

KNOWLEDGE



SCHOOL OF EDUCATION

UNIVERSITY AT ALBANY State University of New York



Greetings, all!

This issue of Knowledge reaches your mailbox just as the apples are waiting to be picked, and the leaves are starting up their fall colors. The fall is an exciting

season to unfold in Albany—with the stunning backdrop of the northeast, we welcome our new and returning students, and celebrate the accomplishments of the past year.

I continue to be 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

<http://www.albany.edu/education>. And, while we mourn the sudden passing of President Kermit Hall this past summer, we are pleased to carry forward the many exciting new initiatives that he had begun in his short time with us.

As always, 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.

I'll look forward to hearing from you!

— Susan D. Phillips, Dean

School Gains Prestigious Accreditation



The national Teacher Education Accreditation Council (TEAC) has granted accreditation to the School of Education's programs of study leading to teacher certification in Early Childhood Education, Childhood Education, Adolescent Education, Special Education, Literacy, and Teaching English to Speakers of Other Languages. TEAC accreditation signifies that these graduate programs meet rigorous national quality standards.

"This new accreditation is a very special achievement, and one that our faculty have been working toward for a number of years," says Susan Phillips, Dean of the School of Education. "I am very proud of their outstanding efforts and honored to report that the accreditation council was highly laudatory of our work in teacher preparation."

TEAC is a nonprofit organization whose goal is to assess and acknowledge academic degree programs that prepare highly qualified, competent and caring professional educators. The review process is intensive, and examines multiple factors including licensing test scores, course grades, alumni evaluations, student surveys, field experiences, internships, and supervisor reports. To this end, TEAC accreditation highlights programs that prepare teachers with a mastery of their subject field and teaching skills, as well as

a solid grounding in pedagogical theory and research.

A central component of the TEAC accreditation process involved not only a complete site inspection, but also a thoroughly self-prepared Inquiry Brief written by a committee of faculty and professionals in the School of Education, in consultation with all program faculty.

....Continued on page 13

Inside this Issue...

	Page
New Faculty	2
New Alumni Book Club	3
Awards, Honors, etc.	4-5
Faculty News	6-7
2006 Scholarship Recipients	8-9
High School-University Collaboration	10
Phi Delta Kappa News	11
Home Coming Weekend Wine Tasting/Open House	11
Alumni Profile: Custer and Doris Quick	12
Pathways Into Education Center	13
Fourth Harbison Fellow Begins Studies	14
UNICEF Internship	14
Education \$365	15

Welcome, New Faculty!



Matthew Miller, Assistant Professor in the Division of Counseling Psychology

Matthew Miller, Ph.D. joins the Division of Counseling Psychology in the Dept. of Educational and Counseling Psychology as an Assistant Professor. Miller received both his M.A. and Ph.D. from Loyola University in Chicago. Prior to joining the School of Education, Miller served as an Adjunct Assistant Professor in the Department of Psychology at the University of Notre Dame. Miller's research interests are multicultural psychology and career development.

"We are delighted to have Matt Miller join us this fall. His background in vocational psychology and career development will add much to the programs in the Division of Counseling Psychology," said Deborah May, Chair of the Department of Educational and Counseling Psychology, "In addition, his research and teaching interests in diversity, multiculturalism, and minority mental health will contribute much to students, colleagues, and the scholarly literature."

Pamela Th eroux, Ph.D. joins the Department of Educational

Administration and Policy Studies as an Assistant Professor in School Leadership. She received her Ph.D. in Sociology & Education from Teacher's College at Columbia University where she also taught in the Adjunct Faculty as an Assistant Professor in the Department of Human Development. Prior to her appointment in the School of Education, Th eroux was a Research Assistant Professor and the Assistant Director of Research and Assessment at Rensselaer Polytechnic Institute. Her work and research span several areas of educational theory, policy and methodology.



Pamela Th eroux, Assistant Professor in Department of Educational Administration and Policy Studies

Her current research has focused on the impact of transitional factors on adolescent academic performance and the many ways that emerging technologies influence the social contexts of learning at multiple cognitive levels.

Kelly Wissman, Ph.D. joins the Department of Reading as an Assistant Professor. Prior to this position, Wissman was at the University of Pennsylvania where she taught classes in literature for adolescents, children's literature,

and gender and education, among other topics. "Kelly Wissman brings a strong research background with an urban community focus that productively extends the work of the department," notes Reading Department Chair Sean Walmsley, "Her knowledge of children's and young adult literature will make significant contributions to our M.S. and Ph.D. coursework and the subsequent practice of teachers in schools."



Kelly Wissman, Assistant Professor in the Department of Reading

Wissman specializes in multicultural issues involving adolescent girls and literacy, as well as the use of photography and poetry as vehicles for expression in girls of color.



KNOWLEDGE

UNIVERSITY AT ALBANY School of Education

Knowledge is published by the School of Education, University at Albany, Albany, NY 12222.

Dean:
Susan D. Phillips

Department Chairs:

Arthur Applebee, Educational Theory and Practice

Debi May, Educational and Counseling Psychology

Alan Wagner, Educational Administration & Policy Studies

Sean Walmsley, Reading

Editors:
Ben Grasso
Susan Palmer
Ruth Schulman
Chi-Hua Tseng

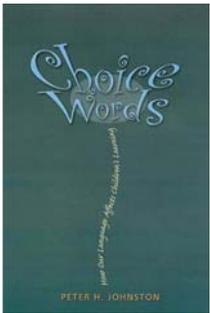
Send address changes to:
Data Manager
UAB 201
University at Albany
Albany, NY 12222.

Address questions, news and all other correspondence to:
Editor, Knowledge
School of Education, ED 238
University at Albany
Albany, NY 12222

SCHOOL OF EDUCATION BOOK CLUB MEETS IN MARCH 2007

Take advantage of this great new opportunity! Choose an interesting book to read and visit the Uptown Campus for an evening of delicious food and lively conversation lead by a School of Education faculty author.

Interested in joining? Send us your book choices and your contact information by November 20. In December, we will let you know which book the club selected as well as the date, the time and location of our March gathering. See you then!



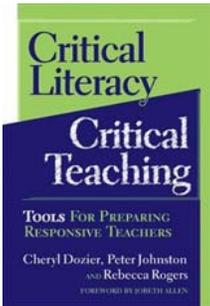
Choice Words: How Our Language Affects Children's Learning

By Professor Peter Johnston, Dept. of Reading
(Stenhouse Publishers, 120 pages)

In productive classrooms, teachers don't just teach children skills: they build emotionally and relationally healthy learning communities. Teachers create intellectual environments that produce not only technically competent students, but also caring, secure, actively literate human beings. *Choice Words* shows how teachers accomplish this using their most powerful teaching tool: language. Johnston provides examples of apparently ordinary words, phrases and uses of language that are pivotal in the orchestration of the classroom, and demonstrates how the things we say (and don't say) have surprising consequences for what children learn and for who they become as literate people.

