Greetings from the UAlbany School of Education!

A society can make no better investment in its future than education. Education is the engine that drives a nation to reach its ambitions, that empowers the young to take on the challenges of invention and humanity, that ensures the health and growth of democracy. We are eager to contribute our part to the education enterprise, to champion learning and healthy human development as virtues in themselves and to serve economic and social goals.

This issue of Knowledge gives a small sample of the exciting, intellectual environment in our School. For example, you can read descriptions of six of our recent books and of newly funded research and development projects. And you will see a number of distinctions awarded to our students and faculty members, including the induction of Professor Frank Vellutino to the International Reading Association's Reading Hall of Fame.

All of this is to advance the future, to work with the hundreds of students in our graduate programs and undergraduate courses and our many partners around the region, state, nation, and the world to enhance knowledge and professional practice in education and mental health.

Unfortunately, state support continues to erode, especially in this current economic crisis. At a time when the state, nation, and world most need the innovative ideas and skills that come from cutting-edge education, our resources are markedly constrained. But you can help. You can tell others of the value of your education from your own experience. You can remind your legislators of how education has benefited you. You can offer your expertise to support our initiatives. You can contribute to our growth through your philanthropic gifts - to our general fund, to scholarships for students, to specific needs of faculty, through annual giving, endowments, or bequests.

We are ready and able to do so much. The School of Education has seen many challenges and changes in its 166-year history. Together we will continue a tradition of excellence long into the future.

Robert Bangert-Drowns
Dean

Department of Educational and Counseling Psychology Professor Frank Vellutino will be inducted into the International Reading Hall of Fame at the International Reading Association's 55th Annual Convention in April. The Reading Hall of Fame consists of nationally and internationally prominent researchers who are recognized as having made extraordinary contributions to theory and research in the study of literacy acquisition. Inductees are elected to this elite membership by their peers.

Frank Vellutino earned his Ph.D. in Psychology at Catholic University. His research integrates cognitive psychology, psycholinguistics, and developmental psychology, and he is especially interested in the cognitive and linguistic underpinnings of reading development and reading disability. It has generated numerous articles in refereed journals, in addition to numerous book chapters addressing the causes and correlates of reading difficulties in young children. Among Dr. Vellutino's most important publications are an invited book entitled Dyslexia: Theory and Research published by MIT Press, and an invited article entitled Dyslexia, which appeared in Scientific American. All of his research has been supported by external funds, and he and his colleagues have been the recipients of large awards from agencies such as the National Institute of Child Health and Human Development, the U.S. Department of Education, the Spencer Foundation, and the Recording for the Blind among others.

Dr. Vellutino has taught at the College of William and Mary and at Boston University, and currently holds joint faculty appointments in the Department of Educational and Counseling Psychology, the Department of Psychology (Cognitive Psychology Program), and the Program in Linguistics and Cognitive Science of the Department of Anthropology. He is also Director of the Child Research and Study Center, a research and student training center.

Dr. Vellutino currently teaches a graduate course in children's learning that emphasizes cognitive, perceptual, memory, and language development, as well as a graduate seminar in human development that focuses on the relationship between language and cognitive development.
Student Awards

The 2009 University at Albany Presidential Distinguished Doctoral Dissertation Award was given to three School of Education graduates last May.

Mercedes A. Rabossi, Educational Administration and Policy Studies, Agency Contract Design in the University Market: Public and Private Cases in Argentina, Dissertation Chair: Daniel Levy

Melissa J. Sheby Cardell, Educational and Counseling Psychology, The Response of Secondary Trained Therapists’ Perceptions of the Working Alliance With Sex Offenders, Dissertation Chair: Myra Friedlander

Thomas L. Tarantino, Educational Administration and Policy Studies, Lessons From Katrina: The Response of Higher Education to Assist Students Impacted by the Storm, Dissertation Chair: Kevin Kemer

The University at Albany Dissertation Research Fellowship Awards support doctoral dissertation research. The following School of Education recently received such an award.

Anna Marie Bonalde, Educational Theory and Practice, The Construction of Reading Identity in Struggling Middle School Students.

Chongwha Chung, Reading, Writing and Identity Among Korean Students Who Learn English as a Second Language in the U.S.

Devan Horne, Educational Theory and Practice, Teacher Identity as it is Revealed Through the Descriptive Review of a Child.


Cagri Ozkose-Biyik, Educational Theory and Practice, Does Film Affect Learning Engagement?: Historical Inquiry and the Documents-Based Question in a Seventh Grade Social Studies Classroom.

Chung-Wha Seo, Educational Theory and Practice, Reading, Writing and Identity Among Korean Students Who Learn English as a Second Language in the U.S.

Susan Rogers, Educational and Counseling Psychology, Grading Participation in College Courses: Instructors’ Grades and Language Practice.


Donna Watson, Educational Administration and Policy Studies, An Analysis of New York State Mentoring Programs: Who is Teacher Mentoring Most Effective?

The Initiatives for Women (IFW) Awards support the educational and professional growth of women students, staff and faculty on the UAlbany campus. The following School of Education student received an award in 2009.

Joel Deffner, a doctoral student in Counseling Psychology, received a Karen R. Blitchok New Frontiers Fund Award.

Student News

John Jahnke, a doctoral student in Educational Administration and Policy Studies, began his new post as the president of Clinton Community College in Plattsburgh in June 2009. Jahnke previously served as provost and vice president of academic affairs at Fulton-Montgomery Community College in Johnstown, where he held various positions since 1986.

Shelley Dixon, a doctoral student in Educational Administration and Policy Studies, recently published an article inspired by work originally done in her EAPS 780 Organizational Management and Leadership in Education course. Read it at ednysubmissions.com/journal/issue/2009/003/008.

Allison Leventhal, a Queens native, addressed UAlbany graduates, families and friends during commencement ceremonies on Sunday, December 6. Leventhal graduated from the School of Education with a master’s degree in mental health counseling. She received her bachelor’s degree in psychology from UAlbany in 2001.

Laurie Naglestorm, a doctoral candidate in Educational Psychology and Methodology, recently received a prestigious scholarship from the Nursing Organizations Alliance (NOA) for the Nurse in Washington Internship Program in March 2010. One full scholarship is granted each year. The internship supports the educational and professional goals of women students, staff and faculty on the UAlbany campus. The following School of Education student received an award in 2009.

Jennifer Demerit, a doctoral student in Educational Psychology, recently received a prestigious scholarship from the Nursing Organizations Alliance (NOA) for the Nurse in Washington Internship Program in March 2010. One full scholarship is granted each year. The internship supports the educational and professional goals of women students, staff and faculty on the UAlbany campus.

Jennifer Demerit, a doctoral student in Educational Psychology, recently received a prestigious scholarship from the Nursing Organizations Alliance (NOA) for the Nurse in Washington Internship Program in March 2010. One full scholarship is granted each year. The internship supports the educational and professional goals of women students, staff and faculty on the UAlbany campus.

In Memoriam

Thomas E. Curtis Retired School of Education Professor Thomas E. Curtis passed away on November 20. He began his career at the University at Albany in the School of Education in 1963 and retired from the Department of Educational Theory and Practice in 1988. He was best known as a curriculum specialist who strongly advocated for the middle school movement and for humanizing and individualizing education. He was the author of Aesthetic Education and the Quality of Life and, with Wilma Bidehorn, of Curriculum and Instruction for Emerging Adolescents.

Francis Feminella Dr. Francis Feminella passed away on October 11. Frank began his career at the University at Albany as a lecturer in 1967 and retired from the Department of Educational Theory and Practice in 1995.

