane, J. E.** (2016, January). *Leveraging systemness to drive student success.* Presented at the annual meeting of the American Association of Colleges and Universities, Washington, DC.

**Lane, J. E.** (2016, March). *Higher education’s role in advancing statewide economic development.* Plenary panel at the VERTEX Conference, University of Texas, Austin, TX.


**Lane, J. E.** (2016, May). *Leveraging data to aid students across a system.* Panelist at the annual meeting of the Association of Institutional Research, Las Vegas, NV.


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**EAPS Highlight**

EAPS doctoral student **Maria Ishaq Khan** received the 2016 University at Albany President’s Award for International Student Leadership.


Meyer, H. D. (2015, June). *Organizational innovations in higher education.* Presented at the National Academy for Educational Administration (China) 1,000 Middle Western University Presidents Overseas Training Initiative: University Management and Student Affairs, University at Albany, Albany, NY.


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**EAPS Highlight**

Kevin Kinser (right) and Jason Lane, (left) founders of the Cross-Border Education Research Team (C-BERT), received the Award for Significant Research on International Higher Education given by the Association for the Study of Higher Education’s (ASHE) Council for International Higher Education.

**School Highlight**

Three School of Education alumni received UAlbany Alumni Association Excellence Awards on April 16: Ancell Scheker Mendoza (PhD ’11 EAPS) (above right) received the International Alumni Award for Exceptional Achievement for outstanding contributions to international education; Theresa Pardo (MS ’90 EAPS) received the Distinguished Alumni Award for extraordinary success and service to society; and Teresa Thayer Snyder (PhD ’00 ETAP) received the Excellence in Education Award for extraordinary distinction in the field of education.


Schiller, K. S. (2016, February). *Data analysis for decision making: A review basic quantitative analysis for school leadership*. Guest lecture at the University at Albany Master Teacher Program workshop, University at Albany, Albany, NY.


Valverde, G. (2015, November). *Research, the university and the educational system*. Keynote address at the national conference “Quality and Leadership for Chilean Education: Reflections in a Context of Changes”, University of Tarapacá, Arica, Chile.


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**Developing Community Schools, Community Learning Centers, Extended-service Schools and Multi-service Schools**

Edited by Hal A. Lawson and Dolf van Veen

*Department of Educational Administration and Policy Studies* (Springer International Publishing, 2016)

This book focuses on special organizational configurations for schools in diverse parts of the world. Some of these new organizational and institutional designs are called multi-service schools, others are called extended-service schools and still others are called community learning centers. While these schools have different names and notable different characteristics, they all connect schools with once-separate community programs and services. Chief among the prototypes for these new organizational and institutional designs are the ones featured in the book’s title. The book is structured to enhance understanding of these organizational prototypes and provides comparative social analysis. It also identifies knowledge needs and gaps as well as developmental territory for the future.

-adapted from www.springer.com

Wagner, A. P. (2015, June). *The university role in economic development: Identifying and implementing options*. Presented at the National Academy for Educational Administration (China) 1,000 Middle Western University Presidents Overseas Training Initiative: University Management and Student Affairs, University at Albany, Albany, NY.


**Editorial Boards**

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

Benavot, A., Correspondents Board, *Prospects-Quarterly Review of Comparative Education*

Benavot, A., Editorial Board, *Revista de Educación*

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

Benavot, A., Editor, World Education Blog

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

Lawson, H. A., Guest Editor, *Education Sciences*, special issue *Place-based Partnerships and New School Designs to Address Poverty, Social Exclusion, and Social Isolation*

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*

Valverde, G. A., Editorial Board, *Calidad en la education, 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. P., International Editorial Board, *Education Economics*
Other Editorial Activities

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

Kinser, K., 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, *Bulletin of Latin American Research*

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

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

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

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

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

Levy, D. C., Reviewer, Contributing Columnist, Inside Higher Education—‘The World View’

Levy, D. C., Reviewer, *International Research in Education*

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*


Vergari, S., Reviewer, *Educational Researcher*

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

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

Wagner, A. P., Proposal Reviewer, Association for the Study of Higher Education

Academic Awards and Honors

Giuliano, G. M., Open SUNY Online Teaching Ambassador, State University of New York

Kinser, K., & Lane, J. E., Award for Significant Research on International Higher Education, Association for the Study of Higher Education’s Council for International Higher Education

Levy, D. C., International Steering Committee, Research Initiatives for Independent Higher Education, Japan

Wagner, A. P., Senior Fellow, Rockefeller Institute of Government, SUNY
Department of Educational and Counseling Psychology

Faculty & Professional Staff

DIVISION OF COUNSELING PSYCHOLOGY

Frank Dillon, Associate Professor
Ph.D. University of Missouri - Columbia

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

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. 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

