

KNOWLEDGE



SCHOOL OF EDUCATION

UNIVERSITY AT ALBANY State University of New York



Greetings, all!

It is a pleasure to write to you as the new fall season unfolds—an exciting time of year at the School of Education when we welcome our new and returning students, and celebrate the accomplishments of the past year. I'm especially proud of the important work that our faculty and students are undertaking as scholars and practitioners in the neighboring community, across the nation, and around the world. You'll see many examples of that in these pages, and more at our website www.albany.edu/education.

With the new school year off to a great start, I am pleased to let you know that all of these accomplishments are made possible with the support of alumni and friends, such as you. Thank you! We continue to grow our opportunities and excellence with your financial support, and also with your time and talents and wisdom. As always, consider this a standing invitation for a talk, a visit, a collaboration, a partnership, in order to continue and expand the School's rich tradition and to open new pathways and opportunities. I can be reached at deanphillips@albany.edu, and I'll look forward to hearing from you!

-Susan D. Phillips, Dean

Arbor Hill Literacy Lab: Responsive Teachers and Community Engagement



Graduate student Nancy Werner works with Jah-Quan Brown.

For the past five years, the Reading Department has run its Literacy Lab at Arbor Hill Elementary School in Albany. The Lab is the capstone course of the Literacy Specialist (Birth- Grade 6) master's degree program, where graduate students in the Lab participate in a unique tutoring experience. Each graduate student is paired with one elementary school student requiring help with literacy learning. The goals of the Lab are to accelerate the children's development into strategic and critical readers and writers and to advance the graduate students' development into responsive teachers.

the tutorial, which is the first hour of class, the children work with their graduate student tutor on reading and writing in a variety of genres such as poetry, journals, recipes, letters, rap, mysteries, non-fiction, book reviews – even Power-Point presentations. "Graduate students work hard to find topics of interest for the children," said Cheryl Dozier, Assistant Professor in the Dept. of Reading and instructor and co-coordinator of the Literacy Lab, "The tutors have detailed but flexible plans for each session, and focus on the needs of the child."

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Welcome, New Faculty!



Stephanie Affinito, Lecturer in Department of Reading

Stephanie Affinito, M.S. joins the Dept. of Reading as a Lecturer. Currently, she is pursuing her Ph.D. at the University at Albany, and will be teaching a variety of master’s-level classes. Affinito earned her M.S. in Reading at the University at Albany and her B.S. in Elementary Education at the College of Saint Rose.

Prior to joining the faculty, Affinito was a Reading First coordinator at the Eastern New York Regional School Support Center in Castleton, and an adjunct professor at the College of Saint Rose. Prior to that, she was a reading specialist at Craig Elementary School in Niskayuna. Affinito is a member of the International Reading Association and the New York State Reading Association. “Stephanie Affinito is such a good role model for our mater’s students’, said Sean Walmsley, Chair of the Reading Dept., “She is herself a reflective practitioner who brings to her teaching a wonderful balance of literacy theory and effective pedagogy.”

This fall, Affinito is teaching two sections of Reading 600: Practicum in Literacy Teaching and Learning, Birth-Grade 6 and one section of ERDG 615: Teaching Writing, Birth-Grade 6.

Hyun-Joo Park, Ph.D. joins the Division of Counseling Psychology in the Dept. of Educational and Counseling Psychology as a Visiting Assistant Professor. Dr. Park earned her Ph.D. in Counseling

Psychology at the University of Missouri-Columbia and her master’s degree in Counseling and Clinical Psychology from Seoul National University in South Korea. Dr. Park’s research interests include multicultural theory and counseling, specifically Asian values, psychology adjustment and perfectionism.

“We are thrilled to have someone with Dr. Park’s credentials fill this position,” said Dr. Matthew Martens, Asst. Professor in the Division of Counseling “We expect that she will make a lot of important contributions to the department, particularly in the area of diversity studies.”

This fall, Dr. Park is teaching ECPY 360: Psychology, Cultural Diversity and Social Justice; ECPY 612: Intermediate Theory and Practice and ECPY 667: Research Principles and Methods in Counseling.



Hyun-Joo Park, Asst. Professor in Counseling Psychology

Stacie Williams, Ph.D. joins the Division of School Psychology in the Dept. of Educational and Counseling Psychology as an Assistant Professor of School Psychology. Dr. Williams earned her Ph.D. in School Psychology and M.Ed. in Education at the University of Massachusetts at Amherst.

Her research interests include identifying environmental conditions that can aid in the achievement of African-American students; determining if high stakes assessments motivate or discourage minority students with respect to achievement;

mentoring students of color; and deconstructing the African-American achievement paradox.

