Greetings from the UAlbany School of Education.

By now, you’ve certainly heard of the Common Core, the new learning standards for English language arts and mathematics sponsored by the National Governors’ Association and the Council of Chief State School Officers. The Common Core defines research-based learning standards to advance curricular consistency nationwide and the competitiveness of the U.S. educational system internationally. The math standards promote deep and coherent understanding of core concepts. The ELA standards highlight critical, evidence-based interpretation, discourse, and reasoning across all disciplines. Research and direct consultations with some of our faculty members helped formulate and clarify aspects of the Common Core standards. Forty-five states have adopted them.

With such progressive ambitions and widespread adoption, why does controversy surround the Common Core? The New York State Board of Regents adopted the standards in January 2011. By fall 2012, they were implemented in schools around the state. That’s breakneck speed for historic and complex change that requires transformations in professional development, curriculum and instruction, educational materials, and local administration. These changes became “high-stakes” for students with a new and rigorous statewide regime of testing. For teachers, administrators, and schools, student test performance was established as a measure for educational effectiveness. The speed and consequences of Common Core implementation in New York State has considerably stressed educators, students, parents, and other stakeholders.

Any innovation must balance time, quality, and cost. A rapid implementation requires additional resources and jeopardizes quality. Rapid implementation of Common Core standards may disrupt their educational benefit. Only time will tell if New York will be a leader of effective educational transformation or a victim of hurried experimentation. Regardless, our School of Education will champion the finest in educational research and practice. We will embrace and transcend the values incorporated in the Common Core Learning Standards and build effective educational inquiry and partnerships in the service of all learners.

Robert Bangert-Drowns, Dean

Save the Dates

CASDA & PDK District Superintendent’s Panel
Tuesday, January 28, 2014
6:00 p.m.
UAlbany East Campus
Look for more information at albany.edu/education.

Spring Graduate Commencement Ceremony
Saturday, May 17, 2014
Ceremony begins promptly at 9:00 a.m.
SEFCU Arena
Reception for School of Education graduates and their families immediately following commencement in the Hall of Fame Room, SEFCU Arena.

For more information on the ceremony, visit albany.edu/commencement. For more information on the reception, visit albany.edu/education.
School of Education Loses Friend and Colleague

Dr. Joseph E. Bowman, Jr.

Dr. Joseph E. Bowman, Jr., service associate professor in the Department of Educational Theory and Practice and director of the Center for Urban Youth and Technology (CUYT) in the School of Education at the University at Albany, died April 10, 2013.

Dr. Bowman earned a bachelor's degree in 1972, a master's degree in library science in 1974 and a master's in education in 1975, all from UAlbany. He earned a doctorate in 1991 from Columbia University, where he created CUYT, which develops programs in research, instructional, and curriculum design relating to technology and its impact on rural and urban communities.

He moved the Center to UAlbany when he returned to campus as an instructor in 1994. He taught educational television production, multi-media design, and topical seminars on instructional technology. Through CUYT, teaching, and advocacy, Bowman aimed to ensure his students shared in the opportunities he enjoyed.

An electronic print media journalist, photographer, and radio announcer, he was producer director at Channel 17 Schenectady, and published for several news services in the New York City area. As a UAlbany student, Bowman had a passion for telecommunications. He joined the UAlbany radio station WUSC as an undergraduate student and started “The Maiden Voyage” weekly jazz show in 1971. In 2004, he returned to the campus radio station, now W286-FM, to continue producing his jazz show.

In 1996, working with One Hundred Black Men of the Capital Region, he established the 100-NET technology network in Albany through a grant from the NYNEX Diffusion Fund. 100-NET was later expanded through a U.S. Department of Education Community Technology Center grant, adding twenty local sites, providing technology (computers, internet, and workforce job skills) access and training to people in Capital Region urban communities.

Dr. Bowman directed the Science & Technology Entry Program (STEP) at UAlbany from 1999 to 2002, providing opportunities for urban middle and high school youth to develop skills in math, science, and technology through project-based and career exploration activities. His wife Elwin has coordinated the program since.