Kimberly Colvin, Associate Professor
Ed.D. University of Massachusetts Amherst

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

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

Mariola Moeyaert, Assistant Professor
Ph.D. KU Leuven, Belgium

Jessica Namkung, Assistant Professor
Ph.D. Vanderbilt University

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

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

Gabriel Schlomer, Assistant Professor
Ph.D. The University of Arizona

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

Frank Vellutino, Distinguished Professor
Ph.D. Catholic University

Zheng Yan, Associate Professor
Ed.D. Harvard University
Books and Monographs


Book Chapters


Refereed Scholarly Articles


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ECP Highlight

Frank R. Dillon (second from right) received $450,000 from the National Institute on Minority Health and Health Disparities to understand the behaviors, beliefs and access to resources that may point to why HIV testing is exceptionally low among Latino men and to improve participation in HIV testing and health promotion among Latino men. He also received UAlbany’s 2016 Lavender OUT-Standing Faculty/Staff Award. This award recognizes leadership that promotes understanding and inspires others to improve the climate for the LGBTQ+ community.
Publications, Professional Contributions & Awards


Gifted Education in Asia: Problems and Prospects

Edited by David Yun Dai and Ching Chih Kuo

Department of Educational and Counseling Psychology

(Information Age Publishing, 2015)

This book is the first of its kind in providing a critical assessment of the state of gifted education in nine representative countries or regions in Asia, five commentaries that put gifted education in a global context, and a conclusion chapter that provides a long-term projection of future developments in gifted education in an information age and knowledge economy in the 21st century, and what challenges and opportunities lie ahead for Asian countries. The book is an authoritative source of knowledge for anyone interested in gifted education, talent development, and creativity in this region. Policy makers, business and school leaders, teachers, educational researchers, and parents will find this book informative and thought-provoking.

-adapted from www.infoagepub.com


**ECP Highlight**

Matt LaFave has been coordinating a new partnership with Albany Medical College which gives students in the master's programs in Special Education and Literacy the opportunity to participate in a realistic parent-teacher simulation which helps them to practice communication skills and build confidence.


**Other Articles and Research Reports**


Conferences and Presentations

Andrade, H. (June, 2015). This is what Rick taught me: Student-centered, student-involved, assessment for, by and of students. Keynote address given at the Assessment Training Institute, Portland, OR.


Andrade, H. (2015, November). Rubric-referenced self-assessment promotes learning and students love it. Presented at the Formative Assessment Research and Implications for Teaching Conference, Regional Educational Laboratory and Marzano Research, Omaha, NE.


Ellis, M. V. (2015, June). So you want to do clinical supervision research? Let’s get started! Roundtable conducted at the 11th International Interdisciplinary Conference on Clinical Supervision, Adelphi University, Garden City, NY.

Ellis, M. V., & Kangos, K. (Co-Chairs). (2015, June). Hot topics in clinical supervision 2015. Roundtables conducted at the 11th International Interdisciplinary Conference on Clinical Supervision, Adelphi University, Garden City, NY.

Ellis, M. V. (2015, June). Speed-mentoring with leaders in the clinical supervision profession. Discussant at the 11th International Interdisciplinary Conference on Clinical Supervision, Adelphi University, Garden City, NY.


Supervision Essentials for the Critical Events in Psychotherapy Supervision Model

By Nicholas Ladany, Myrna Friedlander & Mary Lee Nelson
Department of Educational and Counseling Psychology

(American Psychological Association, 2016)

For many therapists, conflict with their clients, whether overt or subtle, can be a frustrating impediment to change. The same is true for clinical supervisors, who must juggle trainees’ relationships with their clients alongside the complex and often charged interactions that take place during the supervisory hour. This book is a blueprint to help supervisors navigate the most challenging dilemmas and conflicts that arise in the supervisory process. With detailed and compelling case examples, the authors present a process model that offers specific strategies that together enable supervisors and trainees to resolve problems and achieve lasting success. This theoretically-grounded text is appropriate for supervisors and trainees of all theoretical orientations.

-adapted from www.apa.org

Ellis, M. V. (2015, August). Competency-based clinical supervision: Skills, knowledge, & attitude. Workshop conducted at the University at Buffalo Counseling Services, Buffalo, NY.


Friedlander, M. L. (2015, October). Family development and function/dysfunction. Lecture given for third year medical students at Albany Medical College Department of Psychiatry, Albany, NY.


Greenberg, L., McAndrew, L. M., Chandler, H. K., & Quigley, K. S. (2016, March). The mediating role of somatic symptoms in the relationship between PTSD one year and five years post-deployment. Presented at the 37th annual meeting and scientific sessions of the Society of Behavioral Medicine, Washington, DC.


Saddler, B. (2015, June). *Improving sentence writing and syntactical ability through meta-cognitive sentence-level practice.* Presented at the 3rd Annual International Conference and Symposium on Inclusive Education, University of Wuppertal, Germany and University of Massachusetts Amherst, Springfield, MA.


Schlomer, G. (2016, April). *Longitudinal and polygenic approaches to Gene x Intervention (GxI) studies of adolescent behavior problems.* Session chair at the biennial meeting of the Society for Research on Adolescence, Baltimore, MD.