His seminal scholarship focused on the ethnic diversity of American culture with particular attention to the experiences and social contributions of Italian Americans. He chaired advisory committees on ethnic studies for Presidents Ford and Carter and served on a White House committee on aging. He was well known among students for his highly subscribed courses on Sociology in Education and Ethnicity in Education.

Sanford Levine Professor Sanford Levine of Educational Administration and Policy Studies (EAPS) passed away on November 18. Sanford was admitted to the New York jail at age 23 and he spent his long career as an attorney, joining the State University of New York’s Counsel Office in 1970. During his time there, he was influential in shaping case law on significant higher education issues in the New York and federal courts. Upon leaving this Office, the law library he fantastically looked after was named the Sanford H. Levine Law Library. Professor Levine spent over 20 years as a faculty member at the University at Albany, he taught first as an adjunct and then in 1997 became full-time professor in EAPS. He pursued interests under a program on policy and law, and taught higher education law for master’s and doctoral students. Sanford retired in 2007, returning to adjunct status and continuing affiliation with the Department until his passing. Alan Wagner, chair of the Department, fondly recalls Sanford’s remarks at the SUNY 60th Anniversary Scholarly Conference last April. “Sanford set out his own account of the events and interests that shaped SUNY’s earliest days. It was typical Sanford: thoughtful, measured, wise, and powerfully reasoned. Much like his contributions to EAPS.”

School of Education

Curricula, Faculty Development, Lecture Series, Research, Student Activities, Scholarships Yes! We support the mission of learning and discovery at the UAlbany School of Education with a gift to the The University at Albany Foundation. You can make a DIFFERENCE! • Give Online: Go to www.albany.edu/giving • Enclosed is a check in the amount of $ ___ made payable to the University at Albany Foundation • Please charge $ ___ to Visa / MasterCard / American Express / Discover

Please direct my gift to: __________ Education $365 School of Education Department Scholarship Fund

Send address changes to: Foundation Manager, UAlbany, Albany, NY 12222

Address questions, issues and other comments to: Editor, KNOWLEDGE School of Education at the University at Albany.

The University at Albany Foundation, UAB 226, 1400 Washington Ave., Albany, NY 12222.

For more information, contact School of Education Dean’s Office, (518) 442-4983 or educationdean@albany.edu

2010 Fall_Beths working copy 2.qxp 3/29/2010 10:52 AM Page 2
On November 19, Phi Delta Kappa (PDK) welcomed thirty new members, including Dean Bangert-Drowns, into the international association for professional educators. Family, friends and PDK members came to celebrate the occasion. For more information on joining PDK, contact Heidi Audino, haudino@uamail.albany.edu.

Handbook of Formative Assessment
Co-edited by Heidi L. Andrade and Gregory J. Czark
Department of Educational and Counseling Psychology
Routledge, 2009

The Handbook of Formative Assessment comprehensively profiles this burgeoning field of study. Written by leading international scholars and practitioners, each chapter presents current issues in formative assessment policy and practice, as well as those likely to affect research and practice in coming years.

Best Practices from High-Performing Middle School: How Successful Schools Remove Obstacles and Create Pathways to Learning
By Janet L. Angulo and Kristen C. Wilcox
AIRE, CELA, Department of Educational Policy and Practice
Teachers College Press, 2009

Overcoming Inequality: Why Governance Matters
Co-authored by Aaron Benavot as a member of PREPARE Model
School of Education
Prepared Education for All, 2008

Overcoming Inequality: Why Governance Matters presents some of the public policy and governance reforms that can break the cycle of disadvantage, improve access, raise quality, and enhance participation and accountability. This report offers national and international policy makers the analysis of complex issues and recommendations to provide equal chances in learning for all children, youth and adults. It also tracks yearly progress towards Education for All (EFA) goals, and provides a comprehensive overview of the state of education in the world today.

PREPARE Model combines research and theory with the specific skill building techniques and practical resources to establish teams, develop a plan, and implement procedures that reflect on children, schools’ unique cultures and structures, and the importance of supporting physical and psychological safety.

Effectively dealing with a school crisis requires a cohesive multidisciplinary team and a comprehensive plan that includes prevention, preparedness, response, and recovery. From the innovative PREPARE school crisis training curriculum, School Crisis Prevention and Intervention: The PREPARE Model combines research and theory with the specific skill building techniques and practical resources to establish teams, develop a plan, and implement procedures that reflect on children, schools’ unique cultures and structures, and the importance of supporting physical and psychological safety.

Emphasizing prevention as well as intervention, Identifying, Assessing, and Treating Posttraumatic Stress Disorder at School explains its adverse affects on children’s academic and social-emotional skills, and offers expert guidance on how to recognize student needs and implement appropriate services. For the school-based professional, the ability to recognize the symptoms and warning signs is essential. School psychologists, counselors, social workers, and general and special education personnel will find Identifying, Assessing, and Treating PTSD at School an invaluable resource in their practices.

Reading Our World: Conversations in Context
By Robert P. Yagielski
Department of Educational Theory and Practice
Wadsworth, 2009
Faculty News

Arthur Applehein, Educational Theory and Practice, has been named to the Validation Committee of the Common Core State Standards Initiative, a joint effort of the National Governors Association Center for Best Practices and the Council of Chief State School Officers. The NGA Center and CCSSO created the committee to conduct an independent review of the common core state standards and grade-by-grade standards, in English language arts and mathematics across 46 states.

Debra Robert Bangert-Drowes, Educational Theory and Practice, is Co-PI of a two-year $800,000 grant from the National Science Foundation, called Learning Computational Thinking in Context: Using Problems and Cases in Financial Market Regulation. The project will integrate computational thinking as an essential theme in curriculum across financial regulation. It will create interdisciplinary cases, modules, and courses in which students become interested and proficient in computational thinking and understand its importance to society.

Bargot-Drowes is working with George Berg, Peter Blumsztein and Sandra Schuman (College of Computing and Information), Information Change-Graph (Information Technology Management), David McCaffrey (Public Administration) and Theresa Parisi (Center for Technology in Government).

Last summer, thirty students from Albany, Schenectady, and Tiny City School Districts took part in a three-week summer workshop, the Institute of Nanoscale Technology and Youth (INTY), held at UAlbany's NanoCenter. This workshop is the result of a partnership between the College of Nanoscale Science and Engineering (CNSE) and the Center for Urban Youth and Technology (CUYT), the latter directed by Joseph V. Bravman, Educational Theory and Practice. INTY aims to engage underrepresented, undereducated and economically disadvantaged youth and adults in nanoscale science and engineering.

Cheryl Deiter, Reading, was promoted to Associate Professor with continuing appointment. Micki Friedlander, Educational and Counseling Psychology, was elected Fellow into the American Psychological Association of the Psychological Injury and Trauma Society. Vicky Keshia, Educational Psychology, Policy and Practice, and Patrick McMullin, Center for Women in Government & Civil Society, received $400,000 from the U.S. Department of Education for a Women’s Educational Equity Act Program. Project資料 is an assessment program designed to improve computational and mathematical problem-solving ability of minority high school females through gender-specific tutoring strategies. The after-school program monitoring, career exploration and parent involvement to expand knowledge and career options in Science, Technology, Engineering, and Math (STEM).

Deborah May and Kevin Quinn, Education and Counseling Psychology, received a four-year, $90,000 special education leadership grant from the U.S. Department of Education to prepare 15 special education doctoral students. The project will prepare doctoral trained personnel with the skills necessary to assume leadership roles in special education as well as teacher education at colleges and universities, in research, and in state and federal agencies responsible for special education policy.