Prior to joining our School Psychology Program, Dr. Williams was a certified school psychologist at Bridgeport Public Schools in Bridgeport, Connecticut. Dr. Williams is a member of several professional organizations including the National Association of School Psychologists, American Psychological Association and Sigma Xi. She is involved with the Pre-referral Assessment Model, the National Educational Empowerment Summit Inc. and the Educational Diversity Board.

This fall, Dr. Williams is teaching ESPY 895: Field Experience II.



Stacie Williams, Asst. Professor in School Psychology



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Welcome, Jeff McLellan, New Executive Director of CASDA



Jeff McLellan, Executive Director of CASDA

The Capital Area School District Association's (CASDA) new Executive Director Jeff McLellan has been working tirelessly since he came on board last January. With more than 35 years experience in education, McLellan said he was drawn to the position because he had a desire to continue to help increase student learning and performance. "CASDA is a critical part of that process, providing necessary staff development in the schools"

The School of Education provides CASDA with a unique opportunity to bring research to schools in real time and

therefore accelerating school development initiatives. "It's an exciting time to be a major link between UAlbany's School of Education and the field," said McLellan.

As Executive Director, McLellan's responsibilities include planning for staff development needs, following research, reviewing best practices and staying abreast of new regulations at the state and federal levels, which drive development of programs and initiatives for the future. He also works to implement the strategic plan developed by CASDA's Executive Committee and the School of Education to foster the relationship between school districts and the University.

Prior to joining the staff, Jeff McLellan was actively involved with CASDA. He was a member of its Executive Committee for three years and vice-chair in the 2003-2004 school year. He also worked with CASDA on the NY Lottery "Leaders of Tomorrow" program.

McLellan began his career as a middle school science teacher, with 17 years of teaching grades 7-8 science with a focus on the eighth grade physical science and Regents-level biology. He also served as department chair, director of special education and assistant principal at the junior-senior high school. McLellan spent five years as the Chittenango Middle School Principal and then became the Assistant Superintendent for human resources at the Baldwinsville Central School District before moving to Schalmont. Shortly before joining CASDA in January, McLellan retired from his position as Superintendent of the Schalmont School District.

Involved in several professional organizations, McLellan is the immediate past president of the New York State Association of School Personnel Administrators and a member of the Development and Review Committee for the State Education Department and National Evaluation Systems.

Leadership Program Adds Two Part-time Faculty Members

As school leadership preparation in the School of Education evolves into three separate and distinct **Advanced Graduate Certificate** programs in **School Building Leadership**, **School District Leadership** and **School District Business Leadership**, the Department of Educational Administration and Policy Studies (EAPS) has hired, for this year, two experienced professionals to help implement the new programs and further widen and deepen the department's engagement with schools and school professionals.

A long time EAPS adjunct assistant professor and field supervisor for interns, **Dr. Claire Brown** will work closely with EAPS faculty and field mentors to implement the new programs' internship that requires double the contact hours and runs over the course of the calendar year so that aspiring school leaders will be able to follow the full cycle of school and school district planning. Brown will also explore

ways to raise the engagement of the area's school leaders, to ensure richer field experiences for the programs' interns.

Brown has been teaching for the department since 1998. She is a former social studies teacher and school librarian with certification as a school administrator. She has been an administrator in both public and private higher education. From 1990 to 1997 she served as assistant and, later, associate director of the New York State Council of School Superintendents.

Daralene Jewell joins the department immediately on her retirement as Superintendent of Ichabod Crane Central School District. Jewell will teach new and revised courses in the school leadership programs. She also will work with EAPS faculty and area school leaders to identify ways that the department can make available its expertise, as it strengthens the range and depth of its field research and enriches student field-based experiences.

Jewell brings to the department not only the wealth of her experience in the full range of teaching and administrative positions over her career, but also a very active engagement with the capital region's school districts. Jewell served on (and formerly chaired) the Capital Area School Development Association's (CASDA) Executive Committee and the Board of the Capital Region Principal's Center.



Claire Brown & Daralene Jewell

AWARDS

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

Gina Giuliano, Ph.D., teaching in the Dept. of Educational Administration and Policy Studies since 1998.

Sean O'Connell, M.S., teaching in the Dept. of Educational and Counseling Psychology since 2001.

Trudy Walp, C.A.S., teaching in the Dept. of Reading since 1988.

Laurie Wellman, Ph.D., teaching in the Dept. of Educational Theory and Practice since 1988.

The **UAlbany Presidential Distinguished Dissertation Award** goes to two School of Education graduates.