"I wish I had written this book. Actually, I wish I'd been able to write it. I am truly grateful for *Choice Words*, and I wish there was a way to ensure that every teacher, teacher educator, school administrator, and researcher would read it."

– From the Foreword by *Richard Allington, University of Tennessee*



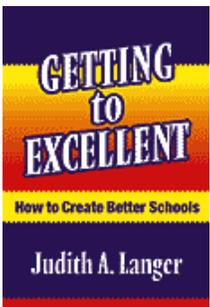
Critical Literacy/Critical Teaching: Tools for Preparing Responsive Teachers

Co-authored by Assistant Professor Cheryl Dozier and Professor Peter Johnston, Dept. of Reading
(Teacher's College Press, 225 pages)

This book describes and documents an exciting new approach to educating literacy teachers. The authors show how to help teachers develop their own critical literacy, while also preparing them to accelerate the literacy learning of struggling readers. The text takes readers inside a literacy lab in a high-poverty urban elementary school, reveals the instructional approach in action, and provides excellent examples of critically responsive teaching. The book illustrates teacher preparation and development as personal and social transformation; provides pedagogical tools and combines critical and accelerative literacy instruction.

"Marcus, a child who became a reader through his participation in the University at Albany Literacy Lab, could barely contain his enthusiasm. 'Grandma, you got time? Papa, you got time? I want to read to you.' That's the way I felt when I read this book – I keep grabbing colleagues in schools and my department and saying, 'Have you got time? I want to tell you about this great book I just read.'"

– From the Foreword by *JoBeth Allen*



Getting to Excellent: How to Create Better Schools

By Distinguished Professor Judith Langer, Dept. of Educational Theory & Practice
(Teacher's College Press, 144 pages)

Getting to Excellent is for everyone – educators, parents, civic leaders – who want students to think sharply, like learning, and have the high literacy skills that will open the path to success in school, work, and life. Using data from her groundbreaking study of diverse middle and high schools, Judith Langer shows us what makes the difference between highly effective schools and typical, business-as-usual schools.

"Finally, someone has written a book on standards and bringing excellence to schools that makes sense! Judith Langer has crafted a book that will be helpful to teachers and school leaders in making a successful journey towards excellence. It is practical, readable, and useful."

– *Paul D. Houston, Executive Director, American Association of School Administrators*

SCHOOL OF EDUCATION SPRING '07 BOOK CLUB

Please email (spalmer@uamail.albany.edu) or mail us your sign-up information.

Susan Palmer, Director of Outreach, School of Education, ED 238

University at Albany, Albany, NY 12222

Name _____
Address _____
Email _____
Day phone _____ Evening Phone _____

Please choose one or more titles that you would like to read.

Choice Words
 Critical Literacy/Critical Teaching
 Getting to Excellent

AWARDS

The **2006 UAlbany Presidential Distinguished Dissertation Award** goes to three School of Education graduates.

Christina A. Cruz, Ph.D. in Curriculum and Instruction, for her dissertation, *Gender Games: Micro-competitions and a Woman's Sense of Self as Coach*.

Erin McCloskey, Ph.D. in Reading, for her dissertation, *Taking on a Learning Disability: Negotiating Special Education and Learning to Read*.

Sarah E. Torok, Ph.D. in Educational Psychology and Methodology, for her dissertation, *Cognitive and Metalinguistic Precursors of Emergent Literacy Skills*.

The **Initiatives for Women (IFW)** awards support the educational and professional goals of women students, staff and faculty on the UAlbany campus. This year four School Education students received awards.

Krista Dammon, a Ph.D. student in Counseling Psychology, received the **Shirley J. Jones Opportunity Award**.

Ying Du, a Ph.D. student in Educational Psychology and Methodology, received a **Karen R. Hitchcock New Frontiers Award**.

Xiaolei Wang, a Ph.D. student in Educational Psychology and Methodology, received a **Karen R. Hitchcock New Frontiers Award**.

Martha McCaffrey, a M.S. student in the two-year program for Special Education and Literacy, received a **General Fund Award**.

The University at Albany recognizes 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 chose **Jessica Lynne Vollmer** for the Spring 2006 honor. Jessica graduated with a GPA of 4.0 from our M.S. in Curriculum Development and Instructional Technology in the Department of Educational Theory and Practice.



Jessica Lynne Vollmer with her grandfather, and Associate Dean Robert Bangert-Drowns.

ALUMNI AND STUDENTS ON THE MOVE

Jaime Brown, a graduate of our M.S. program in General Education Studies, was named the Head Coach of the Chico State Softball team, in California, and was selected to serve on the **NCAA Softball Rules Committee**. Previously, she was head coach at East Stroudsburg University in Pennsylvania.



Jaime Brown

Tracy Ford, a graduate of our M.S. program in Educational Administration and Policy Studies, has been appointed Principal of Phillip Livingston Magnet Academy (PLMA) in Albany. He was most recently Assistant Principal at the Stephen & Harriet Myers Middle School in Albany, and prior to that he was Assistant Principal at PLMA.

Larry Gabbert, a graduate of our doctoral program in Guidance and Personnel Services, was selected to oversee the Indiana charter school initiative at Ball State University in Fort Wayne. Prior to this appointment, Dr. Gabbert was the Education Associate in charge of Charter Schools for the Delaware Department of Education.

Alexander Gyamfi, a graduate of our Ph.D. program in Educational Administration and Policy Studies, was selected to participate in New York State's Public Management Institute.

Michael J. Johnson, a graduate of our C.A.S. program in Educational Administration and Policy Studies, retired in June as Superintendent of the Averill Park Central School District. This school year, he is serving as the Interim Principal of the Pinewood Intermediate School in Rotterdam.

Ralph Marino, Jr., a graduate of our M.S. and C.A.S. programs in Educational Administration and Policy Studies, has been named Superintendent of the Horseheads Central School District. He will begin his new position in December. Currently, he is the Superintendent of the Hunter-Tannersville Central School District.

Daniel Packard, a graduate of the M.S. and C.A.S. programs, and currently completing the Ph.D. in Educational Administration and Policy Studies, was appointed Assistant Principal at Cairo Elementary School.

Wilberlee Range, a graduate of our M.S. programs in Special Education, Reading and Educational Administration and Policy Studies, was appointed Interim Principal at Giffen Memorial Elementary School in Albany. She was most recently a Summer School Principal in Albany, and prior to that, Assistant Principal and Assistant Director of Pupil Services at Shaker Junior High School.

