Greetings from the UAlbany School of Education.

This past May 141 students graduated from the UAlbany School of Education, and 134 more this December. Numbers belie the special affection we feel for our graduates—pride in their growth, nostalgia for stimulating conversations, welcome to new colleagues, eagerness to see them thrive. We felt privileged to know their joys—weddings, births, awards, first publications, successful clinical placements—and their challenges—divorces, deaths, diseases, a failed exam, a dissertation gone awry. And we strove to build the competence, confidence, and creativity of each.

Some of our graduates teach elementary, secondary, and college students, special needs students, emergent readers, or speakers of other languages. Some promote education as principals, superintendents, college administrators, and policy makers in state, national, and international settings.

In one year, this School has sent 275 new professionals, new scholars, new advocates into a world that hungers for education...for human dignity, for personal growth. How did you come to find your vocation? Join us to advocate for the value of education. Keep in touch... and give generously to the future.

Robert Bangert-Drowns
Dean

Spotlight on Finland

Researchers and School Leaders Investigate Educational Success

When it comes to education, the spotlight shines brightly on Finland these days. The main reason for the sudden worldwide attention to this small nation-state of five million is the Organisation for Economic Cooperation and Development's Program for International Student Assessment, PISA, or short. PISA is a set of international assessments given at the high school level measuring capabilities in reading, mathematics, and science literacy. Beginning in 2000, this assessment has been administered every three years, and each time Finland has topped the rankings.

This was reason enough for faculty at the School of Education to ask: “Who Succeeds at PISA and Why?” This was the subject of a conference held at the University at Albany in December 2011, during which 17 researchers from national and international universities presented their findings. The conference was organized by professors Heini-Dieter Meyer and Aaron Benavot of the Department of Educational Administration and Policy Studies with support from the UAlbany Research Foundation, the School of Education, and the Capital Area School Development Association.

The tenor of many contributions was to caution educators, practitioners, and policymakers not to judge U.S. public education as inferior on the basis of statistics that might not necessarily predict characteristics like creativity, self-reliance, and independence that we prize in this country.”

Why else might Finland’s educational system be attractive? The conference stirred up enough curiosity that a dozen attendees traveled to Finland to see for themselves. The trip, which was organized by Dr. Meyer and Dr. Eija Rronge in May of 2012, brought researchers and school leaders (many of whom have been or are currently engaged in graduate work at the School of Education) to Helsinki and Turku, Finland’s two largest cities, to visit schools and teacher training centers, and to talk with experts from the Finnish universities and teacher association. Among the many stimulating experiences over the weeklong visit, a few stood out. Finland manages to use almost no standardized testing, and teachers are not ranked or compensated on the basis of student test scores. Teaching is a highly sought-after prestigious profession, with only 1 out of 10 applicants able to join the ranks of tenured teachers.

Some New York State school principals also commented on the remarkably stress-free environment and a general sense of well-being that seemingly pervaded the school climate in Finland. Perhaps the biggest ‘take away’, however, was that Finnish education—from parents to top officials—relies on trust, rather than formal rules and regulations, to achieve excellent results for their children.

Did you know...

the School’s Department of Educational Administration and Policy Studies will host the Comparative and International Education Society’s (CIES) annual conference in New Orleans March 10-15, 2013?

For more info visit www.2013.cies.us.

Save the Dates

Fall Graduate Commencement Ceremony

Sunday, December 16, 2012

Ceremony begins promptly at 1:00 p.m.
SEFCU Arena

The School of Education wants to know about our graduates!
Please send us your news and notes so we can share in your activities and accomplishments.
Send to:
School of Education Alumni News
ED 246
1400 Washington Ave
Albany, NY 12222
or educationdean@albany.edu
(with SOE Alumni News in the subject line)
Books will be featured in the spring.

The 2013 U.S. News & World Report rankings of graduate schools of education placed the University at Albany School of Education in the top 20% in the nation!

The School of Education

University at Albany
State University of New York
Student News

Christina A. Farrugia, doctoral candidate and research assistant in Educational Administration and Policy Studies, traveled to the United Arab Emirates last spring to conduct research on the effect of the UAE’s cross-border higher education policies. She authored a policy brief for the Al Qasimi Foundation which addressed the increased number of UAE universities and local networks in supporting research and innovation.

Maria Ishaq Khan, master’s student in Educational Administration and Policy Studies, received a 2011-12 World Fellowship award from the Delta Kappa Gamma Society International. The World Fellowships Program began in 1946 as a project to aid women in war-torn countries, and has grown to award fellowships to more than 555 women from over 100 countries to enable them to pursue advanced study in the United States and Canada.

Mark Munro, doctoral student in Counseling Psychology, received the Martha B. Carter Award for Education and Training from the American Psychological Association’s Division 29 (Psychology) for his dissertation, *Helping therapists trainee experience theoretical orientation development: Pilot study findings from a phenomenological study.*

2011-12 University at Albany Bancroftian Association Awards were given to two School of Education students.

- Donald White passed away on September 7, 2011. He received his master's degree from the School of Education in 1958. White worked for the New York State Board of Education until his retirement. White was a longtime leader and promoter of the arts. He was a member of counties arts-related boards and societies including the Millennium Club, the Albany Choral Society (board member), Museum of Modern Art, Schaefer Mansion Society, Gilbert and Sullivan Operatic Society and a gold member of the Metropolitan Opera. He was also an accomplished pianist, organist, and vocalist.

- Doug Windham passed away on October 7, 2011. Dr. Windham was professor in the School of Education in the Department of Educational Administration and Policy Studies from 1979 to 1998. He was the 2004 recipient of the University at Albany’s Outstanding Alumnus Award and was named to the University at Albany’s 2006, 2007, and 2008 Hall of Fame. Dr. Windham was also the 2001 recipient of the American Psychological Association’s Div. 29 (Counseling Psychologists) Outstanding Educator Award. Dr. Windham received the University at Albany’s Outstanding Alumnus Award in 2004.

Family, friends and colleagues established this fellowship to support doctoral candidates in EAPS, in memory of Professor Sanford Levine, who spent over 20 years teaching in the department.

