Greetings from UAlbany!

“The vibrant relationship which the UAlbany School of Education has maintained with educators in the field informs scholarship while stimulating the use of evidence-based practices in our schools. This is an exciting and collaborative environment,” added James Butterworth, director of the Capital Area School Development Association, the School’s field-based center.

“Let me highlight some of that evidence. Arthur Applebee, chair of Educational Theory and Practice and Distinguished Professor, was named a Fellow of the American Educational Research Association for his decades of research on issues of language and literacy. Gilbert Valverde, chair of Educational Administration and Policy Studies, assumed the presidency of the Comparative and International Educational Society, the premier academic association for global comparative education studies. David Miller, recognized as one of the most prolific scholars of school psychology in the nation, was elected president of the American Association of School Psychology, a leading national organization dedicated to understanding and preventing suicide. Judith Langer, O’Leary Distinguished Professor, received the 2012 David H. Russell Award for Distinguished Research in the Teaching of English by the National Council of Teachers of English. Alan Oliveira received the 2013 Early Career Research Award from the National Association for Research in Science Teaching, identifying him as one of the most promising new researchers in science education in the nation.

The story behind our national ranking is a history of leadership, scholarship, and service to every aspect of human development and well-being. That record of real accomplishment makes me most proud. Thank you for your support of this tradition of excellence. Please work with us through research collaborations, teaching, clinical supervision, advisory council, donations, and advancing our reputation. Our work together for a better world.

Dean Robert Bangert-Drowns
Director of the Capital Area School Development Association, the School’s field-based center.

Did you know...

that Drs. Donna Scanlon and Kimberly Anderson of the Child Research and Study Center at the University at Albany provide professional development focused on Response to Intervention (RTI) and the Interactive Strategies Approach (ISA)? See page 2 for more details.

School of Education Celebrates Continued Growth in National Rankings

The 2014 U.S. News & World Report rankings of graduate schools of education placed the University at Albany School of Education at #47 in the nation out of 278 schools granting doctoral degrees. That puts the School of Education in the top 17% of these doctoral institutions.

The rank is up 6 spots from 2013, 16 spots from 2011. UAlbany’s School of Education is the top ranked public school of education in New York State, 4th if one considers private institutions—after Teachers College Columbia University, New York University (Steinhardt), and Syracuse University.

“There is an extremely pleased that the UAlbany education faculty are receiving due recognition for their accomplishments,” said Dean Robert Bangert-Drowns. “We count numerous national and international leaders in our School, and all our faculty members and staff are caring, creative, and passionate about the future of teaching and learning, mental health, and human development. This is a very stimulating place to be.”

U.S. News & World Report ranks graduate schools of education on 30 measures, including peer assessments by deans, external funding for research, student selectivity, and superintendent assessments. Ranked schools of education are drawn from all 50 states, the largest numbers in California, Florida, New York, Pennsylvania, and Texas.

The vibrant relationship which the UAlbany School of Education maintains with educators in the field informs scholarship while stimulating the use of evidence-based practices in our schools. This is an exciting and collaborative environment,” added James Butterworth, director of the Capital Area School Development Association, the School’s field-based center.

“The School of Education traces its roots to the origin of the University at Albany as the New York State Normal School in 1844 and succeeds through the excellence of its faculty and their commitment to students,” said UAlbany President Robert Jones. “I’m proud to see that it continues to flourish and is recognized so well in these national rankings.”
A Community of Learners
Early Literacy Leaders and the Interactive Strategies Approach

Recently, a group of Capital Region educators gathered at the School of Education’s Child Research and Study Center (CRSC). It was late on a Wednesday afternoon, a time when many educators would have been heading home, exhausted. But there they were, about a dozen of them, greeting one another with warm smiles, hugs, and humorous stories. For many, this afternoon marked ten years of such gatherings. For others, it was a relatively new experience. For all, it was a time they had been looking forward to—a couple of hours with what would become a collaborative support system of like-minded professionals. They came from varied backgrounds and experiences in education to share information, ask questions, and seek support from one another in honing their craft. Their get-together, as usual, was filled with boisterous laughter, food, and the serious business of educating children to the best of everyone’s ability.

It all began with “Preventing Reading Difficulties,” a five-year research project under the direction of Drs. Donna Scanlon (Reading), and Frank Vellutino and Lynn Gelzheiser (Educational and Counseling Psychology). The project was supported by a grant from the Interagency Education Research Initiative (IERI) funded cooperatively by the U.S. Department of Education, NICHD, and NSF. Working in partnership with schools serving predominantly low-income communities, the Preventing Reading Difficulties project sought to improve the reading achievement of primary grade students, particularly those who struggled with early literacy acquisition. The IERI grant allowed the researchers to investigate the impact of an approach to preventing early reading difficulties, the Interactive Strategies Approach (ISA), which they had been developing and testing for more than a decade.

