Greetings, all!

It is a pleasure to write to you as we in Albany look forward to the season of renewal. Whether you are in the chilly Northeast, or perhaps in the warmth of Florida, I join you in welcoming the new year, and the promise of Spring! And, in that spirit, here at the School of Education, we have much to be proud of. You’ll see here many of the accomplishments of our faculty, students, and alumni, as we work to make a difference — locally, across the nation, and beyond. And, you’ll also see here that the School of Education is home to a number of opportunities for professional growth and renewal across a variety of areas. We are honored that the outstanding professionals from the region, as well as colleagues from around the world, have chosen to join the remarkable community of scholarship and practice in the School of Education as the place to further their professional development.

We are also delighted to welcome back our alumni and friends who have so enriched our community, and our professions, and hope that you’ll continue to stay in touch. We continue to expand 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 deampillips@albany.edu, and I’ll look forward to hearing from you!

Susan D. Phillips
Dean

Doctoral Program Ranks Top in Nation

Our Ph.D. program in Educational Administration has been recognized as one of the Top 10 programs in the nation, according to The Chronicle of Higher Education. A new index for ranking doctoral programs, conducted by Academic Analytics, has ranked the top programs in 104 fields and the top 10 programs in 24 disciplines. Our Educational Administration program ranked seventh in its discipline.

“We’re gratified to be recognized once again for our outstanding academic programs and the quality and productivity of our faculty,” said UAlbany Provost and Officer in Charge Susan Herbst.

The Department of Educational Administration & Policy Studies seeks to enhance the understanding and practice of educational leadership and policy at all levels of schooling. The faculty are regionally, nationally and internationally recognized experts in educational policy as well as elementary, secondary, and postsecondary school management and leadership. Through studies leading to a masters degree, advanced graduate certificate, certificate of advanced studies or a doctorate, students are prepared to be successful educational leaders as school and district level administrators, college and university faculty and administrators, and researchers and policymakers at domestic and international agencies and foundations around the world.

The 2005 Faculty Scholarly Productivity Index ranks 7,294 individual doctoral programs in 104 disciplines at 354 institutions. It also ranks institutions in broader categories, including humanities and biological sciences, as well as institutions as a whole. Index findings were released in the Jan. 12 issue of The Chronicle of Higher Education.

“Although there is no one way to measure excellence in graduate education, Academic Analytics has chosen to focus on the single variable most highly correlated with program quality, namely, the scholarly productivity of its faculty. The FSP Index provides one objective measure of quality,” said Marjorie Pryse, UAlbany’s Dean of Graduate Studies.

Institutions are categorized as large research universities (those with 15 or more doctorate programs) and small research universities. For a program to be included in the 2005 index, it must have 10 or more faculty members or one-half the median number of faculty members for a program in that discipline.

The productivity of each faculty member is based on the number of books and journal articles published; citations of journal articles; federal-grant dollars awarded; and honors and awards.

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PROFESSIONAL DEVELOPMENT
THE SCHOOL OF EDUCATION
and
THE NEW YORK STATE READING ASSOCIATION
are pleased to co-sponsor
RESPONSE TO INTERVENTION: FROM RESEARCH TO PRACTICE
Friday, March 23
Location: Best Western Airport Inn, Albany
Time: 8:30 am – 4 pm (Incl. meals)
Fee: $60 ($40 for NYSRA members)
For more information: http://www.nysreading.org

Recent federal legislation gives schools the option of using Response to Intervention (RTI) as an alternative for determining whether children are identified as learning disabled. This full day workshop will address the differences between an IQ–Achievement discrepancy approach and an RTI approach to LD classification and the advantages to using an RTI approach. The research conducted at the School of Education’s Child Research Study Center (CRSC) that supports the use of RTI for reading difficulties will be presented along with a general model for RTI implementation. Particular emphasis will be placed on teaching to prevent inappropriate LD classifications drawing on the Interactive Strategies Approach illustrated throughout the workshop.

Presenters are School of Education faculty and CRSC research associates

- Frank R. Vellutino, Professor, Division of Educational Psychology and Methodology and Director, CRSC
- Donna Scanlon, Associate Professor, Department of Reading and Associate Director, CRSC
- Lynn Gelzheiser, Associate Professor, Division of Special Education and Researcher, CRSC
- Joan Sweeney, Research Associate, CRSC
- Kim Anderson, Research Associate, CRSC
- Peggy Connors, Reading Teacher and CRSC Collaborator

Best Practice Studies of NY Schools

Just for The Kids-New York (JFTK-NY) is a public-private partnership of the State of New York, The Business Council of New York State, and the School of Education and is part of the national JFTK study of consistently higher performing schools across the country.

