A Tradition of Excellence

Research from the School of Education 2008-2009
Mission and Goals

Drawing on a rich tradition of excellence, our mission is to enhance learning and human development, in and out of classrooms, and across the life span. We seek to advance knowledge about the full spectrum of challenges in learning, development, behavior, and adaptation.

We bring multidisciplinary expertise to bear on policy and practice about the changing needs of students, professionals, and educational systems, locally, nationally, and across the globe. We view questions of theory, research, practice, and policy as complementary and interrelated, and from this perspective, seek to:

- **Discover innovative research-based knowledge and solutions** for the problems facing individuals, families, professionals, and educational systems;
- **Prepare outstanding professionals** for classrooms, schools, communities, higher education, and policy forums;
- **Produce rigorous scholars** to carry out the next generation of discovery and innovation; and
- **Provide visionary leadership for educational policy and change**, regionally, nationally, and internationally.

Toward these ends, our work includes:

- **Conducting a broad program of research** aimed at understanding and improving teaching and learning, development and behavior, policy and practice;
- **Offering high quality programs of study** to students in the region, in the state and nation, and beyond;
- **Collaborating with schools and communities, institutions of higher education, and policymakers**, locally, across the state, nationally, and globally;
- **Integrating our research, teaching, and service activities** such that each is reciprocally enriching of the others; and
- **Contributing as leaders in the nation among graduate schools of education.**
A Tradition of Excellence

Research from the School of Education
2008-2009

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Introduction

by Robert L. Bangert-Drowns, Dean of the School of Education

This 2008-2009 edition of *A Tradition of Excellence* documents how our faculty stands at the forefront of research into all facets of the educational enterprise. This research informs our own teaching of future educational leaders and guides our involvements in regional, national, and international communities. You will see how our productivity has flourished in spite of the longstanding global recession. We are indebted to the alumni, friends, and sponsors who have supported our work, yet we know that the passion, ingenuity, and creativity of the faculty are the engine of our success and make the intellectual culture of our School so distinctive and exciting.

At historic moments such as this, times of significant economic stress and global encounters across cultural differences, societies turn to education for hope. It is, after all, our teachers, counselors, and educational leaders, inside and outside schools, who guide us through creative self-examination, enliven our habits of thinking, help us develop new competencies. Such has been the mission of the School of Education since its inception as the State Normal School in 1844, to prepare educators for rewarding careers and to optimize the quality of the educational experience for the thousands of students that we reach through our graduates and the influence of our scholarship.

I hope you enjoy this edition of *A Tradition of Excellence*. If you see something that excites you, that stimulates your curiosity, that reminds you of your time with us as a student or colleague, that inspires you to try something new in your own educational practice, that reminds you of the complexity and necessity of the educational enterprise, consider yourself invited to contact and collaborate with us on this work of vital importance.

Welcome to the University at Albany’s School of Education. Learn more about us at our newly revised website—www.albany.edu/education. Feel free to contact me with comments or questions at educationdean@uamail.albany.edu. Be a part of our tradition of excellence.

Sincerely,

[Signature]
Faculty & Professional Staff

Aaron Benavot, Professor, Ph.D. Stanford University
Gina Giuliano, Graduate Advisor, Ph.D. University at Albany
Kevin Kinser, Associate Professor, Ed.D. Teachers College, Columbia University
Jason Lane, Assistant Professor, Ph.D. The Pennsylvania State University
R. Hamilton Lankford, Professor, Ph.D. University of North Carolina, Chapel Hill
Hal Lawson, Professor, Ph.D. University of Michigan
Daniel Levy, Distinguished Professor, Ph.D. University of North Carolina, Chapel Hill
Heinz-Dieter Meyer, Associate Professor, Ph.D. Cornell University
Barbara Nagler, Service Associate Professor, Ed.D. University of Massachusetts
Kathryn Schiller, Associate Professor, Ph.D. University of Chicago
Pamela Théroux, Assistant Professor, Ph.D. Columbia University
Gilbert Valverde, Associate Professor, Ph.D. University of Chicago
Sandra Vergari, Associate Professor, Ph.D. Michigan State University
Alan Wagner, Professor, Department Chair, Ph.D. University of Illinois