Our major component of the study was developing Early Literacy Leaders (ELLs) within the participating schools. Beginning in 2003, the ELLs engaged in extensive professional development which included directed reading and discussion groups that familiarized them with the theoretical background and the scientific research related to the study of reading and preventing reading difficulties, and the practical application of such research. These discussion groups, originally planned to continue for the duration of the project, continue today, with many of the original ELLs getting together at least two or three times a year. The group has grown somewhat to include educators who have been involved in other ISA projects, as well as several doctoral students from the SOE’s Reading Department. While membership in the group has expanded, the essential mission has remained the same—to serve as a connection between research at the university level and instruction and leadership at the elementary level.

That connection, importantly, is a two-way street. Not only do the meetings provide an opportunity for the ELLs to keep abreast of current research and its application with respect to federal and state initiatives such as Response to Intervention and the Common Core State Standards, but they provide an important reality check and learning opportunity for the university members of the group. Says Donna Scanlon, “From my perspective, the teachers who participate are the experts. We learn as much or more from them as they do from us.”

What has been learned from and through the group has helped to inform a number of subsequent ISA projects including two federally-funded studies focused on teacher preparation (in which Kim Anderson and Virginia Goatley served as co-investigators) and an online professional development project, directed by Kim Anderson, that, to date, has included schools from 20 school districts across the state and nation. Like the original IERI study, the online professional development aims to develop building-level expertise in early literacy, empowering teacher leaders to support teachers in their schools as they implement newly-learned approaches to early literacy instruction. Unlike the IERI study, the professional development project makes extensive use of distance learning technologies with the goal of providing schools districts with affordable, job-embedded, and extended access to professional development for primary grade teachers.

In an era of unprecedented accountability and teacher scrutiny, the combined power of teacher knowledge and collegial support within a community of learners has never been more important. In the words of the ELLs:

- “The meetings provide reassurance that there are people who stand firmly with the research and will not get ‘caught up in the tide’ with each new initiative that comes along.”
- “The meetings provide an opportunity to talk with colleagues who have common experiences through ISA and to reflect on our practice.”
- “The colleagues I have befriended professionally via the CRSC get-together have and continue to make me the teacher I strive to be.”

Many thanks to the following ELLs who contributed to this article: Deb Runink, Anita DeSaro, Andrea Daly, Joan Sweeney, and Peggy Connors.

Peggy Connors, who took on coaching roles in ISA projects, constructed a top ten list of the things she learned in her work related to the Interactive Strategies Approach—read her Insights from the Early Literacy Leader Group Top Ten on page 7. To learn more about ISA, visit: www.isaprofessionaldevelopment.org.

Teaching effectively requires me to “Take the Child’s Perspective.” I have always heard these four little words in my ear (sounding a lot like Donna’s voice) as I am reading with my students.

Teaching effectively requires me to never lose sight of the importance of Motivation. Instilling in my students the intrinsic desire to pick up a book and read is always one of my goals.

Teaching effectively requires me to be an Observer of my readers. Why would a reader say that (or not say what I expected)? What would make a reader make that error?

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Teaching effectively requires me to be an Observer of my readers. Why would a reader say that (or not say what I expected)? What would make a reader make that error? 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:

- After filling in your personal information and donation amount, in the drop-down menu labeled “Please designate my gift to...”, click “College/School/Department.”

- Then, in the “Comments” box, type “School of Education.”

You can make a difference...
Alumni News

Elizabeth Allen (M.S. ’96 Teaching English to Speakers of Other Languages) was recently appointed as a full-time instructor in the Italian language program at the University at Albany. She is currently serving her third year as Capital Region chair of the association, New York State Teachers of English to Speakers of Other Languages.

Nancy Bryant (B.S. ’76 Business Education) currently runs her own financial advising firm, which she has been doing since 1998. Prior to that she worked in financial planning, investment counseling, banking, and teaching (at a community college and high school business). Bryant also serves on the education committee of the professional organization, the National Association of Personal Financial Advisors and still takes every opportunity to teach in and out of the classroom.

Geoffrey Firebene (M.S. ’95 Educational Psychology, C.A.S. ’86 School Psychology) has been elected president of the Florida Association of School Psychologists (FASP). He will serve as president-elect (2012-13), president (2013-2014), and immediate past president (2014-2017). He currently works for the Polk County School Board, as a school psychologist near Tampa, Florida.

Ryan Grout (M.S. ’81 Reading) was appointed principal of the Water Valley Junior-Senior High School beginning July 2012. Prior to this position, Grout worked as middle school principal in the East Greenbush Central School District for two years, and before that as assistant principal and associate principal, high school director and ALP principal, and as elementary teacher in the Hudson City School District.

Kristine Ott (M.S. ’99 Curriculum Development and Instructional Technology) was appointed assistant professor for curriculum and instruction in the South Glenn Falls Central School District effective July 2012. Ott comes to this position after one year as the Queensbury High School principal. Ott formerly taught high school math, and served as assistant high school principal and director of secondary curriculum for the Queensbury Union Free School District.