Dr. Bowman’s research focused on questions of access and equity to technology and content for urban and rural communities. He published a special edition journal on “Adoption and Diffusion of Educational Technology in Urban Areas” for the Journal of Educational Computing Research. He held a series of national academic and community-based “Digital Divide” conferences at UAlbany, and spoke at the first Legislative Educational Technology Conference in Albany.

Dr. Bowman served as a Regent to The University of the State of New York, representing educational policy issues for New York State from 2001 to 2009. He served on the Elementary, Middle, Secondary, and Continuing Education; Audit; Cultural Education; and Quality committees. He also worked with the New York State Education Department to establish the Technology Policy and Practice Council, which identifies technology policy issues and technology resources related to education across the state.

Joseph E. Bowman, Jr. was part of a UAlbany legacy family. His wife Elwin earned her master's degree in Curriculum Development and Instructional Technology, and daughter Amber earned her bachelor's degree in Africana Studies.

Make a difference... make a gift!

While state funding provides an essential foundation for excellence, hundreds of alumni and friends assist the School to enhance learning and development for students everywhere.

Your gift will... Sponsor a student scholarship, lecture reception, travel to a conference (faculty or student), recruitment trip, student emergency fund, technology renewal fund, or conference sponsorship. Your gift advances the School’s mission and keeps our 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 be sure to follow these two simple steps:

1. After filling in your personal information and donation amount, in the drop-down menu labeled “Please designate my gift to:”, click “College/School Department”.
2. Then, in the “Comments” box, type “School of Education”.

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

Students, faculty, and staff are VERY GRATEFUL for your support. Thanks!

School of Education Dean’s List

Graduating students with a record of sustained academic excellence

Spring 2013

SUSAN ROTH
JENNIFER LONCZAK
KATHRYN MATHEWS
JACQUELINE MCCARTHY
ASHLEY MOTT
CAROL PANGRASIA
ALAINA PETERSON
SAMANTHA PETERSON
HAILEY POZNIAK
COREY QUATTROCHI

Danielle Racciani, Doctoral Candidate in Educational Psychology and Counseling Psychology
Julia Hobson, Doctoral Candidate in workload and School of Education
Thea Knutson, Doctoral Candidate in workload and School of Education
Jatin Majumdar, Doctoral Candidate in workload and School of Education
Amita Desai, Doctoral Candidate in workload and School of Education
Catherine Stramner, Doctoral Candidate in workload and School of Education
Megan Hailey, Doctoral Candidate in workload and School of Education
Iryna Khmitova-Ormond, Doctoral Candidate in workload and School of Education
Laurentia Olsen, Doctoral Candidate in workload and School of Education
Yoześa Pessia, Doctoral Candidate in workload and School of Education
Sara Pick, Doctoral Candidate in workload and School of Education
Sarah Pfister, Doctoral Candidate in workload and School of Education
Drummond Rappazzo, Doctoral Candidate in workload and School of Education
Drue Scott, Doctoral Candidate in workload and School of Education
Catherine Stramner, Doctoral Candidate in workload and School of Education
Laura Witbeck, Doctoral Candidate in workload and School of Education
Tara Zink, Doctoral Candidate in workload and School of Education

Summer 2013

Margaret Artist, Doctoral Candidate in Educational Psychology and Counseling Psychology
Rebecca Benjamin, Doctoral Candidate in Educational Psychology and Counseling Psychology
Hamah Bischoff, Doctoral Candidate in Educational Psychology and Counseling Psychology
Caitlin Burke, Doctoral Candidate in Educational Psychology and Counseling Psychology
Marissa Carpenter, Doctoral Candidate in Educational Psychology and Counseling Psychology
Meghan Hailey, Doctoral Candidate in Educational Psychology and Counseling Psychology
Iryna Khmitova-Ormond, Doctoral Candidate in Educational Psychology and Counseling Psychology
Laurentia Olsen, Doctoral Candidate in Educational Psychology and Counseling Psychology
Yoześa Pessia, Doctoral Candidate in Educational Psychology and Counseling Psychology
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Sarah Pfister, Doctoral Candidate in Educational Psychology and Counseling Psychology
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Catherine Stramner, Doctoral Candidate in Educational Psychology and Counseling Psychology
Laura Witbeck, Doctoral Candidate in Educational Psychology and Counseling Psychology
Tara Zink, Doctoral Candidate in Educational Psychology and Counseling Psychology

Did you know... that three students from the Master's in Secondary Education program taught in Ghana in the fall?

