UNIVERSITY AT ALBANY
State University of New York

A Tradition of Excellence

Research from the School of Education
2016-2017
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
2016-2017

Inquire. Inspire. Transform.
Dean Robert Bangert-Drowns

School of Education Highlights

Publications, Professional Contributions and Awards

- Department of Educational Policy & Leadership
- 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

Funded Projects
Recently, the faculty of the School of Education adopted these three words to describe our mission for ourselves, our students, our colleagues, and our communities.

_Inquire. Inspire. Transform._

We selected three verbs because of the dynamic nature of our work. Every aspect of the educational enterprise has an interpersonal context and must grow and change as people, institutions, and knowledge grow and change.

_Inquire._ Learning and scholarship begin in curiosity—to test assumptions, to wonder about observed phenomena, to search for solutions to significant problems. We do not end with answers, but gain new insights, and ask again beyond those first solutions.

_Inspire._ We seek to provide an inspirational environment, to promote the courage to inquire, perseverance in the face of frustration, and hopefulness for the future of people and institutions. We foster in our students a desire and ability to care for, encourage, and motivate their colleagues and those whom they serve.

_Transform._ We empower ourselves, our students, and our communities through research, teaching, and service. We enhance human capacity for intelligent collaborations; expand possible futures for all learners; and contribute to human learning, development, and well-being in and out of classrooms and across the lifespan.

In 1844, we began preparing educators as the first public higher education institution in New York State. Situated now in one of the four research centers of the State University of New York system, UAlbany’s School of Education has become a national leader in educational research and innovation.

_A Tradition of Excellence_ highlights some of the accomplishments of our School over the last year. Join us as advocates for learning and human growth and as researchers of education in all its facets.

_Inquire. Inspire. Transform._

Sincerely,

[Signature]
U.S. News & World Report Ranks School of Education’s Online Graduate Education Programs 6th in the Nation

U.S. News & World Report not only ranked our School among the best in the nation, but it ranked our online graduate education programs 6th among 278 similar programs in the country. That’s among the top 2% in the nation, first in New York State and throughout the Northeast. The School of Education has been providing high-quality online education for nearly 20 years. These recent rankings apply to online master’s degrees in Curriculum Development and Instructional Technology, Childhood Education, Early Childhood Education, and Reading as well as a certificate program that prepares educators to teach online. The School just launched new online programs in Computing Education—the first in New York State, in Adolescent Special Education, in International Education Management, and in Teaching English to Speakers of Other Languages.
New Bachelor of Science in Human Development Thrives

The School of Education opened its first undergraduate major in 40 years this past fall semester. The Bachelor of Science in human development, hosted by the Department of Educational and Counseling Psychology, has attracted 200 students in its first year. Students will explore personal and interpersonal transitions, learning, and well-being across the lifespan. The major prepares students for any of the human service professions — education, law, health, social work, human services policy, child care, mental health and counseling, and criminal justice.

Scholarship Program with Dominican Republic

Gilbert Valverde and alumna Ancell Scheker Mendoza PhD ’15 negotiated a partnership between our Department of Educational Policy & Leadership and INICIA Educación, a premier educational foundation in the Dominican Republic. The partnership establishes a competitive scholarship to help build the educational capacity of our Caribbean neighbor. It supports Dominican students who seek advanced study in educational leadership in the UAlbany School of Education.

Pragmemes and Theories of Language Use

Edited by Keith Allan, Alessandro Capone, & Istvan Kecskes

*Department of Educational Theory and Practice (Springer, 2016)*

This volume offers recent developments in pragmatics and adjacent areas, including new concepts such as the pragmatic act and the pragmeme, and combines developments in neighboring disciplines in an integrative holistic pragmatic approach. The editors and contributors share a perspective that considers language as a system for communication and wants to look at language from a societal perspective, and accept the view that acts of interpretation are essentially embedded in culture. In an interdisciplinary approach, some authors explore connections with social theory, some offer a political stance, others explore connections with philosophy and philosophy of language, and several papers address problems in theoretical pragmatics.

*adapted from www.springer.com*
School of Education Hosts Talk by Dr. Robert J. Sternberg

The School of Education hosted a talk by Dr. Robert J. Sternberg, professor of human development at Cornell University, and one of the most prolific and influential scholars in contemporary psychology. Some 200 attendees gathered from across campus and around the region to hear his reflections on an extraordinary career of scholarship: *In Search of Zipperump-a-Zoo: What I Have Learned from 40+ Years of Research on Intelligence*. Author of over 1,600 publications, his research on intelligence extends to include creativity, wisdom, thinking styles, teaching and learning, love, jealousy, envy, and hate. After his talk, attendees enjoyed a reception and the Division of Educational Psychology and Methodology’s 16th annual poster session highlighting doctoral research on psychological issues in learning and instruction, motivation, evaluation, research methods, and educational assessment.

Research on Odds-Beating Schools

Kristen Wilcox was awarded $230K from the New York State Education Department for the NYKids project. For the last 13 years, the project has been conducting studies of odds-beating schools to identify promising practices as well as displaying school assessment data in a variety of web-based charts and graphs that enable schools to see how they are doing compared with others of similar resources and demographics. Over the years the project has studied various topics including supporting the achievement of English language learners at the elementary level, what works for diverse and special needs students, what makes middle schools work, what works in middle school science, and the ABCs of graduating at-risk students on time.
School of Education Welcomed New Master Teachers to the Capital Region

The University at Albany’s School of Education welcomed 37 newly designated Master Teachers to the Capital Region cohort of the New York State Master Teacher Program (NYSMTP). Governor Andrew Cuomo partnered with The State University of New York and with Math for America to launch the NYSMTP in 2013. The NYSMTP celebrates high-performing Science-Technology-Engineering-Mathematics (STEM) teachers, receives them into an expert community of rich professional development and support opportunities, and returns them to their schools where they can foster talented students in STEM fields and collaborate with colleagues in educational inquiry and innovation. The School currently hosts a total of 108 Master Teachers in its cohort... and growing!

Engaged with Albany City Schools

Cheryl Dozier’s project with Albany City Schools — Building Professional Learning Communities to Improve Student Achievement — received a UAlbany President’s Award for Exemplary Public Engagement. The initiative, in its eighth year, brings teachers, paraprofessionals, administrators, district staff members, faculty members and graduate students together in learning communities to improve teacher preparation, enrich scholarship, enhance curriculum, increase student achievement, and foster positive community impact.