The Best Practice Studies of the top performing schools in New York were conducted by the JFTK-NY research team lead by Leading Professor Arthur Applebee. Below are the top ten New York public elementary schools featured:

- Charles A. Upson Elementary, Lockport
- George M. Davis Elementary, New Rochelle
- Gotham Avenue Elementary, Elmport
- Lawrence Avenue Elementary, Potsdam
- Mannsville Manor Elementary, Mannsville
- Naples Elementary, Naples
- Smallwood Drive Elementary, Amherst
- Traphagen Elementary, Mt. Vernon
- Ulysses Byas Elementary, Roosevelt
- Webster Elementary, Syracuse

JFTK is designed to use school data and best practices to inform and inspire educators, lawmakers, and parents to improve student achievement. All products from this project – comparative school data, highlights of consistently higher performing elementary schools, the “best practice framework,” case studies, and a self-improvement audit tool – are accessible online and are designed to give every school a clear picture of its academic health and, especially, to provide struggling schools a way to replicate the successful practices of high-performing districts, schools and classrooms.

For more information on the top performing schools in New York: www.Just4Kids.org/NY

Just for the Kids-New York

THE CAPITAL DISTRICT WRITING PROJECT
INVITATIONAL SUMMER INSTITUTE
Monday, June 25 – Thursday, July 19
Pre-Institute retreat in May
Location: University at Albany Uptown Campus
Mondays-Thursdays
Program: 150 hours
Application deadline: April 1
For more information: cdwp@albany.edu

The Capital District Writing Project (CDWP) Invitational Summer Institute is an intensive professional experience through which participating teachers immerse themselves in their own writing and in the study of writing instruction. Selected teachers from throughout the Capital Region come together to explore strategies for teaching students at all grade levels to write well and for enhancing student learning in general. Teachers work on their own writing, study current research and theory, share teaching strategies, and learn about writing and teaching from visiting experts in the field.

Teachers who participate in the Summer Institute receive a $1,000 stipend and earn 150 hours toward required professional development. They also have opportunities to consult with schools in the Capital Region and to engage in a variety of regional and national professional development activities.
AWARDS

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 Christine Fan for the Fall 2006 honor. Christine graduated with a GPA of 4.0 from our M.S. program in Secondary English Education in the Department of Education Theory and Practice.

The University at Albany Dissertation Research Fellowship Awards support doctoral dissertation research. Three Ph.D. students in Educational Psychology and Methodology received awards last fall:

Tom Biderman, Correlates of Shome and Guilt in Response to the Student Report Card: Evidence from Cross-Cultural Research
Leigh Mountain, Violence-Based Videoconferencing: Results of a Series of Experiments for the Effect of Sing-Sing-Type Violence
Katerina Pasha, Using Propensity Score Methods to Assess Social and Behavioral Effects of Character Education Programs: A Middle School Application

The University at Albany Benevolent Association Awards support selected graduate students’ research projects each year. Four doctoral students from the School of Education received awards last fall:

Maria Albert, Ph.D. in Reading, Enhancing Literacy Among Rural, Work-Oriented Youth
Krista Damann, Ph.D. in Counseling Psychology, The Relation of Multidimensional Identity Statuses to Psychosocial Functioning
Kristen Dams-O’Connor, Ph.D. in Counseling Psychology, Social Norms Perceptions and College Student Health Risk Behavior
Christy Olezeski, Ph.D. in Counseling Psychology, The Effects of Family Experiences on Psychophysiology and Behavior

NICE HEARING FROM...

Frank Lammas, a graduate of our M.S. and Ph.D. programs in Educational Administration and Policy Studies, has served as Vice President for Student Affairs at the University of Texas at Arlington for the last year and a half. Prior to that, he was at Rochester Institute of Technology for ten years, where he served as Interim Vice President of Student Affairs and Associate Vice President.

Shuang Li, a graduate of our M.S. and Ph.D. programs in Reading, is teaching Chinese at the Millenium Townhouse School District in Pennsylvania. Her Mandarin program has 150 students and is now one of the largest programs in the United States. Li has been on the board of directors of CLASS (Chinese Language Association of Secondary-Elementary Schools) for the past two years. She was the recipient of the CLASS-Fulbright summer study abroad program in 2004, and spent six weeks in China. This year Li is representing CLASS at the Ohio State University’s first annual workshop to develop a set of Chinese performance standards for Ohio’s K-16 Flagship grants, which allows Ohio to set up centers and a curriculum to teach Chinese and other critical languages on a superior level. When she isn’t traveling to China or teaching Chinese, Li finds the time to visit her son in Schenectady and speak Chinese with her three-year-old granddaughter.