Editorial Boards

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

Asaro-Saddler, K., Co-Editor, Exceptional Individuals

Asaro-Saddler, K., Editorial Board, Journal of Special Education Apprenticeship
Asaro-Saddler, K., Editorial Board, Reading and Writing Quarterly
Dai, D. Y., Editorial Board, Gifted Child Quarterly
Dai, D. Y., Editorial Board, Roeper Review
Dillon, F. R., Editorial Board, Journal of Counseling Psychology
Dillon, F. R., Editorial Board, Journal of Diversity in Higher Education
Dillon, F. R., Editorial Board, The Counseling Psychologist
Ellis, M. V., Editorial Board, Caribbean Journal of Criminology and Public Safety
Ellis, M. V., Editorial Board, The Clinical Supervisor
Friedlander, M. L., Editorial Board, Couple and Family Psychology: Research and Practice
Friedlander, M. L., Editorial Board, Journal of Marital and Family Therapy
Friedlander, M. L., Editorial Board, Psychotherapy
Friedlander, M. L., Editorial Board, Society for Psychotherapy Research
Gelzheiser, L. M., Editorial Board, Exceptionality
Martin, J., Associate Editor, Addiction Research and Theory
Miller, D. N., Editorial Board, Division 16 of the American Psychological Association (School Psychology) book series, Applying Psychology in 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, Suicide and Life-Threatening Behavior
Pieterse, A. L., Editorial Board, Cultural Diversity and Ethnic Minority Psychology
Pieterse, A. L., Associate Editor, Journal of Psychology in Africa
Pieterse, A. L., Editorial Board, Measurement and Evaluation in Counseling and Development
Quinn, K. P., Editorial Board, Journal of Emotional and Behavioral Disorders
Saddler, B., Editorial Board, Reading and Writing Quarterly
Schlomer, G., Editorial Board, Journal of Research on Adolescence
Schlomer, G., Co-Guest Editor, Prevention Science, special issue The Implications of Genetics for Prevention and Intervention Programming
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
Solomon, B. G., Editorial Board, Journal of Educational Psychology
Solomon, B. G., Editorial Board, School Psychology Review
Vellutino, F. R., Editorial Board, Learning and Individual Differences
Vellutino, F. R., Editorial Board, Reading and Writing
Yan, Z., Editorial Board, Developmental Psychology
Yan, Z., Editorial Board, Educational Technology Research and Development
Yan, Z., Editorial Board, Frontiers in Psychology
Yan, Z., Co-Editor, International Journal of Cyber Behavior, Psychology and Learning
Yan, Z., Associate Editor, Journal of Communication Technology and Human Behaviors
Other Editorial Activities

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

Andrade, H., Reviewer, Assessing Writing

Andrade, H., Reviewer, Assessment in Education

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

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

Andrade, H., Reviewer, Studies in Educational Evaluation

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

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

Asaro-Saddler, K., Proposal Reviewer, New York State Council for Exceptional Children

Colvin, K., Co-Chair, Northeastern Educational Research Association Conference

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

Friedlander, M. L., Reviewer, American Psychological Association

LaFave, M., Reviewer, Exceptional Individuals

Martin, J., Proposal Reviewer, Association for Behavioral and Cognitive Therapy

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

Martin, J., Reviewer, Journal of Counseling Psychology

Martin, J., Reviewer, Journal of Studies on Alcohol and Drugs

Martin, J., Reviewer, Substance Use and Misuse

Miller, D. N., Reviewer, The Counseling Psychologist

Moeyaert, M., Reviewer, Behavior Modification

Moeyaert, M., Reviewer, Behavior Research Methods

Moeyaert, M., Reviewer, Journal of Autism and Developmental Disorders

Moeyaert, M., Reviewer, Journal of Contextual Behavioral Science

Moeyaert, M., Reviewer, Journal of School Psychology

Moeyaert, M., Reviewer, Psychological Methods

Newman, J., Reviewer, Journal of Individual Differences

Newman, J., Reviewer, Perceptual and Motor Skills

Newman, J., Reviewer, Psychological Reports

Newman, J., Reviewer, Public Library of Science (PLOS ONE)

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

Schlomer, G., Proposal Reviewer, Society for Research on Adolescence

Solomon, B. G., Reviewer, Behavior Modification

Solomon, B. G., Reviewer, Clinical Psychology Review

Solomon, B. G., Reviewer, Remedial and Special Education

Academic Awards and Honors

Andrade, H., Secretary, Classroom Assessment Special Interest Group, American Educational Research Association

Asaro-Saddler, K., Excellence in Full-Time Teaching, School of Education, University at Albany

Dai, D. Y., Fulbright Scholar to Germany, International Association for Talent Development and Excellence, University of Erlangen-Nuremberg

Dillon, F. R., UAlbany OUT-Standing Faculty/Staff Lavender Award, Gender and Sexuality Resource Center, University at Albany

Miller, D. N., President/Elect/Past President, American Association of Suicidology

Schlomer, G., Early Career Travel Award, International Society for the Study of Behavioral Development

Sheu, H., Advanced Training Institute Travel Award, Science Directorate, American Psychological Association

Solomon, B. G., Article of the Year Honorable Mention, School Psychology Review

Solomon, B. G., Editorial Appreciation Award, School Psychology Review
Faculty & Professional Staff

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

Reza Feyzi Behnagh, Assistant Professor
Ph.D. McGill University

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

Monika Kirner-Ludwig, Postdoctoral Associate
Ph.D. Ludwig Maximilian University of Munich

Alex Kumi-Yeboah, Assistant Professor
Ph.D. University of South Florida

Julie Learned, Assistant Professor
Ph.D. University of Michigan

Brett Levy, Assistant Professor
Ph.D. University of Michigan

Carla Meskill, Professor
Ed.D. Boston University

Alandeom Oliveira, Assistant Professor
Ph.D. Indiana University Bloomington

Jerusalem Rivera-Wilson, Senior Faculty Associate and 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

Caroline Williams-Pierce, Assistant Professor
Ph.D. University of Wisconsin - Madison

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

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

Books and Monographs


Book Chapters


Arendholz, J., & Kirner-Ludwig, M. D. (2015). In between cognitively isolated quotes and references: Looking for answers lurking in textual margins. In J. Arendholz, W. Bublitz, & M. D. Kirner-Ludwig (Eds.), The pragmatics of quoting now and then (pp. 319-342). Berlin, Germany: De Gruyter Mouton.