Terry L. Murray, Ph.D. in Curriculum and Instruction, for his dissertation, *Exploring the Psychological Terrain of the Virtual Classroom: The Nature of Relationship and Power in Online Teaching and Learning*.

Kristen Campbell Wilcox, Ph.D. in Curriculum and Instruction, for her dissertation, *Cultural Dissonance in ESL Dialogue: A Study of Two College Classrooms*.

The **Initiatives for Women** awards support the educational and professional goals of women students, staff and faculty on the UAlbany campus. This year eight School of Education students were selected for awards.

Kristen Dams-O'Connor, a Ph.D. student in Counseling Psychology, received the **Louise C. and Earl M. Applegate Award** of \$1,000.

Corrina Duvall, a Psy.D. student in School Psychology, received a **Honoring Our Mothers Awards** for \$500.

Joy Ewing, a M.S. student in Educational Administration and Policy Studies, received the **Judy L. Genshaft IFW Award** of \$500.

Monette Fils, a Ph.D. student in Educational Administration and Policy Studies, received the **Gloria R. DeSole Fund Award** for \$1,000.

Diane Lynn Gusa, a Ph.D. student in Curriculum and Instruction, received a **Honoring Our Mothers Awards** for \$925.

Carrie Hong, a Ph.D. student in Reading, received a **General Fund Award** for \$500.

Katerina Passa, a Ph.D. student in Counseling Psychology, received one of only five **\$1,000 Presidential Awards**.

Crystal Rion, a Ph.D. student in Educational Administration and Policy Studies, received a **General Fund Award** for \$610.

ON THE MOVE

Dale Getto, a graduate of our M.S. program Special Education, has become Principal of School 20 in Albany. Previously, she was Assistant Principal at Hackett Middle School, in Albany.

Gregory Jones, who earned his B.A. in Mathematics at UAlbany, as well as his MS. in Teaching Math and C.A.S. in Educational Administration in the School of Education, was named Principal of School 19 in Albany. He previously was Assistant Principal at School 19.

John Pelletier, a graduate of our M.S. program in Instruction, has been appointed Principal of Phillip Livingston Magnet Academy (PLMA) in Albany, a position he previously held on an interim basis. Before joining PLMA, he was Associate Principal of Albany's Abrookin Career Academy.

Sally Sharkey, who completed her school district administrator certification in our Dept. of Educational Administration and Policy Studies, was appointed Superintendent of the Cairo-Durham Central School District.

Kitty Summers, a graduate of our M.S. program in Curriculum Development and Instructional Technology and our C.A.S. program in Educational Administration and Policy Studies, was named Principal of Harmony Hill Elementary School in Cohoes. Before being selected for this position, Ms. Summers was the substitute principal at School 18 in Albany.

Kimberly Young-Wilkins, a graduate of our M.A. program in teaching Social Studies, was selected to be the first principal of the City of Albany's new middle school, the Stephen & Harriet Meyers Middle School. Previously she was Principal at School 16 in Albany.

Kappa Delta Pi, International Education Honor Society, 2005 Students Inductees: Catherine Borzon, Robert Brown, Vanessa Cohen, Christine Cuomo, Ana Del Orbe, Dana Gialanella, David Malka, Peter O'Neill, Jennifer Piscitelli, Andrea Rayburn, Jesse Rosen, Gina Tesoriero

HONORS

Linda Johnson, a graduate of our M.S. program Special Education and a third-grade teacher at Long Lots Elementary School in Westport, Connecticut, was named Westport's **Teacher of the Year for 2005**.

Deborah May, Chair of the Department of Educational and Counseling Psychology, has been named to the **Leadership Group for the Universal Design for Learning (UDL)** in the New York Higher Education Support Center for Systems Change.

The New York State Board of Regents appointed **Dean Susan D. Phillips** to the **Professional Standards and Practices Board for Teaching**. The board serves the Regents and the Commissioner of Education on teaching issues and related professions. Phillips' appointment runs through June 30, 2007.

Two School of Education alumni received the **2005 Principal of the Year Award** from the Greater Capital Region Principal's Center. The award recognizes excellence in principalship in the Capital Region.

Kimberly Young-Wilkins, a graduate of our M.A. program in teaching Social Studies and principal of the Stephen & Harriet Meyers Middle School in Albany

Thomas Perillo, a graduate of our M.S. program in Educational Administration and principal of the Raphael J. McNulty Elementary School in Amsterdam

Outstanding Academic Achievement Award

This year for the first time the University at Albany is recognizing the academic accomplishments of its graduating students by presenting the Outstanding Academic Achievement Award to one student from each School and College. The School of Education selected **Renetta Deremer Tallman**, a M.S. student in Educational Psychology and Methodology.