Bill Marcus, a graduate of our M.A. program in Teaching Social Studies, has spent the last several years in Shanghai, China. He set off for Shanghai in 2002 to study Chinese and to teach English at Fudan University. His commentaries on life in China have appeared in the Albany Times Union and WROK. He landed a small speaking part in the film “The Painted Veil” after being cast as a non-speaking extra in the party scene. “As the second day of shooting the party scene was coming close, John Curran, the director, came over to me and asked me where I was from and if I had an accent. When I told him I was from New York and lived in Asbury, he asked me to... test for the part of the American businessman. As we got to talking, it turned out he was born in Utica and did a couple of years at Syracuse School of Film.” Marcus plans to return to Albany later this year.

HONORS

Mark Barth, a graduate of our Ph.D. program in Curriculum and Instruction, was elected to the Albany Board of Education and will serve on the board through 2010. He is currently an Associate at the New York State Education Department’s Office for Elementary, Middle, Secondary and Continuing Education/Regional School and Community Service.

Maria Diana, a graduate of our B.A. program in English Education, M.S. program in Guidance and Personnel Services, and C.A.S. program in Counseling, was appointed to the Orange County Community College Board of Trustees. Before retiring in 2004, Diana spent 30 years within the Minisink Valley School District mainly in the position of High School Counselor. She will serve on the SUNY Orange Board of Trustees through June 2013.

Twelve of our alumni and students received National Certification from the National Board for Professional Teaching Standards and joined the elite group of 685 New York state teachers who have earned this distinction of professional excellence:

Anna Marie Bonafide, B.A. in English and a current Ph.D. student in Curriculum and Instruction
Annmarie Cipollone, M.A. in Teaching French
Shelley Dante, M.A. in Liberal Studies
Richard Ernst, B.A. in French, M.A. in Foreign Language Education
Alan Flero, B.S. in Teaching Biology, M.S. degrees in Advanced Classroom Teaching and Reading, Ph.D. in Curriculum and Instruction
Ella Harppinger, M.L.S. in School Library Media
Theresa Hutton, B.A. in Teaching English
Karen Maher, current Ph.D. student in Reading
Lisa Mickle, M.S. degree in Educational Psychology and Educational Administration
Julie O’Neill, C.A.S. in School Psychology
Michael Pipa, M.A. in English

School of Education’s Dean’s List, Summer and Fall 2006

Graduating students with a record of sustained academic excellence

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<tr>
<td>Amber Beagle</td>
<td>Michelle Grillo</td>
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<td>Ralph Carotenuto III</td>
<td>Cathleen Hart</td>
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<td>Laura Conti</td>
<td>Lora Kishel</td>
<td>Linda Smith</td>
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<td>Staci Cramer</td>
<td>Karen Latte</td>
<td>Lisa M. Smithling</td>
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<td>Angela D'Alessandrag</td>
<td>Rebekah Locke</td>
<td>Sharon Staebe</td>
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<tr>
<td>Kimberly DiMarco</td>
<td>Marna Metzler</td>
<td>Cassandra Stitzer</td>
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<tr>
<td>Peter Feeman</td>
<td>Matthew Pellowski</td>
<td>Heather White</td>
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FACULTY NEWS

Leading Professor Arthur Applebee, Department of Education Theory and Practice, has been invited to a three-year term on the Reading and Writing Education Research Review Panel at the Institute of Education Sciences.

Leading Professor Arthur Applebee and Distinguished Professor Judith Langer, both in the Department of Educational Theory and Practice, have received another $100,000 grant toward the National Study of Writing Instruction, a collaborative project with the National Writing Project and the College Board. This new grant brings the total funding for the first two years of the project to $300,000.

Associate Service Professor Joseph Bowman, Department of Educational Theory and Practice, was featured on the Center for Digital Government's website “In the Arena” series. His interview can be found at www.centerdigitalgov.com/story.php?id=69396.

Jane Domaracki, Coordinator of Special Education Programs in the Division of Special Education, has been invited to serve on the New York State Education Department's Content Advisory Committee for the New York State Teacher Certification Examinations.