Books and Monographs


Book Chapters


Overcoming Inequality: Why Governance Matters

Co-authored by Aaron Benavot as a member of the EFA Global Monitoring Report Team

Department of Educational Administration and Policy Studies (UNESCO, 2009)

A majority of the world's countries committed at the turn of the new century to achieve Education for All (EFA) by 2015. *Overcoming Inequality: Why Governance Matters* presents some of the public policy and governance reforms that can break the cycle of disadvantage, improve access, raise quality, and enhance participation and accountability. This report offers national and international policymakers the analysis of complex issues, lessons learned and recommendations to provide equal chances in learning for all children, youth and adults. It also tracks yearly progress towards EFA goals, and provides a comprehensive overview of the state of education in the world today.


Other Articles and Research Reports


Presentations


**Lawson, H.** (2008, November). *An alternative framework for the school dropout problem.* Keynote address at America’s Promise Student Success and Dropout Prevention Summit, Ohio Department of Education, Ohio Board of Regents and State Farm Insurance Foundation, Columbus, OH.


**Levy, D.** (2009, March). *China’s market road to the labor market.* Presented at the 53rd annual conference of the Comparative and International Education Society, Charleston, SC.


Nagler, B. (2009, January). *School leadership that works. Invited speech at a meeting of Aspiring Administrators, Suffolk County, NY.*


Théroux, P. (2009, February). *Learners experiences in higher education. Keynote address at Clemson University, Clemson, SC.*


Editorial Boards

Benavot, A., Co-Editor, *Comparative Education Review*

Benavot, A., Guest Editor, Special Issue of *Prospects, 38*(3), ‘Education for All by 2015: Progress and Challenges’

Benavot, A., International Editorial Board, *Innovation-The European Journal of Social Science Research*


Benavot, A., International Editorial Board (Consejo Asesor), *Revista de Educación*

Kinser, K., Editorial Board, *ASHE Higher Education Report Series*

Lankford, H., Editorial Board, *Education Finance and Policy*

Levy, D., Editorial Board, *Higher Education Policy*

Levy, D., Editorial Board, *Journal of the Mexican Council of Education Research*


Levy, D., Advisory Board, *UNESCO-IESALC, Higher Education*

Meyer, H. D., Editorial Board, *Educational Philosophy and Theory*

Vergari, S., Editorial Board, *Journal of School Choice*

Wagner, A., Conseil scientifique, *Revue internationale d’éducation*

Wagner, A., Editorial Board, *Education Economics*

Other Editorial Activities

Benavot, A., Reviewer, *Comparative Education Review*

Benavot, A., Reviewer, *Mediterranean Journal of Educational Studies*

Benavot, A., Reviewer, *Social Forces*

Benavot, A., Reviewer, *Social Psychology Quarterly*

Lane, J. E., Contributing Editor, *ACPA Developments*

Lane, J. E., Reviewer, *Educational Policy*

Lane, J. E., Reviewer, *Higher Education in Review*

Lane, J. E., Reviewer, *Journal of Higher Education*

Levy, D., Reviewer, *Comparative Education Review*

Levy, D., Reviewer, *Higher Education*

Levy, D., Reviewer, *Latin American Research Review*

Levy, D., Reviewer, *Mexican Studies*

Levy, D., Reviewer, *Nonprofit and Voluntary Sector Quarterly*


Meyer, H. D., Proposal Reviewer, Association for the Study of Higher Education

Meyer, H. D., Reviewer, *American Journal of Education*

Théroux, P., Proposal Reviewer, American Educational Research Association

Théroux, P., Program Chair, Sociology of Education, American Educational Research Association

Théroux, P., Proposal Reviewer, Frontiers in Education

Théroux, P., Proposal Reviewer, Research in Engineering Education Symposium

Vergari, S., Reviewer, LeRoy Collins Institute

Vergari, S., Reviewer, *Political Research Quarterly*

Vergari, S., Reviewer, *Publius: The Journal of Federalism*

Research/Scholarship Awards

Lane, J. E., New Century Scholar, Fulbright Foundation

Meyer, H. D., Robert P. Kerker 2008 Public Policy Research Award, State Academy for Public Administration

Wagner, A., Disability Services Award, Disability Resource Center, Office of Student Success, University at Albany
Faculty & Professional Staff