AERA Dissertation Grant

Ruirui Sun, doctoral candidate in Educational Policy & Leadership, is one of five students nationally to be awarded a highly competitive 2016-17 dissertation grant from the American Educational Research Association and the National Science Foundation. Her dissertation, College Decisions and Earnings over the Life Cycle: The Effects of Timing, will use the U.S. Department of Labor’s National Longitudinal Survey of Youth to explore the effects of post-school study, work, and life choices on personal earnings.
Current Issues in Intercultural Pragmatics
Edited by Istvan Kecskes & Stavros Assimakopoulos
Department of Educational Theory and Practice
(John Benjamins, 2017)

Intercultural pragmatics is increasingly being recognized as an important area of research among scholars working in pragmatics. This volume is a collection of selected papers from the 6th International Conference on Intercultural Pragmatics and Communication and comprises contributions that report on recent research in intercultural pragmatics. Given the breadth of research areas represented, ranging from lingua franca and business communication to the study of cultural perceptions, translation and pragmatic development, this will be of interest to students and scholars engaged in intercultural pragmatics, and also to those with a more general interest in the sociocultural turn in the study of pragmatics.

–adapted from benjamins.com

Innovation in Odds-Beating Schools: Exemplars of Getting Better at Getting Better
By Kristen C. Wilcox, Hal A. Lawson & Janet Angelis
Department of Educational Theory and Practice, Department of Educational Policy & Leadership
(Rowman & Littlefield, 2017)

Three policy innovations at the heart of this book—the Common Core State Standards (CCSS), new Annual Professional Performance Review (APPR), and data driven instruction (DDI)—provide a timely opportunity to join school and district improvement and policy implementation research with improvement science. This book offers insight into how educators at all levels interact to make meaning of innovations, individually and collectively; and how their meanings and values influence innovation implementation outcomes. It details how policy innovations were tailored to school and district office priorities; the features of these schools’ structures, climates, and routines that were conducive to implementation; and how these innovations were able to penetrate the classroom boundaries.

–adapted from www.rowman.com

AERA Research Award
Joanna Weaver, doctoral student in Educational Psychology and Methodology, received the AERA Division C Graduate Student Research Excellence Award.
Chancellor’s Award for Scholarship Excellence

Donna Scanlon received a 2015-16 SUNY Chancellor’s Award for Excellence in Scholarship and Creative Activities. She has built a national reputation as a researcher, scholar, and educator in children’s literacy and Response-to-Intervention (RTI).

Assessing and Measuring Statistics Cognition in Higher Education Online Environments: Emerging Research and Opportunities

By Justin P. Chase & Zheng Yan

Department of Educational and Counseling Psychology (IGI Global, 2017)

The ability to effectively learn, process, and retain new information is critical to student success. Since mathematics is becoming increasingly more important in our educational system, it is imperative that we devise an efficient way to measure these types of information recall. This book is a critical reference source that overviews the current state of higher education learning assessment systems. Featuring extensive coverage on statistical cognitions, online learning implications, cognitive development, and curricular mismatches, this is ideally designed for academics, students, educators, professionals, and researchers seeking innovative perspectives on current assessment and measurement systems within our educational facilities.

- adapted from www.igi-global.com

Writing: Ten Core Concepts (2nd ed.)

By Robert P. Yagelski

Department of Educational Theory and Practice (Cengage Learning, 2017)

This second edition is designed to help you acquire the fundamental understanding that you need to become an effective writer, and to give you practice in applying Ten Core Concepts across different writing tasks. Handy ten-step writing guides help you focus on the important questions for each of the Core Concepts in particular types of writing. Emphasizing writing as an interaction between a writer and a reader, this book offers you guidance in three main aims of writing and a way to participate in the conversations that shape our lives.

- adapted from www.cengage.com

LRA Early Career Award

Tisha Lewis Ellison PhD ’09 received the Early Career Award from the Literacy Research Association which was established in 1999 to annually recognize the work of one member who is in the early part of her or his career. Lewis Ellison earned her PhD from the School’s Department of Literacy Teaching and Learning.
**AERA Reviewer Award**

At its annual meeting in San Antonio, the American Educational Research Association recognized **Hal Lawson** as an outstanding reviewer for his assistance with the *Review of Educational Research*.

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**Explorations into Chinese as a Second Language**

Edited by **Istvan Kecskes**

*Department of Educational Theory and Practice (Springer, 2017)*

This volume explores how linguistic research can support the teaching and learning of Chinese as a second language. It responds to a rapidly growing interest in the Chinese language all over the world, and answers the need for a strong research background for the discipline. The authors coming from eight different countries demonstrate how existing knowledge has been generated, bring together different lines of research, point out tendencies in the field, demonstrate and explain what tools and methods researchers can use to address major issues in the field, and give direction to what future research should focus on.

- adapted from www.springer.com

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**White Paper on Clinical Practice**

**Christy Smith**, assistant dean for academics and assessment, served on the Clinical Practice Commission (CPC) of the American Association for Colleges of Teacher Education (AACTE). Representing both university-based teacher preparation programs and PK-12 school partner perspectives, the CPC champions high-quality clinical practice and the progressive development of school-university partnerships in teacher preparation. At the 69th AACTE Annual Meeting in Tampa, Florida, the CPC unveiled ten “Essential Proclamations and Tenets for Highly Effective Clinical Educator Preparation” drawn from a forthcoming white paper co-authored by Smith—“A Pivot Toward Clinical Practice, Its Lexicon, and Renewing the Profession of Teaching.” The white paper, due later in 2017, will address the essential components of high-quality clinical preparation, a common lexicon to support consistent discourse about clinical practice, and pathways through which to operationalize clinical practice in educator preparation.

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**Excellence in Teaching**

**Trudy Walp** received a UAlbany President’s Award for Excellence in Teaching for part-time faculty.
International Alumni Achievement

Bushra Rahim PhD ‘15 is a career civil servant working to improve girls’ education in Khyber Pakhtunkhwa (KP), Pakistan. She co-founded Development Agent for Change, a non-profit organization dedicated to ensuring every girl in KP province receives a quality primary education and that women are empowered through capacity building in politics, education and livelihood. She completed her doctoral degree at UAlbany on a Fulbright Scholarship. She won a 2016 Fulbright Alumni Engagement Innovation Fund award in the “Empowering Women and Girls” category; only 61 of 829 proposals were funded. She further was recognized as one of 14 Fulbright Heroes in Pakistan by the United States for Education Foundation in Pakistan. The University at Albany Alumni Association presented her with the International Alumni Award for Exceptional Achievement in April.

Distinguished Professor

In spring 2015, Istvan Kecskes was awarded the rank of Distinguished Professor by the State University of New York (SUNY) Board of Trustees. In celebration of Kecskes’s promotion to Distinguished Professor, the School of Education hosted a public presentation and reception in April. Kecskes delivered a talk entitled, Is intercultural communication changing the way we think about language? Kecskes is a prolific and internationally renowned scholar in the field of pragmatics, how speakers convey meaning in specific contexts, standing among the principal leaders in this field. He is the founding editor of the linguistics journal Intercultural Pragmatics and the Mouton Series in Pragmatics, as well as the bilingual (Chinese-English) journal Chinese as a Second Language Research, and the co-founding editor of Journal of Language Aggression and Conflict. His latest book is “Explorations in Chinese as a Second Language” published by Springer in 2017. Currently he is working on a new book titled “English as a Lingua Franca: The pragmatic perspective” to be published by Cambridge University Press.