Tallman also received this year's **Beta Zeta Scholarship**.

UAlbany's Alumni Association Excellence Awards recognize alumni and friends of the University for their outstanding achievements and service to the University and community. This year, five School of Education Alumni were honored with 2005 Alumni Awards.

Alan Fiero, a graduate of our B.S., M.S., and Ph.D. programs in Educational Theory and Practice and a science teacher at Farnsworth Middle School in Guilderland received the **Excellence in Education Award**.

L. Oliver Robinson, a graduate of our M.S. and Ph.D. programs in Educational Administration and Policy Study and Superintendent of the Shenendehowa Central School District, received the **Excellence in Education Award**.

Rebecca Rogers, a graduate of our M.S. and Ph.D. program in Reading and Assistant Professor at Washington University in St. Louis, received the **Outstanding Young Alumni Award**.

Phillip Shepherd, a 1960 graduate of the New York State College for Teachers, taught social studies at the Roy C. Ketcham Senior High School in Wappinger's Falls until his retirement in 1997. He received the **Bertha Brimmer Award** for excellence in secondary school teaching.

Abraham Sherer, a 1947 graduate of the New York State College for Teachers, received the **Excellence in Community Service Award**.

The School's program in **Counseling Psychology**, in the Department of Educational and Counseling Psychology, has been ranked the fourth best in the nation for faculty publication productivity, according to the May 2005 issue of *The Counseling Psychologist*. The article "Current Institutional Trends in Research Productivity on Counseling Psychology Journals," ranked the program based on faculty contributions to the premier scholarly publications in counseling for the decade ending in 2002. This new ranking complements the program's thirteenth place standing the 2006 *U.S. News & World Report* reviews of national programs in counseling and personnel services.

Our **Doctor of Psychology (Psy.D) program in School Psychology**, in the Department of Educational and Counseling Psychology, completed its site visit last spring and was awarded continued accreditation from the **American Psychological Association**, and was granted the maximum term (seven years) until the next accreditation review. This achievement marks a continuous record of program excellence since its first accreditation in 1992. In addition to its exemplary record of accreditation, the School Psychology Psy.D program also has the distinction of being the only Psy.D. program offered in a public institution in New York State.

Please
send us your news...

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A Third Harbison Fellow Begins Studies This Fall



Ancelle Scheker-Mendoza

We are very pleased to announce the recipient of the 2005-2006 Ralph W. Harbison Fellowship, Ancelle Scheker-Mendoza. Harbison Fellows are selected for their demonstrated leadership capabilities, their service and commitment to education, their previous scholarship activity, and, despite previous limited access to graduate studies, their promise of future accomplishments in the field of education.

Ancelle Scheker-Mendoza, from the Dominican Republic, is the General

Director of Basic Education at the Ministry of Education, where she is responsible for formulating strategies to improve the quantity and quality of education at public elementary schools nationwide. She also teaches in the Graduate Education program at the Instituto Tecnológico de Santo Domingo.

Before coming to the Ministry of Education, she was a pre-school teacher. She received her undergraduate degree in Pre-school Education from the Universidad Católica Santo Domingo, and her Master of Social Science degree in Education from FLASCO (the Latin American Faculty of Social Sciences) in Argentina.

Upon completing her doctorate, she plans to return to the Ministry of Education in the Dominican Republic where she will use her expertise in educational public policy to, in her words, "...increase and use country-specific research in order to develop appropriate approaches to the improvement of education."

Ms. Scheker-Mendoza joins the School of Education as the third Harbison Fellow. Ms. Layheng Ting, from Cambodia, studying in Educational Administration and Policy Studies, and Ms. Janice Harewood, from Barbados, pursuing doctoral studies in Counseling Psychology, both began their fellowships last year.

Founded by his wife, Irene, the Ralph W. Harbison Fellowship Fund supports students pursuing graduate study in the School of Education. As a tribute to Dr. Harbison, Dean of the School of Education from 2000-2002, the fund serves to further his commitment to and enthusiasm for the School of Education while also perpetuating his unique and distinctive passion for opening the doors of education for all.

To learn more about the Harbison Fellowship Fund, please contact Ruth Schulman, Director of Development for the School of Education, (518) 442-4991 or rschulman@uamail.albany.edu.

Meet Ruth Schulman Director of Development

As the new Director of Development, Ruth M. Schulman brings many years of development experience throughout upstate New York to the University at Albany's School of Education. Having joined the staff in May, she has already found that "it is a pleasure to be among people who are dedicated to the foundation from which this institution was established 160 years ago – Education."