Puspa Das, Director of Masters Training, Ph.D. University at Albany

Michael Ellis, Professor, Ph.D. Ohio State University

Myrna Friedlander, Professor, Ph.D. Ohio State University

Richard Haase, Professor, Ph.D. Colorado State University

Sally Hage, Assistant Professor, Ph.D. University of Minnesota

LaRae Jome, Associate Professor, Division Director, Ph.D. University of Akron

Susan Phillips, Professor, Ph.D. Columbia University

Alex Pieterse, Assistant Professor, Ph.D. Teachers College, Columbia University

Books and Monographs


Book Chapters


Refereed Scholarly Articles


Presentations

Ellis, M. V. (2008, June). *A networking session for clinical supervision researchers.* Coordinator of a panel presentation at the 4th International Interdisciplinary Conference on Clinical Supervision, Buffalo, NY.


Editorial Boards

Ellis, M. V., Editorial Board, The Clinical Supervisor

Friedlander, M. L., Editorial Board, Journal of Marital and Family Therapy

Friedlander, M. L., Editorial Board, Psychotherapy Research

Friedlander, M. L., Editorial Board, Psychotherapy: Theory, Research, Practice, Training

Friedlander, M. L., Editorial Board, Archives of Clinical Neuropsychology

Hage, S., Editorial Board, Journal of Counseling & Development

Hage, S., Co-Editor, Special Issue of Journal of Primary Prevention, 30(1)

Hage, S., Editorial Board, Journal for Specialists in Group Work

Jome, L. M., Editorial Board, Journal of Career Development


Pieterse, A. L., Editorial Board, Cultural Diversity and Ethnic Minority Psychology

Pieterse, A. L., Editorial Board, *Journal of Multicultural Counseling and Development*


**Other Editorial Activities**

Hage, S., Reviewer, *International Journal of Prevention Practice and Research*

Hage, S., Reviewer, *Journal of Counseling Psychology*

Hage, S., Reviewer, *Journal of Primary Prevention*

Hage, S., Reviewer, *The Counseling Psychologist*

Jome, L. M., Proposal Reviewer, Association for Women in Psychology

Pieterse, A. L., Proposal Reviewer, American Psychological Association

**Research/Scholarship Awards**

Friedlander, M. L., Elected Fellow, Division 43 (Family Psychology), American Psychological Association
Books and Monographs


Book Chapters


Refereed Scholarly Articles


Other Articles and Research Reports


Presentations


**Editorial Boards**

Andrade, H., Guest Editor, Special Issue of *Theory into Practice*, 48(1)

Dai, D. Y., Editorial Board, *Gifted Child Quarterly*

Dai, D. Y., Editorial Board, *Journal for the Education of the Gifted*


Gelzheiser, L. M., Editorial Board, *Exceptionality*

Gelzheiser, L. M., Editorial Board, *Journal of Educational and Psychological Consultation*

Pruzek, R., Guest Editor, Special Issue of *Multivariate Behavioral Research*

Quinn, K. P., Editorial Board, *Journal of Emotional and Behavioral Disorders*
Saddler, B., Editorial Board, Exceptional Children

Saddler, B., Guest Editor, Special Issue of Insights on Learning Disabilities, Teaching Writing: Theory and Interventions

Saddler, B., Co-Editor, Learning Disabilities: A Contemporary Journal

Saddler, B., Guest Editor, Special Issue of Reading and Writing Quarterly, Motivating Writers: Theory and Interventions

Saddler, B., Editor, Strategies for Successful Learning Online Newsletter


Vellutino, F. R., Editorial Board, Learning and Individual Differences

Vellutino, F. R., Editorial Board, Reading and Writing

Vellutino, F. R., Editorial Board, Scientific Studies of Reading

Yan, Z., Editorial Board, Developmental Psychology

Yan, Z., Editorial Board, Educational Technology Research and Development

Yan, Z., Editorial Board, Frontiers in Psychology

Other Editorial Activities

Andrade, H., Proposal Reviewer, American Educational Research Association

Andrade, H., Reviewer, Assessment in Education

Andrade, H., Reviewer, Children, Youth, and Environments

McMorris, R. F., Reviewer, Journal on Excellence in College Teaching


Newman, J., Reviewer, Perceptual and Motor Skills

Saddler, B., Reviewer, Teaching Exceptional Children

Research/Scholarship Awards

Dai, D. Y., Fulbright Research Scholar, U.S. State Department
Department of Educational and Counseling Psychology