The School of Education Excellence in Teaching Awards are given to the most outstanding of the college's faculty. Recipients in 2009 were:


Marcia Goffin, teaching in the Department of Educational and Counseling Psychology since 1997.


Brian Burr, teaching in the Department of Reading since 2003.

Alumni News

Elizabeth Bisello (AGC ’98, School Building Leadership) was appointed principal of the George D. Ryder Elementary School in Cohoes—dating back to 1960. In 2008, she served as assistant principal of Queensbury Elementary School and has served several years of elementary classroom teaching experience within the South Colonie Central School District.

Moha Bear (Ph.D. ’07, Educational Psychology) has been promoted to Director of Outcome Assessment at Excelsior College. She is conducting research and writing grants as well as serving as the major director of consumer evaluation studies. She has taught in the School of Education as an adjunct professor, and spent time working at the Evaluation Consortium, directing and participating in multiple program evaluation projects.

Toni Doherty (Ph.D. ’05, Curriculum and Instruction) is currently serving at Department Head in Nursing at Ditchess Community College.

Karen Erickson (M.S. ’99, Special Education) was named the David E. and Dolores F. Yoter Distinguished Professor of Literature and Disabilities at the University of North Carolina at Chapel Hill. She is also director of the Center for Literacy and Disability Studies and is involved with many exciting research projects, particularly with students with severe disabilities.

Suan Holmes Field (B.A. ’77, Business Education) is assistant principal at Fruitfield Township High School in Fruitfield, New Jersey. After graduating from the School of Education, she was a business teacher for 25 years, first in upstate New York and then in New Jersey.

Richard Lehner (M.S. ’76) has served the field of education for more than 40 years through a career spanning four continents.

Kris McNealy (M.S. ’02, Educational Administration; Ph.D. ’07, Educational Psychology and Statistics) received the Award for Distinguished Contributions of Applications of Psychological Science to Education and Training from the American Psychological Association at the 117th annual APA convention in August 2009. This award acknowledges psychologists who have contributed to new teaching methods or solutions to learning problems through the use of research findings or evidence-based practices. Dr. Lehner is currently professor of science education in the Department of Teaching and Learning at Vanderbilt University’s Peabody College. He is an internationally recognized scholar whose research focuses on the design of learning environments, the development of representation and representational systems, and the learning of mathematics and science.

Christopher McColgan (Ph.D. ’03, Educational Psychology and Statistics; C.A.S. ’02, School Psychology; Ph.D. ’95, Educational Psychology) has received the Distinguished Professor of Literacy and Disability Studies at the University of North Carolina at Chapel Hill. He is also director of the Center for Literacy and Disability Studies and is involved with many exciting research projects, particularly with students with severe disabilities.

UAlbany’s Alumni Association Excellence Awards recognize alumni and friends of the University for their outstanding achievements and service to the University and community. Three School of Education Alumni were honored with 2009 alumni awards.

The School of Education Excellence in Teaching Awards are given to the most outstanding of the college's faculty. Recipients in 2009 were:

Brett Miller (AGC ’08, School Building Leadership) was appointed grades 9-10 principal at Ravena-Coeymans-Selkirk High School. Miller previously served as assistant high school principal at Schalmont since 2006. Prior to that, he was a social studies teacher in the Bethlehem schools and in Orchard Park, High School outside Buffalo.

Orpha Ongiti (M.S. ’84, Educational Administration; Ph.D. ’88, Educational Administration and Policy Studies) has led her dissertation, Professional Socialization and Women Participation in Mathematics. The Impact of Policies and Practices on Professional Socialization of Women in Graduate Mathematics, accepted for publication as a book by VDM Verlag. Dr. Ongiti has served as a postdoctoral associate at the School of Education in the Department of Educational Theory and Practice and as a high school teacher in educational administration in Kenya.

Mary Lee Pollard (Ph.D. ’04, Curriculum and Instruction) has been named associate dean of the School of Nursing at Excelsior College. Dr. Pollard most recently served as Director of the Ellis Hospital School of Nursing. She began her career as a staff nurse at Ellis, advancing to the positions of assistant, then instructor. She also is a clinical examiner for Excelsior.

Stanley N. Rahimović (M.S. ’77, Ph.D. ’90, Educational Psychology) is currently director of Assessment & Standards Development Services at WestEd. Previously, Rahimović has served as a program evaluation consultant for the New Jersey Department of Education. Rahimović was recently appointed to the Common Core State Standards Initiative Validation Committee, which will review the expectations for college and career readiness.

Amy Riddell (M.S. ’89, C.A.S. ’89, Counseling Psychology) reopened the first upstate New York outlet of the Boston-based Emack & Bolio’s Ice Cream. The shop is located on Delaware Avenue in Albany and has seen huge success since its opening in June 2008. Riddell is a former High School counselor.

Alan J. Zaremba (M.S. ’71, Personnel) is associate professor of communication studies at Northeastern University. Dr. Zaremba developed and is currently director of Assessment & Standards Development Services at WestEd. Previously, he has served as a program evaluation consultant for the New Jersey Department of Education.
Meet Aja Case

Aja Case is collaborating with the SUNY Learning Network to investigate the effectiveness of online instructional environments. The three-year, $129,000 project will provide funding for Dr. Shea and doctoral students in Educational Theory and Practice and Information to both design new studies and continue a series of ongoing investigations that seek to understand the conditions under which online students outperform their classroom counterparts. In addition to 3-20 surveys of students in the SUNY Learning Network, this project will support ongoing qualitative investigations that examine online classroom interactions through detailed transcript analysis and the development of new studies comparing identical college course sections offered in both online and classroom modalities.

Jason Gallo

The School of Education is happy to introduce the newest member of our team, Aja Case! Aja’s official title is Development Officer, and a vital part of her work will be to facilitate private donations to enhance the excellence of the School. She is really so much more - a catalyst for new ideas and new initiatives to enliven the relationship between alumni and the School. Aja comes to us from the College of Nanoscale Science and Engineering where she was Special Events Coordinator. A passion for education is in her heart - her undergraduate degree is in early childhood education and her father, Martin Case, a UAlbany alum, celebrates his 20th year of teaching social studies. Aja is enthusiastic about meeting alumni and hearing your experiences at the University at Albany’s School of Education and discovering ways you’d like to share your talents or just reconnect with the School. She can be reached at acase@uamail.albany.edu or (518) 437-5068. Join us in welcoming Aja!

Gathering for Educational Leaders and Alumni of the Capital Region

Last November, the School of Education hosted a gathering for educational leaders in the capital region who are alumni of the School. This event fostered discussion about new ways to forge meaningful partnerships, ideas for connecting with the School and with each other. The event was a great success! We look forward to a second gathering planned for March 18. For more information, contact Aja Case at acase@uamail.albany.edu.

The School welcomed Allan Collins, Professor Emeritus of Education and Social Policy, Northwestern University, who spoke on Rethinking Education in the Age of Technology on November 4.

The University’s Faculty Research Awards Program (FRAP) provides seed funding for a select number of faculty research projects that have strong potential for future external funding. The following proposals from School of Education faculty were recently selected for FRAP support.

Kristie Asaro Saddler, Educational and Counseling Psychology, for Teaching Children with Autism Spectrum Disorders: Knowledge and Use of Best Practices.

LaRae Jome, Educational and Counseling Psychology, for Exploring the Relationship between Perceptions of Racism and Health-Related Attitudes and Behaviors Among Black American Adults.

Kevin Kinser and Jason Lane, Educational Administration and Policy Studies, for The Role of Public Multi-State Higher Education in Expanding Educational Access.