Assistant Professor Abbe Herzig, Department of Educational Theory and Practice, recently offered the workshop Finding and Keeping Graduate Students in the Mathematical Sciences, at the American Institute of Mathematics (AIM). This was the first non-mathematical workshop that AIM has sponsored, and it was so successful that the National Science Foundation invited Herzig to participate in the reevaluation of their program, Enhancing the Mathematical Sciences Workforce in the 21st Century.

Professor Peter Johnston, Department of Reading, delivered the keynote address, “Talking Kids into Literacy” at the Ninth Annual Kansas Reading Recovery and Early Literacy Conference in February.

Distinguished Professor Judith Langer, Department of Educational Theory and Practice, was the keynote speaker at the New York State United Teachers Literacy Institute in February.

Professor Hal Lawson, Department of Education Administration and Policy Studies, has been selected by the Knowledge Works Foundation to study P-16 councils that work to develop collaborations and pathways from pre-school through college. Lawson has also been appointed to a select national network of the Coalition for Community Schools of the Institute for Educational Leadership to develop new professional education programs and accompanying research agendas for school principals.

Associate Professor Matthew Martens and Assistant Professor Matthew Miller, both in the Division of Counseling Psychology, have been named to the Editorial Board of the Journal of Counseling Psychology.

Professor Deborah May and Staff Associate Mimi Stautlers, both in the Division of Special Education, received a $10,000 grant for their project Universal Design for Learning Mathematics: Reducing Barriers to Solving Word Problems.

Carol Rodgers, Department of Education Theory and Practice, was promoted to Associate Professor with continuing appointment at the University at Albany.

Professor Cornelius Robbins, Department of Educational Administration and Policy, has completed The SUNY Community College: An Oral History of the First 30 Years. Robbins collected over 100 interviews of faculty, administrators, presidents, and trustees who developed SUNY’s 30-campus community college system.

Assistant Professor Bruce Saddle, Division of Special Education, was recently named to the editorial review boards of two journals, Reading and Writing Quarterly, and Masters Scholarly Review. He was also selected to co-coordinate the research strand of the 16th Annual World Congress on Learning Disabilities.

Assistant Professor Peter Shea, Department of Educational Theory and Practice, has been awarded a $260,000 Sloan Foundation Grant to study ways to increase access to instruction and enhance student learning. Shea will focus on the uses of “blended learning,” combining a traditional classroom setting with the online classroom.

Staff Associate Mimi Stautlers, Division of Special Education, has been appointed to the New York State Child Specific Task Force on Behavior.

Professor Frank Vellutino, Division of Educational Psychology and Methodology, has been selected to serve on the National Institute for Literacy’s Commission for Reading Research, which will assess the current status of research-based knowledge on how K-12 students learn to read, including the effectiveness of various approaches of teaching children to read.
Professor and Chair Alan Wagner, Department of Educational Administration and Policy Studies, will be joining North Carolina Governor James B. Hunt, Jr., US Secretary of Education Margaret Spellings, and panelists from across the nation at the 2007 Annual Emerging Issues Forum where he will be presenting on the topic How Does the U.S. Measure Up?. Wagner will also be the keynote speaker at the 15th Annual National Education Finance Summit, where he will speak on preparing students for a global economy.

Assistant Professor Kelly Wiseman, Department of Reading, has been awarded the Research on Women in Education 2006 Selma Greenberg Dissertation Award for her dissertation “Can’t Let It All Go Unsaid”: Self-Definition, Sisterhood, and Social Change in the Literacy and Artistic Practices of Young Women of Color. The award will be formally announced at the American Educational Research Association Annual Meeting this April.

Associate Professor Robert Yagelski, Department of Education Theory and Practice, has begun a four-year term on the Executive Committee of the Conference on English Education.

Grant Bolsters Research in Global Education Policy

The Department of Educational Administration and Policy Studies received a $250,000 award from the Ford Foundation to support its Comparative and International Education Policy Program (CIEPP).

The program — which undertakes scholarship and advanced level training around emerging global issues in education policy — conducts research, participates in major public policy debates and trains researchers and practitioners at the doctorate and masters levels.

The funding will help CIEPP strengthen links and partnerships with other programs, centers and sites, and create new ties with academic and policy centers with national and international higher education policy interests. It will also assist CIEPP’s work in attracting and developing early to mid-career scholars in the field, as well as expand dissemination, visibility and use of the scholarship and information base.

PLEASE JOIN US ...