Check out their travel and teaching experiences on our website.

www.albany.edu/education

on "People"
Alumni News

Richard Artsut (B.S. Biology ’94, A.G.C. School Building Leadership ’13) was appointed Assistant Principal at New Lebanon Junior/Senior High School. Prior to this, he worked as a high school science teacher in the Bethlehem Central School District. There, he served as a member of the Professional Practices Committee, coordinator of the Friends of Rachel Club, and also worked to promote technology in the classroom through an iPad initiative.

Karen Berthold (A.G.C. School District Leadership ’12) was recently appointed Director of Curriculum and Instruction for the City School District of Albany. She previously worked as the High School/Middle School Assistant Principal for the Chatham Central School District. Prior to that she taught for Troy City Schools as a high school English teacher, and the district’s Grade Seven through Twelve English Curriculum Leader and later, the English Language Arts Curriculum Leader.

Don Brady (M.S. Rehabilitation Counseling ’72) is licensed through the New York State Education Department as a psychologist and a marriage and family therapist, and is also a New York State certified school psychologist, nationally certified school psychologist, and a certified addiction specialist. Brady’s primary research focus, however, has been in the area of sport-related concussions (BSC), with many publications and press appearances highlighting important information on these types of injuries. His 2008 doctoral dissertation was the first and only research investigation pertaining to NFL Players’ knowledge of concussions.

Donald Cohen (B.A. ’91, M.A. ’92) “The Mathman” was named a Honorary James Scholar by the University of Illinois at Urbana-Champaign College of Education in April 2012. Cohen established a notable career in mathematics education, teaching at the secondary and college levels. He served as a math consultant, and worked to develop a program to help students learn and enjoy math. He also received a 2008 Excellence in Education Award from the University at Albany Alumni Association.

Rossi Ejesung (M.S. Teaching English to Speakers of Other Languages ’09, M.A. ’10, Ed.S. ’12) majors a career at Montgomery College working as a professor. Her research has focused on psychological aspects of oral literacy in English as a Second/Foreign language. She has also volunteered with disadvantaged youth in the Senia desert in Israel and traveled to Cuba on a humanitarian mission.

Tammy Ellis Robinson (M.S. Special Education ’93) is both an alum and a current student, working toward her doctorate in Educational Psychology and Methodology. She was recently honored with the Literacy Advocate Award by the New York State Reading Association. She was nominated for her work as Founder, Managing Editor, and Executive Director of Skribbly Magazine, Inc. This magazine was created to encourage young writers by publishing their pieces for others to read.

William Keller (M.A. Secondary Education ’75) was appointed Vice President for Finance and Administration of Queens College. Prior to this, he began in 2005, he held the same position at Kingsborough Community College. Keller earned his master’s degree while participating in the Teacher Corps project through UAlbany. He went on to teach social studies in several school districts. He also held positions at Delphite & Touche, Lehman Bros., and the New York City Health & Hospitals Corporation. He is a former Deputy Commissioner of the NYC Department of Information Technology and Communications.

Casey Jakubowski (A.G.C. School Building Leadership ’12, A.G.C. School District Leadership ’13) was appointed Executive Director of Social Studies for the Rochester City School District. Jakubowski has served as Associate in Instructional Services in Social Studies for the New York State Education Department Office of Curriculum and Instruction, and as a social studies teacher in the Sidney Central School District.