In Memoriam

Harold R. Hovcs - Harry Hovcs passed away on November 11, 2011. Hovcs was a guidance counselor at the Milne School from 1954 to 1962 and then a faculty member in the counseling program. He and his family traveled all over the world while he was a visiting professor, Fulbright grantee, Ford Foundation consultant, and assistant director of Peace Corps training. Hovcs retired in 1984 and continued his good work helping others through the First Congregational Church in Albany, the Inner Mission United Methodist Church, and the boards of the Albany International Airport, Capital Area Council of Churches, United Mission in Mann, and Albany United Methodist Society.

Donald E. White Jr. - Donald White passed away on September 7, 2011. He received his master's degree from the School of Education in 1958. White worked for the New York State Board of Education until his retirement. White was a lifetime lover and promoter of the arts. He was a member of counties arts-related boards and societies including the Millennium Club, the Albany Choral Society (board member), Museum of Modern Art, Schaefer Mansion Society, Gilbert and Sullivan Operatic Society and a gold member of the Metropolitan Opera. He was also an accomplished pianist, organist, and vocalist.

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2012 Initiatives for Women Awards were given to four School of Education students.

- Abner Alveson, Curriculum Development & Instructional Technology, Honoring Our Mothers Fund.
- Georgia Brooke, Educational Psychology, Karen R. Hirschick New Frontiers Fund.
- Shabahad Fierro, Special Education and Literacy, The Bernstein Moshby Puffin ’39 Scholarship Award.

2012 University at Albany President’s Distinguished Doctoral Dissertation Awards were given to four School of Education doctoral students.

- Jonathan Gagliardi, EAPS, for *Measuring entrepreneurship in the academic heartland,* Dissertation chair: J. Lane.
- Dena Ormiston, EAPS, for *The development of conceptual socialization in Turkish international students: A language socialization perspective on conceptual fluency and social identity,* Dissertation chair: Jovin Kaczkos.
- Xinyuan Tan, ECP, for *A study of birth weight as a predictor of cognitive ability in childhood: Applications of linear regression and generalized propensity score methods,* Dissertation chair: Beth Prusk.
- Rene Wilson, EAPS, for *Taking on the perspective of the other: Understanding parents’ and teachers’ perceptions of parent involvement in students’ educational experiences,* Dissertation chair: Kathryn Schiller.

2012 University at Albany President’s Awards for Leadership were given to eleven students with a declared minor in education. Great Dane Award:
Samantha Arping, Rachel Bourgignon, Krystal Folk, Steven Valentino, Nicole Zacarelli. Returning Woman Award: Sara Cole. Outstanding Senior Award: Nicole Jean, Joel Shaw Award Livington, Molly Silbince, Middle Earth Award: Shuang Liang. Project SHAPE Award: Yocheled Usher.

2011-12 University at Albany Bancroftian Association Awards were given to two School of Education students.

- Hsin-Hua Lee, ECP, for her project, *Legitimacy of cross-border higher education in the United Arab Emirates.*
- Boim-Hua Lee, ECP, for her project, *The relations of acculturation, acculturation, and acculturation family distancing to depressive symptoms as mediated by family conflict: A study of Taiwanese adults in the U.S.*

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- Doug Windham passed away on October 7, 2011. Dr. Windham was professor in the School of Education in the Department of Educational Administration and Policy Studies from 1979 to 1998. A Ph.D. in Economics, he had previously been a faculty member at the University of Chicago. In 1991 he was named a UAlbany Distinguished Service Professor. In addition to an impressive record of publications and academic honors, Windham was named as an education advisor for the developing world. The improvement of educational opportunity and outcomes in all nations was his professional life’s work. He joined a select list of prominent scholars as Academic Laureate of the University at Albany in 1996, a designation recognizing individuals for their notable achievements in academe and research.

You can make a difference...

While state funding provides an essential foundation for excellence, many of the activities that UAlbany’s nationally ranked School of Education distinctive are funded through grants and private donations. Hundreds of alumni and friends assist the School to enhance learning and development for students everywhere.

Here’s how you can make a difference... Sponsoring a student scholarship, lecture reception, travel conference (faculty or student), recruitment trip, student emergency fund, technology renewal fund, or conference sponsorship. Your donation will contribute to advancing the School's mission and keeping the Tradition of Excellence Thriving.

The easiest way to make a gift to the School is by using a credit card on our online form. The transaction and your credit card information are completely secure. To be sure your gift will directly benefit the School, just follow these two simple steps:
- After filling in your personal information and donation amount, in the drop-down menu labeled “Please designate my gift to:”, click “College/School/Department” and select “School of Education”.
- To designate your gift to the School of Education, click on “Support the School.”

You can also donate by mail, phone, employer gift match, gifts of stock and securities, gift payment, or payroll deduction. Specify the “School of Education” as your gift designation in writing (including on the memo portion of a check or where requested in a pledge form), or verbally by phone. For more details, visit www.albany.edu/education and click on “Support the School.”

Students, faculty, and staff are very grateful for your support. Thanks!
Alumni News

Justin Gibson (Ph.D. ’12 Counseling Psychology) received the 2012 Early Career Award for Contribution in LGBT Counseling Psychology by the APA Division 17 Section for Lesbian, Gay, Bisexual, and Transgender Issues. The award honors an academic and/or practitioner who has made significant contributions to the science and/or practice of counseling psychology relevant to LGBT populations. The award recognizes Gibson’s clinical and liaison work with LGBT populations at UAlbany and UC Berkeley, which he continues as staff psychologist at the University of San Diego.

Lyanna Henry (M.S. ’10 Educational Administration and Policy Studies) was selected as a North Carolina Albert Schweitzer Fellow, joining some 250 other 2011-13 Schweitzer Fellows nationally in continuing the work of Dr. Albert Schweitzer—conceptualizing and carrying out service projects that address the social determinants of health in underserved communities. Henry, a student at North Carolina Central University School of Law, will develop a mentoring and self-empower program for minority middle school boys, encouraging academic excellence and exposing them to the legal profession as a possible career choice.

Michael Huchra (M.S. ’02 Reading, A.G.C. ’01 School Building Leadership) was named principal of Ballard Road Elementary School in the South Glens Falls School District. Prior to assuming this position in the 2011-12 school year, he taught fifth grade at Lake Avenue Elementary School in the Saratoga City School District.