AERA ANNUAL MEETING
APRIL 9-13, CHICAGO

SCHOOL OF EDUCATION RECEPTION
WEDNESDAY, APRIL 11
7-9 P.M.
MOULIN ROUGE
THE FAIRMONT CHICAGO
200 NORTH COLUMBUS DRIVE

Dean Susan D. Phillips and the School of Education faculty invite you to reunite with classmates and colleagues and make new friends among the faculty, students and alumni who are attending this year’s American Educational Research Association conference.

RSVP
Michael Green
(518) 442-4992
mgreen@uamail.albany.edu

For a list of faculty and students presenting at AERA: www.albany.edu/education/aera

ALUMNI WEEKEND
JUNE 1-3

SCHOOL OF EDUCATION HOSPITALITY SUITE
SATURDAY, JUNE 2
3-4:30 P.M.
MILNE 200
DOWNTOWN CAMPUS
135 WESTERN AVENUE

Come back for a visit!

Please join the School of Education faculty and students at our Hospitality Suite. This is a great place to stop by during the weekend’s flurry of activities, meet up with your classmates and catch up on the School’s latest news and new activities!

RSVP
Mary Ellsworth
(518) 442-4985
mellsworth@uamail.albany.edu
Thank you from the School of Education

The School of Education would like to extend sincere thanks to the hundreds of alumni, faculty, staff, and friends who contributed to the School of Education during the 2005-2006 Fiscal Year. Your generous gifts provide vital funds that directly support the professional development activities of students and faculty in ways that are often not possible through other means. Thus, it is with the most heartfelt gratitude that we appreciate your support and generosity.

The following donors have contributed all or a portion of their annual gift in support of programs, initiatives, scholarships and funds in the School of Education from July 1, 2005 to June 30, 2006.

**The President’s Club**
David Perkins Page Society ($10,000 and up)
General Electric Foundation
Irene Harbison
University Auxiliary Services
Anonymous

**Fountain Society** ($5,000 - $9,999)
Anonymous
Concetta Bonaventura
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**Podium Society** ($2,500 - $4,999)
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**Purple and Gold Society** ($1,000 - $2,499)
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Peggy Esterman
Susan J. Esterman
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Kathleen Oberst McManus ’54
Peter M. McManus ’54
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Carol A. Zablocki ’70

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Nicholas Argyros ’65
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Steven A. Basinait ’69
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Joseph H. Benedict ’66
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Peter J. Cayan ’75
John H. Coady ’84
Edwin J. Cook ’74
Ann E. Greene DeForge ’70
Arleen DiCaprio
Patrick R. DiCaprio ’74
Kathleen E. Doran ’70
Kenneth T. Doran ’39
Thomas G. Funinello ’76
Kristin M. Gannan ’93
Linda Matson Hamaty ’60
Garry Johnson
Harold R. Johnson ’51
Katherine K. Johnson ’96
Nancy L. Johnson ’73
Kathryn Loucks Johnson ’51
Veronica Gabrielli Keegan ’74
James J. Kiepper ’62
Gloria J. Kimbrel ’78
Craig A. Kimmelblatt ’99
Rachel Matzkin Kimmelblatt ’99
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Nadine Kaflowitz Lindner ’81
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Anne-Marie Tibbetts ’50
John R. Tibbetts ’42
James A. Tobin ’78
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Mary Ann Flannery Williams ’75
Joseph Wittek ’92

**Albany Club** ($100-$249)
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Judith Clark Aidala ’76
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Ann Norman Aumand ’77
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Bernice M. Bates ’84
Judith Godzialsaki Bell ’71
Daureen A. C famously Bennett ’90
Maureen A. Bernstok ’76
Joel D. Bernstok
Neil S. Beroz ’78
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Edward Brookfield ’63
Sharon Parr Broomfield ’63
Cindy S. Brownstein ’79
Joan L. Gold Bunning ’72
Steven Bunning
Laura C. Kupfrit Burt ’74
Elvio Carboni
Linda L. Turnbull Carboni ’68
Peter A. Cardamone ’61
Lorraine Essigian Carlson ’76
Pamela S. Meade Carnicelli ’74
Linda M. Carr ’74
Kristen J. Cartwright ’89
Katherine E. Cathell ’00
James E. Catoe ’62
Emily J. Childers ’96
Nancy J. Cipriano ’73
Elise Shaw Clark ’51
Elizabeth A. Egan Close ’82
Barbara E. Codd ’82
Thomas M. Collins ’91
Louise J. Connelly ’74
Michael J. Connelly ’67
Charles Cooper, Jr. ’69
Reva C. Cowan ’99
Jeanne Hayes Cowye ’52
Maureen Dasey-Moraes ’92
Carol A. Davis ’73
Ceri D. Dean ’74
David A. Debonis ’98
Sarah Culver Degear ’62
June M. Dehart ’82
Suzanne White Delaire ’71
Marjorie Hochberg Dennis ’72
Emily J. Derringer ’01
Vincent T. Detore ’76
Kimberly K. Drake ’89
Christa Dunne ’75
Anne M. Benedik Dupuy ’56
Lawrence A. Edson, Jr. ’99
Karin B. Edwards ’83
Donald P. Ely ’51
Martha Spencer Ely ’51
Jeffrey W. Etkind ’71
Each gift is important to the School of Education, both in support of our ongoing pursuit of excellence and in the heartening endorsement of our efforts. We regret that the space in our newsletter is too limited to list the many hundreds of friends and alumni who also provide support at levels other than those listed here. Please be assured that the School of Education is grateful for gifts of all sizes and that every gift helps us pursue our goals and fulfill our mission to foster enhanced learning and human development, in and out of classrooms, and across the life span.
New Books by School of Education Faculty

