Greetings from the UAlbany School of Education.

Educational institutions of every stripe are being scrutinized intensely as never before, often by critics who believe they already know the answers to education’s ills. The “answers” are often more the product of politics than of reason, experience, and careful testing.

Our School champions systematic research as a primary tool for identifying effective strategies for learning, development, and mental health. Research is woven into the culture of our School, an essential feature of its mission. We stand proudly among the premier research-oriented Schools of Education in the nation to help define an agenda for educational policy, practice, and research that tests on replicable results, not mere opinion. Our professors not only teach about research, they are the sources for valuable products of intelligence, experience, and systematic inquiry. We engage our professionals-in-preparation in our culture of inquiry, and our research informs our own classroom practice.

This issue of Knowledge illustrates some fruits of this culture of inquiry. Professor Gelzheiser and her colleagues, for example, have received funding to further establish the efficacy of a constellation of instructional strategies to assist the struggling reader. The NYKids project has developed the COMPASS tool to inspire schools even those in underfunded districts to continue self-improvement. Our Teacher-Leader Quality Partnership with Albany City Schools fosters learning communities, connecting school faculty with Arts and Science and Education professors to create projects of value to participating teachers and their students. Colleagues of the late Dr. Philip Foster continue his intellectual, international legacy. Twenty faculty and alumni books are highlighted, representing the broad areas and rich ferment of inquiry in our School.

As part of our efforts, come hear a talk, take a course, visit a cherished mentor, volunteer some time, offer a gift of financial support, tell your colleagues about what you learned with us, defend the value of research when others claim to know the simple “answer” to education’s woes.

In the end, we serve the future.

Robert Bangert-Drowns
Dean

Gelzheiser and Colleagues Awarded Struggling Readers Intervention Grant

Lynn Gelzheiser, Educational and Counseling Psychology/Child Research and Study Center, and her School of Education colleagues, Kevin Quinn, Educational and Counseling Psychology; Donna Scanlon, Reading/Child Research and Study Center; Frank Vellutino, Educational and Counseling Psychology/Child Research and Study Center; and Glenn Dunne of Sociology, received $1.1 million from the U.S. Department of Education, Institute of Education Sciences, for research aimed at assisting struggling readers. The four-year project will investigate the effectiveness of the Interactive Strategies Approach-Extended (ISA-X) as a small group reading intervention for intermediate-grade struggling readers.

“Literacy is so central to the success of students in school and in their lives. I am thrilled that this program for struggling readers earned support,” said Dean Robert Bangert-Drowns.

Gelzheiser and her colleagues will conduct research in three school districts in the greater Capital Region. Teachers from these schools will participate in workshop-format professional development, attend group follow-up sessions, and receive individual coaching. Teachers will provide the ISA-X intervention, which includes emphasis on the development of interactive use of code and meaning-based strategies for word identification, collaborative discussion of texts, and the use of thematically related texts to develop background knowledge to support the reading of more challenging texts.

Participants in the study will include struggling readers in grades 3 and 4 who have adequate cognitive ability and below average scores in reading comprehension. They will be drawn from the schools’ students with reading individualized education program (IEP) goals and students receiving supplemental reading instruction.

“There is still much to be learned about how to best help intermediate-grade readers to improve their reading accuracy and comprehension,” said Gelzheiser. “We are excited to have the opportunity to be conducting a study that has the potential to contribute to the solution of this important problem.”

Gelzheiser conducted small group pilot research with seed money from the University at Albany Faculty Research Award Program (FRAP) last year. The goal of this research was to demonstrate the feasibility of the ISA-X in a small group setting. The new project follows previous research in which the ISA-X was provided as a one-to-one intervention for older struggling readers.
A Literary Memorial in Ghana in Honor of the Late Philip Foster

In recent weeks 13 boxes of scholarly books (weighting more than 600 lb.) were shipped from Albany to the University of Cape Coast in Ghana. These books—spinning the fields of comparative education, sociology, and anthropology—belonged to the late Professor Philip Foster, who was a faculty member of the Department of Educational Administration and Policy Studies (EAPS) from 1981 until his death in 2006, and to his wife, Dr. Paula Foster, a well-known anthropologist of Africa.