Early Intervention for Reading Difficulties: The Interactive Strategies Approach (2nd ed.)

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

Teaching and Learning

Department of Literacy

( Guilford Press, 2016)

Grounded in a strong evidence base, this indispensable text and practitioner guide has given thousands of teachers tools to support the literacy growth of beginning and struggling readers in grades K–2. The interactive strategies approach (ISA) is organized around core instructional goals related to enhancing word learning and comprehension of text. The book provides guidance for assessment and instruction in whole-class, small-group, and one-to-one settings, using the curricular materials teachers already have. Of special value, the companion website also features nearly 200 pages of additional printable forms, handouts, and picture sorts that supplement the book’s content.

-adapted from www.guilford.com
Family and Stress Among Latino Immigrants

Frank Dillon is co-author of “Changes in Family Cohesion and Acculturative Stress among Recent Latino Immigrants,” an article which was selected as the 2015 Journal of Ethnic & Cultural Diversity in Social Work Best Paper. The Best Paper Award was presented at the 62nd Annual Program Meeting of the Council on Social Work Education.

Fight Against Opioid Epidemic Grant

Jessica Martin received funding from the 2017 Presidential Innovation Fund for Research and Scholarship Program (PIFRS) program. She is Co-PI on a proposal entitled “Enhancing the Role of Emergency Departments in the Fight Against the Opioid Epidemic: Preliminary Evaluation of Take-Home Naloxone Program.” Dr. Tomoko Udo in the Department of Health Policy, Management, and Behavior in the School of Public Health is PI on the project.

Science Teacher Preparation in Content-Based Second Language Acquisition

Edited by Alandcem W. Oliveira & Molly H. Weinburgh

Department of Educational Theory and Practice
(Springer, 2017)

This book provides science teacher educators with exemplars of professional development programs designed to prepare school teachers to effectively help language learners in science classrooms simultaneously gain language proficiency and conceptual understanding. To this end, this book examines seventeen science teacher preparation programs that span a wide variety of grade levels, countries, and linguistic contexts. Bringing together researchers from various academic backgrounds—science education, TESOL, and applied linguistics—attention is given to varied facets of the intersection of science and language learning in the specific context of school teacher preparation.

-adapted from www.springer.com
The Design of the University: German, American, and ‘World Class’

By Heinz-Dieter Meyer
Department of Educational Policy & Leadership
(Routledge, 2017)

What is the reason for the American university’s global preeminence? How did the American university succeed where the development of the German university, from which it took so much, stalled? In this closely-argued book, Meyer suggests that the key to the American university’s success is its institutional design of self-government. Calling attention to the design details of the university and the particulars of its institutional environment, this volume identifies the practices and choices that produced the gold standard for today’s world class higher education.

-Chancellor’s Award for Teaching Excellence

Kelly Wissman received a 2016-17 SUNY Chancellor’s Award for Excellence in Teaching. She studies how children’s literature, writing, and the arts can facilitate the creation of more equitable and humanizing educational spaces for all students.

Teacher Pioneers: Visions from the Edge of the Map

Edited by Caroline C. Williams-Pierce
Department of Educational Theory and Practice
(ETC Press, 2016)

Teachers are collaborators—accomplishing daily miracles through collaboration by asking questions about what they don’t know and sharing what they do. Teachers are designers—always thinking, How can I make this better? How can my learners be successful today, tomorrow, next semester, next year? How can my learners change the world? Teachers are scholars—constantly evaluating their classrooms, their learners, their activities, and themselves. Teachers are pioneers—they go to the very edge of what is known, and think, What should I do next? This book was written by teacher pioneers to share their collaborating, designing, and exploring. We’re heading to the edges of the map—welcome aboard!

Parental Involvement Grant

Jaime Puccioni received a $180K three-year grant from the Foundation for Child Development to study how parental involvement influences the success of preschool teachers preparing economically disadvantaged children for school.
Teaching and Leadership

Hirah Mir, doctoral student in Educational Psychology and Methodology, received the UAlbany President’s Award for Excellence in Teaching AND the UAlbany President’s Award for University Governance Leadership Award.

Pillar of the Profession

Frank Lamas PhD ’95 was recognized as a Pillar of the Profession by the National Association of Student Personnel Administrators (NASPA). Lamas earned his PhD from the School’s Department of Educational Policy & Leadership.

Teaching Global Literature in Elementary Classrooms: A Critical Literacy and Teacher Inquiry Approach

By Kelly Wissman, Maggie Naughter Burns, Krista Jiampetti, Heather O’Leary, & Simeen G. Tabatabai

Department of Literacy Teaching and Learning
(Routledge, 2016)

Demonstrating the power of teaching global literature from a critical literacy perspective, this book explores the ways that K-6 educators can infuse diverse texts into their classrooms and find support for their endeavors in teacher inquiry communities. Through carefully analyzed, ethnographically informed portraits of classroom life alternating with teachers’ own accounts of their teaching and learning experiences, it demonstrates how students are moved to question, debate, and take action in response to global texts. This multi-vocal work both emerges from and responds to tensions and debates related to the purpose and practice of literature education in a time of Common Core State Standards.

- adapted from www.routledge.com

Motivation in Learning Grant

David Yun Dai was awarded a subcontract to a three-year project sponsored by the U.S. Army Research Institute (Basic Research Unit) to develop a comprehensive theory and a detailed computational model of how motivation affects cognitive and metacognitive processes in learning and performance. Partnering with cognitive scientist Ron Sun of Rensselaer Polytechnic Institute (RPI), the project—called “Motivation, Learning, and Performance: Developing a Detailed and Comprehensive Computational Theory”—includes a comprehensive review of relevant research literature, experimentation to gain data from human subjects, and computational modeling of motivational cognitive processes. This research will inform the graduate course on human motivation taught at the University at Albany’s School of Education.
Five School of Education Alumni Received UAlbany Alumni Association Excellence Awards

Five School of Education alumni received UAlbany Alumni Association Excellence Awards in April: **Rosemary Leva Evaul '68**, received the Bertha E. Brimmer Medal for excellence in teaching K-12 and dedication to her profession; **William J. McCann Jr., Esq., '87**, received the Excellence in Alumni Service Award for sustained leadership and service to the Alumni Association and the University; **Denis Murphy '86 and Lynda Murphy '83 '85**, received the Excellence in Community Service Award for starting the Friends of Jaclyn Foundation for children with pediatric brain tumors; and **Bushra Rahim '15** received the International Alumni Award for Exceptional Achievement for outstanding contributions to international education.
Publications, Professional Contributions & Awards

Department of Educational Policy & Leadership

Faculty & Professional Staff

Aaron Benavot, Professor
Ph.D. Stanford University

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

Jason Lane, Associate Professor, Department Chair
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, Professor
Ph.D. Cornell University

Kathryn Schiller, Associate Professor
Ph.D. University of Chicago

Teniell Trolian, Assistant Professor
Ph.D. University of Iowa

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

Books and Monographs


Book Chapters


Lane, J. E. (in press). Data analytics, systemness and predicting student success in college: Examining how the data revolution matters to higher education policy makers. In J. Gagliardi, A. Parnell, & J. Carpenter-Hubin (Eds.), The analytics revolution in higher education. Sterling, VA: Stylus Publishing.