Student News

Shin-Hye Yu, doctoral student in Educational Theory and Practice and lecturer in the College of Arts and Sciences Department of East Asian Studies, received a University at Albany Scholarship in Part-Time Teaching in April.

School of Education

School of Education Dean’s List

Graduating students with a minimum of 30 academic credits Fall 2012

Morgan Stein
Jenni Gourley
Caitlin Steps
Alexa Lum
Samantha Zurliene

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Robert Yagelski, Educational Theory and Practice, received $586,000 from the SUNY Provost’s Office for the Innovative Instruction Technology Grants Program. Among the most critical goals of the program is to incorporate critical academic disciplines for success in a 21st century workforce are those involving Science, Technology, Engineering and Math (STEM). These fields are increasingly digital, networked and rapidly evolving, but research indicates that U.S. students are not as engaged and falling significantly behind the rest of the world in STEM disciplines. Through this project, Shea and colleagues will explore how faculty develop literacy in the Academic Disciplines. Langer was presented with the award at the NCTE annual convention in Las Vegas, NV in November.

Hal Lawson, Educational Administration and Policy Studies, received the 2013 Middle School Leadership Award from the National School Development Council. The award recognizes outstanding leadership and efforts to work collaboratively with K-12 schools to improve student learning. Lawson was honored at the CASDA annual awards dinner in April.

Lawson and Kathy Schiller, Educational Administration and Policy Studies, are part of the Capital Area School Development Association’s leadership team to implement a $2.4 million New York State Education Department grant to the Schenectady City School District. Dr. Schiller will lead research efforts to provide guidance regarding research-supported, community school districts, policy-building needs, and innovation-related opportunities and challenges.

David Miller, Educational and Counseling Psychology, was elected president of the American Association of Suicideology (AAS), a leading national organization in the U.S. devoted to understanding and preventing suicide. Miller began his two-year term as AAS president in April, and will then serve a two-year term as AAS president-elect. Miller has been serving as chair of the AAS Board of Directors. He is a certified school psychologist with extensive experience working with suicidal youth in both public and alternative school settings. According to a recent analysis published in the journal Psychology in the Schools, Miller was ranked seventh in scholarly productivity among school psychology faculty in doctoral programs accredited by the American Psychological Association.

Fall 2012

Megan Cook
Ethan Aiken
Deborah Carraway
Andrew Gillig
Alexa Hall

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Scholarships and Awards (con’t)

The Ralph W. Harbison Fellowship was awarded to Dina Akhmedjanova, Educational & Counseling Psychology, 2013 Fellow-Uzbekistan and renewed Nina Feliciani, Educational Administration & Policy Studies, 2012 Fellow-Indonesia; Xinjuan Liu, Reading, 2012 Fellow-China; and Treisy Romero Cellis, Educational Administration & Policy Studies, 2010 Fellow-Mexico.

Jack’s Fund was awarded to Jeremy Bisoram, Counseling Psychology.
The Mauritius Johnson Scholarship was awarded to Zhiqi Gong, Curriculum & Instruction.

The Ralph B. Kenney Endowment was awarded to Callie Lehner, School Psychology.
The Alice Clark Long Scholarship was awarded to Erin Ring, Counseling Psychology.
The Gertrude Hunter Parlin Teacher’s Scholarship was awarded to Chase Frazer and Leah Glover, Special Education Adolescent Generalist, Eric Jenkins, Literacy, and Min Shong, Teaching English to Speakers of Other Languages.

The Betty Knolwton Roe Scholarship was awarded to Rebeca Benjamin, Reading and Sarah Griffin and Tara Pepper, Childhood Education (Literacy).
The Paul Saimond Memorial Scholarship was awarded to Katie Matthews, Educational Theory & Practice.

The Gladys G. Sawyer ’37 & J. William Sawyer ’31 Scholarships were awarded to Marissa Matteo, Educational Studies minor.
The Dr. H. Craig Sipe Science Education Scholarship was awarded to Keenya Oliver Benis and Lindsey Ovre, Secondary Biology Education.
The Matthew John Pietrzyk Scholarship was awarded to Beth Wilson, Reading.

The School of Education Excellence in Teaching Awards are given to the most outstanding of our instructors.

Full-Time
- Dr. Joan Newman, Educational & Counseling Psychology
- Dr. Kelly Wisnman, Reading

Part-Time
- Dr. Melinda Tanzman, Educational & Counseling Psychology
- Tina Tarcreci DeGregorio, Reading
- Gloria Zambrano, Educational Administration & Policy Studies

NEW in 2013!
The Kristen Huff Travel Award was established by Dr. Kristen Huff to support graduate student travel to the Northeastern Educational Research Association and the American Educational Research Association conferences. This first year it was awarded to Shuyi Guan, Educational Psychology.
The Wishnoff Professional Development Fund was established by Dr. Bob Wishnoff ’75, ’77, and is awarded to a graduate student who plans to go into Counseling, to support the student’s attendance at professional development conferences. This first year it was awarded to I-Ching Grace Hung, Counseling Psychology.
The Philip and Jeanne Rizzi Scholarship was established by anonymous donors in honor of Philip and Jeanne Rizzi, and is awarded to an outstanding graduate student in the School of Education.