Alande Oliveira, Educational Theory and Practice, for Exploring Teacher Performance of Science Read-Alouds in Elementary Classrooms.

Peter Shea is collaborating with the SUNY Learning Network to investigate the effectiveness of online instructional environments. The three-year, $129,000 project will provide funding for Dr. Shea and doctoral students in Educational Theory and Practice and Information to both design new studies and continue a series of ongoing investigations that seek to understand the conditions under which online students outperform their classroom counterparts. In addition to 3-20 surveys of students in the SUNY Learning Network, this project will support ongoing qualitative investigations that examine online classroom interactions through detailed transcript analysis and the development of new studies comparing identical college course sections offered in both online and classroom modalities.

Alan Wagner, Educational Administration and Policy Studies, was selected to receive a University at Albany Disability Resource Center Outstanding Achievement Award. This award is given to individuals who have demonstrated outstanding commitment to persons with disabilities. The award is given each year to a person who exemplifies these virtues.

The Role of Public Multi-State Higher Education in Expanding Educational Access.

The University’s Faculty Research Awards Program (FRAP) provides seed funding for a select number of faculty research projects that have strong potential for future external funding. The following proposals from School of Education faculty were recently selected for FRAP support.

Kristie Asaro Saddler, Educational and Counseling Psychology, for Teaching Children with Autism Spectrum Disorders: Knowledge and Use of Best Practices.

LaRae Jome, Educational and Counseling Psychology, for Exploring the Relationship between Perceptions of Racism and Health-Related Attitudes and Behaviors Among Black American Adults.

The University's Faculty Research Awards Program (FRAP) provides seed funding for a select number of faculty research projects that have strong potential for future external funding. The following proposals from School of Education faculty were recently selected for FRAP support.

Kristie Asaro Saddler, Educational and Counseling Psychology, for Teaching Children with Autism Spectrum Disorders: Knowledge and Use of Best Practices.

LaRae Jome, Educational and Counseling Psychology, for Exploring the Relationship between Perceptions of Racism and Health-Related Attitudes and Behaviors Among Black American Adults.

The Role of Public Multi-State Higher Education in Expanding Educational Access.

The University’s Faculty Research Awards Program (FRAP) provides seed funding for a select number of faculty research projects that have strong potential for future external funding. The following proposals from School of Education faculty were recently selected for FRAP support.

Kristie Asaro Saddler, Educational and Counseling Psychology, for Teaching Children with Autism Spectrum Disorders: Knowledge and Use of Best Practices.

LaRae Jome, Educational and Counseling Psychology, for Exploring the Relationship between Perceptions of Racism and Health-Related Attitudes and Behaviors Among Black American Adults.

The Role of Public Multi-State Higher Education in Expanding Educational Access.

The University’s Faculty Research Awards Program (FRAP) provides seed funding for a select number of faculty research projects that have strong potential for future external funding. The following proposals from School of Education faculty were recently selected for FRAP support.

Kristie Asaro Saddler, Educational and Counseling Psychology, for Teaching Children with Autism Spectrum Disorders: Knowledge and Use of Best Practices.

LaRae Jome, Educational and Counseling Psychology, for Exploring the Relationship between Perceptions of Racism and Health-Related Attitudes and Behaviors Among Black American Adults.

The Role of Public Multi-State Higher Education in Expanding Educational Access.

The University’s Faculty Research Awards Program (FRAP) provides seed funding for a select number of faculty research projects that have strong potential for future external funding. The following proposals from School of Education faculty were recently selected for FRAP support.

Kristie Asaro Saddler, Educational and Counseling Psychology, for Teaching Children with Autism Spectrum Disorders: Knowledge and Use of Best Practices.

LaRae Jome, Educational and Counseling Psychology, for Exploring the Relationship between Perceptions of Racism and Health-Related Attitudes and Behaviors Among Black American Adults.

The Role of Public Multi-State Higher Education in Expanding Educational Access.
Forty-six School of Education Students Receive Scholarships

We are pleased to announce the recipients of the 2009 School of Education Scholarships presented May 7th at an awards ceremony and reception well attended by School of Education faculty, donors and the friends and families of the scholarship recipients.

The Class of 1959 Award, established by members of the Class of 1959 and contributors to their fund, supports senior undergraduate or graduate students with demonstrated financial need who plan to pursue a career in teaching. 

Nicole Miller, Special Education and Literacy, received the June A. Drisko Award.

The Dr. Ralph R. Kenney Endowment was established by Marjorie W. Kenney ’29 in memory of her husband Ralph Kenney ’28, Professor Emeritus of the Department of Education who taught at the New York State College for Teachers. This fund supports graduate students in the Department of Educational and Counseling Psychology enrolled in the school counseling and guidance program.

The Sedef Uzuner, Curriculum and Instruction, received the Ryan D. Ahern Award.

We are pleased to announce the recipients of the 2009 School of Education Scholarships presented May 7th at an awards ceremony and reception well attended by School of Education faculty, donors and the friends and families of the scholarship recipients.

The Class of 1959 Award, established by members of the Class of 1959 and contributors to their fund, supports senior undergraduate or graduate students with demonstrated financial need who plan to pursue a career in teaching. 

Nicole Miller, Special Education and Literacy, received the June A. Drisko Award.

The Dr. Ralph R. Kenney Endowment was established by Marjorie W. Kenney ’29 in memory of her husband Ralph Kenney ’28, Professor Emeritus of the Department of Education who taught at the New York State College for Teachers. This fund supports graduate students in the Department of Educational and Counseling Psychology enrolled in the school counseling and guidance program.

The Sedef Uzuner, Curriculum and Instruction, received the Ryan D. Ahern Award.

We are pleased to announce the recipients of the 2009 School of Education Scholarships presented May 7th at an awards ceremony and reception well attended by School of Education faculty, donors and the friends and families of the scholarship recipients.

The Class of 1959 Award, established by members of the Class of 1959 and contributors to their fund, supports senior undergraduate or graduate students with demonstrated financial need who plan to pursue a career in teaching. 

Nicole Miller, Special Education and Literacy, received the June A. Drisko Award.

The Dr. Ralph R. Kenney Endowment was established by Marjorie W. Kenney ’29 in memory of her husband Ralph Kenney ’28, Professor Emeritus of the Department of Education who taught at the New York State College for Teachers. This fund supports graduate students in the Department of Educational and Counseling Psychology enrolled in the school counseling and guidance program.

The Sedef Uzuner, Curriculum and Instruction, received the Ryan D. Ahern Award.

We are pleased to announce the recipients of the 2009 School of Education Scholarships presented May 7th at an awards ceremony and reception well attended by School of Education faculty, donors and the friends and families of the scholarship recipients.

The Class of 1959 Award, established by members of the Class of 1959 and contributors to their fund, supports senior undergraduate or graduate students with demonstrated financial need who plan to pursue a career in teaching. 

Nicole Miller, Special Education and Literacy, received the June A. Drisko Award.

The Dr. Ralph R. Kenney Endowment was established by Marjorie W. Kenney ’29 in memory of her husband Ralph Kenney ’28, Professor Emeritus of the Department of Education who taught at the New York State College for Teachers. This fund supports graduate students in the Department of Educational and Counseling Psychology enrolled in the school counseling and guidance program.

The Sedef Uzuner, Curriculum and Instruction, received the Ryan D. Ahern Award.

We are pleased to announce the recipients of the 2009 School of Education Scholarships presented May 7th at an awards ceremony and reception well attended by School of Education faculty, donors and the friends and families of the scholarship recipients.