**Refereed Scholarly Articles**


**Other Articles and Research Reports**


**Benavot, A.** (2016). Contributor to *Citiscope; Education for All Blog; Network for International Policies and Cooperation in Education and Training Blog; World Education Blog.*


**Conferences and Presentations**


**Benavot, A.** (2016, September-October). *Education for people and planet: Sustainable futures for all.* Keynote presentations given at launch events for the 2016 Global Education Monitoring Report in London, UK; Bonn, Germany; New Delhi and Ahmedabad, India; Oslo, Norway; Bern, Switzerland; Dubai, UAE.


**Benavot, A.** (2016, November). *Are global learning metrics feasible?* Plenary speaker at the Inaugural Comparative and International Education Society Fall Symposium, Scottsdale, AZ.


Parker, E. T., & Trolian, T. L. (2016, November). Student interactions with faculty and perceptions about the climate for diversity at research universities. Presented at the annual conference of the Association for the Study of Higher Education, Columbus, OH.


Basford, M., Synder, K. F., & Trolian, T. L. (2017, March). Engaging high-achieving college students. Presented at the annual convention of the ACPA—College Student Educators International, Columbus, OH.


**Editorial Boards**

**Benavot, A.**
Editorial Board, *Innovation-The European Journal of Social Science Research*
Editorial Board, *International Journal of Educational Studies*
Editorial Board, *International Review of Education*
Editorial Board, *Journal of Educational Studies*
Editorial Board, *Journal of Research and Practice in Adult Literacy, Secondary, and Basic Education*
Editorial Board, *Mediterranean Journal of Educational Studies*
Correspondents Board, *Prospects-Quarterly Review of Comparative Education*
Editorial Board, *Revista de Educación*
Editorial Board, *Revista Latinoamericana de Educación Comparada*

**Lane, J. E.**
Editorial Board, *Higher Education in Review*

**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*
Advisory Board, *Higher Education Research and Policy* series
Editorial Board, *Inside Higher Education International*
Advisory Board, Palgrave book series: *Issues in Higher Education*
Editorial Board, *Journal of the Mexican Council of Education Research*
Editorial Board, *Teaching and Learning in Higher Education: Innovation in Policy and Practice*

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

**Trolian, T. L.**
Associate Editor, *Oracle: The Research Journal of the Association of Fraternity/Sorority Advisors*
Associate Editor, *Developments, ACPA-College Student Educators International*
Editorial Board, *Journal of Student Affairs Research and Practice*
Editorial Board, *Journal of College Student Development*

**Valverde, G. A.**
Editorial Board, *Calidad en la education, Chile Consejo Nacional de Educación Journal*
Editorial Board, *Catohlic University of Uruguay Education Journal*
Board of Editors, *REVALÚE: Revista de Medición, Evaluación y Políticas Educativas*

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

**Other Editorial Activities**

**Lane, J. E.**
Reviewer, *Educational Policy*
Reviewer, *Journal of Higher Education*

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

**Levy, D. C.**
Reviewer, *Asian Pacific Education Review*
Reviewer, *Comparative Education Review*
Reviewer, *Education Policy Analysis Archives*
Reviewer, *Higher Education*
Reviewer, *Higher Education Learning Research Communications*
Reviewer, *Higher Education Policy*
Reviewer, *International Research in Education*
Reviewer, *Latin American Research Review*
Reviewer, *Nonprofit and Voluntary Sector Quarterly*
Reviewer, *Springer*
Meyer, H. D.
Reviewer, *American Journal of Education*

Schiller, K. S.
Program Organizer, Sociology of Education SIG, American Educational Research Association

Trolian, T. L.
Reviewer, *Journal of College Student Development*
Reviewer, *Journal of College Student Retention: Research, Theory, and Practice*
Reviewer, *Review of Educational Research*
Reviewer, *Journal of Museum Management and Curatorship*

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

**Academic Awards and Honors**

Lawson, H. A., Outstanding Reviewer Award, American Educational Research Association

Levy, D. C., International Steering Committee, Research Initiatives for Independent Higher Education, Japan
### 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,** Associate Professor  
Ph.D. University of Maryland

### Division of Educational Psychology and Methodology

**Heidi Andrade,** Associate Professor,  
Associate Dean for Academic Affairs (2016)  
Ed.D. Harvard University

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

**Erin Ruth Baker,** Assistant Professor  
Ph.D. Bowling Green State University

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

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

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

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

**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

**Zheng Yan,** Associate Professor  
Ed.D. Harvard University
DIVISION OF SCHOOL PSYCHOLOGY

Callen Kostelnik, Visiting Clinical Assistant Professor
Psy.D. University at Albany

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

David Miller, Associate Professor
Ph.D. Lehigh University

Benjamin Solomon, Assistant Professor
Ph.D. University of Massachusetts Amherst

DIVISION OF SPECIAL EDUCATION

Kristie Asaro-Saddler, Assistant Professor,
Division Director (2017)
Ph.D. University at Albany

Tammy Ellis-Robinson, Instructional
Support Specialist
Ph.D. University at Albany

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

Matthew LaFave, Coordinator of Field Experience
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, Division
Director (2016), Associate Dean for Academic
Advancement (2017)
Ph.D. University of Maryland

Books and Monographs


Book Chapters


Refereed Scholarly Articles


Other Articles and Research Reports


Asaro-Saddler, K. (2016, July). *Writing instruction for students with learning and attentional difficulties*. Presented at the International Conference on Writing Research, Special Interest Group of the European Association for Research on Learning and Instruction (EARLI), Liverpool, UK.
Asaro-Saddler, K. (2016, July). Teaching summary writing skills to high school writers with disabilities. Presented at the International Conference on Writing Research, Special Interest Group of the European Association for Research on Learning and Instruction (EARLI), Liverpool, UK.


Asaro-Saddler, K. (2016, November). Using evidence-based practices to teach writing to children with ASD. Presented at the Ohio Conference on Autism and Low Incidence (OCALICon), Columbus, OH.


Ellis, M. V., & Colvin, K. (2016, June). Supervisee Non-Disclosure in Clinical Supervision: Developing the construct and testing the psychometric properties of the SNDS. Poster presented at the International Interdisciplinary Conference on Clinical Supervision, Garden City, NY.

Ellis, M. V. (2016, June). Let’s get started! Researching clinical supervision. Roundtable conducted at the International Interdisciplinary Conference on Clinical Supervision, Adelphi University, Garden City, NY.