In her new position and in collaboration with the University's Office of Development, Schulman will be responsible for increasing philanthropic support at all levels of giving for the School. With her responsibilities, she stated that "the School of Education has a history rich in producing some of this country's finest administrators, clinicians, educators, and researchers and we must work together to maintain and sustain the high standards set forth by our alumni, faculty

and students." Schulman also commented that she is enthusiastically looking forward to meeting our alumni and to hear about where their education has led them.

Schulman has worked for a number of organizations including the Animal Protective Foundation, United Way of Schenectady County, Equinox, Inc., United Jewish Federation of Northeastern New York, and the Anti-Defamation League.

Active in several professional organizations and involved in her community, Schulman is president-elect of the Hudson-Mohawk Chapter of the Association of Fundraising Professionals, membership chair of the Board of Managers for the Southern Saratoga YMCA, and a board member of the Friends of Shenendehowa Crew, Inc.

You can reach Ruth at (518) 442-4991, or rschulman@uamail.albany.edu. Feel free to contact her at any time. She is looking forward to meeting our alumni.



Ruth M. Schulman, Director of Development



Thirty-one Graduate Students Receive Endowed Scholarships

We are pleased to announce the recipients of the 2005 School of Education Scholarships that were presented last May 11, at an awards ceremony and reception well attended by School of Education faculty and the friends and families of the scholarship recipients.

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.

Jacklyn Guba, Literacy, Childhood Education
Lisa Hughes, Secondary English Education

The **Malcom E. Blum Endowment** was established in honor of Mr. Malcolm Blum, a 1954 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.

Christopher Cipriano, Special Ed/Literacy, two-year program
Gina Zandri, Literacy Specialist, Birth-12

The **Arvid J. Burke Scholarship** was established to honor Dr. Arvid Burke, a professor in our Dept. of Educational Administration and Policy Studies from 1960 to 1971. This fund supports students in any of our advanced graduate degree programs who have demonstrated outstanding academic potential and talent.

Crystal Rion, Ph.D. program in Ed Administration & Policy Studies
Donna Watson, Ph.D. program in Ed Administration & Policy Studies

The **Mary M. Briggs Scholarship** supports a student with demonstrated financial need who is pursuing a career in teaching. Ms. Mary Briggs, M.A. '83, established this fund in 2002.

Christine Fan, Secondary English Education

The **Delta Omega Scholarship** fund is endowed by gifts from the alumnae of the Delta Omega sorority at the New York State College for Teachers. The scholarships are made possible in large part by a generous bequest from Delta Omega alumna **Julia Fister Rector**, '32. The fund supports female students enrolled in teacher preparation programs. This year, the 13th annual awards were presented in honor of Delta Omega alumna **Catherine Walsh Peltz**, **Class of 1922**.

Kimberly Kellogg, Literacy Specialist, Birth-12
Meredith Labadie, Literacy Specialist, Birth-6
Jessica Sawicki, Literacy Specialist, 5-12

Kenneth T. & Kathleen E. Doran Scholarship is awarded to a student who plans to become a public school teacher in New York State and has demonstrated high academic achievement. This fund was made possible by a generous gift from Kenneth and Kathleen Doran. Ken is a member of the Class of 1939 and Kathleen ("Connie") received her M.S. in 1970.

Hanna Fullenbaum, Secondary Social Studies Education

Gertrude Hunter Parlin was a member of the Class of 1917 and left a generous gift for future students who plan to become teachers in New York State. Her endowment is supporting six students this year.

Matthew Ball, Reading
Katie Butch, Literacy Specialist, Birth-6
Cara Hart, Special Ed/Literacy, two-year program
Alyssa Kenyon, Teaching English to Speakers of Other Languages
Vanessa Long, Special Ed/Literacy, two-year program
Julie Pisanello, Literacy, Childhood Education

The **Stella R. Pietrzyk Scholarship** is awarded to a graduate student in the Reading Department who recognizes the importance of children's literature. The award will support the student's attendance at a national conference on reading. The scholarship was established by **Susan M. Benjamin**, Class of 1980, in memory of her mother, Stella R. Pietrzyk.

Cheryl Kruetter, Ph.D. program in Reading

Bette Knowlton Roe, Class of 1942, and her husband, **Dan**, established the **Bette Knowlton Roe Scholarship Fund** to assist students committed to teaching. This endowment is supporting eleven students this year.