Frank R. Lamas (M.S. ’80, Ph.D. ’93 Educational Administration and Policy Studies) is vice president for student affairs and dean of students at the University of Texas at Arlington. Prior to this position he was associate vice president for student affairs at Rochester Institute of Technology, and previously was Campus Director, Western Michigan College, Ithaca College, Youngstown State University, and SUNY Oneonta.

Richard Lehrer (M.S. ’76, C.A.S. X1, Ph.D. ’93 Educational Psychology and Statistics) was named an AERA Fellow in recognition of his exceptional scientific and scholarly contributions to education research and significant contributions to the field through the development of research opportunities and settings. Lehrer is Frank W. Mayborn Professor of science education at Vanderbilt University’s Peabody College and in 2011 received the University at Albany’s Distinguished Award Distinction Award.

Tisha Lewis (Ph.D. ’99 Reading) received the 2012 Promising Researcher Award from the National Council of Teachers of English (NCTE). Lewis is assisted in her research on language and literacy at Georgia State University. She has worked as a Title 1 Reading/Writing skills teacher, reading specialist, and consultant. She was a finalist for the 2011 Outstanding Dissertation Award from the International Reading Association; a recipient of the Literacy Reading Association Scholars of Color Transitioning into Academic Research Mentoring Program; and a past fellow of the NCETE Research Foundation’s Cultivating New Voices among Scholars of Color Fellowship Program. Her research interests explore how culture, identity, and power among African American families are constructed as they use digital literacies as mediating tools to make sense of their lives.

Mark Place (M.S. ’03 Educational Administration and Policy Studies) was named chief information officer of the Albany City School District. Place served as the district’s technology coordinator since April 2009, when he came to Albany following seven in the Brittenrolsk Central School District. In Brittenrolsk, Place taught earth science and served as the district’s technology and business program leader, and as the coordinator of technology. He began his career as a science teacher in the Gilbertsville-Mt. Upton Central School District and taught science in an alternative education setting for Otsego-North Commons BOCES.

Luba Roytburd (Ph.D. ’95 Counseling Psychology) was named to the New York State Psychological Association (NYSAPA) Leadership Institute 2012-13 class. The Institute prepares a select group of outstanding professionals to advance the profession of psychology and lead the association in the future. Roytburd is a psychologist in private practice providing psychotherapy, assessment, and consultation including bilingual services (Russian) in children, adolescents, and adults in Manhattan and Queens. Roytburd is also an adjunct assistant professor at Manhattan College’s Graduate Counseling programs.

Kelly Ryan has been honored with the National Association for Biology Teachers 2012-13 Outstanding Biology Teacher Award for New York State. She was recognized in October. Ryan is currently a teacher at Skater High School in the North Schenectady School District. Ryan was a 2010 graduate of the University at Albany’s Department of Educational and Counseling Psychology.

Jalinda Soto (M.S. ’08 Special Education and Literacy) has been named principal of Phillip SchAErcher Achievement Academy in the City School District of Albany. Previously a teacher at the school, Soto took over as principal in March. Soto served as a special education teacher at Schaefer from 2007 until stepping into the principal role. She came to the district following teaching experience in Troy, North Colonie, and Albany charter schools. She was a finalist for the University at Albany Alumni Association recognizes alumni and friends of the University for their outstanding achievements and service to the University and community. These individuals personify the University’s commitment to excellence and service. Four of our alumni were honored in 2012 with UAlbany Alumni Association Excellence Awards (shown clockwise from top left).

Heather O’Leary, Class of 1999 and English as a Second Language (ESL) teacher at Van Corter Elementary School and Hamilton Elementary School in Schenectady, received the Bertha E. Brimmer Medal for excellence in teaching K-12 and dedication to the profession.

Kellie Miwa, Class of 2000 and the World Bank’s project manager for the Lao People’s Democratic Republic, received the Distinguished Professional Award for Exceptional Achievement.

Donna Scacilan, Class of 1976 and 1987 and professor in the S.E.OE’s Reading Department, received an Excellence in Education Award for extraordinary distinction in the field.

Joseph S. Brozman, Class of 1969 and 1981 and President of Delaware Valley College, received an Excellence in Education Award for outstanding accomplishment in the field.

School News

Graduate students from the first cohort of Resident Fellows from UAlbany’s SOE spoke with more than one hundred ninety third grade students about ‘The College Experience’ as part of a Career and College Fair at Amsterdam High School in March. The Fellows shared personal experiences about college, the importance of putting forth the effort and preparation for college and life, and answered student questions. These master’s students are the inaugural members of a new SOE Program, a joint effort between the Department of Reading and the Division of Special Education, funded by the New York State Education Department, known as the Graduate Level Clinically Rich Teacher Preparation Pilot Program (ULCETTPP), designed to prepare the next generation of special educators to work with 21st century high school students. The graduate students intern as campus and resource support teachers at Amsterdam High School, and work on supporting and differentiating instruction for all students.

The Institute of Nanoscale Technology and Youth (INTY), a partnership between the Center for Urban Youth and Technology (CUYT) in the School of Education and the College of Nanoscale Science and Engineering (CNSE), held its fourth institute series for middle school students and teachers in April on the UAlbany campus and CNSE’s Albany Nanotech Complex. The three-day institute welcomed 35 students from the Newburgh Enlarged City School District (NECSD) to participate in a variety of interactive events, exposing them to STEAM (science, technology, engineering, art, and math) activities and career possibilities. More than 300 seventh and eighth grade students from the Wilbur H. Lynch Literacy Academy in Albany, NY, along with parents and teachers, toured the UAlbany campus as guests of the School of Education in October. Many of the teachers who helped plan the visit, including the current school principal (Helen Stuart) who was principal of the UAlbany elementary school before becoming the Brimmer Medial in 2009, are graduates of the School. The tour was designed to introduce the students to the concept of higher education while also pursuing a college education. Students visited athletic facilities where they heard from student athletes, a dorm setting in State Quad, a dining hall, the Campus Center, Science Library, and the Library’s main floor. The School welcomed several guest speakers in the past year including Steve Graham, Professor and Currey Ingram Chair in Special Education and Literacy at Vanderbilt University’s Peabody College, to speak on skill, will, strategies, and knowledge: Writing development and instruction in April, and Marlene Scardamalia, the President’s Chair in Education and Teacher Learning.