Teresa Thayer Snyder, a graduate of our Ph.D. program in Curriculum and Instruction, was selected to be the first Deputy Superintendent for Curriculum and Instruction at the Shenendehowa Central School District in Clifton Park. Prior to this new position, Dr. Snyder was Superintendent of the Brunswick Central School District.

Joseph Witazek, a graduate of our M.S. program in Special Education, was named Principal of Irvington Middle School. Previously, he was Principal of School 18 in Albany.

Please send us your news!

TO: Editor, KNOWLEDGE, ED238, UAlbany, Albany, 12222
spalmer@uamail.albany.edu

HONORS

Henry Henderson, a graduate of our M.S. program in Reading and a fifth-grade teacher at Duanesburg Elementary School in New York, received the **2006 Tech Valley Innovative Educator Award**.

Bill Reilly, a graduate of our M.S. program in Curriculum Development and Instructional Technology and a sixth-grade social studies teacher at Bethlehem Central Middle School in New York, received one of 44 National Disney Education Awards for outstanding teaching.

School of Education Dean's List, Spring 2006

Graduating students with a record of sustained academic excellence

Jessica Beal	Laura Hemphill	Rita Swatt
Kelly Brown	Kristy Hood	Sven Trenholm
Katharine Chapman	Erin Kelly	Jason Vickers
Jamie Crewell	Erica Miller	Jessica Vollmer
Karen Deiana	Laura Mozeik	Jennifer Minier Wood
Lauralyn Fazio	Amy Peters	
Maureen Foy	Suzanne Polo	

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 seven School of Education Alumni were honored with 2006 Alumni Awards.

The Bertha Brimmer Medal celebrates excellence in teaching K-12 and dedication to the profession.

Louis Schiavone Jr. (B.A. '75, M.A. '77) is a dedicated and innovative Social Studies teacher in the Scotia-Glenville School District.

The Excellence in Community Service Award pays tribute to alumni for extraordinary volunteer community service.

Judith Rothstein (B.A. '64, M.A. '73) and **Arnold Rothstein (B.A. '60, M.S. '62)** are the key volunteers and fund raisers for Community Caregivers Inc., a not-for-profit organization providing volunteer services to senior citizens, the disabled and single and teenaged parents and caregivers in need of assistance.

The Excellence in Education Award pays tribute to alumni for extraordinary distinction in the field of education.

James Butterworth (B.A. '73, M.A. '77, M.S. '78, and Ph.D. '86) recently retired as Assistant Commissioner of the New York State Education Department Office of Regional School and Community Services.

Mary Ellen Jukoski (M.S.'74) is the President of Mitchell College in New London, CT.

Dr. Ruth Kellogg (C.A.S. '72 and Ed.D. '73) is the retired Executive Director of the School's Capital Area School Development Association and a current adjunct faculty member in the Department of Educational Administration and Policy Studies.

The Excellence in Public Service Award pays tribute to alumni for outstanding achievement in public service.

Gerald Jennings (M.S. '76) is the 74th mayor of the City of Albany, currently serving fourth term. Jennings began his career as a teacher and high school administrator within the Albany City School District and served as a member of the Albany Common Council for 13 years.



Lou Schiavone, Arnold Rothstein, Judith Rothstein, Ruth Kellogg, Dean Susan Phillips, Mary Ellen Jukoski, and James Butterworth

NICE HEARING FROM ...

Jeanne Jonientz Merulla, a graduate of our M.S. program in Teaching English to Speakers of Other Languages, has taught in many environments – ESL to Vietnamese refugees as well as bilingual education to inmates at a maximum security prison. She currently teaches ESL at Morgan Road Elementary School in Liverpool, NY. “Our ESL families range from war-torn countries to children of Taiwanese software engineers. I had my first parent conference in a local Chinese restaurant over steaming cups of tea. It was then I realized that you had to take the program to the parents, not the parents to the program. TESOL is a very rewarding field to work in and I encourage people to explore career options in this area.”

James Proper, a graduate of Ph.D. program in Educational Administration and Policy Studies and an active member of the UAlbany Chapter of Phi Delta Kappa (PDK), has been awarded a Travel Scholarship to China from PDK International. Dr. Proper has been a member of PDK since 1978 and has served as Foundation Representative, Biennial Conference Delegate, as well as Vice President for Programs and President of the UAlbany PDK. In 2004, Dr. Proper retired as Superintendent of the Roxbury Central School District and moved to North Carolina.

Richard Putorti, a graduate of our M.S. program in Teaching Mathematics and an accomplished musician, has enjoyed his

18-year career as a middle school teacher. Last year he released the CD *Teacher 2 Teacher*, a compilation of inspirational songs for teachers that he wrote over the last 10 years for the opening assemblies at the Scotia-Glenville Middle School.

Elena Thornton, a graduate of our B.A. and M.A. programs in Russian Education, taught in the Capital Region schools – Maplewood School and Watervliet High School and at Shaker High School in North Colonie. Eleven years ago, she moved to Phoenix, Arizona with her husband Jim and her son Jeremy. She is now enjoying a new career as an artist and a poet.

FACULTY NEWS



Arthur Applebee



Judith Langer

Leading Professor Arthur Applebee and **Distinguished Professor Judith Langer**, both in the Department of Educational Theory and Practice, received \$100,000 in grants from National Writing Project and the College Board for the **National Study of Writing Instruction**.

Assistant Professor David Yun Dai, Division of Educational Psychology & Methodology, has been selected to receive the **2006 Early Scholar Award** from the National Association for Gifted Children (NAGC). The award is given annually on a competitive basis to one scholar who received a doctoral degree no more than 10 years ago and who has made significant scholarly contributions to the field. The award will be formally conferred at the NAGC Annual Convention this November.

Associate Professor and Associate Dean Virginia Goatley and **Assistant Professor Cheryl Dozier**, both in the Department of Reading, traveled to South Africa last June as part of a Literacy Education Delegation. During their trip, they spoke with a number of literacy educators at various institutions, including the South Africa National Department of Education, the University of South Africa, READ Educational Trust, the University of Cape Town, and an elementary school in Cape Town. Both professors gave presentations on their current research work.



Peter Johnston

Professor Peter Johnston, Department of Reading, was inducted into the **Reading Hall of Fame** at the 2006 Annual Conventional of the International Reading Association. Members are elected on the basis of a lifetime of distinguished contributions to literacy research, theory and practice.

Associate Professor Istvan Kecskes, Department of Educational Theory and Practice, was invited to speak at two international linguistics conferences in Australia last summer. He presented a colloquium on Bilingual Pragmatics at the 2006 Pacific Second Language Research Forum at the University of Queensland, in Brisbane. He then conducted a week-long intensive course on the cognitive aspects of bilingualism at the 2006 Australian Linguistics Institute (ALI), also at the University of Queensland. The ALI is sponsored by the top-ranked Australian Linguistics Society and offers master classes lead by invited experts in the field of linguistics.