Kirner-Ludwig, M. D. (2015). No heroes and saints without villains and misbelievers: Onomasiological and lexico-semantic considerations regarding old English compounds that put the VIKING into words. In Z. Simonkay & A. Nagy (Eds.), Heroes and saints (pp. 121-152). Budapest, Hungary: mondAt.


Heathens, Pagans, Misbelievers. A Lexico-Semantic Field Study and its Historio-Pragmatic Reflections in Texts from the English Middle Ages

By Monika Kirner-Ludwig

Department of Educational Theory and Practice

(Winter, 2015)

This text is devoted to the lexico-semantic field representing the conceptual category of the MISBELIEVER as defined by Christians in medieval England. The approach to this complex field combines structural and historio-pragmatic tools to shed light on the question in which ways the lexico-semantic inventory was expanded and differentiated over the period from ca. 700 to 1600 AD under the impact of contact scenarios with heterogenous non-Christian groups. The corpus composed for the comprehensive etymological analyses of relevant vocabulary does not only cover Old and Middle English materials, but also takes into account medieval Latin and Old/Middle French attestations as influencing factors on the conceptual field of the MISBELIEVER and its lexical representations.

-adapted from www.winter-verlag.de


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The Pragmatics of Quoting Now and Then
Edited by Jenny Arendholz, Wolfram Bublitz, and Monika Kirner-Ludwig

*Department of Educational Theory and Practice*

(De Gruyter Mouton, 2015)

In examining the phenomenon of quoting from multiple angles, this book offers a fresh view on the forms, functions and usage of quoting as a meta-communicative act in various forms of old (printed) and new (electronically mediated) communication, setting it apart from (seemingly) related acts like repeating or referring. With contributions pinpointing the formal and functional evolution of quoting and tracing trends in linguistic variation, this volume brings together interpersonal pragmatics, sociolinguistics, historical, cognitive and text linguistics as well as cultural studies. In this way, the present title provides a more comprehensive and integral understanding of the nature of quoting.

*adapted from www.degruyter.com*
Other Articles and Research Reports


Publications, Professional Contributions & Awards

ETAP Highlight

Alex Kumi-Yeboah
received $10,000 from SUNY’s Innovative Instruction Technology Grant (IITG) program for Designing Cross-Cultural Collaborative Online Learning Tool-Kit for SUNY Faculty.

Conferences and Presentations


Kecskes, I. (2015, October). Formulaic language use in English as a Lingua Franca. Keynote address at the 5th International Conference of the English Department, Faculty of Philology, University of Belgrade, University of Belgrade and U.S. Embassy in Serbia, Belgrade, Serbia.


Kirner-Ludwig, M. D. (2015, May). How many quotes does one need to make a point? – Textlinguistic and pragmatic approaches towards the forms and functions of references in Chaucer’s ‘Tale of Melibee’. Presented at the 50th International Congress on Medieval Studies, Western Michigan University, Kalamazoo, MI.


Kirner-Ludwig, M. D. (2015, June). Cooking something up – a contrastive diachronic analysis of the text type ‘recipe’, or: Following instructions on how to prepare beef stew then and now. Guest lecture within the frame of the seminar ‘Middle English’, Julius-Maximilians-University of Würzburg, Würzburg, Germany.
Kirner-Ludwig, M. D. (2015, June). *Beowulf, the green knight and the Devil’s horse coach: Tolkien’s fascination for medieval motifs and texts, or: Making medieval texts a sexy object of investigation*. Presented at the lecture series titled ‘Tolkien and back again – Interdisciplinary perspectives on J.R.R. Tolkien and his works’, or ‘One lecture series to bind them all’, University of Augsburg, Augsburg, Germany.

Kirner-Ludwig, M. D. (2016, February). *The ultimate marginalization: Sending a man off to the moon – tracing the diachronic path of the outcast in medieval and Early Modern English texts*. Presented at the 22nd annual Arizona Center for Medieval and Renaissance Studies Conference, Marginal Figures in the Global Middle Ages and Renaissance, Phoenix, AZ.


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Cross-Cultural Approaches to Language and Literacy Development

By Patriann Smith and Alex Kumi-Yeboah
Department of Educational Theory and Practice

(IGI Global, 2015)

This text provides an authoritative exploration of cross-cultural approaches to language learning through extensive research that illuminates the theoretical frameworks behind multicultural pedagogy and its myriad applications for a globalized society. With its comprehensive coverage of transnational case studies, trends in literacy teaching, and emerging instructive technologies, this handbook is an essential reference source for K-20 educators, administrators in school districts, English as a Second Language (ESL) teachers, and researchers in the field of Second Language Acquisition (SLA). It features comprehensive and accessible articles on the latest instructional pedagogies and strategies, current empirical research on cross-cultural language development, and the unique challenges faced by teachers, researchers, and policymakers who promote cross-cultural perspectives.