The book shipment to Ghana culminated months of preparation. It began last summer when Graham Foster, one of the Foster’s two sons, contacted the EAPS department and expressed an interest in finding ways to make use of the many scholarly books left by his parents. After several inquiries, Stephen Heyman, a comparative education professor at Vanderbilt and former student of Philip’s, put the Department in contact with Mr. Clament Emans-Manneh, who serves as Librarian at the University of Cape Coast. After learning of Philip Foster’s long-standing scholarly interests in Ghanaian education, and in light of the University of Cape Coast’s deep degree of collaboration in the educational and social sciences, Mr. Emans-Manneh happily agreed to receive the Foster book donation, which will supplement the institution’s growing collection in these fields.

Then in the fall, with the help of many EAPS students—mostly international (including one from Ghana) and some from the U.S.—all the books in the Foster collection were boxed, categorized, labeled, and prepared for shipment to Africa. For the Foster children, and for Philip’s many colleagues and friends at the University at Albany, it is hoped that these books will serve as a small, but important living memorial to Philip and Paula Foster.

Philip Foster: A Distinguished Career

Born on January 22, 1927 in London, Philip Foster grew up with a particular British accent, which made it clear that his family was neither privileged nor wealthy. He attended secondary school during WWII and, contrary to popular expectations given his working class origins, successfully completed his A levels. After the war, Philip enrolled in the London School of Economics and Political Science, where he specialized in sociology, later he did graduate work at the University of London’s Institute of Education (1954-55). He then took a position in the British foreign service and served as an education officer in the Adosh, from 1953 (1953-58). During this period he met an anthropologist, Paula, who later became his wife and the mother of his two sons, Mike and Graham. In 1958, he decided to continue his graduate studies at the University of Chicago, but soon returned to Africa to become a visiting lecturer at the University of Ghana (1959-1960), where, in addition to his teaching, he did field work for his doctoral dissertation. In 1962, he was awarded his doctoral degree for a dissertation that later became an award-winning book entitled Education and Social Change in Ghana (1962). Drawing upon his rich experiences in Africa he subsequently published (with Remi Clignet) a brilliant study of secondary education in the Ivory Coast entitled The Fortunate Few (1966). In 1961 he became a professor at the University of Chicago, where he taught and wrote for some 18 years, and helped establish the University Center for Continuing Education. He also spent several summers on the education faculty at Macquarie University in Australia.

In 1981, Philip Foster was appointed Professor in EAPS at the University at Albany and served as department chair from 1984 until his retirement in 1986. He also won a University at Albany Award for Excellence in Research in 1989-90.

Philip Foster’s intellectual leadership in the field of comparative education is unsurpassed. For years he was active in the Comparative and International Education Society, the field’s premier professional organization, and served as its President in 1970. In a classic article, entitled “The vocational school fallacy in development planning” (1966), he argued that, within developing economies, especially in Africa, the presumed economic advantages of technical and vocational education are highly problematic, and that academic-oriented schooling would provide more potential longer term benefits for students and society alike. Indeed, many of Philip’s ideas have become cornerstone in the field of comparative education and have influenced the educational policies of a great many developing nations.

Philip Foster will be remembered by hundreds of friends, colleagues and students for his incisive wit, intellect, insight and expertise. In the coming years his memory will live on in a major university library in Ghana, a country in which Philip worked and visited on many occasions and whose educational development he cared about deeply.

The words “great resource” speak the language of the present and the future, of quality and improvement. These words are particularly meaningful when related to the COMPASS tools, the latest in a long line of initiatives to support the education community in the context of the New York Education Agenda.