Istvan Kecskers



Kevin Kinser

Assistant Professor Kevin Kinser, Department of Educational Administration and Policy Studies, has received a \$45,000 grant from the Alfred P. Sloan Foundation for research that will create some of the first-ever informational tools to provide the basis for future research on noncredit education. In his study, *Sources of Data for*

Noncredit Postsecondary Education, Kinser will interview data experts and survey a range of organizations involved in alternative educational programs.

Distinguished Professor Dan Levy, Department of Educational Administration and Policy Studies, was elected to the **Council of Research at the Center on Public Affairs** at Adam Mickiewicz University in Poland.

Matthew Martens, Division of Counseling Psychology, was promoted to Associate Professor with continuing appointment at the University at Albany.



Carla Meskill

Associate Professor Carla Meskill, Department of Educational Theory and Practice, received the **2006 Outstanding Reviewer Award** at the Annual Meeting of the American Educational Research Association.

Assistant Professor Amanda Nickerson, Division of School Psychology, and her team was awarded the **2006 National Association of School Psychologists Presidential Award** for developing one of the first models of crisis intervention explicitly for providers who work in the school setting with children.



Amanda Nickerson

Professor Neal Robbins, in the Department of Educational Administration and Policy Studies, was selected for the **Wall of Fame** at the University of Delaware.

Assistant Professor Bruce Saddler, in the Division of Special Education, was selected to serve on the expert advisory panel that will revise the Wechsler Individual Achievement Test (WIAT II), one of the most influential assessment instruments in the field. Saddler will serve a three year term on the revision panel as the expert in special education and writing.



Bruce Saddler

Donna Scanlon, in the Department of Reading and Associate Director of the Child Research and Study Center, and School of Education colleagues **Lynn Gelzheiser**, Associate Professor in the Divisions of Educational Psychology & Methodology and Special Education, **Frank Vellutino**, Professor in the Division of Educational Psychology & Methodology and Director of the Child Research and Study Center and **Virginia Goatley**, Associate Professor in the Department of Reading and Associate Dean for Professional Studies, have received funding from the Institute of Education Science of the U.S. Department of Education for the project *Enhancing Pre-Service Teachers' Knowledge Related to Research-Based Early Literacy Instruction*. This three-year, \$1.44 million grant will involve collaboration with teacher educators at a variety of colleges and universities to develop and evaluate materials to be used in pre-service language arts methods classes.



Peter Shea

Assistant Professor Peter Shea, Department of Educational Theory and Practice, is involved with two \$45,000 grants studying online teaching and learning. Both projects are funded by the Alfred P. Sloan Foundation. In collaboration with the New Jersey Institute of Technology, **What I Like About On-Line Teaching - Understanding**

Faculty Motivation to Adopt or Reject Instruction via Asynchronous Learning Networks will identify the reasons why faculty accept — or shun — online teaching. For **Student Involvement in On-line Learning**, Shea is working with the University of Central Florida to develop collaborative research protocols to investigate what leads students to participate in online education, or not, and to also position the investigators to carry out a national study of these issues.

Associate Professor Gilbert Valverde, in the Department of Educational Administration and Policy Studies, has been selected as a **Fulbright Senior Specialist** for a period of five years. The intent of this program is to foster international scholarly exchanges by matching senior expertise to requests for such expertise from participating countries. Valverde has already been “matched”, receiving a Senior Specialist’s Grant for work on a project with the Catholic University of Uruguay.



Gilbert Valverde

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. Last Spring, four proposals from School of Education faculty were selected for FRAP support:

Assistant Professor David Dai, Division of Educational Psychology & Methodology, for *Creativity during adolescence*

Professor Richard Haase, Division of Counseling Psychology, for *Is self-efficacy a recursive mediator of the person-behavior relationship?*

Assistant Professor Carol Rodgers, Department of Educational Theory and Practice, for *Educating teachers for reflective practice*

Assistant Professor Zheng Yan, Division of Educational Psychology & Methodology, for *Intuitive and rational judgments and decisions on Internet safety*

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

Manuel Alguero, Ph.D., teaching in the Department of Educational Administration and Policy Studies since 1995.

Leonard Travaglione, Ph.D., teaching in the Department of Educational and Counseling Psychology since 2001.

Helen Stuetzel, Ph.D., teaching in the Department of Reading since 1987.

Thomas Shiland, M.S., NBCT, teaching in the Department of Educational Theory and Practice since 1997.

School Continues President Hall’s Initiatives in China

As part of his endeavors to internationalize the University at Albany as a higher education institution, President Kermit Hall championed several agreements to expand collaborative opportunities between UAlbany and Chinese institutions of higher education. Last May, President Hall signed a comprehensive agreement with President Lizhong Yu from East China Normal University (ECNU) to expand research collaborations, joint degree and curricular programs, and provide regular student and faculty exchanges. The UAlbany-ECNU partnership was the first of several cooperative efforts in China. Forthcoming initiatives include collaborations with Fudan University, Sichuan University, and Nanjing University.

School of Education **Dean Susan Phillips** and several of the School’s faculty have been actively involved in forging these new alliances and will continue these collaborative efforts.

The School of Education is co-sponsoring the International Forum on Teacher Education at the International Center for Teacher Education at ECNU that takes place in Shanghai at the end of October. Dean Phillips will be delivering one of the keynote addresses. Members of the School’s faculty — **Leading Professor Arthur Applebee** and **Distinguished Professor Judith Langer**, both in the Department of Educational Theory and Practice; **Assistant Professor David Yun Dai**, Division of Educational Psychology & Methodology; and **Professor Deborah May**, Division of Special Education — will also participate in the Forum.

Robert Bangert-Drowns, Associate Professor in the Department of Educational Theory and Practice and Associate Dean for Academic Affairs, participated in President Hall’s tour of China from July 11-20. The UAlbany delegation performed a number of tasks. Dr. Bangert-Drowns was able to meet with various faculty of Nanjing University to explore possible affiliations with the School of Education. From Nanjing, the delegation proceeded to Shanghai for a reception with Chinese alumni and Dr. Bangert-Drowns was able to meet many alumni who graduated from the School of Education. Also in Shanghai, Dr. Bangert-Drowns met with education faculty at ECNU to explore their facilities and discuss future collaborations. Assistant Professor David Yun Dai, Division of Educational Psychology and Methodology, also traveled to Shanghai last summer to meet with colleagues at ECNU to begin the work of enacting the UAlbany-ECNU collaborative agreement.

Here in Albany, the School of Education is preparing to host a delegation of Chinese school leaders and teachers who are affiliated with the International Center for Teacher Education at ECNU. The group is scheduled to visit in November. Also, Associate Dean Bangert-Drowns and **Professor Istvan Kecskes**, in the Department of Educational Theory and Practice, are organizing a three-week English Institute for a group of 25 Chinese High School English teachers in August 2007.