**The New Institutionalism in Education**
Co-authored by Heinz-Dieter Meyer
Department of Educational Administration and Policy Studies
(SUNY Press, 2006)

*The New Institutionalism in Education* brings together leading academics to explore the ongoing changes in K–12 and higher education in the United States and abroad. This book gives researchers and policy analysts conceptual tools and empirical assessments to gauge the possibilities for institutional innovation and shows that the current trends in education can be understood best through an institutional lens. The book also shows the enduring problems of educational reform because of the deeply institutionalized rules that education is stabilized by.

**Responsive Literacy Coaching**
By Cheryl Dozier
Department of Reading
(Stenhouse, 2006)

In *Responsive Literacy Coaching*, Dozier draws on 24 years of experience as an elementary classroom teacher and teacher educator to present both a theoretical framework and practical tools to enact responsive literacy coaching. Through thoughtful and purposeful coaching, teachers learn effective ways to improve literacy instruction and student achievement. The book also discusses how, by becoming more responsive and involved in their students’ goals and interests, teachers can develop more effective teaching skills.

**Theory for Education**
Co-authored by George Kamberelis
Department of Reading
(Routledge, 2006)

*Theory of Education* provides a concise and clear introduction to key contemporary theorists, including their lives, major works, and ideas. Written for the student in need of a quick introduction or for the scholar brushing up on details, this new volume presents major thinkers whose work and ideas have shaped critical thinking in our time. This work underscores the particular relevance of these thinkers for the field of education—their work on education, how others in education have used them and possible future directions for teachers and researchers. This book’s ease of use, clarity and comprehensive scope will be invaluable for those entering the field.

**Cognitive Aspects of Bilingualism**
Co-Edited by Istvan Keecskes
Department of Educational Theory and Practice
(Springer, 2007)

*Cognitive Aspects of Bilingualism* covers some relatively unexplored issues in bilingualism along with the well-known ones, such as gender systems in the bilingual mind, context and task, synergic concepts, blending, the relationship between lexical categorization and ontological categorization, among others. It also offers a unique feature where chapters favor the line of cognitive linguistics which makes a clear distinction between the real world and the projected world: information conveyed by language must be about the projected world. Both experimental results and the systematic claims in this volume support the thesis that peoples’ worldviews are slightly shaped by the culture of the language they speak.

**From Main Street to Wall Street: For Profit Higher Education**
ASHE Higher Education Report, Vol. 331, No. 5
By Kevin Kinser
Department of Educational Administration and Policy Studies
(Jossey-Bass, 2006)

This book focuses on for-profit higher education. *From Main Street to Wall Street* discusses the growing prominence of for-profit higher education and the need to include it as the third sector of higher education along with private and public not-for-profit organizations. The text takes readers through the history and diversity of the for-profit sector, and summarizes the existing research on the topic. Kinser also grapples with the complicated definitions of for-profit and higher education institutions focusing on why the former needs to be included in the latter.
New Books by School of Education Alumni

10 Days to a Less Defiant Child
By Jeffery Bernstein, Alumnus
Division of Counseling Psychology
(Avalon Books, 2006)

10 Days to a Less Defiant Child is for parents who are dealing with chronic defiant behavior in their children. Bernstein uses his experience as a child and family psychologist to help parents understand why their child is behaving this way. The book offers steps parents can take to gain back control of their family, as well as tips for parents to gauge their own reactions toward their child’s behavior so their response to their child’s behavior is more constructive and their relationship with their child improves.