Ying Du, Ph.D. program in Ed Psychology & Methodology
Kim Kratochwill, Ed Psychology & Methodology
Jaclyn Lupe, Secondary English Education
Stephanie McElroy, Secondary English Education
Laura Mozeik, Special Ed/Literacy, two-year program
Jenna Mulford, Secondary English Education
Cheryl Norris, Literacy Specialist, 5-12
Orpha Ongiti, Ph.D. program in Ed Administration & Policy Studies
Daryl Williams, Special Ed/Literacy, two-year program
John Williams, Ph.D. program in Ed Administration & Policy Studies
Monica Zimmers, Secondary Mathematics Education

"I am especially delighted to announce the award of two new scholarships. I want to express my heartfelt gratitude and appreciation to the Alumnae of the Beta Zeta Sorority and Marjorie W. Kenney, Class of 1929. It is through their leadership that we build strong links that connect the rich tradition of excellence in the School of Education to the promising future by supporting our current students." –Dean Susan D. Phillips

The **Alumnae of the Beta Zeta Sorority** established the **Beta Zeta Scholarship** to support a student who plans to pursue a career in teaching, with preference for the recipient to be a female student.

Renetta Deremer Tallman, Educational Psychology and Methodology

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 Dept. of Education who taught guidance at the New York State College for Teachers. This fund supports graduate students in the Dept. of Educational and Counseling Psychology who are pursuing educational guidance and counseling programs.

Ryan J. Nadherny, C.A.S. program in School Counseling

To learn more about our endowed scholarship funds, please contact Ruth Schulman, Director of Development, (518) 442-4991 or rschulman@uamail.albany.edu.



A Professor's Year Back in Elementary School

During the 2004-2005 school year, Kevin P. Quinn, Associate Professor of Special Education in the Dept. of Educational and Counseling Psychology, spent his sabbatical in an elementary classroom in School 27 in Albany. He was managing a program he designed for students with emotional behavioral disorders (EBD).

The City School District of Albany sends dozens of students with EBD to a variety of highly restrictive and expensive out-of-district placements each year. However, there is little evidence that students substantially benefit from those placements. In an effort to create a state-of-the-art program for students with EBD and their families, the School of Education collaborated with the City School District of Albany to implement Quinn's program. "The goal is to have a positive impact on how children perceive, think, feel and behave," said Quinn. Dr. Quinn managed a class of approximately ten students in grades 4 through 6. When working with these students, Quinn said, "You get a great appreciation for the demands that troubled students - and troubling students - place on teachers and a humbling appreciation for the complexity involved in changing these students' behavior."

The class was affiliated with School 27, not far from UAlbany's uptown campus. Due to construction at the school's permanent location, Quinn and his team worked in the Philip Schuyler Elementary School building, located right next to UAlbany's downtown campus, the former New State College for Teachers

Sarah Snyder, a graduate of the School's M.S. program in special education, was the classroom teacher on the project. In addition to Snyder and Quinn, two interns from our special education program and a part-time intern from the School of Social Welfare participated in the program each semester. "One of my

main interests was to bridge the gap between what we teach at the University and what students experience in the field," said Quinn. Special education interns Tara Kim Carpenter, Lorna Wood, Lisa Cowdrey and Laura Ficcarra all worked on Quinn's program. Intern Tara Kim Carpenter said, "Dr. Quinn provided his four interns, one alumnus [Snyder] and ten children with a growing educational experience, while working in this classroom with hard to reach students."

All four interns commented that this experience changed their view of appropriate programs for students with emotional and behavior needs. Quinn is currently evaluating the program's academic and behavioral outcomes for students, as well as the impact the program had on the students' families. Evaluation data will be used to inform ongoing practice and serve as pilot data for pursuit of external funds to support the program's growth.

On behalf of the four interns, Carpenter said, "The four of us see Dr. Quinn as a role model, a fellow professional teacher and a friend. After an eight hour day in our program, Dr. Quinn would continue to lead nightly lectures and discussions in our graduate courses. Often feeling the pain of our overwhelming and draining days, he continued to show us how to reflect and learn from each triumph and crisis."

Prior to joining the School of Education in 1994, Kevin Quinn was a research associate at Educational Research and Services Center at the University of Northern Illinois. He previously served as a special education teacher for students with behavioral and academic problems, and as Principal of the Rose School, a model demonstration school for students with emotional and behavioral disorders, in Washington, DC.

Phi Delta Kappa Inducts 25 New Members

The Epsilon Omicron Chapter of Phi Delta Kappa at the University at Albany inducted 25 new members on May 18 at a ceremony held in the UAlbany Campus Center. Phi Delta Kappa, an international association for professional educators, promotes quality education for all as essential to a democratic way of life by providing innovative programs, relevant research, visionary leadership, and dedicated service.