The COMPASS Tools have been developed by the NYKids Project in response to requests for guidance on how to make use of the Project’s research findings about “best practices” at the elementary and secondary levels. NYKids has partnered with the Capital Area School Development Association (CASDA) to assist participating schools in the use of the tools and to make the tools and training available to other interested schools.

For more information, contact Nancy Andrews at CASDA (518-512-5198, nandress@uamail.albany.edu) or Janet Angelis at NYKids (518-442-5023, jangelo@uamail.albany.edu).
Alumni News

Led by club president, Lauren Diaspara, the Future Teachers’ Club held a holiday live show in December on India in January to raise money for the International Conference on Education. While there, she was invited by the principal of the private DAV School to speak to teachers there about the role of assessment as a moment of learning. She also led an interactive self-assessment to promote achievement.

Bruce Sanders and Kristin Sanders (C’99, Ph.D.), Educational and Counseling Psychology, received a one-year $10,000 “Doing What Works” Implementation Grant from WestEd (U.S. Department of Education) for a project that will incorporate “Doing What Works” into info and tools into courses for master’s degree special education teachers. Approximately 50 graduate students will be reached through the project. The University at Albany School of Education is one of only six universities to receive such funding this year.

Gilbert Valverde, Educational Administration and Policy Studies, is lead author of a Technical Note (co-authored by Elena Núñez-Halliday of the IDEB Division) intended to guide internal development assistance for mathematics and science education in Latin America. To mark World Science Day 2010 celebrated on November 10th, the Inter-American Bank (IDB) released a report that points to a daunting picture of the state of science and math education in the Latin American and Caribbean (LAC) region. Based on a desk review of numercy education in LAC conducted by Valverde last summer, the publication is intended to frame new initiatives in funding for numeracy education in the region. It proposes a comprehensive framework to guide future efforts to inform numeracy education, especially to guide efforts of international development assistance agencies. It is available at www.iadb.org/numeracy.

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 support:

Sally Ilage, Educational and Counseling Psychology, Mindfulness-Based Interventions in Women with Posttraumatic Stress Disorder

Gilbert Valverde, Educational Administration and Policy Studies, Assessing International Assessments: Developing an International Political Economy of Large-Scale Cross-National Educational Testing Programs

The UAlbany School of Education’s chapter of Phi Delta Kappa (PDK) has been quite active throughout the 2010-2011 academic year. Among the benefits to being a PDK member is the opportunity to share knowledge and expertise with colleagues and educators at education institutions. Two recent PDK events were the annual Superintendent-Panel held in collaboration with the Capital Area School Development Association (CASDA) in January, and the annual Tips and Information Session for graduate students held in February.

The Superintendents’ Panel, moderated by CASDA Director Jim Bruner, with panel members Marie Wiles of Guildford Central Schools, Douglas Hanley of Quamby School District, Daniel Shan of Chortit School District, and Susan Swarts of Pencis Bay District, explored the topic, “Moving Forward in an Era of Change: Meeting Education Challenges Proactively and Creatively.” The panel provided insightful insights of the create opportunities that many school districts in this era of budget cuts and accountability, while maintaining the key focus on the importance of educating each child. An open discussion with the audience followed the panel presentation.

Securing a job in the current market may seem a daunting task for any graduate student seeking employment as a teacher. That is until you attend a Tips and Information Session with Valerie Scott, principal of Schenectady’s Voces Arts in Education Magnet School, and Christina Mahoney, human resources director at Schenectady City Schools. Their practical advice and the experience of a mock interview helps attendees gain confidence as they prepare to find jobs in the education.

Benefits for graduate students who are members of PDK, as well as area high school students, is in PDK scholarships. Each spring the UAlbany chapter presents scholarships to three local high school students intending to enter college to pursue a career in education. PDK International supports educators who are pursuing graduate degrees in education through several fellowships available through the PDK Educational Foundation and its endowed scholarship program (http://pdkintl.org/awards/graduate.htm). Graduate students and educators can also apply to advance their careers in education through opportunities for travel, publishing, and grants through the PDK Emerging Leaders program (http://www.pdkintl.org/awards/emerging.htm).