-adapted from www.igi-global.com


Angelis, J., & Wilcox, K. C. (2015, October). *Using continuous improvement to integrate design, implementation, and scale up.* Presented at the 2nd national conference of the National Center on Scaling Up Effective Schools, Vanderbilt University, Nashville, TN.


Wilcox, K. C. (2016, April). *The CCSS in content area literacy for ELLs: Grades 6-12.* Presented at the Teaching English to Speakers of Other Languages International Convention and English Language Expo, Baltimore, MD.


Publications, Professional Contributions & Awards


**ETAP Highlight**

Peter Shea received $75,154 in High Needs funding from SUNY to create an online Certificate of Graduate Study in Computing Education that helps prepare teachers and other educators to engage students in computer science and information technology.

**Editorial Boards**

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

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

Kecskes, I., Advisory Board, Complutense Journal of English Studies

Kecskes, I., Editorial Board, East Asian Pragmatics

Kecskes, I., Editor, Intercultural Pragmatics

Kecskes, I., Editorial Board, International Journal of Language and Culture

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

Kecskes, I., Editorial Board, Vestnik (Linguistika)

Kirner-Ludwig, M. D., Editorial Board, UTZ book series: English and Beyond

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

Oliveira, A. W., Guest Editor, Electronic Journal of Science Education, special issue on science language

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

Oliveira, A. W., Editorial Board, Poiesis Pedagógica

Rodgers, C., Editorial Board, Online Learning

Rodgers, C., Editorial Board, Teaching and Teacher Education

Shea, P., Editor, Online Learning

Vickers, J. C., Editorial Board, Online Learning

Williams-Pierce, C., Editorial Board, Well Played

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

Yagelski, R. P., Editorial Board, Journal of Writing Assessment

Yagelski, R. P., Editorial Board, Literacy in Composition Studies
**ETAP Highlight**

Kristen Wilcox, Hal Lawson and Katy Schiller received $600K from NYSED to identify best practices of schools succeeding on Common Core Standards.

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**Zhang, J.**, Editorial Board, *International Journal of Computer-Supported Collaborative Learning*

**Zhang, J.**, Editorial Board, *International Journal of Smart Technology and 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*

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**Other Editorial Activities**

**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 Psychologist*

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

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

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

**Feyzi Behnagh, R.**, Reviewer, *Computers & Education*

**Feyzi Behnagh, R.**, Reviewer, *Journal of the Learning Sciences*

**Feyzi Behnagh, R.**, Reviewer, *Journal of Research in Science Teaching*

**Kecskes, I.**, Co-Chair, Barcelona Summer School on Bi-and Multilingualism

**Kecskes, I.**, Chair, Chinese as a Second Language Research Conference

**Kecskes, I.**, Chair, Intercultural Pragmatics International Conference

**Kecskes, I.**, Co-Chair, Sorbonne Paris—UAlbany Graduate Student Symposium

**Kirner-Ludwig, M. D.**, Reviewer, *Mouton Series in Pragmatics*


**Kumi-Yeboah, A.**, Reviewer, *Journal of International Students*

**Kumi-Yeboah, A.**, Reviewer, *Journal of Urban Education*

**Kumi-Yeboah, A.**, Reviewer, *Journal of Youth and Society*

**Learned, J.**, Proposal Reviewer, American Educational Research Association

**Learned, J.**, Reviewer, *Journal of Literacy Research*

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

**Learned, J.**, Proposal Reviewer, Literacy Research Association


**Oliveira, A. W.**, Reviewer, *International Journal of Environmental and Science Education*

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

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

**Oliveira, A. W.**, Reviewer, *Journal of STEM Education*

**Oliveira, A. W.**, Reviewer, *Journal of the Learning Sciences*

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

**Oliveira, A. W.**, Reviewer, *Review of Education*

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

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

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

ETAP Highlight

For the past three years, the Capital District Writing Project (CDWP), headed by Bob Yagelski, has participated in a large national project supported by a federal i3 grant through the National Writing Project (NWP). The College-Ready Writers Program (CRWP) helps rural school districts with high poverty rates improve student writing, graduation rates, and college attendance through sustained, careful professional development for the districts’ middle and high school teachers. NWP released the results of an extensive evaluation study which show that “CRWP had a positive, statistically significant effect on the four attributes of student argument writing—content, structure, stance, and conventions—measured by the National Writing Project’s Analytic Writing Continuum for Source-Based Argument. In particular, CRWP students demonstrated greater proficiency in the quality of reasoning and use of evidence in their writing.”

Academic Awards and Honors

Kecskes, I., President/Elect/Past, American Association of Pragmatics
Kecskes, I., The Istvan Kecskes Research Scholarship, National Research Tomsk State University, Russia
Levy, B. L., Outstanding Paper Award, Special Interest Group in Social Studies Research, American Educational Research Association
Rodgers, C., Excellence in Full-Time Teaching, School of Education, University at Albany
Williams-Pierce, C., International Conference of the Learning Sciences Early Career Workshop
Zhang, J., Open SUNY Online Teaching Ambassador, SUNY
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

**Jolene Malavasic**, Staff Associate
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


Book Chapters


Refereed Scholarly Articles


**Other Articles and Research Reports**


**Conferences and Presentations**


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**Literacy Highlight**

Ginny Goatley was selected as co-editor of the *Journal of Literacy Research*. She was named to the New York State Professional Standards and Practices Board for Teaching for a four-year term. For 2016, she is the chair of the IB Commission for the Council for Accreditation of Educator Preparation (CAEP), which includes an ex-officio role on the CAEP Board of Directors.