Thirty-nine Graduate Students Receive Scholarships

We are pleased to announce the recipients of the 2006 School of Education Scholarships that were presented last May 17, 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 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.

Susan Perdomo, Teaching English to Speakers of Other Languages
Douglas Rosenberg, Secondary Mathematics Education

The alumnae of the Beta Zeta Sorority established the **Beta Zeta Scholarship** to support a student who plans to pursue a career in teaching.

Lois McDonald, Literacy Specialist, Birth-12

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.

Erin Kelly, Literacy Specialist, Birth-6
Robert Nichols, Special Ed/Literacy, two-year program

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.

Liza Cope, Secondary Mathematics Education

The **Arvid J. Burke Scholarship** was established to honor Dr. Arvid Burke, a professor in our Department 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.

Laura Flynn, Ph.D. program in Reading
Georgia Kioukis, Ph.D. program in Ed Administration and Policy Studies
Michelle Morrow, Ph.D. program in Counseling Psychology
Asil Ozdogru, Ph.D. program in Ed Psychology and Methodology
Benjamin Weaver, Ph.D. program in Ed Administration and Policy Studies
Yi-jung Wu, Ph.D. program in Ed Administration and Policy Studies



Arvid J. Burke Scholarship recipients Georgia Kioukis and Benjamin Weaver flanked by classmates Crystal Rion and Sumedha Tagare

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 **Eunice Perine Class of 1900**.

Cayla Briguglio, Secondary Mathematics Education
Lynette Freeman, Secondary English Education
Sonya Whittaker, Secondary English Education

The **Kenneth T. & Kathleen E. Doran Scholarship** is awarded to a student who plans to become a public school teacher 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.

Jonathan Phelps, Secondary English Education

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 guidance 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.

Molly Yackel, C.A.S. program in School Counseling

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.

Benjamin Clark, Special Education/Literacy, two-year program
Rebecca O'Dell, Special Education/Literacy, two-year program
Ramita Paul, Special Education/Literacy, two-year program
Anna Santonastaso, Special Education/Literacy, two-year program
Rita Swatt, Literacy Specialist, Birth-6
Jennifer Minier Wood, Literacy Specialist, 5-12



Gertrude Hunter Parlin Scholarship recipient Rebecca O'Dell, Malcom E. Blum Scholarship recipient Robert Nichols with Deborah May, Chair, Department of Educational and Counseling Psychology

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.

Dilnavaz Hushmendy, Literacy Specialist, 5-12

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.

Don-Lee Applrys, Curriculum Development Instruction and Technology

Kaylynn Azer, Literacy Specialist, Birth-6

Jessica Beal, Literacy, Childhood Education

Karin Bump, Ph.D. program in Ed Administration and Policy Studies

Angela D’Alesandro, Literacy Specialist, Birth-6

Rebecca Kirschman, Literacy, Childhood Education

Jessica Miller, Literacy Specialist, Birth-6

Lisa Morales, Special Education/Literacy, two-year program

Sang-Yeon Park, Teaching English to Speakers of Other Languages

Sarah Tibbetts, Special Education and Literacy, two-year program



Beta Zeta Scholarship recipient Lois McDonald, and Stella R. Pietrzyk Scholarship recipient Dilnavaz Hushmendy

“I am especially delighted to announce the addition of four scholarships. I want to express my heartfelt gratitude and appreciation to the Class of 1955, Northeast Career Planning, and the families and friends of Anna Maria Bonaventura and Dr. Kimberly E. Esterman. It is through their leadership in establishing these scholarships that we build strong links to connect the School’s rich tradition of excellence to the promising future by supporting and encouraging our current students.” –Dean Susan D. Phillips

The **Class of 1955 Scholarship**, established by members of the Class of 1955 and contributors to their fund, supports senior undergraduate or graduate students with demonstrated financial need who plan to pursue a career in teaching.

Michael Nirsberger, Secondary Mathematics Education

The **James Ryan Northeast Career Planning Scholarship** is awarded to a second-year M.S. student in the Rehabilitation Counseling program.

Meghan Geiss, Rehabilitation Counseling

The **Anna Maria Bonaventura Memorial Scholarship** was established in memory of Anna Maria Bonaventura ’74, ’78, ’87. This scholarship is awarded to a graduate student in the School of Education with an interest in teaching English as a second language.

Melody Nadeau, Teaching English to Speakers of Other Languages

The **Dr. Kimberly E. Esterman Memorial Award** was established in the memory of Dr. Kimberly E. Esterman ’2002 to support a student working in the Middle Earth Peer Assistance Program and enrolled in the School of Education with a demonstrated interest in working in alcohol, drug, and/or suicide prevention programs at the collegiate level.

Catherine Borzon, C.A.S. program in School Counseling



Michael Nirsberger with his mother



Deborah May, Richard Bennett of Northeast Career Planning, and Meghan Geiss



Susan Esterman, Dean Susan Phillips, and Catherine Borzon



Deborah May and Melody Nadeau

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

Unique High School-University Collaboration Produces Many Rewards

This past academic year saw Associate Professor Bob Yagelski, Department of Educational Theory and Practice, and Guilderland High School English teacher Alicia Wein pioneer a new form of multi-level collaboration in their co-teaching of both Dr. Yagelski's graduate class Perspectives on Teaching Writing in the Secondary School and Ms. Wein's 12th grade FOCUS English class.



Bob Yagelski and Alicia Wein

Having met through the Capital District Writing Project, which Yagelski co-directs, both educators realized the benefits they could reap from experience in the other's educational venue. For Yagelski, it was a return to the high school classroom where he had last taught in 1988. For Wein it was an opportunity to teach in a graduate-level class, while sharing her high school practices with the Secondary Education graduate students who are hungry for classroom experience. As Dr. Yagelski says, "The idea was, we were going to collaborate as a high school teacher and a college teacher to help one another understand each other's teaching better to bring about a respective expertise to one another's classroom's situations and to do it in a way that wouldn't cost either school a cent."

Alicia Wein's English class is a part the FOCUS program that has been running for twenty-seven years within the Guilderland school system. This program takes students who are at high risk for not graduating within the standard classroom environment. Although there are no 'standard' students in FOCUS, these students are not in need of an Individualized Education Program or similar measures that exist to insure an appropriate level of mastery for all students, and instead benefit from the close-knit community formed around their smaller classes, and a program specific tutoring/mentoring model.