DIVISION OF SCHOOL PSYCHOLOGY

Faculty & Professional Staff

Maureen Cohan, Clinical Supervisor, Ph.D. University at Albany

Deborah Kundert, Associate Professor, Ph.D. University of Wisconsin-Madison

David Miller, Associate Professor, Division Director, Ph.D. Lehigh University

Amanda Nickerson, Associate Professor, Ph.D. University of South Carolina

Stacy Williams, Assistant Professor, Ph.D. University of Massachusetts Amherst

Books and Monographs


Book Chapters


Refereed Scholarly Articles


Other Articles and Research Reports


**Identifying, Assessing, and Treating Posttraumatic Stress Disorder at School**

Co-authored by Amanda B. Nickerson, Melissa A. Reeves, Stephen E. Brock, Shane R. Jimerson

Department of Educational and Counseling Psychology, Division of School Psychology (Springer, 2008)

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

**School Crisis Prevention and Intervention: The PREPaRE Model**

Co-authored by Stephen E. Brock, Amanda B. Nickerson, Melissa A. Reeves, Shane R. Jimerson, Ted Feinberg, & Richard Lieberman

Department of Educational and Counseling Psychology, Division of School Psychology (National Association of School Psychologists, 2009)

Effectively dealing with a school crisis requires a cohesive multidisciplinary team and a comprehensive plan that includes prevention, preparedness, response, and recovery. From the innovative PREPaRE school crisis training curriculum, *School Crisis Prevention and Intervention: The PREPaRE Model* combines research and theory with the specific skill building techniques and practical resources to establish your team, develop a plan, and implement procedures that reflect on children, schools’ unique cultures and structures, and the importance of supporting physical and psychological safety.
Miller, D. N. (2009). Fostering gratitude. *Principal Leadership (Middle School Ed.),* 9(6), 12-16.


**Presentations**

Miller, D. N. (2008, October). *Youth suicidal behavior: An overview.* Keynote address at the American Foundation for Suicide Prevention, Capital Region Chapter, Saratoga Springs, NY.


Miller, D. N. (2009, May). *Positive school psychologists: Applications of positive psychology for preventing burnout and promoting wellness.* Student Affiliates of School Psychology workshop, Northeastern University, Boston, MA.

Miller, D. N. (2009, May). *Youth suicidal behavior: Issues and implications for school psychologists.* Student Affiliates of School Psychology workshop, Northeastern University, Boston, MA.


Nickerson, A. B. (2009, February). *School and community violence and victimization as predictors of suicidal behavior for adolescents.* Presented at the annual convention of the National Association of School Psychologists, Boston, MA.


Editorial Boards

Miller, D. N., Editorial Board, Division 16 of the American Psychological Association (School Psychology) Book Series

Miller, D. N., Editorial Board, Journal of School Violence

Miller, D. N., Editorial Board, Psychology in the Schools

Miller, D. N., Editorial Board, School Psychology Forum

Miller, D. N., Editorial Board, School Psychology Review

Miller, D. N., Guest Co-Editor, Special Issue of School Psychology Review, School-Based Suicide Prevention: Research Advances and Practice Implications

Nickerson, A. B., Editorial Board, Journal of School Psychology

Nickerson, A. B., Editorial Board, Journal of School Violence

Nickerson, A. B., Editorial Board, National Association of School Psychologists Communiqué

Nickerson, A. B., Editorial Board, Psychology in the Schools

Nickerson, A. B., Editorial Board, School Psychology Quarterly

Nickerson, A. B., Editorial Board, The School Psychologist

Other Editorial Activities

Williams, S. A., Proposal Reviewer, American Psychological Association

Williams, S. A., Proposal Reviewer, National Association of School Psychology

Williams, S. A., Reviewer, Journal of Black Psychology
Refereed Scholarly Articles


Other Articles and Research Reports


Presentations


**Editorial Boards**

Gelzheiser, L. M., Editorial Board, *Exceptionality*

Gelzheiser, L. M., Editorial Board, *Journal of Educational and Psychological Consultation*