Ellis, M. V., & Taylor, E. J. (Co-Chairs). (2016, June). Hot topics in clinical supervision 2016. Roundtables conducted at the International Interdisciplinary Conference on Clinical Supervision, Adelphi University, Garden City, NY.

Ellis, M. V. (2016, June). Speed-mentoring with leaders in the clinical supervision profession. Discussant at the International Interdisciplinary Conference on Clinical Supervision, Adelphi University, Garden City, NY.


Teufel, K., & Kostelnik, C. (2017, February). *Create intervention targets and progress monitor with goal attainment scaling*. Presented at the annual convention of the National Association of School Psychologists, San Antonio, TX.

Teufel, K., & Kostelnik, C. (2017, February). *From frustration to success: Add structure to your group supervision*. Presented at the annual convention of the National Association of School Psychologists, San Antonio, TX.


LaFave, M., & Smith, C. (2017, February). *Using a Medical Simulation Model to strengthen capacities within pre-service special education teacher candidates*. Presented at the annual meeting of the Association of Teacher Educators, Orlando, FL.


Martin, J. (2016, June). *Diverse alcohol interventions for college students: Unique and common mechanisms of change*. Chair at the annual scientific meeting of the Research Society on Alcoholism, New Orleans, LA.


Martin, J., & Cimini, M. D. (2016, August). *Integrating screening, brief intervention, and referral to treatment for alcohol and other drugs in diverse primary healthcare and mental healthcare settings*. Workshop conducted at the annual convention of the American Psychological Association, Denver, CO.

Miller, D. N. (2016, October). Suicide: An update on trends and recent developments in prevention. Presented at the annual Central New York Psychopharmacology and Addiction Psychiatry Update Conference, Department of Psychiatry, SUNY Upstate Medical University, Syracuse, NY.

Miller, D. N. (2017, March). Revising the starfish story: Promoting a public health approach to suicide prevention. Keynote address given at the Exploring a Comprehensive Approach to Suicide Prevention Conference, Mental Health America of Roanoke Valley & Suicide Prevention Council of Roanoke Valley, Salem, VA.


Miller, D. N., & Gutin, N. (2017, April). Tribute to AAS Board Member Irving Gutin. Presented at the annual conference of the American Association of Suicidology, Phoenix, AZ.

Miller, D. N. (2017, April). AAS past-presidents panel: Perspectives on the field and AAS at 50 years. Panelist at the annual conference of the American Association of Suicidology, Phoenix, AZ.


Saddler, B., & Asaro-Saddler, K. (2016, July). *A national survey of revising practices in the primary classroom.* Presented at the International Conference on Writing Research, Special Interest Group of the European Association for Research on Learning and Instruction (EARLI), Liverpool, UK.


**Editorial Boards**

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

Asaro-Saddler, K.
Co-Editor, *Exceptional Individuals*
Editorial Board, *Journal of Special Education Apprenticeship*
Editorial Board, *Reading and Writing Quarterly*

Dai, D. Y.
Editorial Board, *Gifted Child Quarterly*
Editorial Board, *Journal for the Education of the Gifted*
Editorial Board, *Roepna Review*

Dillon, F. R.
Editorial Board, *Journal of Counseling Psychology*
Editorial Board, *Journal of Diversity in Higher Education*
Editorial Board, *The Counseling Psychologist*

Ellis, M. V.
Editorial Board, *The Clinical Supervisor*
Editorial Board, *Training and Education in Professional Psychology*
Friedlander, M. L.
Editorial Board, *Couple and Family Psychology: Research and Practice*
Editorial Board, *Journal of Marital and Family Therapy*
Editorial Board, *Psychotherapy*
Editorial Board, *Society for Psychotherapy Research*

Gelzheiser, L. M.
Editorial Board, *Exceptionality*

Kundert, D.
Editorial Board, *Developmental Neuropsychology*

Martin, J.
Associate Editor, *Addiction Research and Theory*
Editorial Board, *Journal of Studies on Alcohol and Drugs*

Miller, D. N.
Editorial Board, Division 16 of the American Psychological Association (School Psychology) book series, *Applying Psychology in the Schools*
Editorial Board, *Journal of School Psychology*
Editorial Board, *Journal of School Violence*
Editorial Board, *Suicide and Life-Threatening Behavior*

Pieterse, A. L.
Editorial Board, *Cultural Diversity and Ethnic Minority Psychology*
Editorial Board, *Journal of Counseling Psychology*
Associate Editor, *Journal of Psychology in Africa*
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*
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*
Editorial Board, *Journal of Counseling Psychology*
Editorial Board, *Journal of Vocational Behavior*

Solomon, B. G.
Editorial Board, *Journal of Educational Psychology*
Editorial Board, *School Psychology Review*

Yan, Z.
Editorial Board, *Developmental Psychology*
Editorial Board, *Educational Technology Research and Development*
Editorial Board, *Frontiers in Psychology*
Co-Editor, *International Journal of Cyber Behavior, Psychology and Learning*
Associate Editor, *Journal of Communication Technology and Human Behaviors*

**Other Editorial Activities**

Andrade, H.
Proposal Reviewer, American Educational Research Association
Reviewer, *Assessing Writing*
Reviewer, *Assessment in Education*
Reviewer, *Assessment and Evaluation in Higher Education*

Asaro-Saddler, K.
Reviewer, *Clinical Linguistics & Phonetics*
Reviewer, *Education and Treatment of Children*
Reviewer, *Journal of Autism and Developmental Disorders*
Reviewer, *Journal of Writing Research*
Reviewer, *Remedial and Special Education*
Reviewer, *Research in Autism Spectrum Disorders*
Reviewer, *Research in Developmental Disorders*

**Baker, E. R.**
Reviewer, *Early Child Development and Care*
Reviewer, *Social Development*
Proposal Reviewer, Society for Judgment and Decision Making
Proposal Reviewer, Society for Research on Child Development

**Colvin, K.**
Proposal Reviewer, Northeastern Educational Research Association

**Dai, D. Y.**
Program Organizer, Research on Giftedness, Creativity, and Talent SIG, American Educational Research Association

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

**Friedlander, M. L.**
Conference Co-Organizer, Research on SOFTA (Therapeutic Alliances with Couples and Families)

**Martin, J.**
Proposal Reviewer, Association for Behavioral and Cognitive Therapy
Reviewer, *Eating Behaviors*
Reviewer, *European Journal of Psychological Assessment*
Reviewer, *Journal of Counseling Psychology*
Reviewer, *Journal of Studies on Alcohol and Drugs*
Reviewer, *Substance Use and Misuse*

**Moeyaert, M.**
Reviewer, *Behavior Modification*
Reviewer, *Behavior Research Methods*
Reviewer, *Journal of Autism and Developmental Disorders*
Reviewer, *Journal of Contextual Behavioral Science*
Reviewer, *Journal of School Psychology*
Reviewer, *Psychological Methods*