Save the date! Students of Educational Administration for Change (SEA/Change) is excited to announce The 1st Annual Graduate Conference on Institutions and Societies hosted in partnership with the Rockefeller College Political Science (GAPS) on March 1, 2013 on the UAlbany downtown campus. This unique experience is to help graduate students in the region gain conference experience conveniently, while getting useful feedback from faculty members.

School Psychology Program Ranks Among Nation’s Top Ten

According to a recent analysis published in the Journal of School Psychology, the University at Albany School of Education’s school psychology program ranked 7th in scholarly productivity among the nation’s 59 APA-accredited school psychology doctoral (PsyD and PhD) programs. That makes it the highest ranked doctoral school psychology program accredited by the American Psychological Association in New York State. Looking at the number of publications, the program ranked 15th in the nation. Considering only the APA-accredited PsyD programs, UAlbany’s school psychology program was ranked the 61st program in the country for scholarly productivity.

School of Education Dean Robert Bangert-Drowes said of the rankings, “We are very proud of the scholarly achievements of our faculty because they translate into direct benefits for our students.”

Kevin Quinn, chair of the Department of Educational and Counseling Psychology which houses the Division of School Psychology, echoes the Dean’s sentiments while noting that several alumni have enjoyed international achievements.

School psychology was named one of the 50 best careers for 2011 by U.S. News and World Report. It was the only discipline within the field of psychology to make the list. U.S. News and World Report stated that the job market for school psychologists is expected to be strong now and in the future. A review of UAlbany PsyD and CAS program graduates indicates excellent opportunities for job placement in a variety of settings. Specifically, UAlbany graduates have obtained employment in public and private schools, state agencies, independent practice, higher education, and clinics.
Faculty News

Heldi Andrule, Educational Psychology and Methodology, Kristen Huff, Regents Research Fund, and Georgia Brooke, Educational Psychology doctoral student, comprise one of nine research teams who authored a paper to launch the Jobs for the Future project, Students at the Center, at a symposium in April. The project “synthesizes and adapts for practice current research on key components of student-centered approaches to learning” aiming to “strengthen the ability of practitioners and policymakers to engage each student in acquiring the skills, knowledge, and expertise needed for success in college and career.” To read Andrule’s team’s research paper, Accessing Learning and to learn more about the project, visit www.studentsatthecenter.org/papers.


Robert Bangert-Drowns, Dean, received the 2012 National School Development Council (NSDC) Cooperative Leadership Award at the Capital Area School Development Association (CASDA) annual awards last spring. Bangert-Drowns was one of two recipients in the country recognized this year by the NSDC from nominations by member study councils. CASDA nominated Bangert-Drowns for establishing connections between UAlbany and CASDA, facilitating connections between University professors and educational practitioners; creatively participating in and supporting gatherings to bring together alumni, area superintendents, principal, and university faculty to discuss critical issues in education; and for his genuine understanding and appreciation of current developments in local K-12 schools.

Dolores Cimini, Counseling Psychology and Assistant Director at the University at Albany Counseling Center, was honored at the White House as a “Champion of Change” for her work in obtaining access to the STEM disciplines by students with disabilities. Dr. Cimini co-chairs the American Psychological Association’s Women With Disabilities in STEM Education Education Project and mentors students and early career scientists on a national scale.

Virginia Goutley and Peter Johnston, Reading and Literacy, were honored at the Reading Association’s expert research panel. Four critical issues the group will examine are the achievement gap, motivation and engagement, standards and assessments, and teacher education.

Peter Johnston, Reading, received a 2012 University at Albany Excellence in Research and Creative Activities Award. The campus community congratulated the accomplisher of Dr. Johnston and his award-winning colleagues at the University’s public ceremony and reception last spring.

Istvan Keceks, Educational Theory and Practice, received a 2012 State University Chancellor’s Award for Excellence in Scholarship and Creative Activities. SUNY presents these honors annually to individuals within the SUNY community to “acknowledge and provide system-wide recognition for consistently superior professional achievement and to encourage the ongoing pursuit of excellence.”

Dr. Keceks also organized a workshop with a colleague of his at the prestigious Sorbonne University in November. In the Graduate Student Symposium three doctoral students from the Sorbonne program and three doctoral students from the UAlbany program presented their research.

Judith Langner, Educational Theory and Practice, received the 2012 David H. Russell Award for Distinguished Research in the Teaching of English, one of the top distinctions for scholarly contributions to the profession, given by the National Council of Teachers of English (NCTE). She is being honored for her book, Envisioning Knowledge: Building Literacy in the Academic Disciplines. Langner was presented with the award at the NCTE Annual Convention in November.

Debi Mary (Director), Jane Domaracki (Co-Director), and Lisa Gripora-Gardiner (Clinical Supervisor), Educational and Counseling Psychology, and Ginny Goutley and Cheryl Dumar (Co-Directors), Reading, received $1,426,515 from the New York State Education Department for the three-year 2012 Class of 1936/41 Scholarships, which centers around “Why American Students Can’t Write.”

Arthur Appleton, Educational Theory and Practice, received the 2012 David H. Russell Award for Distinguished Research in the Teaching of English, one of the top distinctions for scholarly contributions to the profession, given by the National Council of Teachers of English (NCTE). She is being honored for her book, Envisioning Knowledge: Building Literacy in the Academic Disciplines. Langner was presented with the award at the NCTE Annual Convention in November.

SCHOLARSHIPS AND AWARDS

We are pleased to announce the recipients of the 2012 School of Education Scholarships. Several of the awards were presented May 10th at a ceremony and reception well attended by staff of School of Education faculty, University colleagues, donors, and friends and families of the scholarship recipients. For more detailed descriptions of these scholarships, please visit www.albany.edu/education/scholarships.

The Nelson J. Serrina Scholarship was awarded to Leah Beaty, Secondary Spanish Education.

The Class of 1955 Award was awarded to Hallie Eucker, Special Education & Literacy.

The Class of 1956 Scholarship was awarded to Bridget Hedglin and Christopher Vautinavicius, Literacy.

The Louise Swirt Baldwin and Norman Burton Baldwin Technology Education Scholarship was awarded to J.B. Spiese, Curriculum & Instruction.

The Beta Zeta Scholarship was awarded to Olivia Chadwick, Special Education & Literacy.

The Maleah E. Bland Endowment was awarded to Nassy Kolos, Special Education & Literacy.