Hospital Battlefield: A Field Manual For Survival
By Joseph & Lynne Golonka, Alumna
Division of Counseling Psychology
(AuthorHouse, 2005)

This reader friendly book is centered around the idea that education and empowerment of patients and families is the key to hospital safety. Hospital Battlefield is closely tied to the personal experiences of both authors. It offers the authors’ personal views on the strengths and weaknesses of hospital care. The Golonkas use clinical anecdotes and humor, found in the form of cartoons, to show the importance of knowledgeable interactions between patients and families with those who care for them.

Ready to Learn: How to Overcome Social and Behavioral Issues in the Primary Classroom
Co-authored by Jeanne Shub, Alumna
Educational Psychology and Statistics
(Heinemann, 2006)

Do social and behavioral problems interfere with learning in your classroom? Do you have students who struggle to focus their attention, wait their turn, control their feelings, or monitor their own work? If so, Ready to Learn can show you how to help these students. Whether your classroom includes special education students, students with learning disabilities and social impairments, or just a few kids who need to refocus their energies, Ready to Learn offers strategies that can transform your classroom and effective ways to address children’s social and behavioral needs.

John Searle
Slusser Professor of Philosophy, University of California, Berkeley
speaking on
What is Language?

Philosopher and scholar John Rogers Searle is the author of 17 books including The Mystery of Consciousness (1997), Rationality in Action (2001), Consciousness and Language (2002), and most recently Mind, a Brief Introduction (2004). His main academic interests are philosophy of language, intentionality, philosophy of the mind, artificial intelligence, and social realities.

Monday, March 26
4:00 pm
Recital Hall, Performing Arts Center
UAlbany Uptown Campus

Reception and Book Signing immediately following the lecture
Futterer Lounge

Sponsored by the Journal Intercultural Pragmatics, the Departments of Anthropology, Communication, Educational Theory & Practice, Languages, Literatures & Cultures, and Philosophy, the School of Education, the College of Arts and Sciences and the Office of the Provost.
PHI DELTA KAPPA NEWS

Congratulations to UAlbany Chapter President Valarie Scott and long-time PDK member Custer R. Quick, Jr. on being selected for UAlbany Alumni Association Awards! Valarie will receive the Bertha Brimmer Medal celebrating excellence in teaching and dedication to the profession and Custer, along with his wife Doris, will receive the Excellence in Education Award. The Alumni Association Awards Gala Awards Dinner will take place on June 1.

UPCOMING PDK EVENTS

Thursday, March 8 4:30-6:30
Book Signing & Reading by David Hagstrom
Opalka Gallery, Sage Colleges,
140 New Scotland Ave., Albany
The UAlbany Chapter, the Capital Area School Development Association, Sage Colleges and the Center for Courage and Renewal invite you to meet David Hagstrom, author of From Outrageous to Inspired: How to Build a Community of Leaders in Our Schools. There is no registration fee. Books may be purchased on site for signing.
RSVP:
CASDA (518) 525-2680

Wednesday, March 14, 5:30-8 pm
UAlbany PDK Dinner
Best Western Sovereign Hotel, Albany
Darren Cosgrove, a community educator and outreach worker will speak on Breaking the Silence: Tackling Homophobic Bullying and Sexual Orientation in Schools. Mr. Cosgrove’s presentation will begin at 7:15 and is open to the public.

For more information and to register:
Valerie Buchanan
PDK Reservations and Hospitality Chairperson
(518) 355-9793
buchananv@schenectady.k12.ny.us

Monday, March 19, 6:30 pm
School of Education Book Club
The Standish Room in the Science Library
UAlbany’s Uptown Campus
The club will discuss Choice Words: How Our Language Affects Children’s Learning by Professor Peter Johnston. Dr. Johnston will lead the discussion and a light supper will be served. There is no registration fee.
RSVP:
Mary Ellsworth
(518) 442-4985
mellsworth@uamail.albany.edu

Wednesday, May 9
Induction Ceremony and Awards Dinner
Crossgates Restaurant, Albany
For more information on joining PDK, please contact
UAlbany Co-Advisor Susan Palmer:
(518) 442-3911
spalmer@uamail.albany.edu

The University at Albany Chapter of PDK recognizes the following 38 members for their many years of continued membership and thanks them for their service and commitment to the ideals of Phi Delta Kappa.