One thing that Wein noted in her teaching was the trend for most students to

disregard their related skills in writing that do not fit the typical profile of academic writing. As she says, "I'm actually surprised by how many of them love to write, but they think that school writing is different." One of the central assignments that Wein and Yagelski utilized with their FOCUS students was the creation of a 'real-life war story'. Inspired by texts such as Tim O'Brien's *The Things They Carried*, the students examined their lives for challenges and trials by fire. As teachers often experience, their students were brutally honest and both Wein and Yagelski were impressed by the scope of emotions and experiences that the students related with bravery and distinct voice. In terms of their actual techniques, both teachers decided to split some responsibilities and team up on others. For instance, in reviewing student writing, both teachers would provide separate feedback. Yagelski said, "Students were getting two voices...which we found out later the students really appreciated."



Wein and Yagelski with Wein's FOCUS students

By incorporating their experiences with the FOCUS students into the instruction of Yagelski's graduate class, Perspectives on Teaching Writing in the Secondary School, both teachers were able to bridge the perceived gap between theory and practice for a room full of eager graduate students. Many of the techniques that Wein uses in her FOCUS classroom directly involve the application of theories about which the graduate students are just learning. Wein felt that she increasingly sees "the value of this kind of professional collaboration—more and more I run into teachers in the secondary setting who are very distanced from academia, who make a lot of decisions based on what works in the classroom, but

they wouldn't be able to support it with theory, for example."

In essence, both Yagelski and Wein used their time in both classes to hone their skills in merging and balancing theory and practice, to which end Wein feels, "One foot in both worlds seems to enhance all of our teaching." For Yagelski, the time in a high school writing class allowed some further reflection on his understanding of writing pedagogy and the methodology he espouses in his classes in the School of Education. "The fundamental philosophy in writing and my beliefs in what constitutes good writing instruction haven't changed—I think what happened...my sense of how this instruction fits into the larger context of education really shaped the way that I wrestled with problems that all teachers faced."

For example, both teachers struggled with a central issue facing high school students: motivation and the understanding of process and revision as a tool to increase mastery. Yagelski says that they tried, "somehow or another to convey to them that this isn't busy work," but instead wanted to highlight the "ability to produce writing to serve your own needs...to learn about writing as a rhetorical act and as an interaction and engagement with the world." These ideas were incorporated into Yagelski's graduate class through a process of modeling and practice that both emulated some of the central tenets of writing at the secondary level and inspired a more complete form of reflection on the graduate students' experiences that helped them begin to shape their personal pedagogies and ideologies.

Yagelski and Wein will be presenting their experiences and insights from this unique and successful collaboration at the Annual Convention of the National Council of Teachers of English in Nashville this November. Their topic is *The Nature of Professional Collaboration as a Way to Deepen Our Understanding of Writing Instruction*.

Both Wein and Yagelski can foresee several other projects sprouting up from last year's experience, including the exploration of a future program where groups of students and teachers could be paired up for similar collaborations.

Phi Delta Kappa News and Events



Valarie Scott

The University at Albany Chapter of Phi Delta Kappa welcomes a new president, Valarie Scott. She is the principal of Yates Arts-in-Education Magnet School in Schenectady and she brings with her a great deal of Kappan experience. Prior to the chapter presidency, Valarie served as Vice President for Programs as well as Reservations and Hospitality Chairperson.

UPCOMING PDK EVENTS

Thursday, October 26, 6-8 pm UAlbany PDK Open House
Turf Tavern, Scotia

Discover how PDK can help meet your educational and career goals. Meet and network with teachers, school leaders and professors from area schools and universities

Tuesday, November 14, 5:30-7:30 pm UAlbany PDK/CDAW A Dinner
Italian American Community Center, Albany

UAlbany PDK and The Capital District Association for Women in Administration are pleased to co-host this dinner with guest speaker Dr. Gilbert A. Valverde from the School of Education's Department of Educational Administration and Policy Studies.

Monday, December 4, 6-8 pm UAlbany PDK Dinner
Best Western Sovereign Hotel, Albany

Dr. J. Kenneth Robertson, Director General (Superintendent) of the New Frontiers School Board in Châteauguay, Quebec, Canada will speak on Leadership: From Model to Metaphor. Dr. Robertson's presentation begins at 7:15 and is open to the public.

For more information and to register for any of these events
Valerie Buchanan, Reservations and Hospitality Chairperson
(518) 355-9793 or buchananv@schenectady.k12.ny.us

UAlbany PDK inducted 17 new student members last May at a ceremony held in the Campus Center of the University's Uptown Campus.

Andrea Alderman	Jessica Mulson
Lindsey Anson	Matthew Pellowski
David Burch	John Schepisi
Lynette Feliciano	Kathryn Sokaris
Cassandra Gronlund	Angela Spanakos
Cara Hart	Cassandra Steitzer
Tara Hayford	Erin Sullivan
Rebecca Locke	Heather White
Laura Mozeik	

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

HOMEcomings WEEKEND, OCTOBER 20-22

SCHOOL OF EDUCATION WINE TASTING & OPEN HOUSE FRIDAY, OCTOBER 20, 4:30 – 7:00 pm Education Building, First Floor Lobby

Dean Susan Phillips invites you to come back for a visit!

Please join her and the faculty at our Homecoming Weekend Open House. What better way to start the weekend than by catching up with old friends and School of Education faculty while sampling some of the finest wines the region has to offer and a sumptuous array of hors d'oeuvres especially paired to complement the wine.

RSVP

Mary Ellsworth

442-4985, mellsworth@uamail.albany.edu

Alumni Profile: Custer and Doris Quick, Class of 1955



Doris and Custer Quick

With more than 100 years of experience between them, Custer and Doris “Dottie” Quick have enjoyed long careers in education rich with a variety of roles and responsibilities. In fact, both continue to influence and shape the educational environment of the Capital Region. In a field that sees a great deal of attrition among new teachers and administrators, the Quicks serve as fine examples of committed educators who have spent a lifetime fostering the growth and development of their students as well as contributing to the growth and development of the field of education.

Custer Quick worked at many schools in the Capital Region in positions ranging from science teacher, assistant principal, guidance counselor, elementary and high school principal, superintendent, and District Superintendent for the Capital Region Board of Cooperative and Educational Services (BOCES). Dottie Quick taught English in many school districts including Bethlehem, Schenectady, and Burnt Hills. Dottie worked as an English teacher, an English department chair, as well as the internship supervisor for Union’s Master of Arts in Teaching program and the Co-director of the Capital District Writing Project.

While their careers took different paths, the New York State College for Teachers (NYSCT) was the starting point for both educators. In fact, Custer and Dottie Quick are both “pure-bred” Great Danes; they earned all of their undergraduate and graduate degrees at the educational institution that has now evolved into the University at Albany. Custer started with a Bachelors degree in Teaching Biology, then went on to earn a Masters in Counseling and Guidance and a doctorate in Educational Psychology. Dottie started with the Bachelors degree in Teaching English and continued her studies with a Masters and Doctor of Arts in English. The Quicks met when they were both undergraduates at NYSTC, at a campus production of “This Property is Condemned.” From that point on, Dottie and Custer began their life of teamwork and educational endeavors that would last through their retirements in 1989 and 1991 respectively. They both, however, have not stopped working and continue their commitment to the field of education with their active involvement in the International Center for Leadership in Education.