Quinn, K. P., Editorial Board, *Journal of Emotional and Behavioral Disorders*

Saddler, B., Editorial Board, *Exceptional Children*

Saddler, B., Guest Editor, Special Issue of *Insights on Learning Disabilities, Teaching Writing: Theory and Interventions*


Saddler, B., Guest Editor, Special Issue of *Reading and Writing Quarterly, Motivating Writers: Theory and Interventions*

Saddler, B., Editor, *Strategies for Successful Learning Online Newsletter*

**Other Editorial Activities**

Saddler, B., Reviewer, *Teaching Exceptional Children*
Faculty & Professional Staff

Jane Agee, Associate Professor, Ph.D. University of Georgia

Arthur Applebee, Distinguished Professor, Department Chair, Ph.D. University of London

Robert Bangert-Drowns, Associate Professor, Dean, Ph.D. University of Michigan

Joseph Bowman, Associate Professor, Ed.D. Teachers College, Columbia University

Abbe Herzig, Assistant Professor, Ph.D. University of Wisconsin-Madison

Istvan Kecskes, Professor, Ph.D. Kossuth University, Hungary

Vicky Kouba, Professor, Ph.D. University of Wisconsin-Madison

Judith Langer, Distinguished Professor, Ph.D. Hofstra University

Carla Meskill, Professor, Ed.D. Boston University

Alandeom Oliveira, Assistant Professor, Ph.D. Indiana University Bloomington

Jerusalem Rivera-Wilson, Senior Faculty Associate, Director of Clinical Training and Field Experiences, Ph.D. University at Albany

Carol Rodgers, Associate Professor, Ed.D. Harvard University

Peter Shea, Assistant Professor, Ph.D. University at Albany

Kristen Wilcox, Visiting Assistant Professor, Ph.D. University at Albany

Robert Yagelski, Associate Professor, Associate Dean, Ph.D. Ohio State University

Jianwei Zhang, Assistant Professor, Ph.D. Beijing Normal University, China

Books and Monographs


Book Chapters


Refereed Scholarly Articles


Oliveira, A. W. (in press). “Kindergarten, can I have your eyes and ears?” Politeness and teacher directive behaviors in inquiry-based science classrooms. *Cultural Studies of Science Education.*


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**Other Articles and Research Reports**


Presentations


In *Intention, Common Ground and the Egocentric Speaker-Hearer* Kecskes and Mey present current research that discusses key issues in pragmatics from new perspectives, and directs attention to aspects of fundamental tenets that have been investigated only to a limited degree. Current pragmatic theories stress the importance of intention, cooperation, common ground, mutual knowledge, relevance, and commitment in executing communicative acts. However, recent research in cognitive psychology, linguistic pragmatics, and intercultural communication has raised questions that call for some revision of these major views. Prominent scholars from various disciplines have addressed these new developments in this volume.

**Reading Our World: Conversations in Context**

*Reading Our World: Conversations in Context,* helps student writers improve their critical reading and writing skills by teaching them the value of contextual awareness. This full-color thematic reader teaches students to use audience-centered writing strategies as they explore ongoing conversations about cultural, academic, political, and personal ideologies. The book’s fully integrated library gives instructors and students access to more than 300 traditional, image, audio, and video “texts.” This second edition delivers updated discussions of the rhetorical situation, audience analysis, and discourse, and also includes new coverage of avoiding plagiarism and working with source material.


Oliveira, A. W. (2009, April). “Are you curious as to whether crayfish have a sweet tooth or not?” Teacher questioning in inquiry-based science classrooms. Presented at the annual international conference of the National Association for Research in Science Teaching, Garden Grove, CA.


Editorial Boards

Agee, J., Editorial Board, *Journal of Literacy Research*

Agee, J., Editorial Board, *Reading Research Quarterly*

Applebee, A. N., Editorial Board, *Changing English*

Bangert-Drowns, R. L., Consulting Board, *Computers in Human Behavior*

Bangert-Drowns, R. L., Consulting Editor, *Educational Technology Research and Development*

Bangert-Drowns, R. L., Editorial Board, *Journal of Research on Technology in Education*