Student News

Led by club president, Lauren Diaspara, the Future Teachers’ Club held a holiday live show in December. The club raised money for the International Conference on Education. Thank you to all who participated.

Gaining Experience and Success...

Both doctoral candidates in Educational Administration and Policy Studies, have been named fall fellows on Women and Public Policy by UAlbany’s Center for Women in Government & Civil Society. They were nominated at reception in March.

Justin T. Gibson, a doctoral student in Counseling Psychology, now on a postdoctoral fellowship at University of California-Berkeley, was recently named 2010 National Psychological Trainee Register (NPTR) Outstanding Trainee. They are recognized for exemplary commitment to academic and professional excellence. Gibson is one of 13 recipients nationally.

Katrina Rivera (C.A.S. ’02, Educational Administration), assistant professor in the Department of Arts and Sciences at Albany College of Pharmacy and Health Sciences. She recently had a revised version of her doctoral dissertation, “Tipos de políticas educativas: El papel del lenguaje.” Rivera received a Fulbright Scholarship in 2005, taught half-time for three years, and is now working as a public relations and coordination director in private practice in Glosseveron, New York. She is a Latin and Karuna Reiki(R) Master Teacher, a Certified Quantum-Touch(R) Practitioner, and a Certified Sound Healer.

The PDK News...
**University at Albany**

**Faculty and Alumni Books**


The Nature and Nurture of Giftedness: A New Framework for Understanding Gifted Education thoroughly illuminates giftedness and proposes a new framework for the gifted education. The book identifies a new perspective on giftedness that emphasizes the importance of understanding the interplay between individual characteristics and the environment, which leads to the development of unique abilities and talents.

RIT in Literacy—Responsive and Comprehensive (International Reading Association, 2010)

Peter H. Johnston, Reading

RIT in literacy offers a fresh, comprehensive view of RESPONSE through examining research, evidence, and practice. This book offers research-based interventions and assessment strategies, demonstrating the importance of professional development and teacher support. It looks at integrating RIT into the classroom and outlines existing research with evidence-based practices.

Envisioning Knowledge, Building Literacy in the Academic Disciplines (Teachers College Press, 2011)

Judith A. Langer, Educational Theory and Practice

Envisioning Literacy argues that literacy promotes ways of seeing, meaning-making, and knowledge creation. It presents a comprehensive framework for understanding the principles of genre and context. It brings into focus the elements of a genre and how they can be used to enhance understanding.

A New Dynamic: Private Higher Education (UNESCO/OICHE, 2009)

Sara Bjornsson, Kai-Gerhard, John Fielder, Marto Jose Leimer, Daniel C. Levy, & N. V. Vanghez, Educational Administration and Policy Studies

A New Dynamic: Private Higher Education provides an overview of private institutions of higher education and discusses themes related to the challenges they face. The authors explore how post-secondary education has moved from traditional academic disciplines to emphasize teaching and learning.

Best Practices from High-Performing High Schools (Teachers College Press, 2011) by Christian W. Kiesler, Educational Theory and Practice, and Janet L. Anglo, Albany Institute for Research in Education

Best Practices from High-Performing High Schools highlights high-achieving high schools that embody best practices in their daily activities. The book looks at the strategies and methodologies that these schools use to ensure high achievement and success.


Teaching Languages Online: Multilingual Matters is a comprehensive guide to teaching languages online. It covers various aspects of teaching languages online, such as curriculum design, assessment, and student engagement.

The Role of a Solicited Public in Developing Educational Policy: A Case Study of the Process the New York State Board of Regents Used to Change Middle-Level Education Policy and Related Legislation (2000-2003) by Mark Barth

Mark Barth, PhD, 1998, associate professor of Social Work at The College of Saint Rose, edited a book that examines the role of solicited publics in developing educational policy. The book highlights the importance of engaging the public in the policy-making process.