The Quicks are active UAlbany alumni and devoted fans of the Great Dane’s Men’s Basketball Team. They both feel that they received outstanding educations at UAlbany, a university which Custer says gave him “the feeling that what they were providing for me is what students now want in the classroom, there were people who cared, people who pushed me...caring and recognition all the way through.” Dottie had grown up in Albany and initially hesitated attending a school that was in her backyard. “I did not want to go to SUNY Albany—that’s not why we go to college, to go next door...Certainly after I graduated I realized I had a heck of an education. I had a marvelous background.” Now, both the Quicks realize that they were able to pursue such varied and rewarding careers because of the education, training, field experience that the School of Education and the University provided. Custer feels that what made his courses in the School of Education so good was the strong emphasis on practice, that through all his programs his professors “really taught me about how you make kids understand, how to see the connections... everything was slanted towards education—how are you going to present this to kids?”

In the fifty-one years since they were undergraduates, the Quicks have watched the New York State College for Teachers, with a little over 2,000 students and a campus that covered only two city blocks, evolve into the nationally ranked University at Albany with over 17,000 students and three growing campuses. (As the University added more academic programs and faculty, the School of Education became the home of the original NYSCT programs and faculty). The Custers saw that the University constantly revised its mission to match the educational environment and faced many challenges well, including focusing on diversity and raising its academic profile to attain the current prestige that the school has. The Quicks witnessed UAlbany’s development from a small, geographically and racially homogenous college into a diverse and forward thinking University. They are proud of the way the University responded to the world’s needs in a sophisticated manner while remaining true to the local communities that support the campus.

Like the University at Albany, Custer and Dottie Quick’s careers grew and developed over the last fifty years. They both took on new challenges and played active roles in shaping the educational environment of the greater Capital Region. In their current work with the International Center for Leadership in Education, the Quicks research and present workshops on a broad range of topics, one of which is the development of excellent teachers. The Quicks have been able to use their expertise and years of experience to create site-specific reforms for the Center. Dottie addresses writing instruction and curriculum reform while Custer works on the process of educational and administration related change.

The School of Education is very proud to count Custer and Doris Quick among its alumni. It is through such outstanding careers as educational leaders and innovators as the Quicks’ that we enhance our best practice in the field, extend our knowledge into new spheres, and provide examples of excellence to guide the paths of students and junior colleagues.

School Opens Pathways Into Education Center

The first of its kind on the University at Albany campus, the Pathways Into Education (PIE) Center is a new way to assist prospective students interested in School of Education programs. The PIE Center will provide the best and most accurate information for those interested in pursuing careers in education.

The PIE Center is the central location for undergraduates and other prospective students seeking information about and assistance with the undergraduate Education Studies Minor, teacher certification, and graduate-level education programs. The PIE Center will offer events to help students prepare for the job-hunting process, such as the Hudson Mohawk Education Expo Job Fair, Resume Writing Workshops, and Job Interviewing Tips & Information Nights. Additionally, the PIE Center staff assists students in applying for teacher certification through TEACH, the new online certification application process recently launched by the New York State Education Department.

Dr. Virginia Goatley, Associate Dean for Professional Studies, oversees the operation of the center and assists with various PIE events and teacher certification issues. The PIE Center staff includes individuals from across the School of Education who serve both current and prospective students. Jennifer Hogan, the Director of the PIE Center, and Heidi Audino provide general information about the School of Education's programs. Jennifer also advises non-matriculated students who have not yet selected a specific graduate program and Heidi also advises non-matriculated Reading students. Sedef Uzuner advises students in the Department

of Educational Theory and Practice and provides information about its programs. Georgia Kioukis advises UAlbany undergraduates minoring in Educational Studies and she supervises the Future Educator's Club. The PIE Center also coordinates EDU 390, Community Service in Education, a course in which students volunteer in any number of educational settings in the Capital Region. Chi-Hua Tseng designs and maintains the School's websites and designs the School's publications.



Heidi Audino, Georgia Kioukis, Sedef Uzuner, Jennifer Hogan, Chi-Hua Tseng, and Associate Dean Virginia Goatley

TEAC, Continued from page 1

The TEAC Committee members included:

Virginia Goatley (TEAC Committee Chair), Associate Dean for Professional Studies

Jane Agee, Associate Professor, Department of Educational Theory & Practice

Michael Green, Assistant Dean

Jennifer Hogan, Assistant to the Dean

Vicky Kouba, Professor, Department of Educational Theory & Practice

Deborah May, Chair, Department of Educational and Counseling Psychology and Division Director, Special Education

Joan Newman, Division Director, Educational Psychology and Methodology

Jerusalem Rivera-Wilson, Director of Clinical Training and Field Experience, Department of Educational Theory & Practice

Sean Walmsley, Chair, Department of Reading

The Inquiry Brief reflected the academic rigor and efficacy of the programs dedicated to literacy, teaching English to speakers of other languages; and in elementary, secondary, and special education.

TEAC accreditation serves as a national recognition of excellence that is echoed in many of the School's state-wide and national community engagement initiatives including the Capital Area School Development Association, the Northeast Partnership for Literacy, and the web-based "Tool Kit" for schools developed by Just for the Kids-New York.

Similarly, the School is home to several national literacy programs such as the Capital District chapter of the National Writing Project, the Center on English Learning and Achievement, and the Child Research and Study Center. Furthermore, participation in research and outreach in science and mathematics education such as the Teaching Mathematics for Understanding project in

the Capital Region, the National Science Foundation study of equity in mathematics education, and IBM's Transition to Teaching initiative to fill the nation-wide short fall in qualified math and science teachers, keeps the School at the forefront of leadership and research on teacher preparation.

TEAC accreditation is valid for five years starting April 2006, and complies with the current New York State Education Department mandate that all teacher preparation programs be accredited by one of three approved organizations. By securing a nationally recognized accreditation from a competitive and rigorous board such as TEAC, the School of Education and its teacher preparation programs can verify to the state and the nation that the work it has and will continue to pursue meets and exceeds high expectations. Achieving TEAC accreditation upholds the School's tradition of excellence and reinforces its commitment to preparing another generation of top-quality teachers.