The Class of 1959 Award, established by members of the Class of 1959 and contributors to their fund, supports senior undergraduate or graduate students with demonstrated financial need who plan to pursue a career in teaching. 

Nicole Miller, Special Education and Literacy, received the June A. Drisko Award.

The Dr. Ralph R. Kenney Endowment was established by Marjorie W. Kenney ’29 in memory of her husband Ralph Kenney ’28, Professor Emeritus of the Department of Education who taught at the New York State College for Teachers. This fund supports graduate students in the Department of Educational and Counseling Psychology enrolled in the school counseling and guidance program.

The Sedef Uzuner, Curriculum and Instruction, received the Ryan D. Ahern Award.
Forty-six School of Education Students Receive Scholarships

We are pleased to announce the recipients of the 2009 School of Education Scholarships presented May 7th at an awards ceremony and reception well attended by School of Education faculty, donors and the friends and families of the scholarship recipients.

The Class of 1959 Award, established by members of the Class of 1953 and contributors to their fund, supports senior undergraduate or graduate students with demonstrated financial need who plan to pursue a career in teaching.

The Class of 1956 Scholarship, established by members of the Class of 1956 and contributors to their fund, supports senior undergraduate or graduate students with demonstrated financial need who plan to pursue a career in teaching.

The Dr. Ralph B. Kenney Endowment was established by Marjorie W. Kenney ’29 in memory of her husband Ralph Kenney ’28, Professor Emeritus of the Department of Education who taught at the New York State College for Teachers. This fund supports graduate students in the Department of Educational and Counseling Psychology enrolled in the school counseling and guidance program.

The Elizabeth H. Christen Scholarship is awarded to a graduate student in the School of Education graduate program who demonstrates academic merit. Nicole Miller, Special Education and Literacy, received the Elizabeth H. Christen Scholarship.

The Malcom E. Blum Endowment honors Malcolm Blum, a 1945 graduate of the New York State College for Teachers, the predecessor of the School of Education. This fund supports students enrolled in teacher training programs.

The Brian Banks Scholarship is awarded to a student enrolled in the School of Education graduate program who demonstrates academic merit. Nicole Miller, Special Education and Literacy, received the Brian Banks Scholarship.

The Dr. Kimberly E. Esterman Memorial Award is awarded to a student whose dissertation research focuses on issues of higher education, preferably with regard to two-year college administration and teaching.

The Malcolm E. Blum Endowment honors Malcolm Blum, a 1945 graduate of the New York State College for Teachers, the predecessor of the School of Education. This fund supports students enrolled in teacher training programs.

The Arvid J. Burke Scholarship is awarded to a student enrolled in the School of Education graduate program who demonstrates academic merit. Nicole Miller, Special Education and Literacy, received the Arvid J. Burke Scholarship.

The Dr. Ralph B. Kenney Endowment was established by Marjorie W. Kenney ’29 in memory of her husband Ralph Kenney ’28, Professor Emeritus of the Department of Education who taught at the New York State College for Teachers. This fund supports graduate students in the Department of Educational and Counseling Psychology enrolled in the school counseling and guidance program.

The Ira & Elsie Ferber Freedman Education Scholarship is awarded to a student pursuing a career as a public school educator who has shown exceptional academic achievement.

To learn more about our endowed scholarship funds, please contact the School of Education Dean’s Office, (518) 442-4985 or educationdean@albany.edu.
Meet Aja Case

The School of Education is happy to introduce the newest member of our team, Aja Case! Aja's official title is Development Officer, and a vital part of her work will be to facilitate private donations to enhance the excellence of the School. But she is really so much more - a catalyst for new ideas and new initiatives to enliven the relationship between alumni and the School. Aja comes to us from the College of Nanoscale Science and Engineering where she was Special Events Coordinator. A passion for education is in her heart - her undergraduate degree is in early childhood education and her father, Martin Case, a UAlbany alum, celebrates his 20th year of teaching social studies. Aja is enthusiastic about meeting alumni and hearing your experiences at the University at Albany's School of Education and discovering ways you'd like to share your talents or just reconnect with the School. She can be reached at acase@uamail.albany.edu or (518) 437-5068. Join us in welcoming Aja!

Gathering for Educational Leaders and Alumni of the Capital Region

Last November, the School of Education hosted a gathering for educational leaders in the capital region who are alumni of the School. This event fostered discussion about new ways to forge meaningful partnerships, ideas for connecting with the School and with each other. The event was a great success! We look forward to a second gathering planned for March 18. For more information, contact Aja Case at acase@uamail.albany.edu.

Peter Shea is collaborating with the SUNY Learning Network to investigate effectiveness of online instructional environments. The three-year $219,000 project will provide funding for Dr. Shea and doctoral students in Educational Theory and Practice and Informatics to both design new studies and continue a series of ongoing investigations that seek to understand the conditions under which online students outperform their classroom counterparts. In addition to bi-annual surveys of students in the SUNY Learning Network, this project will support ongoing research that examines online classroom interactions through detailed transcript analysis and the development of new studies comparing identical college course sections offered in both online and classroom modalities.

Alan Wagner, Educational Administration and Policy Studies, was selected to receive a University at Albany Disability Resource Center Outstanding Achievement Award. This award is given to individuals who have demonstrated outstanding commitment to persons with disabilities. The award is given each year to a person who exemplifies these virtues.

Last summer local teachers gathered at the School of Education to take part in the Capital District Writing Project 2009 Invitational Summer Institute. Robert Varghese, Educational Theory and Practice, associate dean for academic affairs, and director of the CDWP, ran the annual four-week institute, in which a cohort of 14 teachers from eight different school districts and one private school explored strategies for teaching students at all grade levels to write well and for enhancing overall student learning.

The 2009 U.S. News and World Report rankings of graduate schools of education were released, placing UAlbany's ranked graduate school of education among the top 100 in the nation. The Department of Educational and Counseling Psychology’s Division of Counseling Psychology doctoral students have been selected to take stewardship of the Student Affiliates of Seventeen (SAS) for the 2010-2013 term. Their application stood out because of the leadership skills and commitment to social justice that the students consistently demonstrated in running their annual diversity conference. SAS is a national student organization that is affiliated with Division 17 of the American Psychological Association - The Society of Counseling Psychology - and is designated to address the needs of the students in the field of Counseling Psychology.

The University’s Faculty Research Awards Program (FRAP) provides seed funding for a select number of faculty research projects that have strong potential for future external funding. The following proposals from School of Education faculty were recently selected for FRAP support:

- Kristie Asaro Saddler, Educational and Counseling Psychology, for Teaching Children with Autism Spectrum Disorders: Knowledge and Use of Best Practices.
- Lynn Geltmacher, Educational and Counseling Psychology, for A Comparison of Phonics Instruction and Pattern Detection Training.
- Alandeom Oliveira, Educational Theory and Practice, for Exploring Teacher Performance of Science Read-Alouds in Elementary Classrooms.
- Alex Pieterse, Educational and Counseling Psychology, for Exploring the Relationship Between Perceptions of Racism and Health-Related Attitudes and Behaviors Among Black American Adults.

The School of Education co-hosted a gathering of Capital Region superintendents with the Capital Area School Development Association (CASDA) on September 23. CASDA is a 50-year-old study council affiliated with educational leaders in the capital region who are alumni of the School. This event fostered discussion about new ways to forge meaningful partnerships, ideas for connecting with the School and with each other. The event was a great success! We look forward to a second gathering planned for March 18. For more information, contact Aja Case at acase@uamail.albany.edu.