Ours! A 2012 scholarship was inadvertently left out of last fall’s newsletter. The Cathy Bertolino Hoy Scholarship was awarded in 2012 to Angela Lui, Educational Psychology.

Scholarships and Awards

We are pleased to announce the recipients of the 2013 School of Education Scholarships and Awards who were celebrated by School of Education faculty, University colleagues, donors, and friends and families of the scholarship recipients at a ceremony and reception held on May 10th. The School’s generous donors provide meaningful opportunities for our students to learn and grow. For more detailed descriptions of each of these scholarships, please visit www.albany.edu/education/scholarships.

The Nelson J. Armlin Scholarship was awarded to Michelle Williamson, Special Education Adolescent Generalist.
The Class of 1955 Award was awarded to Josiah Boehlke, Curriculum Development & Instructional Technology.
The Class of 1956 Scholarship was awarded to Elizabeth King and Jamie Stall, Special Education & Literacy.

The Jack’s Fund was awarded to William J. Leary, Teaching English to Speakers of Other Languages.

The Louie Swire Baldwin and Norman Burton Baldwin Technology Education Scholarship was awarded to Suzanne Hayes, Curriculum & Instruction.
The Beta Zeta Scholarship was awarded to Nawal Mays, Teaching English to Speakers of Other Languages.
The Malcolm E. Blum Endowment was awarded to Jessica Coles, Special Education & Literacy.

Three School of Education students received the 2013 Presidential Distinguished Doctoral Dissertation Award.

Andrew Kerlow-Myers, Educational & Counseling Psychology, Counseling Psychology, for his dissertation, Assessing the Relationship of Career Goal Autonomy and Intrinsic Content on Vocational and General Well-Being.

Dissertation chair: Lila Rae June

Sun Iwa Lee, Reading, for her dissertation, Effects of the Interactive Strategies Approach on At-Risk Children’s Spelling Development.

Dissertation chair: Donna Scanlon

Galina Polyakova, Educational Theory & Practice, for her dissertation, Learning Experiences of International Students in Online Courses: Mixed Methods Study.

Dissertation chair: Carla Menkoff
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The Class of 1956 Scholarship was awarded to Elizabeth King and Jamie Stall, Special Education & Literacy.

The Class of 1957 Scholarship was awarded to Nelma Weterings, School Psychology.

The Class of 1960 Scholarship was awarded to Jessica Booth, Counseling Psychology.

The Class of 1961 Fellowship was awarded to Luke St. John, School Psychology.

The Class of 1962 Scholarship was awarded to Michael Iannone, Reading.

The Class of 1963 Scholarship was awarded to Zachary De Weese, School Psychology.

The Class of 1964 Scholarship was awarded to Luana Lachance, Reading.

The Class of 1965 Scholarship was awarded to Rachel Landers, Reading.

The Class of 1966 Scholarship was awarded to Amanda Hansen, School Psychology.

The Class of 1967 Scholarship was awarded to Jennifer Halperin, School Psychology.

The Class of 1968 Scholarship was awarded to Megan Lang, School Psychology.

The Class of 1969 Scholarship was awarded to Morgan Miller, School Psychology.

The Class of 1970 Scholarship was awarded to Emily Miller, School Psychology.

The Class of 1971 Scholarship was awarded to Jillian Bisson, School Psychology.

The Class of 1972 Scholarship was awarded to Stephanie Finkel, School Psychology.

The Class of 1973 Scholarship was awarded to Emily Hail, School Psychology.

The Class of 1974 Scholarship was awarded to Jennifer Jordan, School Psychology.

The Class of 1975 Scholarship was awarded to Mary Soucy, School Psychology.

The Class of 1976 Scholarship was awarded to Emily Mummert, School Psychology.

The Class of 1977 Scholarship was awarded to Samantha King, School Psychology.

The Class of 1978 Scholarship was awarded to Emily Pultizer, School Psychology.

The Class of 1979 Scholarship was awarded to Emily Felson, School Psychology.

The Class of 1980 Scholarship was awarded to Rachel Meister, School Psychology.

The Class of 1981 Scholarship was awarded to Emily King, School Psychology.

The Class of 1982 Scholarship was awarded to Emily Bell, School Psychology.

The Class of 1983 Scholarship was awarded to Emily Miller, School Psychology.

The Class of 1984 Scholarship was awarded to Emily Landers, School Psychology.