Envisioning Knowledge, Building Literacy in the Academic Disciplines (Teachers College Press, 2011) by Judith A. Langer, Educational Theory and Practice

Envisioning Knowledge, Building Literacy in the Academic Disciplines is a revised book that explores the integration of knowledge and literacy across academic disciplines. It emphasizes the importance of interdisciplinary approaches to teaching and learning.

The Storm Before Atlanta (Random House, 2010) by Kristen C. Wilcox

Kristen C. Wilcox is an associate professor of Social Work at The College of Saint Rose. Her book, The Storm Before Atlanta, explores the experiences of individuals who lived through theAtlanta bombings and how those experiences shaped their lives.

When Kids Are Grieving: Addressing Grief and Loss in School (Conrey Press, 2010) by Donna M. Burns

Donna M. Burns, PhD, 1999, is an associate professor of Social Work at The College of Saint Rose. Her book, When Kids Are Grieving, provides guidance on how to address grief and loss in schools.
Faculty and Alumni Books


RIT in Literacy—Responsive and Comprehensive (International Reading Association, 2010)
Peter H. Johnston, Reading

The book offers a new perspective in understanding the concept of RIT in literacy and provides a comprehensive framework for educators, parents, and policymakers.


The book offers a new perspective in understanding the concept of literacy and provides a comprehensive framework for educators, parents, and policymakers.


The book offers a new perspective in understanding the concept of private higher education and provides a comprehensive framework for educators, parents, and policymakers.


The book offers a new perspective in understanding the concept of high-performing high schools and provides a comprehensive framework for educators, parents, and policymakers.

Teaching Languages Online (Multilingual Matters, 2010) Carla Negrelli, Educational Theory and Practice & Natasha Anthony

The book offers a new perspective in understanding the concept of teaching languages online and provides a comprehensive framework for educators, parents, and policymakers.

The Role of a Solicited Public in Developing Educational Policy: A Case Study of the Process the New York State Board of Regents Used to Change Middle-Level Education Policy and Recommendations (Mahwah, NJ: Erlbaum, 2009) Mark Barth

The book offers a new perspective in understanding the concept of solicited public in developing educational policy and provides a comprehensive framework for educators, parents, and policymakers.

When Kids are Grieving: Addressing Grief and Loss in School (Corwin Press, 2010) Donna M. Burns

The book offers a new perspective in understanding the concept of addressing grief and loss in school and provides a comprehensive framework for educators, parents, and policymakers.

Learning in Two Languages: A Case Study of a Two-way Bilingual Education Program at a Middle School (Lambert Academic Publishing, 2010) Gladys Cruz

The book offers a new perspective in understanding the concept of learning in two languages and provides a comprehensive framework for educators, parents, and policymakers.
For the Spring issue of Student News, Liz Allen, assistant professor in the Department of Arts and Sciences at Albany College of Pharmacy and Health Sciences, recently had a revised version of her doctoral dissertation published as a chapter (17) in Adaptation, Resistance and Access (2010), edited by Bruce Saddler (Co-PIs), Kristie Saddler (Ph.D. ’93 Educational Leadership and Policy Studies), and Jeanette Brendese (M.A. ’94 TESOL). It is available at the website www.iadb.org/numeracy.

Gladys J. Cruz, Psychologist in the Psychology Department at the University of Puerto Rico at Río Piedras, is currently studying in the Ph.D. program. She is from Colima, a small state on the western coast of Mexico.

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 support.

Meet Treisy Romero Celis, 2010 Ralph W. Harbison Fellow

The School of Education is proud to announce the recipient of the 2010 Ralph W. Harbison Fellowship, Treisy Romero Celis. The Harbison Fellowship recognizes promising students in the field of education who exemplify leadership, show dedication to excellence and community, exhibit prior outstanding scholarship, and demonstrate commitment to education despite limited access to graduate studies.