**Literacy Highlight**

**Helen C. Stuetzel**, a three-time SOE alumna and a lecturer in Literacy Teaching and Learning, received the SUNY Chancellor’s Award for Excellence in Adjunct Teaching - one of two at UAlbany and of 46 across the SUNY system this year.

**Literacy Highlight**

**Donna Scanlon**, who has built a national reputation as a researcher, scholar and educator in early literacy instruction, has been awarded the State University of New York (SUNY) Chancellor’s Award for Excellence in Scholarship and Creative Activities.
**Publications, Professional Contributions & Awards**

**Literacy Highlight**

Cheryl Dozier received $200,000 from the New York State Education Department to continue the Building Learning Communities to Improve Student Achievement project. The project, also known as the Teacher Leader Quality Partnership (TLQP), promotes collaborative relationships to provide quality professional development through Professional Learning Communities (PLCs) in four elementary schools in the City School District of Albany, in partnership with the University at Albany. The long-term goal is to create a model of embedded, school-centered professional development that improves student learning and will be sustainable as well as replicable in schools across the District and to other school districts across the state. This partnership with the City School District of Albany is in its seventh year.


Wissman, K. (2015, November). Meet the editors: Language Arts. Presented at the annual convention of the National Council of Teachers of English, Minneapolis, MN.


**Editorial Boards**

- Dozier, C., Editorial Board, *Language Arts*
- Goatley, V., Co-Editor, *Journal of Literacy Research*
- Sheehy, M. R., Editorial Board, *Journal of Literacy Research*
- Wissman, K., Editorial Board, *Journal of Adolescent and Adult Literacy*
- Wissman, K., Co-Editor, *Language Arts*

**Other Editorial Activities**

- Barnes, E. M., Reviewer, *Early Childhood Research Quarterly*
- Barnes, E. M., Reviewer, *Journal of Curriculum Studies*
- Barnes, E. M., Reviewer, *Journal of Early Childhood Research*
- Barnes, E. M., Reviewer, *Journal of Early Literacy*
- Barnes, E. M., Reviewer, *Journal of Speech, Language, and Hearing Research*
- Dozier, C., Reviewer, *Corwin Publishers*
- Dozier, C., Reviewer, *International Reading Association*
- Wissman, K., Proposal Reviewer, International Reading Association

**School Highlight**

Gina Giuliano, Stephanie Affinito, and Jianwei Zhang have been designated as 2016 Open SUNY Online Teaching Ambassadors. The Open SUNY Center for Online Teaching Excellence (COTE) recognizes outstanding SUNY online instructors each year and must be considered “Exemplary online SUNY educators, who are enthusiastic and effective in online teaching, and who can be positive and strong advocate for online teaching in our SUNY community.”

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

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

Malavasic, J., Proposal Reviewer, *International Reading Association*

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

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

Puccioni, J. L., Reviewer, *Early Child Development and Care*

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

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

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

Sheehy, M. R., Proposal Reviewer, *Literacy Research Association*

Sheehy, M. R., Proposal Reviewer, *Literacy Research Association*


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

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

**Literacy Highlight**

Stephanie Affinito received $28,000 from SUNY’s Innovation Instruction Technology Grant (IITG program for Scaling the Metaliteracy Badging System for Open SUNY: Collaborative Customization for Teacher Education Programs.)
Publications, Professional Contributions & Awards

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*

**Academic Awards and Honors**

**Affinito, S.**, Open SUNY Online Teaching Ambassador, SUNY

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

**Goatley, V.**, Chair, IB Commission, Council for the Accreditation of Educator Preparation

**Goatley, V.**, Standards for Literacy Professionals Committee, International Literacy Association

**Scanlon, D. M.**, State University of New York Chancellor's Award for Excellence in Scholarship and Creative Activities

**Wissman, K.**, President's Award for Excellence in Teaching, University at Albany

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**Literacy Highlight**

Jaime Puccioni (left) was appointed as the program co-chair for the Family, School, and Community Partnership SIG of the American Educational Research Association.
Special Projects

Partnership for Literacy

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

Books, Monographs, Articles


Know Your Schools - for NY Kids

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

Karen Gregory, Lead Field Researcher & Co-Investigator
Ph.D. University at Albany

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

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

Books, Articles, Research Reports


Conferences and Presentations


Angelis, J., & Wilcox, K. C. (2015, October). Using continuous improvement to integrate design, implementation, and scale up. Presented at the 2nd national conference of the National Center on Scaling Up Effective Schools, Vanderbilt University, Nashville, TN.