The Dr. Anna Maria Bonventre Memorial Scholarship was awarded to Doini Sainsbury, Curriculum & Instruction.

The Mary M. Briggs Scholarship was awarded to Carolyn Gregory, Special Education & Literacy.

The Avrid J. Burke Scholarship was awarded to Tierney Gilford, School Psychology; B. Alex Finse, Educational Administration & Policy Studies; Shannon Powell, Counseling Psychology; and Baturton Ion, Educational Administration & Policy Studies.

The Elizabeth H. Christen Scholarship was awarded to Patricia Rand, Reading.

The Delta Omega Scholarship was awarded to Beulah Johnson, Special Education & Literacy and Kathylin Kinawaya, Literacy.

The Kenneth T. & Kathleen E. Duren Scholarship was awarded to Sabahia Pareen, Special Education & Literacy.

The Dr. Kimberly E. Estes Memorial Award was awarded to Sean DelMartino, Counseling Psychology.

The Dr. Frank J. Filippine ‘41, ’48 - Hibbitt House Scholarship was awarded to Hillary Closs, School of Social Welfare; Vanessa Costanzo, School Psychology; and Kyle Sutton, School Psychology.

The Ira & Ethel Ferber Friedmann Education Scholarship was awarded to vulnerloua Pareen, Special Education & Literacy.

The Jean Edengriffus Groff ‘38 Graduate Scholarship in Education was awarded to Taya Louise Owens, Educational Administration & Policy Studies.

The Ralph W. Harwood Fellowship renewal was awarded to Tristan Beemer Cafe, Educational Administration & Policy Studies, 2010 Fellow; Mesa Avila and Patricia Borrero, Educational Administration & Policy Studies, 2008 Fellow, Chile.

Jack’s Fund was awarded to Markiason, Counseling Psychology.

The Mattison Johnson Scholarship was awarded to Unita Bazu, Curriculum & Instruction.

The Alice Clark Long Scholarship was awarded to Fai Chou, Educational Psychology.

The Otisco Valley Para Teacher’s Scholarship was awarded to Dina Mann, Teaching English to Speakers of Other Languages; Deborah Frank, Secondary Mathematics Education; Mercedes Krawinski, Curriculum Development & Instructional Technology, and Eliffe Maghrebet, Secondary English Education.

The Bette Kervinolive Rie Scholarship was awarded to Calten Heiber and Sue Snyder, Reading and Andromium Waterson, Special Education & Literacy.

The Paul Saimond Memorial Scholarship was awarded to Sarah Zachzereb, Educational Administration & Policy Studies.

The Gladys G. Sweyler ’37 & J. William Sweyler ’31 Scholarships were awarded to Melody Smith, Educational Studies minor.

The Secondary Education Scholarship was awarded to Joanne Leo, Teaching English to Speakers of Other Languages.

The Dr. H. Craig Sipe Science Education Scholarship was awarded to Michael Mastroianni, Curriculum & Instruction and Sarah Walsh, Secondary Biology Education.

The Matthew John Pieterik Scholarship was awarded to Jasperthe Coban, Reading.

The Stella R. Pieterik Scholarship was awarded to Sara Costello, Reading.

The Jake Alexander Strengar Memorial Scholarship was awarded to Margaret Burns, Literacy.

The Joshua Smith ‘92 and Wendy Chita-Smith ‘36 Young Scholar Award was awarded to Shari Glanz, School Psychology.

The Gene M. Winter Scholarship was awarded to Melissa Palmo, Educational Administration & Policy Studies.

The Class of 1937 Scholarship was awarded to Amalia Mcklen, Educational Studies minor.

The Class of 1936/41 Scholarships were awarded to Jennis Bierhuesender, Educational Studies minor.

The rotating Class of 1952 Scholarship was given to a Student of Education student in 2012, Sann Francisco, Educational Studies minor.

The Oppenheimer A 2011 scholarship was inadvertently left out of last fall’s newsletter. The Gene M. Winter Scholarship was awarded to Luisa Uribe, Educational Administration & Policy Studies.

The School of Education Excellence in Teaching Awards are given to the most outstanding of our part-time instructors. Recipients in 2012 were:

Paul G. Willer, Educational Administration & Policy Studies
Jane Domaracki, Educational & Counseling Psychology
John Pucknich, Educational Theory & Practice
Michelle Ringle, Reading
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The Beta Zeta Scholarship was awarded to Olivia Chadwick, Special Education & Literacy.

The Maclin E. Blum Endowment was awarded to Nancy Kibin, Special Education & Literacy.

The Dr. Anna Maria Bonaventura Memorial Scholarship was awarded to Deem Sanftmayer, Curriculum & Instruction.

The Mary M. Briggs Scholarship was awarded to Carolyn Gregory, Special Education & Literacy.

The Arvid J. Burka Scholarship was awarded to Tierany Gilford, School Psychology; B. Alex Finsel, Educational Administration & Policy Studies; Shuntual Powell, Counseling Psychology; and Barrett Ion, Educational Administration & Policy Studies.

The Elizabeth H. Christen Scholarship was awarded to Patricia Rand, Reading.

The Delta Omga Scholarship was awarded to Breidis Johnson, Special Education & Literacy and Kaitlyn Kinawy, Literacy.

The Kenneth T. & Kathleen E. Donah Scholarship was awarded to Sakihana Pierre, Special Education & Literacy.

The Dr. Kimberly E. Esternam Memorial Award was awarded to Sanna DeLoche, Counseling Psychology.

The Dr. Frank J. Filippone 41, 48 - Hillside House Scholarship was awarded to Hillary Clos, School of Social Welfare; Vanessa Costumis, School Psychology; and Kyle Sutton, School Psychology.

The Ira & Elzie Ferber Friedland Education Scholarship was awarded to Samantha Hite, Special Education & Literacy.

The Jack's Fund was awarded to Taya Louise Owens, Educational Administration & Policy Studies.

The Jean Edgessme Grimm 38 Graduate Scholarship in Education was awarded to Troyon Bernette Ciales, Educational Administration & Policy Studies.

The Ralph W. Harrison Fellowship renewal was awarded to Trista Bernette Ciales, Educational Administration & Policy Studies, 2010 Fellow, Mexico and Patricia Barrios, Educational Administration & Policy Studies, 2008 Fellow, Chile.