Kecskes, I., Editor, *Intercultural Pragmatics*

Kecskes, I., Editorial Board, *International Journal of Multilingualism*

Kecskes, I., Editorial Board, *Journal of Foreign Languages*

Kecskes, I., Editorial Board, *Journal of Pragmatics*

Kecskes, I., Editor, book series: *Mouton Series in Pragmatics*

Langer, J. A., Editorial Board, *Discourse Processes*

Meskill, C., Editorial Board, *Journal of Online Learning and Teaching*

Meskill, C., Associate Editor, *Language Learning & Technology*

Meskill, C., Editor, *Multimedia Educational Resources for Learning and Online Teaching: World Languages*

Oliveira, A. W., Editorial Board, *Journal of Research in Science Teaching*

Shea, P., Editorial Board, *International Journal of Instruction*

Shea, P., Editorial Board, *Journal of Asynchronous Learning Networks*

Yagelski, R., Editorial Board, *English Education*

Zhang, J., Associate Editor, *Knowledge Management & E-Learning: An International Journal*

Zhang, J., Editorial Board, *The Open Information Science Journal*

Other Editorial Activities

Agee, J., Reviewer, *English Education*

Agee, J., Reviewer, *Research in the Teaching of English*

Agee, J., Reviewer, *Teaching Education*

Agee, J., Reviewer, *Teaching and Teacher Education*

Bangert-Drowns, R. L., Proposal Reviewer, American Educational Research Association

Bangert-Drowns, R. L., Proposal Reviewer, Annual Symposium on Information Assurance

Bangert-Drowns, R. L., Reviewer, *Computers in Human Behavior*

Bangert-Drowns, R. L., Reviewer, *Educational Technology Research and Development*

Bangert-Drowns, R. L., Reviewer, *Journal of Research on Technology in Education*

Bangert-Drowns, R. L., Reviewer, *Learning and Individual Differences*

Bangert-Drowns, R. L., Reviewer, *Psychological Methods*

Bangert-Drowns, R. L., Reviewer, *Review of Educational Research*

Kouba, V. L., Reviewer, *Journal for Research in Mathematics Education*

Kouba, V. L., Reviewer, *Mathematical Thinking and Learning Journal*

Rodgers, C., Proposal Reviewer, American Educational Research Association

Shea, P., Reviewer, *Computers and Education*

Shea, P., Reviewer, *Journal of Educational Computing Research*

Shea, P., Reviewer, *The International Review of Research in Open and Distance Learning*

Wilcox, K. C., Proposal Reviewer, American Educational Research Association

Wilcox, K. C., Proposal Reviewer, TESOL Convention

Yagelski, R., Proposal Reviewer, National Council of Teachers of English
Zhang, J., Proposal Reviewer, American Educational Research Association

Zhang, J., Proposal Reviewer, International Conference of the Learning Sciences

Zhang, J., Proposal Reviewer, Knowledge Building Summer Institute

Zhang, J., Reviewer, Cognition and Instruction

Zhang, J., Reviewer, Educational Technology Research and Development

Zhang, J., Reviewer, Instructional Science: An International Journal of the Learning Sciences

Zhang, J., Reviewer, Journal of the Learning Sciences

Zhang, J., Reviewer, Research and Practice in Technology Enhanced Learning

Research/Scholarship Awards

Bowman, J. E., Distinguished Alumnus Award, Department of Mathematics, Science and Technology, Teachers College, Columbia University (2008)

Bowman, J. E., Excellence in Education Award, Alumni Association, University at Albany (2009)

Bowman, J. E., Reappointment to the New York State Board of Regents, Judicial District III (2009)

Langer, J. A., Inaugural Fellow, American Educational Research Association
Books and Monographs


Book Chapters


Refereed Scholarly Articles


**Other Articles and Research Reports**


**Presentations**


*Dozier, C.* (2008, July). *Literacy and leadership.* Keynote address at the Northeastern University Martha’s Vineyard Summer Institute, Martha’s Vineyard, MA.


*Dozier, C.* (2008, August). *Building a learning community through responsive literacy coaching.* Keynote address at the 1st annual Literacy Coaching Conference, SUNY Oneonta, Oneonta, NY.


Johnston, P. (2008, November). *Developing resilient literacy learners.* The 19th annual Literacy for All - Northeast PreK-8 Literacy Conference & Reading Recovery Institute, Lesley College, Providence, RI.