**Newman, J.**
Reviewer, *Cyberpsychology, Behavior, Social Networking*
Reviewer, *Journal of Indigenous Research*
Reviewer, *Journal of Individual Differences*
Reviewer, *Perceptual and Motor Skills*
Reviewer, *Psychological Reports*
Reviewer, *Public Library of Science (PLOS ONE)*

**Phillips, S. D.**
Reviewer, *European Journal of Training and Development*

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

**Solomon, B. G.**
Reviewer, *Behavior Modification*
Reviewer, *Exceptional Children*
Reviewer, *Journal of Applied School Psychology*
Reviewer, *Remedial and Special Education*

**Academic Awards and Honors**

**Dillon, F. R.**, Best Paper Award, *Journal of Ethnic & Cultural Diversity in Social Work*

**Martin, J.**, G. Alan Marlatt Award for Distinguished Scientific Early Career Contributions, Society of Addiction Psychology

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

**Miller, D. N.**, Certificate of Appreciation for Outstanding Service, American Association of Suicidology

**Moeyaert, M.**, Anastasi Dissertation Award Division 5, American Psychological Association

**Phillips, S. D.**, Chair, National Advisory Committee on Institutional Quality and Integrity
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

Hae In Park, Assistant Professor
Ph.D. Georgetown University

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, Associate 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, Department Chair
Ph.D. Beijing Normal University, China

Books and Monographs


Book Chapters


Refereed Scholarly Articles


Other Articles and Research Reports


Tao, D., & Zhang, J. (2016). If you don’t tell us, how can we know what we are supposed to do? A case study of a Grade 5 science community co-constructing collective structures to support sustained inquiry over a school year. In M. Wang, P. Kirschner, & S. Bridges (Eds.), Proceedings of the Workshop on Computer-Based Learning Environments for Deep Learning in Inquiry and Problem-Solving Contexts – The Pre-Conference Workshop at ICLS 2016 (pp. 31-36). Singapore: International Society of the Learning Sciences.

**Conferences and Presentations**


**Kecskes, I.** (2017, April). *Is intercultural communication changing the way we think about language?* SUNY Distinguished Professor lecture given at University at Albany, Albany, NY.

**Kirner-Ludwig, M. D.** (2016, June). *Dei Mudda and Yo Momma: A crosslinguistic study into the socio-pragmatical functions of ritually insulting one’s mothers – and earning respect for it.* Presented at the Sociolinguistics Symposium 21, Universidad de Murcia, Murcia, Spain.


**Kumi-Yeboah, A.** (2016, December). *Examining African immigrant students’ civic learning experiences in urban social studies classrooms.* Presented at the annual meeting of the College and University Faculty Assembly of the National Council for the Social Studies, Washington, DC.


**Learned, J.** (2016, July). *ILA Outstanding Dissertation Award for 2016: “Feeling like I’m slow because I’m in this class”: Secondary school contexts and the identification and construction of struggling readers.* Presented at the annual conference of the International Literacy Association, Boston, MA.


Glass, R. J., & Oliveira, A. W. (2017, January). A shift towards project-based learning with ELLs during a year-long professional development program. Presented at the international meeting of the Association for Science Teacher Education, Des Moines, IA.


Publications, Professional Contributions & Awards

Editorial Boards

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

Kecskes, I.
Editor, Chinese as a Second Language Research
Advisory Board, Complutense Journal of English Studies
Editorial Board, East Asian Pragmatics
Editor, Intercultural Pragmatics
Editorial Board, International Journal of Language and Culture
Editorial Board, International Journal of Multilingualism

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

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

Shea, P.
Editor, Online Learning

Vickers, J. C.
Editorial Board, Online Learning

Williams-Pierce, C.
Associate Editor, Adıyaman University – Journal of Educational Sciences
Editorial Board, Well Played

Yagelski, R. P.
Editorial Board, English Education
Editorial Board, Journal of Writing Assessment
Editorial Board, Literacy in Composition Studies

Yagelski, R. P. (2017, March). Writing about more than writing: Teaching academic writing as a means to well-being. Presented at the Conference on College Composition and Communication, National Council of Teachers of English, Portland, OR.


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

Editorial Board, *International Journal of Smart Technology and Learning*

Associate Editor, *Journal of the Learning Sciences*

Associate Editor, *Knowledge Management & E-Learning: An International Journal*

**Other Editorial Activities**

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

Reviewer, *Educational Technology Research & Development*

Reviewer, *Journal of Educational Psychology*

Reviewer, *Review of Educational Research*

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

Reviewer, *Frontiers in Psychology*

Reviewer, *Journal of Research in Science Teaching*

Reviewer, *Learning and Individual Differences*

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

Chair, Chinese as a Second Language Research Conference

Chair, Intercultural Pragmatics International Conference

Co-Chair, Sorbonne Paris—UAlbany Graduate Student Symposium

Kumi-Yeboah, A.
Proposal Reviewer, American Educational Research Association

Reviewer, *Journal of International Students*

Reviewer, *Journal of Online Learning Research*

Reviewer, *Journal of Urban Education*

Reviewer, *Journal of Youth and Society*

Reviewer, *Online Learning*

Learned, J.
Reviewer, *English Teaching: Critique and Practice*

Reviewer, *Journal of Literacy Research*

Reviewer, *Journal of the Learning Sciences*

Reviewer, *Multicultural Perspectives Journal*
Oliveira, A. W.
Reviewer, *Bilingual Research Journal*
Reviewer, *Eurasia Journal of Mathematics, Science and Technology Education*
Reviewer, *International Journal of Environmental and Science Education*
Reviewer, *International Journal of Science Education*
Reviewer, *Journal of Educational Psychology*
Reviewer, *Journal of Pragmatics*
Reviewer, *Journal of Research in Science Teaching*
Reviewer, *Journal of STEM Education*
Reviewer, *Journal of the Learning Sciences*
Reviewer, *Learning Environments Research*
Reviewer, *Learning and Individual Differences*
Reviewer, *NSTA Press*
Reviewer, *Review of Education*
Reviewer, *School Science and Mathematics*
Reviewer, *Science and Education*
Reviewer, *Science Education*
Reviewer, *Springer International Publishing*
Reviewer, *Teaching and Teacher Education*
Proposal Reviewer, The Canadian Society for the Study of Education

Park, H. I.
Reviewer, *Applied Linguistics*
Reviewer, *Bilingualism: Language and Cognition*
Reviewer, *Language Learning*
Reviewer, *Routledge*
Proposal Reviewer, Second Language Research Forum

Rodgers, C.
Proposal Reviewer, American Educational Research Association
Reviewer, *Curriculum Inquiry*

Vickers, J. C.
Reviewer, *Internet and Higher Education*
Reviewer, *Language Learning and Technology*