Maryann Brennan
Kimberly Brown
Terese Burton
Danielle Butler
Carissa Conley
Daniel Dunford
Laura Ficarra

Kristen Frank
Connie Gicewicz
Mary Grodio
Diane Herr
Laura Hobin
Lisa Highes

Erica Johnson
Carrie Liddell
Katie Lombardo
Jacqueline Markel
Kayti Marr
Mary Alice O'Kane

Elana Schips
Kerri Shpunt
Jennifer Snyder
Sarah Wagner
Jill Yener
Cheryl Zirpoli

Founded in 1906, PDK's 82,000 members are professional educators, student teachers, graduate students, and other individuals in education-related fields. The Albany Chapter was established in 1962. To learn more about PDK and the Epsilon Omicron chapter, please visit their website <http://www.members.global2000.net/~pdksunya/index.html>.

School of Education Joins National *Just for the Kids* Study

The University at Albany's School of Education formed a partnership with the New York State Business Council and the State of New York to create *Just for the Kids-New York*, part of the national *Just for the Kids (JFTK)* project. The national study includes 36 other states and is sponsored by the National Center for Educational Accountability at the University at Texas at Austin in partnership with the Education Commission of the States. The New York project is also being supported, in part, by IBM and State Farm Insurance.

Just for the Kids (www.just4kids.org) helps schools get more from their state assessment results by identifying opportunities for improvement and learning from higher performing schools. "Just for the Kids takes existing state assessment data and makes it more useful," said Research Director of the New York project Arthur Applebee, Leading Professor and Chair of the Department of Educational Theory and Practice and Research Director of JFTK-NY. "Not only does it enable schools to see how they are doing compared with other similar schools, but, more important, it offers ways for schools to assess and compare themselves to more successful schools in specific areas. It gives schools tools they can use to improve student achievement."

Enrollment and state test data are collected from state education departments and statistically analyzed to identify levels of school performance. Schools must score well for three or more years in core academic subjects and meet several additional criteria in order to be considered high performing.

For the New York project, fourth-grade English language arts and mathematics scores were used to identify schools that have performed consistently well over time. Then, with the advice of a statewide advisory board including directors of state education associations and interests, a sample of high and average performing schools were selected for further study.

Researchers visited these schools last winter and spring to learn more about each – its curriculum, instruction and staff, as well as, how it assesses results and rewards achievement. A cross-site analysis currently underway will identify the specific features that make the difference for the higher performing schools. This information, along with a set of case studies of individual schools, will be available at the New York section of the national website this fall.

Literacy Lab, continued from page 1

After the tutoring session, the graduate students use the remainder of the class to analyze videotapes and audiotapes of themselves and each other's instruction in the context of reading current research. Along with their instructors, the students offer each other feedback on strategies and techniques for more effective teaching. This group effort provides graduate students with a positive and productive learning environment.

The positive learning experience for the elementary students tutored at the Lab is also enhanced by the participation of their families. Parents are encouraged to attend tutorial sessions to observe their child's development. On the last day of the semester family members are invited to attend a celebration where all of the students share something they worked on during the semester. Attendance at this event is excellent. The families have been most welcoming and the program is more successful because of their involvement and engagement.

According to Peter Johnston, Professor in the Dept. of Reading and

instructor and co-coordinator of the Literacy Lab, the program provides a community service and at the same time helps graduate students become more comfortable teaching a diverse range of students. "The Lab challenges stereotypes," said Johnston. "Teaching in Arbor Hill helps the graduate students to think about teaching, literacy and culture in ways they otherwise wouldn't."

Graduate student Darcy Thomas participated in the Literacy Lab last summer. "I definitely feel that this was the best learning experience I've ever had," said Thomas. "It helped me to prepare for my own classroom. I learned how to adapt my instruction to incorporate the

student's interests and needs."

Dozier and Johnston both agree that the Literacy Lab could not operate without the help and cooperation provided by the Arbor Hill Elementary School faculty and Bob White, the principal, and the YMCA after school program staff. The Arbor Hill reading teachers, commonly graduates of the Reading Department's Literacy program, are particularly helpful in working with instructors to select children to be tutored.

To meet course demand this past summer, another Literacy Lab was successfully established at Abram Lansing Elementary School in Cohoes.



Cheryl Dozier, graduate students Deb Fitzgerald, Megan Fabio, Laura Flynn, Kendi Woodbeck, and Peter Johnston

Education \$365!