Treisy completed her M.S. in Educational Administration at UAlbany in spring 2010 and is currently studying in the Ph.D. program. She is from Colima, a small city on the western coast of Mexico.

“Treisy Romero has fast become a leader among the significant number of doctoral students from overseas in EAPS, and a highly valued member of our departmental community,” said Gil Valverde, associate dean in Educational Administration at the School of Education.

Read the full story at www.albany.edu and click on People.
A Literary Memorial in Ghana in Honor of the Late Philip Foster

In recent weeks 13 boxes of scholarly books (weighing more than 600 lb.) were shipped from Albany to the University of Cape Coast in Ghana. These books—spanning the fields of comparative education, sociology and anthropology—belonged to the late Professor Philip Foster, who was a faculty member of the Department of Educational Administration and Policy Studies (EAPS) from 1981 until his death in 2008, and to his wife, Dr. Paula Foster, a well-known anthropologist of Africa.

The book shipment to Ghana culminated months of preparation. It began last summer when Graham Foster, one of the Foster’s two sons, contacted the EAPS department and expressed an interest in finding ways to make use of the many scholarly books left by his parents. After several inquiries, Stephen Haynesman, a comparative education professor at Vanderbilt and former student of Philip’s, put the Department in touch with Mr. Clement Eames-Mensah, who serves as Librarian at the University of Cape Coast. After learning of Philip Foster’s long-standing scholarly interests in Ghanaian education, and in light of the University of Cape Coast’s degree’s potential in the educational and societal mission, Mr. Eames-Mensah enthusiastically agreed to receive the Foster book donation, which will supplement the institution’s growing collection in these fields.

Then in the fall, with the help of many EAPS students—mostly international (including one from Ghana) and some from the U.S.—all the books in the Foster collection were boxed, categorized, labeled and prepared for shipment to Africa. For the Foster children, and for Philip’s many colleagues and friends at the University at Albany, it is hoped that these books will serve as a small, but important living memorial to Philip and Paula Foster.

Philip Foster: A Distinguished Career
Born on January 22, 1927 in London, Philip Foster grew up with a particular British accent, which made it clear that his family was neither privileged nor wealthy. He attended secondary school during WWII and, contrary to popular expectations given his working class origins, successfully completed his ‘A’ levels. After the war, Philip enrolled in the London School of Economics and Political Science, where he specialized in sociology, later he did graduate work at the University of London’s Institute of Education (1954-58). He then took a position in the British foreign service and served as an education officer in the Adolphs (Ivory Coast) from 1953-58). During this period he met an anthropologist, Paula, who later became his wife and the mother of his two sons, Mike and Graham. In 1958, he decided to continue his graduate studies at the University of Chicago, but soon returned to Africa to become a visiting lecturer at the University of Ghana (1959-1960), where, in addition to his teaching, he did field work for his doctoral dissertation. In 1962, he was awarded his doctoral degree for a dissertation that later became an award-winning book entitled Education and Social Change in Ghana (1964). Drawing upon his rich experiences in Africa, he subsequently published (with Reni Cigner) a brilliant study of secondary education in the Ivory Coast entitled The Fortunate Few (1966). In 1963 he became a professor at the University of Chicago, where he taught and wrote for some 18 years, and helped establish the University’s Center for Continuing Education. He also spent several years on the education faculty at Macquarie University in Australia.

In 1981, Philip Foster was appointed Professor in EAPS at the University at Albany and served as department chair from 1984 until his retirement in 1996. He also won a University at Albany Award for Excellence in Research in 1989-90.

Philip Foster’s intellectual leadership in the field of comparative education is unsurpassed. For years he was active in the Comparative and International Education Society, the field’s premier professional organization, and served as its President in 1970. In a classic article, entitled ‘The vocational school fallacy in development planning’ (1964), he argued that, within developing economies, especially in Africa, the presumed economic advantages of technical and vocational education are highly problematic, and that academic-oriented schooling would provide more potential longer term benefits for students and society alike. Indeed many of Philip’s ideas have become cornerstones in the field of comparative education and have influenced the educational policies of a great many developing nations.