Wilcox, K. C.
Reviewer, *Writing & Pedagogy*
Proposal Reviewer, TESOL International Association

Williams-Pierce, C.
Proposal Reviewer, American Educational Research Association
Reviewer, *Contemporary Educational Psychology*
Conference Co-Organizer, Games in Education Symposium
Proposal Reviewer, Games+Learning+Society Conference
Proposal Reviewer, International Conference for Computer Supported Collaborative Learning
Proposal Reviewer, International Conference for the Learning Sciences
Reviewer, *Journal for Research in Mathematics Education*
Reviewer, *Journal of Mathematical Behavior*
Proposal Reviewer, Psychology of Mathematics Education – North American Chapter

Zhang, J.
Reviewer, *Educational Technology Research and Development*
Reviewer, *Frontiers of Education in China*
Reviewer, *Instructional Science*
Reviewer, *Journal of the Learning Sciences*

Academic Awards and Honors

Kecskes, I., President/Elect/Past, American Association of Pragmatics

Learned, J., Outstanding Dissertation Award, International Literacy Association

Wilcox, K. C., Excellence in Full-Time Teaching, School of Education, University at Albany

Williams-Pierce, C., Nationally Selected Mentee, Division C New Faculty Mentor Program, American Educational Research Association
### Faculty & Professional Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Degree</th>
<th>Institution</th>
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<tr>
<td><strong>Stephanie Affinito</strong>, Staff Associate</td>
<td>Ph.D. University at Albany</td>
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<tr>
<td><strong>Erica Barnes</strong>, Assistant Professor</td>
<td>Ph.D. Vanderbilt University</td>
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<tr>
<td><strong>Cheryl Dozier</strong>, Associate Professor</td>
<td>Ph.D. University at Albany</td>
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<tr>
<td><strong>Virginia Goatley</strong>, Professor, Department Chair</td>
<td>Ph.D. Michigan State University</td>
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<tr>
<td><strong>Delicia Greene</strong>, Assistant Professor</td>
<td>Ph.D. Syracuse University</td>
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<tr>
<td><strong>Jolene Malavasic</strong>, Staff Associate</td>
<td>Ph.D. Syracuse University</td>
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<tr>
<td><strong>Jaime Puccioni</strong>, Assistant Professor</td>
<td>Ph.D. Michigan State University</td>
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<tr>
<td><strong>Donna Scanlon</strong>, Professor</td>
<td>Ph.D. University at Albany</td>
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<tr>
<td><strong>Margaret Sheehy</strong>, Associate Professor</td>
<td>Ph.D. Ohio State University</td>
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<tr>
<td><strong>Kelly Wissman</strong>, Associate Professor</td>
<td>Ph.D. University of Pennsylvania</td>
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### Books


### Book Chapters


### Refereed Scholarly Articles


Scanlon, D. M. (2017, February). *Dyslexia: Definition, the research base, perspectives, and points of contention.* Presented at the annual conference of the Wisconsin State Reading Association, Milwaukee, WI.


Wissman, K. (2016, November). *Meet the editors: Language Arts.* Panelist at the annual convention of the National Council of Teachers of English, Atlanta, GA.

Wissman, K. (2016, November). *Advocating for global children’s literature: Multiple perspectives on teaching for inquiry, critical literacy, and intercultural understanding.* Presented at the annual convention of the National Council of Teachers of English, Atlanta, GA.


**Editorial Boards**

**Barnes, E. M.**
Editorial Board, *Reading Horizons Journal*

**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*
Editorial Board, *Journal of Children’s Literature*
Co-Editor, *Language Arts*
Other Editorial Activities

Barnes, E. M.
Reviewer, *Early Childhood Research Quarterly*
Reviewer, *Early Education and Development*
Reviewer, *Journal of Applied Developmental Psychology*
Reviewer, *Journal of Curriculum Studies*
Reviewer, *Journal of Early Childhood Research*
Reviewer, *Journal of Early Literacy*
Reviewer, *Journal of Speech, Language, and Hearing Research*

Dozier, C.
Reviewer, *Corwin Publishers*
Reviewer, *International Reading Association*
Proposal Reviewer, *International Reading Association*
Reviewer, *Journal of Curriculum and Instruction*
Reviewer, *Literacy Research Association*
Reviewer, *Stenhouse Publishers*
Reviewer, *Teachers College Press*
Reviewer, *Teaching and Teacher Education*

Greene, D. T.
Reviewer, *Journal of Language and Literacy Education*
Reviewer, *Journal of Negro Education*
Proposal Reviewer, *Literacy Research Association*

Goatley, V.
Proposal Reviewer, *Literacy Research Association*

Malavasic, J.
Proposal Reviewer, *Association of Literacy Educators and Researchers*
Proposal Reviewer, *International Reading Association*
Reviewer, *Journal of Adolescence*
Reviewer, *The Journal of Early Adolescence*

Puccioni, J. L.
Reviewer, *Cambridge Journal of Education*
Reviewer, *Children and Youth Services Review*
Reviewer, *Early Child Development and Care*

Scanlon, D. M.
Reviewer, *Elementary School Journal*
Reviewer, *International Reading Association*
Reviewer, *Literacy Research Association*
Reviewer, *The Reading Teacher*

Sheehy, M. R.
Proposal Reviewer, *American Educational Research Association*
Reviewer, *Journal of Literacy Research*
Proposal Reviewer, *Literacy Research Association*

Wissman, K.
Reviewer, *Anthropology and Education Quarterly*
Reviewer, *Children's Literature in Education*
Reviewer, *Curriculum Inquiry*
Reviewer, *English Journal*
Reviewer, *Journal of Literacy Research*
Reviewer, *Linguistics and Education*

Academic Awards and Honors

Dozier, C., President's Award for Exemplary Public Engagement, University at Albany

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

Greene, D. T., Early Career Travel Award, Division K—Teaching and Teacher Education, American Educational Research Association

Wissman, K., Chancellor's Award for Excellence in Teaching, State University of New York
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)
2016-2017 Funded Projects
The 2016-2017 funded research and projects are listed alphabetically by the principal investigator.

**AFFINITO, STEPHANIE**  
Literacy Teaching and Learning  
Co-PIs Trudi Jacobson (University Libraries), Kelsey O’Brien (University Libraries), Michele Forte (Empire State College), Donna Mahab (Empire State College), Karen Gardner-Athey (SUNY System Administration)  
Scaling the Metaliteracy Badging System for Open SUNY: Collaborative Customization for Teacher Education Programs  
Office of the SUNY Provost, Innovative Instruction Technology Grant Program  
$28,359

**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

**BAKER, ERIN**  
Educational Psychology and Methodology  
Social Exclusion and Social Responses: Social Decision-Making in Early Childhood  
Faculty Research Award Program, University at Albany, SUNY  
$2,326

**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 Institute for Alcohol Abuse and Alcoholism, National Institutes of Health  
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  
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

DILLON, FRANK Co-PI  
Counseling Psychology  
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

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

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.