The Class of 1985 Scholarship was awarded to Emily Taylor, School Psychology.

The Class of 1986 Scholarship was awarded to Emily Halperin, School Psychology.

The Class of 1987 Scholarship was awarded to Emily Lang, School Psychology.

The Class of 1988 Scholarship was awarded to Emily Miller, School Psychology.

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The Class of 1990 Scholarship was awarded to Emily Finkel, School Psychology.

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The Class of 2004 Scholarship was awarded to Emily Hail, School Psychology.

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The Class of 2006 Scholarship was awarded to Emily Mummert, School Psychology.

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The Class of 2008 Scholarship was awarded to Emily Pultizer, School Psychology.

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The Class of 2014 Scholarship was awarded to Emily Landers, School Psychology.

The Class of 2015 Scholarship was awarded to Emily Taylor, School Psychology.

The Class of 2016 Scholarship was awarded to Emily Halperin, School Psychology.

The Class of 2017 Scholarship was awarded to Emily Lang, School Psychology.

The Class of 2018 Scholarship was awarded to Emily Miller, School Psychology.

The Class of 2019 Scholarship was awarded to Emily Hail, School Psychology.

The Class of 2020 Scholarship was awarded to Emily Finkel, School Psychology.

The Class of 2021 Scholarship was awarded to Emily Mummert, School Psychology.

The Class of 2022 Scholarship was awarded to Emily Soucy, School Psychology.

The Class of 2023 Scholarship was awarded to Emily Pultizer, School Psychology.

Scholarships and Awards (con’t)

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Dr. Kelly Wisniewski, Reading

Dr. Melinda Tanzman, Educational & Counseling Psychology

Tina Tucceri DeGregorio, Reading

Gloria Zambrano, Educational Administration & Policy Studies
Alumni News

Elizabeth Allen (M.S. ’96 Teaching English to Speakers of Other Languages) was recently appointed as a full-time instructor in the Justice Studies Language Program at the University at Albany. She is currently serving her third year as Capital Region chair of the association. New York State Teachers of English to Speakers of Other Languages.

Nancy Bryant (B.S. ’76 Business Education) currently runs her own financial advisory firm, which she has been doing since 1998. Prior to that she worked in financial planning, investment counseling, banking, and teaching (investment at a community college and high school business). Bryant also serves on the education committee of the professional organization, the National Association of Personal Financial Advisors and still takes every opportunity to teach in and out of the classroom.

Geoffrey Freiberg (M.S. ’95 Educational Psychology, C.A.S. ’96 School Psychology) has been elected president of the Florida Association of School Psychologists (FASP). He will serve as president-elect (2012-13), president (2013-2014), and immediate past president (2014-2017). He currently works for the Polk County School Board as a school psychologist near Tampa, Florida.

Ryan Grant (M.S. ’09 Reading) was appointed principal of the Watervliet Junior-Senior High School beginning July 2012. Prior to this position, Grant worked as middle school principal in the East Greenbush Central School District for two years, and before that as middle school principal and associate principal, high school athletic director and AP principal, and as elementary teacher in the Hudson City School District.

Kristine Orr (M.S. ’99 Curriculum Development and Instructional Technology) was appointed as an assistant professor for curriculum and instruction in the South Glenn Falls Central School District effective July 2012. Orr comes to this position after one year as the Quezney High School principal. Orr formerly taught high school math, and served as assistant high school principal and director of secondary curriculum for the Quezney Union Free School District.

Student News

Shu-Han Yeh, doctoral student in Educational Theory and Practice and lecturer in the College of Arts and Sciences Department of East Asian Studies, received a University at Albany Excellence in Part-Time Teaching Award. She was celebrated at the UAlbany Excellence Awards in April.

Tim undergraduate education minors received the UAlbany President’s Award for Leadership in Spring 2013: Jennifer Abebo, Samantha Argiris, Yvette Boulo, Amanda Farsuci, Kalima Johnson, Katherine Lyons, Alexa Prevo, Raquel Romeros, Cary Savin, and Steven Valentin.

Kappa Delta Pi (KDP), honor society in education, inducted the following students in Fall 2012: April Mead.

School of Education

School of Education Dean’s List

Graduating students with academic excellence in Fall 2012

<table>
<thead>
<tr>
<th>Name</th>
<th>Major</th>
<th>Academic Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stephen Smith</td>
<td>Educational Technology and Policy</td>
<td>2013</td>
</tr>
<tr>
<td>Elizabeth Chang</td>
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Faculty News

Arthur Applewhite, Educational Theory and Practice, was selected as a Fellow of the American Educational Research Association (AERA). Established in 2007, the AERA Fellows Program honors educational researchers who have made exceptional scientific or scholarly contributions through sustained research of distinction in the field and development of research opportunities and settings. Applewhite joins two School of Education colleagues, Judith Langer and Sigmund Tobias, in the AERA Fellows Program.