The Future Educators’ Club (FEC) has 65 members who have an interest in careers in the field of education. Last fall, the Club collected food and cleaning items that were donated to New Faith Mission on Pearl Street. The students also put together two gingerbread houses to be donated to a local Albany elementary school. They collected money and books, and made bookmarks to be donated to Bookwise Students, a program to foster literacy by providing books to preschool children in poor economic standing. For more information on how to join the FEC, visit www.albany.edu/~fec/.

Peter Shea is collaborating with the SUNY Learning Network to investigate effectiveness of online instructional environments. The three-year $219,000 project will provide funding for Dr. Shea and doctoral students in Educational Theory and Practice and Informatics to both design new studies and continue a series of ongoing investigations that seek to understand the conditions under which online students outperform their classroom counterparts. In addition to bi-annual surveys of students in the SUNY Learning Network, this project will support ongoing research that examines online classroom interactions through detailed transcript analysis and the development of new studies comparing identical college course sections offered in both online and classroom modalities.

Alan Wagner, Educational Administration and Policy Studies, was selected to receive a University at Albany Disability Resource Center Outstanding Achievement Award. This award is given to individuals who have demonstrated outstanding commitment to persons with disabilities. The award is given each year to a person who exemplifies these virtues.

Last summer local teachers gathered at the School of Education to take part in the Capital District Writing Project 2009 Invitational Summer Institute. Robert Varghese, Educational Theory and Practice, associate dean for academic affairs, and director of the CDWP, ran the annual four-week institute, in which a cohort of 14 teachers from eight different school districts and one private school explored strategies for teaching students at all grade levels to write well and for enhancing overall student learning.

The 2009 U.S. News and World Report rankings of graduate schools of education were released, placing UAlbany’s ranked graduate school of education among the top 100 in the nation. The Department of Educational and Counseling Psychology’s Division of Counseling Psychology doctoral students have been selected to take stewardship of the Student Affiliates of Seventeen (SAS) for the 2010-2013 term. Their application stood out because of the leadership skills and commitment to social justice that the students consistently demonstrated in running their annual diversity conference. SAS is a national student organization that is affiliated with Division 17 of the American Psychological Association - The Society of Counseling Psychology - and is designated to address the needs of the students in the field of Counseling Psychology.

The University’s Faculty Research Awards Program (FRAP) provides seed funding for a select number of faculty research projects that have strong potential for future external funding. The following proposals from School of Education faculty were recently selected for FRAP support:

- Kristie Asaro Saddler, Educational and Counseling Psychology, for Teaching Children with Autism Spectrum Disorders: Knowledge and Use of Best Practices.
- Lynn Geltmacher, Educational and Counseling Psychology, for A Comparison of Phonics Instruction and Pattern Detection Training.
- Alandeom Oliveira, Educational Theory and Practice, for Exploring Teacher Performance of Science Read-Alouds in Elementary Classrooms.
- Alex Pieterse, Educational and Counseling Psychology, for Exploring the Relationship Between Perceptions of Racism and Health-Related Attitudes and Behaviors Among Black American Adults.

The School of Education co-hosted a gathering of Capital Region superintendents with the Capital Area School Development Association (CASDA) on September 23. CASDA is a 50-year-old study council affiliated with educational leaders in the capital region who are alumni of the School. This event fostered discussion about new ways to forge meaningful partnerships, ideas for connecting with the School and with each other. The event was a great success! We look forward to a second gathering planned for March 18. For more information, contact Aja Case at acase@uamail.albany.edu.

The Future Educators’ Club (FEC) has 65 members who have an interest in careers in the field of education. Last fall, the Club collected food and cleaning items that were donated to New Faith Mission on Pearl Street. The students also put together two gingerbread houses to be donated to a local Albany elementary school. They collected money and books, and made bookmarks to be donated to Bookwise Students, a program to foster literacy by providing books to preschool children in poor economic standing. For more information on how to join the FEC, visit www.albany.edu/~fec/.
Faculty News

Arthur Applebee, Educational Theory and Practice, has been named to the Validation Committee of the Common Core State Standards Initiative, a joint effort of the National Governors Association Center for Best Practices and the Council of Chief State School Officers. The NGA Center and CCSSO created the committee as an independent review of the common core state standards, and grade-by-grade standards, in English language arts and mathematics across 48 states.

Diana Newman (Ph.D. ‘97, Counseling Psychology), received $1.3 million for a four-year Evaluation of the Striving Readers project for the NYS Office of the State Superintendent of Schools. Newman, who has been actively involved in the development, implementation, and evaluation of the PREPaRE School Climate and Development Program, will determine the effectiveness of the supplemental literacy intervention program on student achievement in literacy.

Amber Andronicos, Educational and Counseling Psychology, has been actively involved in the development, implementation, and evaluation of the PREPaRE School Climate and Development Program. She received $750,000 from the U.S. Department of Education to improve student learning by strengthening content knowledge and pedagogical practice through PREPaRE School Climate and Development Program, and to develop leadership in the area of service learning as a vehicle to improve student learning. The project’s model of embedded, school-centered professional development will be replicable in schools across the Albany school district and in school districts across the state.

Deborah May and Kevin Quinn, Educational and Counseling Psychology, received a four-year, $100,000 special education leadership grant from the U.S. Department of Education. They will organize support at the school, district, and state levels to improve special education staff development. The project will prepare district-level and school-level special education personnel. The project will produce a guidebook and a website that will provide a framework for improving special education staff development.

The School of Education Excellence in Teaching Awards are given to the most outstanding new and returning teachers. Recipients in 2009 were:

Deborah May and Kevin Quinn, Educational and Counseling Psychology, received a four-year, $100,000 special education leadership grant from the U.S. Department of Education. They will organize support at the school, district, and state levels to improve special education staff development. The project will prepare district-level and school-level special education personnel. The project will produce a guidebook and a website that will provide a framework for improving special education staff development.

The School of Education Excellence in Teaching Awards are given to the most outstanding new and returning teachers. Recipients in 2009 were:

Deborah May and Kevin Quinn, Educational and Counseling Psychology, received a four-year, $100,000 special education leadership grant from the U.S. Department of Education. They will organize support at the school, district, and state levels to improve special education staff development. The project will prepare district-level and school-level special education personnel. The project will produce a guidebook and a website that will provide a framework for improving special education staff development.

Deborah May and Kevin Quinn, Educational and Counseling Psychology, received a four-year, $100,000 special education leadership grant from the U.S. Department of Education. They will organize support at the school, district, and state levels to improve special education staff development. The project will prepare district-level and school-level special education personnel. The project will produce a guidebook and a website that will provide a framework for improving special education staff development.

The School of Education Excellence in Teaching Awards are given to the most outstanding new and returning teachers. Recipients in 2009 were:

Deborah May and Kevin Quinn, Educational and Counseling Psychology, received a four-year, $100,000 special education leadership grant from the U.S. Department of Education. They will organize support at the school, district, and state levels to improve special education staff development. The project will prepare district-level and school-level special education personnel. The project will produce a guidebook and a website that will provide a framework for improving special education staff development.

The School of Education Excellence in Teaching Awards are given to the most outstanding new and returning teachers. Recipients in 2009 were:

Deborah May and Kevin Quinn, Educational and Counseling Psychology, received a four-year, $100,000 special education leadership grant from the U.S. Department of Education. They will organize support at the school, district, and state levels to improve special education staff development. The project will prepare district-level and school-level special education personnel. The project will produce a guidebook and a website that will provide a framework for improving special education staff development.