GELZHEISER, LYNN  
Educational Psychology and Methodology, Special Education

**Efficacy of the ISA-X as a Small Group Intervention for Intermediate Grade Struggling Readers**  
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)  
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  
$10,500  
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
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<th>Name</th>
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<tr>
<td>KUMI-YEBOAH, ALEX</td>
<td>Educational Theory and Practice</td>
<td>Designing Cross-Cultural Collaborative Online Learning Tool-Kit for SUNY Faculty</td>
<td>Office of the SUNY Provost, Innovative Instruction Technology Grant Program</td>
<td>$10,000</td>
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<tr>
<td>KUNDERT, DEBORAH KING</td>
<td>School Psychology</td>
<td>School Psychology Trainees</td>
<td>Albany City School District, Brunswick (Brittonkill) Central School District, Cairo-Durham Central School District, North Colonie Central School District, Northern Rivers, Shenendehowa Central School District, St. Anne Institute, Enlarged City School District of Troy</td>
<td>$156,420</td>
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<tr>
<td>LEARNED, JULIE</td>
<td>Educational Theory and Practice</td>
<td>A Mixed Methods Examination of the Construction of Reading Labels Through Secondary School Contexts</td>
<td>Faculty Research Award Program, University at Albany, SUNY</td>
<td>$2,377</td>
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<tr>
<td>LEVENTHAL, MITCH</td>
<td>Educational Policy &amp; Leadership</td>
<td>Fully Online Master of Arts in International Education Management (MIEM)</td>
<td>Office of the Provost, Online Teaching and Learning, University at Albany, SUNY</td>
<td>$7,500</td>
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<td>Online Course Proposal for “Education for Civic Engagement and Literacy”</td>
<td>Office of the Provost, Online Teaching and Learning, University at Albany, SUNY</td>
<td>$2,700</td>
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<td>MARTIN, JESSICA</td>
<td>Counseling Psychology</td>
<td>Co-PI Frank Dillon (Counseling Psychology)</td>
<td>Development and Validation of the Stimulant Motives Measure</td>
<td>$1,525</td>
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<td>McANDREW, LISA</td>
<td>Counseling Psychology</td>
<td>Cognitive Rehabilitation for Gulf War Illness</td>
<td>Department of Veterans Affairs Four-year project with funding totaling $1,500,000</td>
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<td>Problem-Solving Therapy for Gulf War Illness</td>
<td>Department of Veterans Affairs Five-year project with funding totaling $500,000</td>
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<td>Predictors of Student Veterans’ Academic Success</td>
<td>Faculty Research Award Program, University at Albany, SUNY</td>
<td>$9,855</td>
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<td>Co-PI Drew Helmer (NJ WRIISC), Site PI Micki Friedlander (Counseling Psychology)</td>
<td>WRIISC as a Model of Care for Chronic Multisymptom Illness</td>
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<td>Predictors of Student Veterans’ Academic Success</td>
<td>U.S. Department of Veterans Affairs Four-year project with funding totaling $1,100,000</td>
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<td>MOEYAERT, MARIOLA</td>
<td>Educational Psychology and Methodology</td>
<td>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)</td>
<td>Multilevel Modeling of Single-Subject Experimental Data: Handling Data and Design Complexities</td>
<td>$899,524</td>
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<td>KU Leuven/Institute of Educational Sciences Three-year project with funding totaling $899,524</td>
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<td>NEWMAN, DIANNA</td>
<td>Educational Psychology and Methodology, Evaluation Consortium</td>
<td>Safe Schools/Healthy Students - Schenectady City Schools Evaluation</td>
<td>Schenectady City School District/U.S. Department of Education Five-year project with funding totaling $108,000</td>
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PIETERSE, ALEX Co-PI
Counseling Psychology

Examining the Relations Between Race-Based Trauma and Mental and Physical Health
Faculty Research Award Program, University at Albany, SUNY
$4,000

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

Foundation for Child Development
$180,000

QUINN, KEVIN
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
Four-year project with funding totaling $105,488

Online PhD in ETAP
Office of the Provost, Online Teaching and Learning, University at Albany, SUNY
$18,318

Co-PI Alandeom 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
$1,877,329

SADDLER, BRUCE
Special Education

Preparation of Special Education Teachers
Burnt Hills/Ballston Lake Central Schools, Menands School District, North Colonie Central School District, Shenendehowa Central School District
$138,000

SCHILLER, KATHRYN
Educational Policy & Leadership

PIRE
Department of Atmospheric and Environmental Sciences, University at Albany, SUNY
$53,596

SHEA, PETER
Educational Theory and Practice

SLN
SUNY System Administration
$51,150

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
$78,912
SHEA, PETER Co-PI
Educational Theory and Practice

VICKERS, JASON Co-PI
Educational Theory and Practice

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

SHEA, PETER Co-PI
Educational Theory and Practice

Co-PI Joanne Malatesta (Advisement Services)
Coaching Toward Completion: Replicating InsideTrack within the State University of New York System
U.S. Department of Education
$299,430

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

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

VALVERDE, GILBERT
Educational Policy & Leadership

Methodologies for Aligning Performance Standards in Standardized Tests with National Learning Standards in OECD Countries
United National Environmental Programme
$62,000

Methodologies for Developing Performance Standards in National Evaluations in OECD Countries
United Nationals Development Programme
$62,000

WAGNER, ALAN
Educational Policy & Leadership

Economic Impact of SUNY Graduates
SUNY System Administration/Rockefeller Institute of Government
$41,949
The School of Education’s Know Your Schools—for NY Kids project (formerly Just for the Kids-NY) focuses on finding and sharing excellence in educational practices through the study of consistently higher-performing schools within New York State. NYKids provides a free “Tool Box” of web-based charts and graphs that enable schools to see how they are doing compared with other, similar schools. In addition, the website 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.

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

Supporting Effective Educators Development (SEED) Invitational Leadership Institute
National Writing Project
$15,000

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

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

EAGER: Developing Cybersecurity Judgement Questionnaire for GenCyber Campers
National Science Foundation
$297,528

Zhang, Jianwei
Educational Theory and Practice

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
DEGREE OPTIONS

School-wide
- Undergraduate Minor in Educational Studies
- CGS Teacher Leadership

Department of Educational Policy & Leadership
- MS Educational Policy and Leadership
- MS Higher Education
- AGC School Building Leader, School District Leader, School District Business Leader
- CGS International Education Management
- PhD Educational Policy and Leadership
  (Concentrations 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
  - BS Human Development
  - 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
- AGC TESOL
- MS Curriculum Development and Instructional Technology
- CGS Certificate in Online Learning and Teaching (COLT)
- CGS Certificate in Computing Education (CCE)
- 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

AGC Advanced Graduate Certificate
CAS Certificate of Advanced Study
CGS Certificate of Graduate Study
* accredited
° offered online