The Fourth Harbison Fellow Begins Studies This Fall



Millah Musungu

The School of Education is proud to announce the recipient of the 2006-2007 Ralph W. Harbison fellowship, Millah Musungu. The Harbison Fellowship exists to recognize promising students in the field of education who exemplify leadership, commitment to excellence and community, exhibit prior outstanding scholarship, and are committed to education, despite limited access to graduate studies. Ms. Musungu is a doctoral student in the Division of Educational Psychology and Methodology. Originally from Kenya, Ms. Musungu worked as a tutor at Kenyatta University in Nairobi after receiving her MS in Educational Psychology and Methodology from the School of Education in 2004. After spending time back in Kenya she

became convinced of the importance of grounding educational practice in research and disseminating these best practices and research results into the underserved areas of her country. She felt the best way to achieve this was to obtain the doctorate and return to Kenya. Upon completing her doctoral studies here, Ms. Musungu plans to return to Kenya to pursue a career as a university professor, working to implement the reciprocal relationship between research and practice, as well as mentoring a new generation of college students and junior faculty. Joan Newman, Division Director of Educational Psychology and Methodology says, "We have found her to be extremely hard working as well as academically capable. We look forward to learning more about education and life in Kenya, as well as helping Millah develop knowledge and research skills to contribute to education in her country."

Ms. Musungu follows in the footsteps of three previous Harbison Fellows, Ms. Ancelle Scheker-Mendoza, from the Dominican Republic, Ms. Layheng Ting, from Cambodia, both doctoral students in the Department of Educational Administration and Policy

Studies, and Ms. Janice Harewood, from Barbados, who is in the Ph.D. program in Counseling Psychology.



Irene Harbison, Ancelle Scheker-Mendoza, Layheng Ting, and Janice Harewood

The Ralph W. Harbison Fellowship Fund, founded by his wife Irene, provides support for graduate students in the School of Education. The Fellowship Fund is a tribute to Dr. Harbison, who served as Dean of the School of Education from 2000-2002 and 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.

Educational Administration Student Interns at UNICEF

Chisaki Masukawa, a M.S. student in the Education Administration Policy Studies department, secured an internship with UNICEF in Tajikistan. Born of Masukawa's desire to continue her studies on Central Asian regional issues, she worked in Tajikistan's capital, Dushanbe, for the months of August and September of 2006. The UNICEF internship program is designed for graduate students who are interested in a future career with UNICEF.

Masukawa came to the School of Education's Educational Administration and Policy Studies program in fall 2005 from Tokyo University of Foreign Affairs. She participated in the

Department's Comparative and International Educational Policy Program.

After completing her M.S., Masukawa will continue her studies at the University of Tokyo, in a graduate program for human security, specializing in Russian and Central Asian studies. It is this focus, Masukawa says, as well as her interest in the educational development of Tajikistan after its independence from the USSR that inspired her application to the UNICEF internship. One of the biggest challenges that she expected to face was "the region's difficulty in transitioning from the education system

in the Soviet era to the new system which will be affected by marketization and decentralization." In particular, Masukawa participated in the assessment of causality for high dropout rates, analysed the data collected and raised community awareness of the factors influencing the dropout rates for girls in education. While this current project drew on her knowledge of the Russian language as well as issues unique to central Asia, she hopes to continue to apply the research she has done in her M.S. program on other geographic areas.

\$1 a Day + Learning = Education \$365

Last year we launched a new annual fund initiative for the School of Education – *Education \$365* – and the results were outstanding! Thank you for your generosity and for helping us to raise the most charitable donations ever in the recent history of the School!

Education \$365 complements the University’s *President’s Club* and other recognition clubs and has been embraced by more School of Education (formerly the New York State College for Teachers) alumni and friends than any other. Take \$1 a day, add learning and knowledge and that will equal *Education \$365*! We hope that you will join the *Education \$365* initiative providing support for your department, your school, or a special scholarship fund. Whatever you choose, your gift will assist students and faculty with tuition, tools, and technology that makes excellence in education possible.

Please look for the  on the donation form.

With our goal for continued excellence in education, we are grateful for your support!

Thinking about the future?

Interested in supporting the School of Education, but not sure how to best do that?

Planned Giving could be the solution. To learn more, contact

Ruth Schulman
 Director of Development
 School of Education
 (518) 442-4991
rschulman@uamail.albany.edu

✂

Fall into action! Support UAlbany’s School of Education

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

Yes! I/we support the mission of learning and discovery at the UAlbany School of Education with a gift to the UNIVERSITY AT ALBANY FOUNDATION.

THE PRESIDENT’S CLUB

- DAVID PERKINS PAGE SOCIETY** Gifts of \$10,000+
- FOUNTAIN** Gifts of \$5,000 to \$9,999
- PODIUM** Gifts of \$2,500 to \$4,999
- PURPLE & GOLD** Gifts of \$1,000 to \$2,499

OTHER RECONGNITION CLUBS

- MINERVA CLUB** Gifts of \$500 to \$999
- CARILLON CLUB** Gifts of \$250 to \$499
- ALBANY CLUB** Gifts of \$100 to \$249

You can make a DIFFERENCE !

- Give Online. Go to *www.albany.edu* and click on “Support UAlbany”
- Enclosed is a check in the amount of \$ _____, made payable to UNIVERSITY AT ALBANY FOUNDATION
- Please charge \$ _____ to VISA / MASTERCARD / AMERICAN EXPRESS / DISCOVER

Please direct my gift to:

 *Education \$365*
 _____ Other School of Education Initiative / Department _____

Account # _____ / _____ / _____ / _____ / Exp _____

Name as it appears on card: _____

Signature: _____ Date _____

Please mail your check or credit card information, along with this form, to:

Ruth Schulman, Director of Development, ED 246, University at Albany, NY 12222

Information Update

Please allow us to update your records:

Name _____

Address _____

Phone _____

Email _____

Spouse/Partner _____

Employer _____

For more information, contact Ruth Schulman, Director of Development for the School of Education, (518) 442-4991 or *rschulman@uamail.albany.edu*

**School of Education
Wine Tasting &
Open House**

**Home coming Weekend
Friday, October 20
4:30-7:00 pm
Education Building
First Floor Lobby**

What better way to start the weekend than by catching up with old friends and School of Education faculty while sampling some of the finest wines the region has to offer and a sumptuous array of hors d'oeuvres especially paired to complement the wine selections.

SAVE THE DATES...

Winter Graduate Commencement Ceremony
Sunday, December 10, at 1 pm
Recreation and Convocational Center (RACC)

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

Visit www.albany.edu/commencement

Education Expo, March 22

The Hudson Mohawk Education Expo 2007
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, assistant principals, school counselors, school psychologists, and library media specialists

Application information and important updates can be found at www.albany.edu/education



SCHOOL OF EDUCATION
UNIVERSITY AT ALBANY State University of New York

Dean's Office
ED 212
1400 Washington Avenue
Albany, New York 12222-0001

NONPROFIT
U. S. POSTAGE
PAID
ALBANY, NEW YORK
PERMIT NO. 205