Building Academic Literacy: Engaging All Learners in Every Classroom

By Janet Angelis, Karen Polsinelli, Eija Rougle, & Johanna Shogan

(Rowman & Littlefield, 2016)

This book is a coach-in-a-pocket for educators seeking to build strong academic literacy and higher-order thinking – for teachers, instructional coaches, professional developers, principals, curriculum leaders, teacher preparation faculty. Key to its success is that it connects reading, writing, listening, thinking, and speaking. Readers will find that they can engage all students with content, but more importantly, students will process content in ways appropriate to a particular subject. They also develop independent learning skills – exactly what the Common Core State Standards call for. Not a prescription, but a book designed to deepen individual and group teacher competencies to implement learning strategies in new ways and to continually refine and develop their craft.

-adapted from rowman.com
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 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)
ANDRADE, HEIDI  Co-PI  
Educational Psychology and Methodology

PI Jason Bryer (Excelsior College), Co-PI Timothy Cleary (Rutgers University)
Diagnostic Assessment and Achievement of College Skills: Developing Technologies to Assess and Improve Critical College Skills
Excelsior College/U.S. Department of Education’s Fund for Improvement of Postsecondary Education, First in the World Program
Four-year project with funding totaling $2,999,877

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
Twelve-year project with funding totaling $2,527,700

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
Twelve-year project with funding totaling $2,527,700

BARNES, ERICA  
Educational Theory and Practice

Vocabulary Instruction and Support through Math Curricula, Grades 1 & 2
Faculty Research Award Program, University at Albany, SUNY
$2,000

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 Institutes of Health, National Institute for Alcohol Abuse and Alcoholism
Six-year project with funding totaling $801,029

Co-PI Jessica Martin (Counseling Psychology)

A Comprehensive, Collaborative Multi-Component Screening, Brief Intervention, and Referral to Treatment (SBIRT) Training Model in Professional Psychology at the University at Albany
Substance Abuse and Mental Health Services Administration
$942,926

Personalized Health Assessment Related to Medications – Project PHARM
University of Washington/National Institute on Drug Abuse
Five-year project with funding totaling $451,678

COYLE, VICTORIA
Evaluation Consortium

Innovative Approaches to Literacy
Schenectady City School District
$52,000
DILLON, FRANK  Co-PI  Counseling Psychology

**HIV Testing & Latino MSM: Individual, Sociocultural, and Structural Determinants**
National Institutes of Health, National Institute on Minority Health and Health Disparities
$449,220

**HIV Testing Among Latino MSM: Sexual Identity and Gender Norms Mediating Engagement**
Faculty Research Award Program, University at Albany, SUNY
$9,998

DOMARACKI, JANE  Co-PI  Special Education

**PI Mario De La Rosa (Florida International University)**

**Social Determinants Predicting Trajectories of HIV with Recent Latina Immigrants**
Florida International University/National Institute on Minority Health and Health Disparities
Five-year project with funding totaling $1,014,124

DOZIER, CHERYL  Literacy Teaching and Learning

**Building Learning Communities to Improve Student Achievement**
New York State Education Department
Three-year project with funding totaling $600,000

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.

GELLHEISER, 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 (Department of 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
Five-year project with funding totaling $3,138,200

GULLIE, KATHY  Evaluation Consortium

**Teacher Leadership Quality Partnership (TLQP)**
New York State Education Department/University at Albany
$11,501

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

Co-PI Victoria Coyle (Evaluation Consortium)

**Syracuse City Schools MSP Science Initiative**
Syracuse City School District
$45,500

**Syracuse City Schools MSP Math Initiative**
Syracuse City School District
$122,302
KECSKES, ISTVAN
Educational Theory and Practice

**Advanced Certificate in TESOL Online**
Office of the Provost, Online Teaching and Learning, University at Albany, SUNY
$8,000

KUNDERT, DEBORAH KING
School Psychology

**School Psychology Trainees**
Albany City School District, Brunswick (Brittonkill) Central School District, Center for Disability Services, North Colonie Central School District, Northern Rivers, Shenendehowa Central School District, St. Anne Institute, Enlarged City School District of Troy
$182,630

LEARNED, JULIE
Educational Theory and Practice

**A Mixed Methods Examination of the Construction of Reading Labels Through Secondary School Contexts**
Faculty Research Award Program, University at Albany, SUNY
$2,377

LEVY, BRETT
Educational Theory and Practice

**A Closer View of a Catch-22: An Exploration of Adolescents’ Development of Political Engagement and Political Tolerance through an Innovative Curriculum**
University of Wisconsin-Madison/Spencer Foundation
$50,000

**A Closer View of a Catch-22: An Exploration of Adolescents’ Development of Political Engagement and Political Tolerance through an Innovative Curriculum**
McCormick Foundation
$33,500
MARTIN, JESSICA  
Counseling Psychology  
*Co-PI Frank Dillon (Counseling Psychology)*  
**Development and Validation of the Stimulant Motives Measure**  
Faculty Research Award Program, University at Albany, SUNY  
$1,525

MAY, DEBORAH  
Special Education  
*Co-PIs Jane Domaracki (Special Education), Cheryl Dozier (Literacy Teaching and Learning), Virginia 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

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**  
Department of Veterans Affairs  
Four-year project with funding totaling $1,500,000

**Problem-Solving Therapy for Gulf War Illness**  
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

*Co-PI Drew Helmer (NJ WRIISC), Site PI Micki Friedlander (Counseling Psychology)*  
**WRIISC as a Model of Care for Chronic Multisymptom Illness**  
U.S. Department of Veterans Affairs  
Four-year project with funding totaling $1,100,000