Jack’s Fund was awarded to Mark Mason, Counseling Psychology.

The Maurice Johnson Scholarship was awarded to Umit Bas, Curriculum & Instruction.

The Alice Clark Long Scholarship was awarded to Fuli Chen, Educational Psychology.

The Gertrude Hanrard Pauer Teacher’s Scholarship was awarded to Marilyn Danner, Teaching English to Speakers of Other Languages; Deborah Frank, Secondary Mathematics Education; Mercedes Kowacs, Curriculum Development & Instructional Technology; and Ifiie Megbaru, Secondary English Education.

The Betty Ketelson Roe Scholarship was awarded to Calleen Hiner and Sue Snyder, Reading and Amanda Watson, Special Education & Literacy.

The Paul Saimson Memorial Scholarship was awarded to Sarah Zuzaxer, Educational Administration & Policy Studies.

The Gladys G. Sawyer ’35 & J. William Sawyer ’31 Scholarships were awarded to Melissa Sedor, Educational Studies minor.

The Secondary Education Scholarship was awarded to Joanna Lee, Teaching English to Speakers of Other Languages.

The Dr. H. Craig Sipe Science Education Scholarship was awarded to Michael Mastromarino, Curriculum & Instruction and Sarah Walsh, Secondary Biology Education.

The Matthew John Piotrowski Scholarship was awarded to Zephyre Cahou, Reading.

The Stella R. Piotrowski Scholarship was awarded to Sama Costello, Reading.

The Jake Alexander Strengther Memorial Scholarship was awarded to Margaret Burns, Literacy.

The Joshua Smith ’32 and Woody Chia-Smith ’30 Young Scholar Award was awarded to Sherry Gran, Psychology.

The Gene M. Winter Scholarship was awarded to Melissa Palmecci, Educational Administration & Policy Studies.

The Class of 1937 Scholarship was awarded to Amelia Malikin, Educational Studies minor.

The Class of 1935/41 Scholarships were awarded to Jennie Birkenhauer, Educational Studies minor.

The rotating Class of 1952 Scholarship was given to a School of Education student in 2012, Sam Frankin, Educational Studies minor.

Oscope: A 2011 scholarship was inadvertently left out of last fall’s newsletter. The Gene M. Winter Scholarship was awarded in 2011 to Lina Uribe, Educational Administration & Policy Studies.

The School of Education Excellence in Teaching Awards are given to the most outstanding of our part-time instructors. Recipients in 2012 were:


Jane Denomarzzi, Educational & Counseling Psychology.

John Piotrowski, Educational Theory & Practice.

Michelle Riosqui, Reading.

Faculty News

Judith Langer, Educational Theory and Practice: received the 2012 David H. Russell Award for Distinguished Research in the Teaching of English, one of the top distinctions for scholar contributions to the profession, given by the National Council of Teachers of English (NCTE). She is being honored for her book, Envisioning Knowledge: Building Literacy in the Academic Disciplines. Langer was presented with the award at the NCTE Annual Convention in November.

Debi May (Director), Jane Domaracki (Co-Director), and Lisa Grippo-Cordero (Clinical Supervisor), Educational and Counseling Psychology, and Ginny Goatley and Cheryl Dutary (Co-Directors), Educational and Counseling Psychology, and Ginny Goatley and Cheryl Dutary (Co-Directors), Reading, received $1,426,515 from the New York State Education Department for the three-year project which centers around “Why American Students Can’t Write.” Applebe weighs in with “Great Writing Comes Out of Great Ideas.” Visit www.foxtrotcomic.com/debate/education to read more.

Robert Bangert-Drowos, Dean, received the 2012 National School Development Council (NSDC) Cooperative Leadership Award at the Capital Area School Development Association (CASDA) annual awards last spring. Bangert-Drowos was one of two recipients in the country recognized this year by the NSDC from nominations by member study councils. CASDA nominated Bangert-Drowos for developing connections between UAlbany and CASDA, facilitating connections between University professors and educational practitioners; creatively participating in and supporting gatherings to bring together alumni, area superintendents, principals, and university faculty to discuss critical issues in education; and for his genuine understanding and appreciation of current developments in local K-12 schools.

Dolores Cinelli, Counseling Psychology and Assistant Director at the University at Albany Counseling Center, was honored at the White House as a “Champion of Change” for her work in obtaining access to the STEM disciplines by students with disabilities. Dr. Cinelli co-chairs the American Student Congress with Disabilities in STEM Education Education: Project and mentors students and early career scientists on a national scale.

Virginia Goutley and Peter Johnston, Reading, were named the 2012 International Reading Association’s expert research panel. Four critical issues the group will examine are the achievement gap, motivation and engagement, standards and assessments, and teacher education.

Peter Johnston, Reading, received a 2012 University at Albany Excellence in Research and Creative Activities Award. The campus community celebrated the accomplishments of Dr. Johnston and his award-winning colleagues at the University’s public ceremony and reception last spring.

Istvan Kecskes, Educational Theory and Practice, received a 2012 State University Chancellor’s Award for Excellence in Scholarship and Creative Activities. SUNY presents these honors annually to individuals within the SUNY community to acknowledge and provide system-wide recognition for consistently superior professional achievement and to encourage the ongoing pursuit of excellence.

Fei Chen, Educational Administration & Policy Studies, received $551,000 from the National Science Foundation for the project entitled “ForInnertive Collective Progress in Online Document for Sustained Knowledge Building: Inquiry-based learning requires a sustained, progressive trajectory to be productive. This three-year project will produce conceptual, pedagogical, and technological advances to make sustained, progressive inquiry more achievable among young students and further extend it to a network of classrooms that builds shared knowledge and resources for continual advancement of ideas.” Faculty photos by Mark Schumach.
Alumni News

Justin Gibson (Ph.D. ’12 Counseling Psychology) received the 2012 Early Career Award for Contribution to LGBT Counseling Psychology by the APA Division 17 Section for Lesbian, Gay, Bisexual, and Transgender Issues. The award honors an academic and/or practitioner who has made significant contributions to the science and/or practice of counseling psychology relevant to LGBT populations. The award recognizes Gibson’s clinical and liaison work with LGBT populations at UAlbany and UC Berkeley, which he continues as staff psychologist at the University of San Diego.