The School of Education Excellence in Teaching Awards are given to the most outstanding new and returning teachers. Recipients in 2009 were:

Deborah May and Kevin Quinn, Educational and Counseling Psychology, received a four-year, $100,000 special education leadership grant from the U.S. Department of Education. They will organize support at the school, district, and state levels to improve special education staff development. The project will prepare district-level and school-level special education personnel. The project will produce a guidebook and a website that will provide a framework for improving special education staff development.

The School of Education Excellence in Teaching Awards are given to the most outstanding new and returning teachers. Recipients in 2009 were:

Deborah May and Kevin Quinn, Educational and Counseling Psychology, received a four-year, $100,000 special education leadership grant from the U.S. Department of Education. They will organize support at the school, district, and state levels to improve special education staff development. The project will prepare district-level and school-level special education personnel. The project will produce a guidebook and a website that will provide a framework for improving special education staff development.

The School of Education Excellence in Teaching Awards are given to the most outstanding new and returning teachers. Recipients in 2009 were:

Deborah May and Kevin Quinn, Educational and Counseling Psychology, received a four-year, $100,000 special education leadership grant from the U.S. Department of Education. They will organize support at the school, district, and state levels to improve special education staff development. The project will prepare district-level and school-level special education personnel. The project will produce a guidebook and a website that will provide a framework for improving special education staff development.
On November 19, Phi Delta Kappa (PDF) welcomed thirty new members, including Dean Bangert-Drowns, into the international association for professional educators. Family, friends and PDF members came to participate in the celebration. For more information on joining PDF, contact Heidi Audino, haudino@uamail.albany.edu.

Kappa Delta Pi (KDP) is an international honor society in education. The organization is committed to recognizing excellence and fostering mutual cooperation, support, and professional growth for educational professionals. The University at Albany chapter is pleased to welcome the students who were inducted in 2009-2010. For more information on joining KDP, contact Chapter Counselor, Jennifer Hogan, jhogan@uamail.albany.edu.

Reading Our World: Conversations in Context
By Robert P. Yagielski
Department of Educational Theory and Practice
Wadsworth, 2009

New Books by School of Education Faculty

Handbook of Formative Assessment
Co-edited by Heidi L. Andrade and Gregory J. Cizek
Department of Educational and Counseling Psychology
 Routledge, 2009

Best Practices from High-Performing Middle Schools: How Successful Schools Remove Obstacles and Create Pathways to Learning
By Janet L. Angelis and Kristen C. Wilcox
AIRE, CELA, Department of Educational Policy and Practice
Teachers College Press, 2009

Posttraumatic Stress Disorder at School
Co-authored by Amanda B. Nickerson, Melissa A. Reeves, Shane B. Jimerson, Ted Feinberg, Richard A. Lueberman
Department of Educational and Counseling Psychology
NASP, 2009

School Crisis Prevention and Intervention: The PREPaRE Model
Co-authored by Stephen E. Brock, Amanda B. Nickerson, Melissa A. Reeves, Shane B. Jimerson, Ted Feinberg, Richard A. Lueberman
Department of Educational and Counseling Psychology
UNESCO, 2009

Overcoming Inequality: Why Governance Matters
Co-authored by Aaron Beravot as a member of the EFA Global Monitoring Report Team
Department of Educational Administration and Policy Studies
UNESCO, 2009

The Chalk Walk is a special fundraiser to provide support for the PDK Prospective Educator Scholarships. Participants will circle the UAlbany uptown campus on Perimeter Road beginning at the Circle. Walk begins promptly at 10:00 a.m.

KDP News and Events

Upcoming PDK Events

2010 Induction and Awards Dinner
Chalk Walk
Date: Saturday, April 17, 2010, 1:00 p.m.
Location: University at Albany Uptown Campus
1400 Washington Avenue, Albany

2010 Golf Tournament
Date: Sunday, June 6, 2010, 9:00 a.m.
Location: Western Turnpike Golf Course
Route 20, Guilderland

KDP Officers for 2009-2010
President: Ali B. Marshak
Vice President: Amy Kattner
Secretary: Ciala Morales
Treasurer: Erika Hayes
Historian: Jennie Bonlarron
Foundation Representative: Natalie Chicione
Membership Chair: KaeCy Donnelly

Current Officers 2009-2010
President: Ali B. Marshak
Vice President: Amy Kattner
Secretary: Ciala Morales
Treasurer: Erika Hayes
Historian: Jennie Bonlarron
Foundation Representative: Natalie Chicione
Membership Chair: KaeCy Donnelly

Key Dates:
Spring 2009
Fall 2009
Spring 2010

Reading Our World: Conversations in Context
By Robert P. Yagielski
Department of Educational Theory and Practice
Wadsworth, 2009

Formative assessment has become a focus of renewed research as state and federal policy makers realize that summative assessments have reached a point of diminishing returns as a tool for increasing student achievement. The Handbook of Formative Assessment comprehensively profiles the burgeoning field of study. Written by leading international scholars and practitioners, each chapter presents current issues in formative assessment policy and practice, as well as those likely to affect research and practice in coming years.

Best Practices from High-Performing Middle Schools is an essential reading for everyone who cares about adolescents and wants to ensure their success in later schooling and in life. The authors share what they have learned about how some middle schools consistently foster better academic performance than other similar schools and how these schools have learned to successfully adapt to the climate of accountability while practicing the essentials of effective middle-level education.

Effectively dealing with a school crisis requires a cohesive multidisciplinary team and a comprehensive plan that includes prevention, preparedness, response, and recovery. From the innovative PREPaRE school crisis training curriculum, School Crisis Prevention and Intervention: The PREPaRE Model combines research and theory with the specific skill building techniques and practical resources to establish teams, develop a plan, and implement procedures that reflect on children, schools’ unique cultures and structures, and the importance of supporting physical and psychological safety.

Emphasizing prevention as well as intervention, Identifying, Assessing, and Treating Posttraumatic Stress Disorder at School explains its adverse effects on children’s academic and social-emotional skills, and offers expert guidance on how to recognize student needs and provide appropriate services. For the school-based professional, the ability to recognize the symptoms and warning signs is essential. School psychologists, counselors, social workers, and general and special education personnel will find Identifying, Assessing, and Treating PTSD at School an invaluable resource in their practices.

Reading Our World: Conversations in Context helps student writers improve their critical reading and writing skills by teaching them the value of contextual awareness. This full-color thematic reader of more than 100 traditional, image, audio, and video "text" teaches students to use audience-centered writing strategies as they explore ongoing conversations about cultural, academic, political, and personal ideologies. This second edition delivers spirited discussions of the rhetorical situation, audience analysis, and discourse, and also includes new coverage of avoiding plagiarism and using source material.
New York and federal courts. Upon leaving this Office, the law library he fastidiously looked after was named the Sanford H. Levine Law Library. Professor Levine ... was typical: Sanford: thoughtful, measured, wise, and powerfully reasoned. Much like his contributions to EAPS.”

Courses: Instructor Attitudes and Practices

Knowledge

Stories of Transformation: Place-Based Hudson River.

Deven Horne
Teacher Identity as it is Revealed Through the 2009 University at Albany Presidential Fellowship Awards.

Francis Feminella
Dr. Francis Feminella passed away on October 11. Frank began his career at the University at Albany as a lecturer in 1967 and retired from the Department of Educational Theory and Practice in 1995.

His seminal scholarship focused on the ethnic diversity of American culture with particular attention to the experiences and social contributions of Italian Americans. He chaired advisory committees on ethnic studies for Presidents Ford and Carter and served on a White House committee on aging. He was well known among students for his highly subscribed courses on Sociology in Education and Ethnicity in Education.