Cheryl Durier, Reading, received the 2013 Jerry Johns Outstanding Teacher Educator in Reading Award from the International Reading Association (IRA). This award recognizes an outstanding university instructor of reading methods or related courses. Durier was presented with the award at the IRA’s annual convention in San Antonio, TX in April.

Lynda Goldstein and Frank Vitiello, Educational and Counseling Psychology, Donna Scaroni and Laura Haggerty-Byrne, Reading, and Florida State University colleagues Christopher Schachtschneider, received the 2013 Albert J. Harris Research Award from the International Reading Association (IRA) for their article, “Effects of the Interactive Strategies Approach: Extended A Responseive and Comprehensive Intervention for Intermediate-Grade Struggling Readers,” published in The Elementary School Journal in December 2011. The award is given for a recently published journal article that “makes an outstanding contribution to our understanding of prevention or assessment of reading or learning disabilities.” Schachtschneider and colleagues were presented with the award at the IRAs annual convention in San Antonio, TX in April.

Kevin Kinser, Educational Administration and Policy Studies, was appointed as a Senior Fellow for Internationalization by NAFSA: Association of International Educators, the professional association committed to international education. The Senior Fellows program identifies individuals with expertise and experience in international education who will contribute to advancing the goals of the Association through writing, outreach, increasing awareness, and stimulating thinking about and planning for the future of the Association.

Judith Langer, Educational Theory and Practice, received the 2012 David H. Russell Award for Distinguished Teaching in the Teaching of English, one of the top distinctions for scholars and educators in 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 Las Vegas, NV in November.

Hal Lawson, Educational Administration and Policy Studies, received the 2013 Eastern Association Leadership Award from the National School Development Council. The award recognizes outstanding leadership and efforts to work collaboratively with K-12 schools to improve student learning. Lawson was honored at the CASDA’s annual awards dinner in April.

Hal Lawson and Katy Schiller, Educational Administration and Policy Studies, are part of the Capital Area School Development Association’s leadership team to implement a $20.4 million New York State Education Department grant to the Schenectady City School District. Dr. Schiller will lead the research, provide guidance regarding research-supported, community school design, capacity-building needs, and innovation-related opportunities and challenges.

David Miller, Educational and Counseling Psychology, was elected president of the American Association of School Counselors (AAS), a leading national organization in the U.S. devoted to understanding and preventing suicide. Miller began a two-year term as AAS president, from April and will then serve a two-year term as AAS president, April 2013 to April 2015. Miller has been serving as chair of the AAS Board of Directors. He is a certified school psychologist with extensive experience working with suicidal youth in both public and alternative school settings. According to a recent analysis published in the journal Psychology in the Schools, Miller was ranked seventh in scholarly productivity among school psychology faculty in doctoral programs accredited by the American Psychological Association.

Alanoud Oliveira, Educational Theory and Practice, received the 2013 Early Career Research Award from the National Association for Research in Science Teaching (NARST). The Early Career Research Award is given annually to a researcher who, within seven years of earning a doctoral degree, “demonstrates the greatest potential to make outstanding and continuing contributions to research in science education.” Oliveira was honored at the NARST annual international conference in Puerto Rico in April.

Kathryn Schiller, Educational Administration and Policy Studies, was part of the research team behind a recently released report, Algebra I and Geometry Curricula: Results From the 2005 High School Transcript Mathematics Curriculum Study. The report examines the content and challenge of algebra I and geometry courses in the nation’s public high schools by considering math coursework patterns. It addresses three points: the differences in algebra I and geometry course enrollments, how accurately school course titles and descriptions reflect the rigor of what is taught in those courses, and how algebra I and geometry curricula relate to mathematics coursework and National Assessment of Educational Progress performance. As a core member of the research team, Schiller can speak to the methodology, results and implications of the report.

Peter Shea, Educational Theory and Practice, received $78,334 from the SUNY Provost’s Office for the Innovative Instruction Technology Grants Program. Shea ‘96 Educational Administration and Policy Studies) was named the New York State School Superintendent of the Year by the New York State Education Association of Personal Financial Advisors and still takes every opportunity to teach in and out of the classroom.

Robert Yagoubi, Educational Theory and Practice, received $586,000 from the SUNY Provost’s Office for the Innovative Instruction Technology Grants Program. Yagoubi ‘96 Educational Administration and Policy Studies) has been elected president of the Florida Association of School Psychologists (FASP). He will serve as president-elect (2012-13), president (2013-2014), and immediate past president (2014-2017). He currently works for the Polk County School Board as a school psychologist near Tampa, Florida.

Students News

Suzanne Rappazzo, Alumna V A (Bartoli) Polesny (M.S. ’73 Special Education) recently co-authored the book, “The Early Years: A Journey to Remember,” presenting the lives of 25 Niskayuna High School class of 1962 graduates, now spread out from California to Massachusetts. The film explores the graduates’ individual experiences, the era in which they lived, and their plans for the future.