Peggen Jensen (M.S. Reading ’89, C.G.S. Teacher Leadership ’12) was honored by the New York State Reading Association as Literacy Educator of the Year. Jensen is currently an elementary school teacher in the South Colonie Central School District and also serves as her school’s literacy facilitator.

Irene Rosenblat (M.L.S. ’78, Ph.D. Reading ’97) was recently awarded the New York State Reading Association’s Reading Award for excellence in the field of literacy instruction in New York State. She currently serves as Associate Professor and Coordinator of Literacy Program at The College of Saint Rose.

Donna Watson (B.A. English Education ’91, M.A. English ’93, M.S. ’92, C.A.S.’95, Ph.D. Educational Administration and Policy Studies ’12) was appointed Assistant Superintendent for Curriculum and Instruction for the Troy City School District. Prior to this, Watson spent nine years as the Director of Curriculum and Staff Development at Poughkeepsie City School Services, overseeing special education for the last three years. She is also a former English teacher at Watervliet Junior-Senior High School, and served as Director of Curriculum for the Watervliet City School District. She is a recipient of several scholarships and a research fellowship through UAlbany, and was also honored as the Dr. Raymond Delaney Memorial Scholarship recipient by the New York State Council of Superintendents.

Welcome New Faculty!

Erica Barnes, Ph.D., Assistant Professor, Reading: Dr. Barnes earned her Ph.D. in Development, Learning, and Disability at Vanderbilt University’s Peabody College. Dr. Barnes’ current research investigates teacher-child interactions in pre-kindergarten classrooms that promote academic engagement, examine developmental trajectories of children with varying levels of language abilities and from low-income homes. She is interested in how language facilitates literacy growth and how teachers may differentiate instruction for children from underserved populations.

Matthew J. LaFave, Ph.D., Coordinator of Field Experience, Special Education: Dr. LaFave earned his Ph.D. in Educational Psychology with a concentration in special education from UAlbany in 2012 through a Federal Leadership Grant/Fellowship. While pursuing his doctorate, he worked as an adjunct instructor and a supervisor for UAlbany’s Division of Special Education. His research interests are teacher preparation and models of teacher training, characteristics of effective teachers, and social skill training.

Lio M. McAndrew, Ph.D., Assistant Professor, Counseling Psychology: Dr. McAndrew earned her Ph.D. from Rutgers, The State University of New Jersey. Her research aims to improve self-management of chronic conditions, specifically for Veterans and patients with diabetes. She seeks to understand patient’s views of their health and to use this information to develop patient centered behavioral interventions.

Jason Northrop, Psy.D., Visiting Clinical Assistant Professor, School Psychology: Dr. Northrop earned his Psy.D. in School Psychology from UAlbany. His research interests include the implementation of state training initiatives, training issues in school psychology programs, and the use of audio/video in educational interventions and curricula. In addition to his full-time work in the School, Dr. Northrop continues an affiliation with their Center for Disability Services.

Jaime Pucioni, Ph.D., Assistant Professor, Reading: Dr. Pucioni received a dual Ph.D. in Educational Policy, Curriculum and Instruction and Teacher Education with an emphasis in language and literacy from Michigan State University in 2012. Dr. Pucioni’s research examines the ways in which family and classroom contexts influence children’s educational opportunities and development, with a focus on language and literacy development. She is particularly interested in understanding how parents’ beliefs shape their behaviors, which in turn, influence children’s literacy development.

Jason Vickers, Ph.D., Lecturer, Educational Theory and Practice: Dr. Vickers earned his Ph.D. in Curriculum and Instruction, concentrating on distance learning and second language writing, from UAlbany’s Department of Educational Theory and Practice. In 2012 Dr. Vickers’ research interests include English as a Second Language (ESOL) writing, online learning, and using games in the classroom.

To meet new and rapidly changing demands facing today's higher education leaders, this book offers guidance on how to develop skills for managing relationships with internal and external stakeholders. The authors emphasize creativity, commitment, collaboration, delegation and closures that are essential to successful and enduring change. Recognizing that the hallmark of higher education in the United States is a diversity of institutional types, this book enables the reader to relate issues to his or her specific institution, from the perspective of many.