MOEYAERT, MARIOLA  
Co-PI  
Educational Psychology and Methodology  
*PI Wim Van den Noortgate (KU Leuven), Co-PI John Ferron (University of South Florida), Co-PI S. Natasha Beretvas (University of Texas at Austin)*  
**Multilevel Modeling of Single-Subject Experimental Data: Handling Data and Design Complexities**  
KU Leuven/Institute of Educational Sciences  
Three-year project with funding totaling $899,524
NEWMAN, DIANNA
Educational Psychology and Methodology, 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 $108,000

PIETERSE, ALEX  Co-PI
Counseling Psychology

Co-PI Deborah LaFond (University Libraries)

Continuing Critical Conversations Through Transformative Teaching and Learning
Diversity Transformation Fund Award, Office of Diversity and Inclusion, University at Albany, SUNY
$2,000

PUCCIONI, JAIME
Literacy Teaching and Learning

Kindergarten Teachers’ Beliefs and Transition Practices in the Era of Common Core Standards
Faculty Research Award Program, University at Albany, SUNY
$2,679

QUINN, KEVIN
Special Education, Educational Psychology and Methodology

Co-PI Deborah May (Special Education, Educational Psychology and Methodology)

Preparation of Leadership Personnel in Special Education – Response to Intervention and Positive Behavioral Interventions and Supports
U.S. Department of Education Office for Special Education and Rehabilitative Services
Five-year project with funding totaling $1,219,981

RODGERS, CAROL
Educational Theory and Practice

Bronx Charter School for Better Learning: Professional Development and Research
Bronx Charter School for Better Learning
Three-year project with funding totaling $77,381

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

SADDLER, BRUCE
Special Education

Preparation of Special Education Teachers
Burnt Hills/Ballston Lake Central Schools, Menands School District, North Colonie Central School District
$135,000
SCHILLER, KATHRYN  
Educational Administration and Policy Studies  

Evaluation of New York State Race to the Top Initiative: Identifying Best Practices for Implementing the Common Core Learning Standards in New York State  
Research Foundation of CUNY/New York State Education Department  
$313,020

SHEA, PETER  
Educational Theory and Practice  

SLN Senior Researcher Grant  
SUNY System Administration  
$129,000

Develop an Infrastructure for Online Learning Research, Professional Development, and Evaluation  
Office of the Provost, Online Teaching and Learning, University at Albany, SUNY  
$8,700

An Online Certificate Program for Preparing Teachers to Engage Youth in Information Technology in New York State: A Certificate of Graduate Study in Computing Education  
SUNY System Administration  
$78,504

SHEEHY, MARGARET  
Literacy Teaching and Learning  

Co-PI Donna Scanlon (Literacy Teaching and Learning, Child Research & Study Center), Heidi Andrade (Educational Psychology and Methodology), Glenn Deane (Department of Sociology)  

Development of a Supplemental Instructional Course in Reading and Writing Arguments for Ninth Graders at Risk of Leaving School before Graduating  
Institute of Education Sciences  
Three-year project with funding totaling $1,413,915

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

Faculty Research Award Program, University at Albany, SUNY  
$9,956

SHEU, HUNG-BIN Co-PI  
Counseling Psychology  

PI Robert Lent, Co-PI Matthew Miller (University of Maryland College Park)  

University of Maryland College Park/National Science Foundation  
$296,174

WILLIAMS-PIERCE, CAROLINE  
Educational Theory and Practice  

A Provocative Object: Designing an Interactive and Playful Mathematical Experience  
Faculty Research Award Program, University at Albany, SUNY  
$10,000
WISSMAN, KELLY
Literacy Teaching and Learning

Language Arts
Journal Support Award, University at Albany, SUNY
$1,200

YAGELSKI, ROBERT
Educational Theory and Practice

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

College-Ready Writers Program
National Writing Project Corporation
Three-year project with funding totaling $587,000

YAGELSKI, ROBERT Co-PI
Educational Theory and Practice

PI Laura Wilder (Department of English)

CCCC Research Initiative: Investigating the Impact of First-Year Composition: A Comparative Study on One Campus
National Council of Teachers of English
$9,750

YAN, ZHENG
Educational Psychology and Methodology

The Best Firewall Project: Solving the 20-Year Puzzle Innovatively
Presidential Initiatives Fund for Research and Scholarship, University at Albany, SUNY
$15,909

ZHANG, JIANWEI
Educational Theory and Practice

CAP: CSCL 2015 Doctoral Consortium and Early Career Workshop
National Science Foundation
$26,310

Co-PIs Mei-Hwa Chen, Feng Chen (Department of Computer Science), Marlene Scardamalia (University of Toronto), Carolyn Rose (Carnegie Mellon University)

DIP: Connecting Idea Threads across Communities for Sustained Knowledge Building
National Science Foundation
$1,342,537
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
- 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*
  - AGC Adolescent Special Education for Childhood Special Educators*
  - AGC Adolescent Special Education for Content Teachers*

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*
- CGS Certificate in Online Learning and Teaching (COLT)*
- 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 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*
- MS Reading*
- CAS Literacy
- PhD Literacy

* accredited  ° offered online