Laura Hallgren-Flynn (B.A. ’83 Mathematics, M.S. ’94 Educational Administration and Policy Studies) was part of the 2013 High School Transcript Mathematics Curriculum Study. As part of the research team, Schiller can speak to the methodology, results and implications of the report.

Envisioning Knowledge: Building Literacy in the Academic Disciplines

Sarah Hoag objective in education, inducted the following students in Fall 2012: Christina Inger, Erin Kennedy, Elizabeth Ketterle, Jennifer Simon, Rachel Stadler.

Margaret Burne

Megan Celtic

Sean DelMarino

Delara Davis

Andrew Guild

Athena Hall

Christina Inger

Elisa Kennedy

Katherine Lyons

Samantha Argiris

Kalima Johnson

Katie Lewis

Christian Paskier

Effie Maglavan

April Mead

Doreen Parish

Suzanne Rappazo

Jennifer Simon

Rachel Stadler

Sue Snyder

Jennifer Alweiss, Samantha Argiris, Yvette Boulo, Amanda Farsuci, Kalima Johnson, Katherine Lyons, Alexa Prevo, Raquel Romeros, Cary Savin, and Steven Valentin.

Kappa Delta Pi (KDP), honor society in education, inducted the following students in Fall 2012: Christina Inger, Erin Kennedy, Elizabeth Ketterle, Jennifer Simon, Rachel Stadler.

School of Education Dean’s List

Graduating students with academic excellence in Fall 2012

<table>
<thead>
<tr>
<th>Name</th>
<th>Major</th>
<th>Academic Year</th>
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<tbody>
<tr>
<td>Margaret Burne</td>
<td>Educational Technology and Policy</td>
<td>2013</td>
</tr>
<tr>
<td>Megan Celtic</td>
<td>Educational Technology and Policy</td>
<td>2013</td>
</tr>
<tr>
<td>Sean DelMarino</td>
<td>Educational Technology and Policy</td>
<td>2013</td>
</tr>
<tr>
<td>Delara Davis</td>
<td>Educational Technology and Policy</td>
<td>2013</td>
</tr>
<tr>
<td>Andrew Guild</td>
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<td>Athena Hall</td>
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<td>2013</td>
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Recently, a group of Capital Region educators gathered at the School of Education’s Child Research and Study Center (CRSC). It was late on a Wednesday afternoon, a time when many educators would have been heading home, exhausted. But there they were, about a dozen of them, greeting one another with warm smiles, hugs, and humorous stories. For many, this afternoon marked the ten years of such gatherings. For others, it was a relatively new experience. For all, it was a time they had been looking forward to—a couple of hours with what had become a collaborative support system of like-minded professionals. They came from varied backgrounds and experiences in education to share information, ask questions, and seek support from one another in losing their craft. Their get-togethers, as usual, was filled with boisterous laughter, food, and the serious business of educating children to the best of everyone’s ability.

It all began with “Preventing Reading Difficulties,” a five-year research project under the direction of Drs. Donna Scanlon (Reading), and Frank Vellutino and Lynn Griffin (Educational and Counseling Psychology). The project was supported by a grant from the Interagency Education Research Initiative (IERI) funded cooperatively by the U.S. Department of Education, NICHD, and NSF. Working in partnership with schools serving predominantly low-income communities, the Preventing Reading Difficulties project sought to improve the reading achievement of primary grade students, particularly those who struggled with early literacy acquisition. The Iieri grant allowed the researchers to investigate the impact of an approach to preventing early reading difficulties, the Interactive Strategies Approach (ISA), which they had been developing and testing for more than a decade.

Our major component of the study was developing Early Literacy Leaders (ELLs) within the participating schools. Beginning in 2003, the ELLs engaged in extensive professional development which included directed reading and discussion groups that familiarized them with the theoretical background and the scientific research related to the study of reading and preventing reading difficulties, and the practical application of such research. These discussion groups, originally planned to continue for the duration of the project, continue today, with many of the original ELLs getting together at least two or three times a year. The group has grown somewhat to include educators who have been involved in other ISA projects, as well as several doctoral students from the SIE’s Reading Department. While membership in the group has expanded, the essential mission has remained the same—to serve as a connection between research at the university level and instruction and leadership at the elementary level.

That connection, importantly, is a two-way street. Not only do the meetings provide an opportunity for the ELLs to keep abreast of current research and its application with respect to federal and state initiatives such as Response to Intervention and the Common Core State Standards, but they provide an important reality check and learning opportunity for the university members of the group. Says Donna Scanlon, “From my perspective, the teachers who participate are the experts. We learn as much or more from them as they do from us.”