As we start the new school year, we are also worried that the government will continue to reduce the allocation of funds designated for education – especially higher education – making it more and more difficult for students to realize their dreams. Earning a graduate degree might very well become a privilege that is not a possibility for everyone.

Imagine what our world would be like if no one could help us learn, if no one was able to establish what it is that we need to know, or if only a few could read.

We created a new initiative – *Education \$365* – to help make a difference in the lives of so many of our students as they prepare for their careers in administration, policy analysis, educational, counseling and school psychology, teaching, special education, literacy, and research and as they explore new horizons towards life-long learning.

For just \$1 a day – that's less than a small cup of coffee or tea – you can enable others to follow in your footsteps. With your gift to *Education \$365* you can provide:

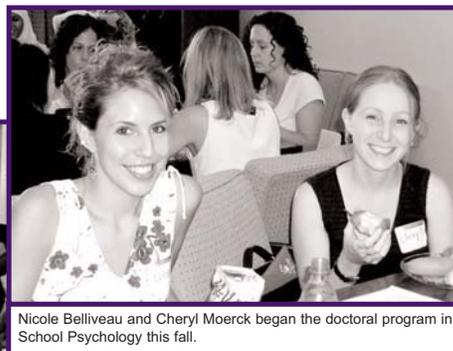
- 🍎 one (1) credit hour of in-state graduate education tuition
- 🍎 the purchase of diagnostic test kits for school psychology students
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- 🍎 software licenses for the School of Education's Student Computing Facility
- 🍎 student registration and travel fees for regional and national conferences which providing networking opportunities for employment and the opportunity to present their own research
- 🍎 the purchase of a video recorder for use in the Literacy Lab

The School of Education is ranked among the very best schools of education. We need to continue to reach new heights and greater achievements in education as we have successfully done for so many, many years. We would be honored to partner with you in launching *Education \$365* and in continuing our tradition of excellence.

To become a founding member, or for more information about *Education \$365*, please contact Ruth Schulman, Director of Development for the School of Education, at (518) 442-4991 or at rschulman@uamail.albany.edu.

New Students Meet Faculty and Classmates at Orientation

During UAlbany's Graduate Student Orientation on August 26, the School of Education hosted a luncheon for over 50 of our new graduate students who began their studies on August 29. Students from all four of our departments enjoyed lunch, met the Dean and the faculty, and made some new friends. Associate Dean Virginia Goatley gave an overview of the school, our programs and our faculty research interests and gave students a tour of the Uptown campus later that day.



Nicole Belliveau and Cheryl Moerck began the doctoral program in School Psychology this fall.





Dr. Kimberly E. Esterman Memorial Scholarship Fund

Before nerve cancer shortened her life in 2003, Kimberly Esterman was able to fulfill her dream of becoming a psychologist and working with young adults at the Middle Earth Peer Assistance Program in the Counseling Center at the University at Albany.

The Dr. Kimberly E. Esterman Memorial Scholarship Fund is a loving way to celebrate and remember Kim's life and her work with adolescents. Kim's family, friends and colleagues have donated nearly \$17,000 - excellent progress toward the \$25,000 goal of the scholarship fund.

Please help us keep Kim Esterman's unwavering commitment to the Middle Earth Peer Assistance Program and to alcohol and drug prevention for young people alive and vibrant! Your gift will provide financial assistance to graduate students working in Middle Earth and pursuing a degree in our Counseling Psychology program.



Kimberly Esterman after she received her Ph.D. in Counseling Psychology at UAlbany's 2002 Commencement

To make a donation or for more information, please contact Ruth Schulman, Director of Development for the School of Education, (518) 442-4991 or rschulman@uamail.albany.edu.

With heartfelt sincerity we say ... *Thank you!*

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Information Update

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and
2005 Learning Festival
Saturday
October 8, 2005

The Verizon Family Walk for Literacy and the Times Union's Run for Education combine on the UAlbany Uptown Campus in a festival of outdoor fun and entertainment in support of literacy programs and awareness throughout the Capital District.

www.verizonwalkforliteracy.org/

SAVE THE DATES...

Winter Commencement Ceremony
Sunday, December 11, at 1 pm

Reception for School of Education graduates and their families immediately following commencement in the Hall of Fame Room, RACC.

Visit www.albany.edu/commencement/winterindex.html

Education Expo, March 28, 2006

The Hudson Mohawk Education Expo 2006
Empire State Convention Center in Albany

Representatives from local, statewide, and national school districts will be recruiting & interviewing for positions including classroom teachers, special educators, literacy specialists, principals, asst. principals, school counselors, school psychologists, and library media specialists

Application information and important updates can be found this winter at www.albany.edu/education/eduexpo.htm



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