Philip Foster will be remembered by hundreds of friends, colleagues and students for his enduring wit, intellect, insight and expertise. In the coming years his memory will live on in a major university library in Ghana, a country in which Philip worked and visited on many occasions and whose educational support he cared about deeply.

NYKids COMPASS Tools Help
School Improvement Teams Form and Frame Their Work

“The words ‘great resource’ echoed through the evaluations of a December 9 half-day institute for schools that are using the NYKids Project’s self-improvement tools. Six teams of teachers, administrators, and parents from Amsterdam, Lansingburgh, and Scotia-Glenville came together with School of Education researchers and faculty to reflect on progress and refine plans developed during a summer institute held in July 2010. The summer institute had introduced the teams to the COMPASS (COMPARE, Assess, Select Levers to Improvement, Set SMART Goals) Tools and guided them through self-reflection, goal setting, and action planning.

With budgets tightening and school personnel looking to continue or increase the progress they are making in supporting more students to perform at higher levels, educators are finding that tools like the COMPASS are cost effective and build internal capacity for continual improvement.

Through NYKids, participating schools have been able to survey their staffs to take the pulse of their communities and identify strengths and weaknesses in terms of practices found to be common in higher-performing schools in New York State. Results of these surveys suggest areas in which to focus improvement efforts, guided by the experiences of the higher-performing schools, which are captured in readily accessible case reports and other web-based (free) resources at www.albany.edu/nykids. In addition to reporting progress and learning from colleagues in other schools, the focus of the December institute was for teams to more clearly define the evidence to collect to assess progress as well as to plan how to analyze the evidence and report findings. Participating teams asked to reconvene for a full day in the spring to continue their work.

The COMPASS Tools have been developed by the NYKids project in response to requests for guidance on how to make use of the Project’s research findings about “best practices” at the elementary and secondary level. NYKids has formed a partnership with the Capital Area School Development Association (CASDA) to assist participating schools in the use of these tools and to make the tools and training available to other interested schools.

For more information, contact Nancy Andrews at CASDA (518-512-5198, nandress@uamail.albany.edu) or Janet Angelis at NYKids (518-442-5023, jangelis@uamail.albany.edu).
Greetings from the UAlbany School of Education. Educational institutions of every stripe are being scrutinized intensely as never before, often by critics who believe they already know the answers to education’s ills. The “answers” are often more the product of politics than of reason, experience, and careful testing.

Our School champions systematic research as a primary tool for identifying effective strategies for learning, development, and mental health. Research is woven into the culture of our School, an essential feature of its mission. We stand proudly among the premier research-oriented Schools of Education in the nation to help define an agenda for educational policy, practice, and research that rests on replicable results, not mere opinion. Our professors not only teach about research, they are the sources for valued products of intelligence, experience, and systematic inquiry. We engage our professionals-in-preparation in our culture of inquiry, and our research informs our own classroom practice.

This issue of Knowledge illustrates some fruits of this culture of inquiry. Professor Gelzheiser and her colleagues, for example, have received funding to further establish the efficacy of a constellation of instructional strategies to assist the struggling reader. The NYKids project has developed the COMPASS Tools to inspire schools—even those in underfunded districts—to continue their self-improvement. Our Teacher-Leader Quality Partnership with Albany City Schools fosters learning communities, connecting school faculty with Arts and Science and Education professors to create projects of value to participating teachers and their students. Colleagues of the late Dr. Philip Foster continue his intellectual, international legacy. Twenty faculty and alumni books are highlighted, representing the broad areas and rich ferment of inquiry in our School.

In a part of our efforts, Come hear a talk, take a course, visit a cherished mentor, volunteer some time, offer a gift of financial support, tell your colleagues about what you learned with us, defend the value of research when others claim to know the simple “answers” to education’s woes.

In the end, we serve the future.

Robert Bangert-Drowns
Dean