Sanford Levine Professor Sanford Levine of Educational Administration and Policy Studies (EAPS) passed away on November 18. Sanford was admitted to the New York Hospital at age 83 and he spent his long career as an attorney, joining the State University of New York’s Counsel Office in 1970. During his time there, he was influential in shaping case law on significant higher education issues in the New York and federal courts. Upon leaving this Office, the law library he fastidiously looked after was named the Sanford H. Levine Law Library. Professor Levine spent over 20 years as a faculty member at the University at Albany, he taught first as an adjunct and then in 1997 became full-time professor in EAPS. He pursued interests under a program on policy and law, and taught higher education law for master’s and doctoral students. Sanford retired in 2007, returning to adjunct status and continuing affiliation with the Department until his passing. Alan Wagner, chair of the Department, fondly recalls Sanford’s remarks for the SUNY 60th Anniversary Scholarly Conference last April. “Sanford set out his own account of the events and interests that shaped SUNY’s earliest days. It was typical Sanford: thoughtful, measured, wise, and powerfully reasoned. Much like his contributions to EAPS.”

In Memoriam

Thomas E. Curtis Retired School of Education Professor Thomas E. Curtis passed away on November 20. He began his career at the University at Albany in the School of Education in 1963 and retired from the Department of Educational Theory and Practice in 1988. He was best known as a curriculum specialist who strongly advocated for the middle school movement and for humanizing and individualizing education. He was the author of Anesthetic Educational Administration: The Quality of Life and, with Wilma Bissell, of Curriculum and Instruction for Emerging Adolescents.

Francis Feminella
Dr. Francis Feminella passed away on October 11. Frank began his career at the University at Albany as a lecturer in 1967 and retired from the Department of Educational Theory and Practice in 1995.

His seminal scholarship focused on the ethnic diversity of American culture with particular attention to the experiences and social contributions of Italian Americans. He chaired advisory committees on ethnic studies for Presidents Ford and Carter and served on a White House committee on aging. He was well known among students for his highly subscribed courses on Sociology in Education and Ethnicity in Education.

Sanford Levine
Professor Sanford Levine of Educational Administration and Policy Studies (EAPS) passed away on November 18. Sanford was admitted to the New York Hospital at age 83 and he spent his long career as an attorney, joining the State University of New York’s Counsel Office in 1970. During his time there, he was influential in shaping case law on significant higher education issues in the New York and federal courts. Upon leaving this Office, the law library he fastidiously looked after was named the Sanford H. Levine Law Library. Professor Levine spent over 20 years as a faculty member at the University at Albany, he taught first as an adjunct and then in 1997 became full-time professor in EAPS. He pursued interests under a program on policy and law, and taught higher education law for master’s and doctoral students. Sanford retired in 2007, returning to adjunct status and continuing affiliation with the Department until his passing. Alan Wagner, chair of the Department, fondly recalls Sanford’s remarks for the SUNY 60th Anniversary Scholarly Conference last April. “Sanford set out his own account of the events and interests that shaped SUNY’s earliest days. It was typical Sanford: thoughtful, measured, wise, and powerfully reasoned. Much like his contributions to EAPS.”

Spring into Action! Support the University at Albany’s School of Education

Curricula - Faculty Development - Lecture Series - Research - Student Activities - Scholarships

We support the mission of learning and discovery at the University at Albany School of Education with a gift to the UNIVERSITY AT ALBANY FOUNDATION.

You can make a DIFFERENCE!

- Give Online: Give to www.albany.edu/give

- Enclosed is a check in the amount of $_______, made payable to the UNIVERSITY AT ALBANY FOUNDATION.

- Please charge $_______ to Visa / MasterCard / American Express / Discover

Please direct my gift to:

Education $365

- School of Education Department

- Scholarship Fund

Name as it appears on card ___________________________________________Signature ____________________________________ Date ________________

Thank you for your generous support! The University at Albany Foundation, UAB 226, 1400 Washington Ave., Albany, NY 12222.

For more information, contact School of Education Dean’s Office, (518) 442-4983 or educationfund@albany.edu
Greetings from the UAlbany School of Education!

A society can make no better investment in its future than education. Education is the engine that drives a nation to reach its ambitions, that empowers the young to take on the challenges of invention and humanity, that ensures the health and growth of democracy. We are eager to contribute our part to the education enterprise, to champion learning and healthy human development as virtues in themselves and to serve economic and social goals.

This issue of Knowledge gives a small sample of the exciting, intellectual environment in our School. For example, you can read descriptions of six of our recent books and of newly funded research and development projects. And you will see a number of distinctions awarded to our students and faculty members, including the induction of Professor Frank Vellutino to the International Reading Association’s Reading Hall of Fame.

All of this is to advance the future, to work with the hundreds of students in our graduate programs and undergraduate courses and our many partners around the region, state, nation, and the world to enhance knowledge and professional practice in education and mental health.

Unfortunately, state support continues to erode, especially in this current economic crisis. At a time when the state, nation, and world most needs the innovative ideas and skills that come from cutting-edge education, our resources are markedly constrained. But you can help. You can tell others of the value of education from your own experience. You can remind your legislators of how education has benefited you. You can offer your expertise to support our initiatives. You can contribute to our growth through your philanthropic gifts - to our general fund, to scholarships for students, to specific needs of faculty, through annual giving, endowments, or bequests.

We are ready and able to do so much. The School of Education has seen many challenges and changes in its 166-year history. Together we will continue a tradition of excellence long into the future.

Robert Bangert-Drowns
Dean

Inside this Issue...

Page
Awards 2
New Books 3
Faculty and School News 4-5
2009 Scholarships 6-7
Meet Aja Case 8
Alumni News 9
PDK and KOP News 10
In Memoriam 11
Save the Date 12

School of Education Hall of Famers

Vellutino joins four other School of Education colleagues who were previously inducted into the Reading Hall of Fame - Distinguished Professor Aubtar Applewhite and Distinguished Professor Judith Langer, both in the Department of Educational Theory and Practice, and Professor Peter Johnston and Professor Emeritus Rose-Maria Weber, in the Department of Reading. This brings University at Albany representation in the Hall of Fame to five - the largest representation of any single institution.

Dr. Vellutino has taught at the College of William and Mary and at Boston University, and currently holds joint faculty appointments in the Department of Educational and Counseling Psychology, the Department of Psychology (Cognitive Psychology Program), and the Program in Linguistics and Cognitive Science of the Department of Anthropology. He is also Director of the Child Research and Study Center, a research and student training center.

Dr. Vellutino currently teaches a graduate course in children’s learning that emphasizes cognitive, perceptual, memory, and language development, as well as a graduate seminar in human development that focuses on the relationship between language and cognitive development.

Frank Vellutino earned his Ph.D. in Psychology at Catholic University. His research integrates cognitive psychology, psycholinguistics, and developmental psychology, and he is especially interested in the cognitive and linguistic underpinnings of reading development and reading disability. It has generated numerous articles in refereed journals, in addition to numerous book chapters addressing the causes and correlates of reading difficulties in young children. Among Dr. Vellutino’s most important publications are an invited book entitled Dyslexia: Theory and Research, published by MIT Press, and an invited article entitled Dyslexia, which appeared in Scientific American. All of his research has been supported by external funds, and he and his colleagues have been the recipients of large awards from agencies such as the National Institute of Child Health and Human Development, the U.S. Department of Education, the Spencer Foundation, and the Recording for the Blind among others.

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@uamail.albany.edu
(with SOE Alumni News in the subject line)