This 315-page, volume of the quarterly report series New Directions for Higher Education is dedicated to the hundreds of practitioners who work at international branch campuses (IBCs). It examines the unique challenges IBCs face in the global higher education system and how they are unlike those confronting their colleagues at home campuses. It provides an overview of the IBC phenomenon and practical insights from those individuals directly involved in the development of multinational colleges and universities.

Organisation and Governance in Higher Education - in Asia: A Reader (Ritter & Kratzer - Pearson Custom, 2013) Christopher Brown II, Jason E. Lane, Zheng Yan

New Directions for Higher Education

Cyber behavior, such as e-learning, e-voting, e-shopping, e-privacy, and e-therapy, could be broadly considered as any form of online activity and could fit into one single platform. This book examines the unique roles and responsibilities that are involved in the development of multinational colleges and universities.


This volume of the series provides a complete look at the global growth of private higher education over the last decade and its implications for the development of public higher education. The book focuses on the role of private higher education in developing countries and its impact on the economy.


The book tells of the lives and contributions of two of the world’s greatest proponents of children’s education, still relevant today. Froebel-Parker, an American social reformer, educator, and social worker, was a pioneer in her field and her work continues to influence educators today. This book provides an overview of the lives of these two women and their contributions to the education of children.

Heinz-Dieter Meyer

Over the last decade the PISA assessment has risen to strategic prominence in the international education policy debate. The book examines the role of PISA in evaluating education systems and its impact on policy and practice.


This book examines the role of private higher education in developing countries and its impact on economic development. It includes case studies from different countries and provides insights into the factors that contribute to the success of private higher education.


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This book shows how learning through the internet depends on complex human interactions for success. The text uses examples from everyday life to illustrate how social mediation in online instructional venues. It extends the ways we think and talk about online teaching and learning.

This book aims to aid students and faculty in understanding the process and experience of an epiphany. It explains what an epiphany is and how it can be achieved. It includes stories of individuals who have experienced an epiphany.

This book offers guidance on how to meet new and rapidly changing demands facing today's higher education leaders. It provides practical recommendations for managing relationships with internal and external stakeholders. It emphasizes the importance of communication, collaboration, and change that are necessary for a successful and enduring change. Recognizing that the hallmark of higher education in the United States is a diversity of institutional types, this book enables the reader to relate issues to his or her specific institution, from the perspective of many.

In this examination of the nature of writing, the author demonstrates that the world of writing must be understood as an ontological act at a time of unprecedented social, educational, and psychological change. The book explores the ways in which writing intersects with identity, education, and society. It challenges readers to think about writing in new and different ways.


To meet the needs of today's educator, this book offers guidance on how to develop skills for managing relationships with internal and external stakeholders. It emphasizes the importance of communication, collaboration, and change.

This book provides a comprehensive overview of the issues and challenges faced by multinational colleges and universities. It examines the unique challenges faced by institutions operating in different cultural contexts.

The book examines the development of conceptual socialization in international students. It explores the ways in which socialization processes are influenced by cultural and contextual factors. The book is intended for scholars, practitioners, and policymakers interested in the field of international education.

Teaching: The Development of Conceptual Socialization in International Students: A Language Socialization Perspective on Conceptual Fluency and Social Identity (Guilford Press, 2011) David N. Miller

The book presents a comprehensive examination of the socialization processes that occur in international students. It explores the impact of these processes on the development of conceptual fluency and social identity. The book is intended for researchers, policymakers, and practitioners in the field of international education.

Organizations and Governance in Higher Education: In ASHE Reader (Rotman ed., 2011) Peter H. Johnston, Judith Langer
Sometimes a single word changes everything. This book shows how the words teachers choose affect the worlds students see. It explores the power of language in shaping students' learning, sense of self, and social, emotional, and moral development.

Writing as a Way of Being: Writing Instruction, Nonduality, and the Crisis of Sustainability (Hampton Press, 2012) Peter B. Johanssen

In this book, the author explores the nature of writing as an ontological act in a time of unprecedented social, educational, and psychological change. The book argues that writing must be understood as an active process that is integrated with identity, education, and society.