5 Years
Sherry J. Butler  Jeffrey I. Kole
Sandy A. Ehrenberg  Michael G. Stricos

10 Years
Aosta B. Edelman  Frances E. Hyde  Valarie A. Scott
Sharyn G. Fields  Kathleen A. Piccello  Lawrence T. Waite

15 Years
David E. Barns  David A. Leavitt  Frederick S. Root
Anne Marie Emma  Michael J. Marcelle  Rachelle M. Salerno
Norm R. Griffin  Thomas C. Mele  Linda Seaman
Lorraine Hohenforst  Julia E. Newberry  Laurie Wellman
Charla F. Jennings  Candida S. Rataul
Kacen Jones  Donna Lee Rich

20 Years
Kathleen H. Mrozak

25 Years
Charles A. Gigilio

30 Years
Helene Z. Loew  Charles J. Santelli  David W. Courtright

35 Years
Perry Berkowitz  Thomas D. Inkpen  Bruce R. Tulloch

40 Years
Custer R. Quick, Jr.

45 Years
W. T. Peruzzi

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.albany.edu/education/pdk.
School of Education Announces Six New Scholarships

The School of Education is pleased to announce the generous addition of six new scholarships. The School now has a total of 21 named and endowed awards which provide funding to over 40 students each year.

The Richard M. Clark Scholarship was established at the time of his retirement to honor Clark's distinguished career at the School of Education. He was a professor in the Department of Educational Psychology and Statistics from 1966 to 1992. During that time, he also served as Department Chair, Associate Dean and Interim Dean of the School of Education. The scholarship will support doctoral students who have authored a paper which has been accepted for presentation at a professional conference.

The children of the late Ira '43 and Elsie Berber Freeman '42 have established the Ira and Elsie Berber Friedman Education Scholarship to honor their parents' work and dedication to the field of education. This scholarship will support School of Education students interested in becoming public school educators who have also shown exceptional academic achievement and demonstrated financial need.

Jack's Fund was established in honor of the late John "Jack" Ether, a professor and department chair in the Department of Curriculum and Instruction from 1962 to 1987. Ether was known for promoting quality education for all and this award will support School of Education students with a demonstrated interest in working with disadvantaged individuals.

The friends and family of the late Paul Saimond '54 & '55 established the Paul Saimond Memorial Scholarship to support students pursuing careers in secondary teaching or school leadership. Saimond taught high school before he began his career at UAlbany, where he retired as Assistant Vice President for Academic Affairs.

The Gladys G. Sawyer '37 & J. William Sawyer '31 Scholarship will support UAlbany undergraduate students pursuing careers in education. This scholarship will be presented to full-time undergraduate students who have declared education as their major or who have been accepted into one of the School of Education's graduate programs. Both the Sawyers were graduates of the New York State College for Teachers.

Established with a generous endowment by an anonymous donor, The Secondary Education Scholarship will support students enrolled, or enrolling, in a School of Education program that leads to an initial, permanent, or professional certification in secondary teaching.

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

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Ruth Schulman, Director of Development, ED 246, University at Albany, NY 12222
Gifts are tax deductible to the extent permitted by law. Thank You!
**Phi Delta Kappa**

**Student Induction Ceremony**  
**Wednesday, May 9**  
**Crossgates Restaurant, Albany**

For more information:  
Heidi Audino, 442-3529  
haudino@uamail.albany.edu

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**School of Education**  
**Awards and Scholarship Presentation**  
**Wednesday, May 16, 2 pm**  
**Patroon Room**  
**Campus Center**

For more information:  
Susan Palmer, 442-3911  
spalmer@uamail.albany.edu

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**SAVE THE DATES...**

**SCHOOL OF EDUCATION BOOK CLUB**

This semester, the School of Education Book Club is reading *Choice Words: How Our Language Affects Children's Learning* by Professor Peter Johnston in the Department of Reading. The club will meet to discuss the book on **Monday, March 19 at 6:30 pm in the Standish Room** in the Science Library on UAlbany's Uptown campus. A light supper will be served and Professor Johnston will lead the book discussion.

If you would like to attend, please RSVP by Monday, March 12.  
Mary Ellsworth, (518) 442-4985 or mellsworth@uamail.albany.edu

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**Spring Graduate Commencement Ceremony**  
**Saturday, May 19 at 9:00 a.m.**  
**SEFCU Arena**

Reception for School of Education graduates and their families immediately following commencement in the Hall of Fame Room, SEFCU Arena.  
Visit www.albany.edu/commencement