Iyanna Henry (M.S. ’10 Educational Administration and Policy Studies) was selected as a North Carolina Albert Schweitzer Fellow, joining some 250 other 2011-12 Schweitzer Fellows nationally in continuing the work of Dr. Albert Schweitzer—conceptualizing and carrying out service projects that address the social determinants of health in underserved communities. Henry, a student at North Carolina Central University School of Law, will develop and mentor a self-empowerment program for minority middle school boys, encouraging academic excellence and exposing them to the legal profession as a possible career choice.

Michael Hachurs (M.S. ’02 Reading, A.G.C. ’01 School Building Leadership) was named principal of Ballard Road Elementary School in the South Glens Falls School District. Prior to assuming this position in the 2011-12 school year, he taught fifth grade at Lake Avenue Elementary School in the Saratoga Springs City School District.

Frank R. Lamas (M.S. ’80, Ph.D. ’95 Educational Administration and Policy Studies) is vice president for student affairs and dean of students at the University of Texas Arlington. Prior to this position he was associate vice president for student affairs at Rochester Institute of Technology, and previously also worked at Canisius College, Western Maryland College, Ithaca College, Youngstown State University, and SUNY Oswego.

Richard Lehrer (M.S. ’76, C.A. ’81, XLI, Ph.D. ’91 Educational Psychology and Statistics) was named an AERA Fellow in recognition of his exceptional scholarly and scientific contributions to education research and significant contributions to the field through the development of research opportunities and settings. Lehrer is Frank W. Mayborn Professor of science education at Vanderbilt University’s Peabody College and in 2011 received the University at Albany’s Distinguished Alumnus Award.

Tisha Lewis (Ph.D. ’99 Reading) received the 2012 Promising Researcher Award from the National Council of Teachers of English (NCTE). Lewis is assistant professor, Language and Literacy at Georgia State University. She has worked as a Title I Reading/Writing skills teacher, reading specialist, and reading consultant. She was a finalist for the 2011 Outstanding Dissertation Award from the International Reading Association; a recipient of the Literacy Reading Association Scholars of Color Transitioning into Academic Research Mentoring Program, and a past fellow of the NCTE’s Research Foundation’s Cultivating New Voices among Scholars of Color Fellowship Program. Her research interests include exploring how agency, identity, and power among African American families are constructed as they use digital literacies as mediating tools to make sense of their lives.

Mark Place (M.S. ’90 Educational Administration and Policy Studies) was named chief information officer of the Albany City School District. Place served as the district’s technology coordinator since April 2009, when he came to Albany following seven in the Breitnol Central School District. In Breitnol, Place taught earth science and served as the district’s technology and business program leader, and as the coordinator of technology. He began his career as a science teacher in the Gilbertsville-Mt. Upton Central School District and taught science in an alternative education setting at Otego-North Canakies BOCES.

Luba Reyburn (Ph.D. ’05 Counseling Psychology) was named to the New York State Psychological Association (NYSAPA) Leadership Institute 2012- 13 class. The Institute prepares a select group of outstanding professionals to advance the profession of psychology and lead the association in the future. Reyburn is a psychologist in private practice providing psychotherapy, assessment, and consultation including bilingual services (Russian) in children, adolescents, and adults in Manhattan and Queens. Reyburn is also an adjunct assistant professor at Manhattan College’s Graduate Counseling programs.

Kelly Ryan has been honored with the National Association for Biology Teachers 2012-13 Outstanding Biology Teacher Award for New York State. She was recognized in October. Ryan is currently a teacher at Skater High School in the Troy City School District. She is the author of numerous publications spanning biology for 25 years. To stay current in the field and keep her teaching stimulating, she remains active in professional development, presenting at conferences and contributing newsletter articles to the Science Teachers Association of New York State.

Jalinda Soto (M.S. ’06 Special Education and Literacy) has been named principal at Philip Schuyler Achievement Academy in the City School District of Albany. Previously she was a principal at an early childhood special education school and has been a special education teacher in New York City for 15 years. She has over 20 years’ experience in the field and has been a mentor to new teachers. She is a leader in the education of students with special needs.

The University at Albany Alumni Association recognizes alumni and friends of the University for their outstanding achievements and service to the University and community. These individuals personify the University’s commitment to excellence and service. Four of our alumni were honored in 2012 with UAlbany Alumni Association Excellence Awards (shown clockwise from top left):

Heather O’Leary, Class of 1999 and English as a Second Language (ESL) teacher at Van Corlaer Elementary School and Hamilton Elementary School in Schenectady, received the Bertha E. Brimmer Medal for excellence in teaching K-12 and dedication to the profession.

Keiko Mizu, Class of 2000 and the World Bank’s project manager for the Lao People’s Democratic Republic, received the International alumnae award for Exceptional Achievement.

Donna Scannell, Class of 1976 and 1987 and professor in the SOE’s Reading Department, received an Excellence in Education Award for extraordinary distinction in the field.

Joseph S. Brown, Class of 1969 and 1981 and President of Delaware Valley College, received an Excellence in Education Award for outstanding accomplishment in the field.

School News

Graduate students from the first cohort of Resident Fellows from UAlbany’s SOE spoke with more than one hundred ninth grade students about ‘The College Experience’ as part of a Career and College Fair at Amsterdam High School in March. The Fellows shared personal experiences with students about the college process, personal preparation and preparation for college and life, and answered student questions. These master’s students are the inaugural members of a new SOE Program, a joint effort between the Department of Reading and the Division of Special Education, funded by the New York State Education Department, known as the Graduate Level Clinically Rich Teacher Preparation Pilot Program (GLCRTPPP), designed to prepare the next generation of special educators to work with 21st century high school students. The graduate students intern at a local high school or college and work as mentors to undergraduate students.

The Institute of Nanoscale Technology and Youth (INTY), a partnership between the Center for Urban Youth and Technology (CUYT) in the School of Education and the College of Nanoscale Science and Engineering (CNSE), held its fourth institute series for middle school students and teachers in April on the UAlbany campus and CNSE’s Albany NanoTech Complex. The three-day institute welcomed 30 students from the Newburgh Enlarged City School District (NECSD) to participate in a variety of interactive events, exposing them to STEM (science, technology, engineering, art, and math) activities and career possibilities.