The book examines the ways in which writing intersects with identity, education, and society. It challenges readers to think about writing in new and different ways.

This book describes how to identify and create optimal conditions for the kind of learning that is effective in a diverse and inclusive setting. It offers practical strategies for fostering collaborative learning environments.

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Arthur Applehoser (Writing Parallel) and Judith Laughr (Reading Parallel), Educational Theory and Practice, were part of a blue ribbon panel study of NAEP and the Common Core. UAlbany is the only institution with representatives on both panels. Visit air.org/common_core_NAEP.

Ginny Geohty, Reading, was named to the Council for the Accreditation of Educator Preparation (CAEP) Standards Committee. Over the last two years, CAEP Standards Committee created a new set of teacher education standards. A joint effort of the former National Council for Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC), the standards bring together the collaborative efforts of CAEP to capture significant components and evidence for the accreditation process. The Committee will play a major role in the implementation of the new standards.

Peter Johnston, Reading, received the State University of New York Chancellor’s Award for Excellence in Scholarship and Creative Activities. SUNY presents these honors to individuals within the SUNY community to recognize “consistently superior professional achievement and to encourage the ongoing pursuit of excellence.”

Irwin Krasnow, Educational Theory and Practice, has been elected president of the American Pragmatics Association (APRA). An organization which promotes both theoretical and applied research in pragmatics and brings together scholars who are interested in different subfields of pragmatics. The 2nd Conference of APRA will take place in October 2014 at University of California, Los Angeles (UCLA).

Lisa McAndrew, Educational and Counseling Psychology, was awarded a $1.8 million grant from the Department of Veteran Affairs to conduct a multi-site randomized controlled trial of Problem Solving Therapy for Gulf War Veterans with Gulf War Illness. Gulf War Illness impacts 23-50% of Gulf War Veterans and is a complex multi-symptom illness. Dr. McAndrew’s work will seek to improve the problem-solving deficits and disability of Gulf War Illness using a state-of-the-art evidence based approach to cognitive rehabilitation, Problem Solving Therapy.


Hang-Shin Sho (Co-PI), Educational and Counseling Psychology, and Robert Lantzy, Mathematics, and Matthew Miller (Co-leader of University at Albany Math Park) have been awarded $296,174 from the National Science Foundation for, Broadening the Participation of Women and Underrepresented Ethnic Minorities in STEM. The project will use research findings from the last three decades to develop an understanding of factors that promote engagement of underrepresented populations in science, technology, engineering, and math.

Ben Wildavsky joined UAlbany’s School of Education as policy professor affiliated with the Department of Educational Administration and Policy Studies. He was also appointed director of higher education studies at SUNY’s Rockefeller Institute of Government. Mr. Wildavsky is well-known for his widely influential editorial and consulting work in the globalization and innovation of higher education.
School of Education Loses Friend and Colleague

Dr. Joseph E. Bowman, Jr.

Dr. Joseph E. Bowman, Jr., service associate professor in the Department of Educational Theory and Practice and director of the Center for Urban Youth and Technology (CUYT) in the School of Education at the University at Albany, died April 10, 2013.

Dr. Bowman earned a bachelor’s degree in 1972, a master’s degree in library science in 1974 and a master’s in education in 1975, all from UAlbany. He earned a doctorate in 1991 from Columbia University, where he created CUYT, which develops programs in research, instructional, and curriculum design relating to technology and its impact on rural and urban communities.

He moved the Center to UAlbany when he returned to campus as an instructor in 1994. He taught educational television production, multi-media design, and topical seminars on instructional technology. Through CUYT, teaching, and advocacy, Bowman aimed to ensure his students shared in the opportunities he enjoyed.