What has been learned from and through the group has helped to inform a number of subsequent ISA projects within the faculty-funded studies focused on teacher preparation (in which Kim Anderson and Virginia Goatley served as co-investigators) and an online professional development project, directed by Kim Anderson, that, to date, has included schools from 20 school districts across the state and nation. Like the original Iieri study, the online professional development aims to develop building-level expertise in early literacy, empowering teachers and leaders to support teachers in their schools as they implement newly-learned approaches to early literacy instruction. Unlike the Iieri study, the professional development project makes extensive use of distance learning technologies with the goal of providing schools/districts with affordable, job-embedded, and extended access to professional development for primary grade teachers.

In an era of unprecedented accountability and teacher scrutiny, the combined power of teacher knowledge and collegial support through a community of learners has never been more important. In the words of the ELLs:

- “The meetings provide reassurance that there are people who stand firmly with the research and will not get ‘caught up in the tide’ with each new initiative that comes along.”
- “The meetings provide an opportunity to talk with colleagues who have common experiences through ISA and to reflect on our practice.”
- “The colleagues I have befriended professionally via the CRSC get-togethers have and continue to make me the teacher I strive to be.”

Many thanks to the following ELLs who contributed to this article: Deb Runink, Annita Darbo, Andrea Dalcy, Joan Sweeney, and Peggy Connors.

Peggy Connors, who took on coaching roles in ISA projects, constructed a top-ten list of the things she learned in her work related to the Interactive Strategies Approach—read her Insights from the Early Literacy Leader Group Top Ten on page 7. To learn more about ISA project, visit www.isaprofessionaldevelopment.org.

Teaching effectively requires me to “Take the Child’s Perspective”...I have actually heard these four little words in my ear (sounding an awful lot like Donna’s voice) as I am reading with my students. Teaching effectively requires me to teach for independence...Thus maximizing each student’s learning. Teaching effectively is teaching so that my students no longer need me. This requires me to...I have actually heard these four little words in my ear (sounding an awful lot like Donna’s voice) as I am reading with my students. Teaching effectively is not allowing for excuses. Again a little voice comes to me-- If we meet them there is a good chance that they will continue to make errors and that is okay. Teaching effectively is never allowing my ego to interfere with my instruction. Every reader is an opportunity for me to learn more about how students go about developing (or not developing) as readers. Recognizing I have so much to learn from them has made me more responsive in my instruction. That connection, importantly, is a two-way street. Not only do the meetings provide an opportunity to talk with colleagues who have common experiences through ISA and to reflect on our practice. Recognizing that each of my readers has their very own “Zone of Proximal Development” has helped me to tailor my instruction towards individual needs...thus maximizing each student’s learning. Teaching effectively is teaching so that my students no longer need me. This requires me to...I have actually heard these four little words in my ear (sounding an awful lot like Donna’s voice) as I am reading with my students. Teaching effectively is not allowing for excuses. Again a little voice comes to me--Every student is ready to learn something. If we meet them there is a good chance that they will continue to make errors and that is okay. Teaching effectively is never allowing my ego to interfere with my instruction. Every reader is an opportunity for me to learn more about how students go about developing (or not developing) as readers. Recognizing I have so much to learn from them has made me more responsive in my instruction. That connection, importantly, is a two-way street. Not only do the meetings provide an opportunity to talk with colleagues who have common experiences through ISA and to reflect on our practice. Recognizing that each of my readers has their very own “Zone of Proximal Development” has helped me to tailor my instruction towards individual needs...thus maximizing each student’s learning. Teaching effectively is teaching so that my students no longer need me. This requires me to...I have actually heard these four little words in my ear (sounding an awful lot like Donna’s voice) as I am reading with my students. Teaching effectively is never allowing for excuses. Again a little voice comes to me--Every student is ready to learn something. If we meet them there is a good chance that they will continue to make errors and that is okay. Teaching effectively is never allowing my ego to interfere with my instruction. Every reader is an opportunity for me to learn more about how students go about developing (or not developing) as readers. Recognizing I have so much to learn from them has made me more responsive in my instruction.
Greetings from UAlbany!

School of Education Celebrates Continued Growth in National Rankings

The 2014 U.S. News & World Report rankings of graduate schools of education placed the University at Albany School of Education at #47 in the nation out of 278 schools granting doctoral degrees. That puts the School of Education in the top 17% of these doctoral institutions.

The rank is up 6 spots from 2013, 16 spots from 2011. UAlbany’s School of Education is the top ranked public school of education in New York State, 4th if one considers private institutions—after Teachers College Columbia University, New York University (Steinhardt), and Syracuse University.

“I am extremely pleased that the UAlbany education faculty are receiving due recognition for their accomplishments,” said Dean Robert Bangert-Drowns. “We count numerous national and international leaders in our School, and all our faculty members and staff are caring, creative, and passionate about the future of teaching and learning, mental health, and human development. This is a very stimulating place to be.”

Did you know...

School of Education Graduate Orientation for students starting programs in the fall will be held on Thursday, August 22, 2013. Watch for details at www.albany.edu/education.

SAVE THE DATES

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