More than 300 seventh and eighth grade students from the Wilbur H. Lynch Language Academy in Amsterdam, NY, along with parents and teachers, toured the UAlbany campus as guests of the School of Education in October. Many of the teachers who helped plan the visit, including the current school principal Helen Stuetzel who was recently appointed to the Tubby Memorial Position by AAUW, were alumnae of the School. The tour was designed to introduce the students to the concept of higher education and encourage them to pursue a college education. Students visited athletic facilities where they heard from student athletes, a dorm setting in State Quad, a dining hall, the Campus Center, Science Library, and Liberal Arts Hall.

The School psychology program ranked #1 in the nation in terms of reputation, scholarship, and quality of students.

School Psychology Program Ranks Among Nation’s Top Ten

A recent analysis published in the Journal of School Psychology, the University at Albany School of Education’s school psychology program ranked #7 in scholarly productivity among the nation’s 59 APA-accredited school psychology doctoral (PsyD and PhD) programs. That makes it the highest ranked doctoral school psychology program accredited by the American Psychological Association in New York State. Looking at the raw number of publications, the program ranked 15th in the nation. Considering only the APA-accredited PsyD programs, UAlbany’s school psychology program was ranked the #1 PsyD program in the country for scholarly productivity.

UAlbany School of Education Celebrates Rise in National Rankings

The 2013 U.S. News & World Report rankings of graduate schools of education placed the University at Albany School of Education in the top 20% in the nation out of 280 schools granting doctoral degrees. The rank is up five spots from 2012, eight spots from 2011. UAlbany’s School of Education is ranked 41st among schools of education in New York State. These rankings place the School among the best in the nation in terms of reputation, scholarship, and quality of students.

“The faculty members of the School of Education are an extraordinary group of scholars—creative, productive, generous, and passionate about education, mental health, and human development,” says Dean Robert Bangert-Drowns. “These increases in rankings reflect growing recognition of the quality and effectiveness of our faculty.”

School Psychology Program Ranks Among Nation’s Top Ten

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Knowledge Technologies at the University of Toronto, to speak on “Transforming teaching and learning through technology in November in Canada. Also, Kristin Huff, Senior Fellow at Regents Research Fund, spoke on “Large-scale assessment and the Common Core: Initiatives in New York and the nation and the nation and the nation in terms of reputation, scholarship, and quality of students.”

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Student News

Christina A. Farrugia, doctoral candidate and research assistant in Educational Administration and Policy Studies, traveled to the United Arab Emirates last spring to conduct research on the effect of the UAE’s cross-border higher education policies. She authored a policy brief for the Al Quairie Foundation which highlighted the cross-border dimensions of local and regional networks in supporting the local UAE universities and local networks in supporting the local UAE universities and local networks in supporting the local UAE universities and local networks in supporting the local UAE universities and local networks in supporting the local UAE universities and local networks in supporting the local UAE universities and local networks in supporting the local UAE universities and local networks in supporting the local UAE universities and local networks in supporting the local UAE universities and local networks in supporting the local UAE universities and local networks in supporting the local UAE universities and local networks in supporting the local UAE universities and local networks in supporting the local UAE universities and local networks in supporting the local UAE universities and local networks in supporting the local 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Greetings from the UAlbany School of Education.

This past May 141 students graduated from the UAlbany School of Education, and 134 more this December. Numbers belie the special affection we feel for our graduates—pride in their growth, nostalgia for stimulating conversations, welcome to new colleagues, eagerness to see them thrive. We felt privileged to know their joys—weddings, births, awards, first publications, successful clinical placements—and their challenges—divorces, deaths, diseases, a failed exam, a dissertation gone awry. And we strove to build the competence, confidence, and creativity of each.

Some of our graduates teach elementary, secondary, and college students, special needs students, emergent readers, or speakers of other languages. Some promote ... as principals, superintendents, college administrators, and policy makers in state, national, and international settings.

In one year, this School has sent 275 new professionals, new scholars, new advocates into a world that hungers for education...for human dignity, for personal...to find your vocation? Join us to advocate for the value of education. Keep in touch… and give generously to the future.

Robert Bangert-Drowns
Dean

Spotlight on Finland
Researchers and School Leaders Investigate Educational Success

When it comes to education, the spotlight shines brightly on Finland these days. The main reason for the sudden worldwide attention to this small nation-state of five million is the Organisation for Economic Cooperation and Development's Program for International Student Assessment, PISA for short. PISA is a set of international assessments given at the high school level measuring capabilities in reading, mathematics, and science literacy. Beginning in 2000, this assessment has been administered every three years, and each time Finland has topped the rankings.

This was reason enough for faculty at the School of Education to ask “Who Succeeds at PISA and Why?” This was the subject of a conference held at the University at Albany in December 2011, during which 17 researchers from national and international universities presented their findings. The conference was organized by professors Heini-Dieter Meyer and Aaron Benavot of the Department of Educational Administration and Policy Studies with support from the UAlbany Research Foundation, the School of Education, and the Capital Area School Development Association.

The tenor of many contributions was to caution educators, practitioners, and policymakers not to judge U.S. public education as inferior on the basis of statistics that...necessarily predictive of characteristics like creativity, self-reliance, and independence that we prize in this country.”

Meyer and Benavot have contracted with SUNY Press to publish many of the resulting papers in a book due out in 2013.

Why else might Finland's educational system be attractive? The conference stirred up enough curiosity that a dozen attendees traveled to Finland to see for themselves. The trip, which was organized by Dr. Meyer and Dr. Eija Rougle in May of 2012, brought researchers and school leaders (many of whom have been or are currently engaged in graduate work at the School of Education) to Helsinki and Turku, Finland’s two largest cities, to visit schools and teacher centers, and to talk with experts from the Finnish universities and teacher association. Among the many stimulating experiences over the weeklong visit, a few stood out. Finland manages to use almost no standardized testing, and teachers are not ranked or compensated on the basis of student test scores. Teaching is a highly sought-after prestigious profession, with only 1 out of 10 applicants able to join the ranks of tenured teachers.

Some New York State school principals also commented on the remarkably stress-free environment and a general sense of well-being that seemingly pervaded the school climate in Finland. Perhaps the biggest ‘take away’, however, was that Finnish education—from parents to top officials—relies on trust, rather than formal rules and regulations, to achieve excellent results for their children.