An electronic print media journalist, photographer, and radio announcer, he was producer director at Channel 17 Schenectady, and published for several news services in the New York City area. As a UAlbany student, Bowman had a passion for telecommunications. He joined the UAlbany radio station WSUA as an undergraduate student and started “The Maiden Voyage” weekly jazz show in 1971. In 2004, he returned to the campus radio station, now WEZB-FM, to continue producing his jazz show.

In 1996, working with One Hundred Black Men of the Capital Region, he established the 100-Net technology network in Albany through a grant from the NYNEX Diffusion Fund. 100-Net was later expanded through a U.S. Department of Education Community Technology Center grant, adding twenty local sites, providing technology (computers, internet, and workforce job skills) access and training to people in Capital Region urban communities.

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Did you know... that three students from the Master’s in Secondary Education program taught in Ghana in the fall? Check out their travel and teaching experiences on our website. www.albany.edu/education click on “People”
Greetings from the UAlbany School of Education.

By now, you’ve certainly heard of the Common Core, the new learning standards for English language arts and mathematics sponsored by the National Governors’ Association and the Council of Chief State School Officers. The Common Core defines research-based learning standards to advance curricular consistency nationwide and the competitiveness of the U.S. educational system internationally. The math standards promote deep and coherent understanding of core concepts. The ELA standards highlight critical, evidence-based interpretation, discourse, and reasoning across all disciplines. Research by and direct consultations with some of our faculty members helped formulate and clarify aspects of the Common Core standards. Forty-five states have adopted them.

With such progressive ambitions and widespread adoption, why does controversy surround the Common Core? The New York State Board of Regents adopted the standards in January 2011. By fall 2012, they were implemented in schools around the state. That’s breakneck speed for historic and complex change that requires transformations in professional development, curriculum and instruction, educational materials, and local administration. These changes became “high-stakes” for students with a new and rigorous statewide regime of testing. For teachers, administrators, and schools, student test performance was established as a measure for educational effectiveness. The speed and consequences of Common Core implementation in New York State has considerably stressed educators, students, parents, and other stakeholders.

Any innovation must balance time, quality, and cost. A rapid implementation requires additional resources and jeopardizes quality. Rapid implementation of Common Core standards may disrupt their educational benefit. Only time will tell if New York will be a leader of effective educational transformation or a victim of hasty experimentation. Regardless, our School of Education will champion the finest in educational research and practice. We will embrace and transform the values incorporated in the Common Core Learning Standards and build effective educational inquiry and partnerships in the service of all learners.

Robert Bangert-Drowns, Dean

SOE Resident Fellows and Amsterdam High School Develop a Rewarding Partnership

Seventeen graduate students began a year-long teaching internship at Amsterdam High School this fall. This is the third cohort of UAlbany School of Education (SOE) students in the final year of a pilot program for Graduate Level Clinically Rich Teacher Preparation. The goal of the program is to prepare the next generation of special educators to work with 21st century high school students in need of schools. It is a joint effort between the SOE’s Division of Special Education and Department of Reading, and is funded by the New York State Education Department.

Amsterdam High School Principal David Ziskin said of the partnership, “Our three year relationship with SUNY Albany’s Graduate Level Clinically Rich Teacher Preparation Pilot Program has been a fantastic experience for our students and faculty! This initiative has had a transformational impact on instruction and our collective mindset relating to students with disabilities. The Resident Fellows have been a strong support to our students, and our teachers have received access to high quality professional growth opportunities because of their association with the grant.”

The master’s degree students in the pilot program—who are known as Resident Fellows—engage in a 67-credit program of study including coursework, multiple field experiences and practica in childhood education, special education, and literacy. Resident Fellows serve as consultants and resource support teachers at Amsterdam High School. Upon graduation will be eligible for four New York State teaching certificates.

Amsterdam High School District Superintendent’s Panel

Tuesday, January 28, 2014
6:00 p.m.
UAlbany East Campus

School of Education Graduate Information Session

Thursday, February 27, 2014
6:00 p.m.
University Hall 110

Spring Graduate Commencement Ceremony

Saturday, May 17, 2014
Ceremony begins promptly at 9:00 a.m.
SEFCU Arena

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