Johnston, P. (2009, May). *Computer-based assessment of reading in the 21st century: Where is it heading, and where should it be heading?* Panelist at the 54th annual convention of the International Reading Association, Minneapolis, MN.


Johnston, P. (2009, May). *Classroom talk and children’s literacy development*. Poster presented at the 54th annual convention of the International Reading Association, Minneapolis, MN.


Editorial Boards

Dozier, C., Editorial Board, *Language Arts*

Johnston, P., Editorial Board, *Literacy Teaching and Learning: An International Journal of Early Reading and Writing*

Johnston, P., Editorial Board, *Reading Research Quarterly*

Johnston, P., Editorial Board, *The Elementary School Journal*

Kamberelis, G., Associate Editor, *Linguistics and Education: An International Journal*

Sheehy, M., Editorial Board, *Journal of Literacy Research*

Walmsley, S. A., Editorial Board, *Journal of Adolescent and Adult Literacy*

Wissman, K., Editorial Board, *Journal of Adolescent and Adult Literacy*

Yanoff, E., Editorial Board, *The Reading Teacher*

Other Editorial Activities

Dozier, C., Proposal Reviewer, National Reading Conference

Dozier, C., Proposal Reviewer, World Congress, International Reading Association

Dozier, C., Reviewer, *Journal of Curriculum and Instruction*

Goatley, V., Proposal Reviewer, National Reading Conference

Sheehy, M., Proposal Reviewer, National Reading Conference
Sheehy, M., Reviewer, *Pedagogies: An International Journal*
Sheehy, M., Reviewer, *Research in the Teaching of English*
Wissman, K., Proposal Reviewer, American Educational Research Association
Wissman, K., Proposal Reviewer, National Reading Conference
Wissman, K., Reviewer, *Children’s Literature in Education*

Wissman, K., Reviewer, *English Journal*
Wissman, K., Reviewer, *Linguistics and Education*

**Research/Scholarship Awards**

Johnston, P., WSRA President’s Award, Wisconsin State Reading Association
Johnston, P., Distinguished Alumni Award, University of Illinois at Urbana-Champaign (2008)
Walmsley, S. A., School of Education Award for Service, University at Albany
Albany Institute for Research in Education

Faculty & Professional Staff

Judith Langer, Director and Distinguished Professor, Department of Educational Theory and Practice

Janet Angelis, Associate Director, M.A.T. Simmons College

Sara Anderson, Assistant Director for Research Development, M.P.A. University at Albany

Frank Mahar, Assistant Director for Finance and Business, M.B.A. University at Albany

Books and Monographs


Articles and Research Reports


Presentations


Funded Projects

**SCHOOL OF EDUCATION**

**Centers and Institutes**

- Albany Institute for Research in Education (AIRE)
- Capital Area School Development Association (CASDA)
- Capital District Writing Project (CDWP)
- Center for the Elimination of Minority Health Disparities (CEMHD)
- Center for Urban Youth & Technology (CUYT)
- Center on English Learning & Achievement (CELA)
- Child Research & Study Center (CRSC)
- Comparative and International Education Policy Program (CIEPP)
- Educational Evaluation Research Consortium (EERC)
- Evaluation Consortium (EC)
- Program for Research on Private Higher Education (PROPHE)
- Regional Adult Education Network, East (RAEN-E)
2008-2009 Funded Projects

The 2008-2009 funded research and projects are listed alphabetically by the principal investigator.

ANGELOS, JANET
Albany Institute for Research in Education
Co-PI Judith Langer (Educational Theory and Practice)

CLF Literacy Initiative
Charitable Leadership Foundation
$27,000
Co-PI Judith Langer (Educational Theory and Practice)

Partnership for Literacy - Niskayuna Central School District
Niskayuna Central School District
$62,098
Co-PI Judith Langer (Educational Theory and Practice)

Capital Region BOCES - Partnership for Literacy
Capital Region BOCES
$3,800
Co-PI Judith Langer (Educational Theory and Practice)

Partnership for Literacy - Lansingburgh Central School District
Lansingburgh Central School District
$33,000
Co-PI Judith Langer (Educational Theory and Practice)

Partnership for Literacy - Hudson City School District
Hudson City School District
$31,496
Co-PI Judith Langer (Educational Theory and Practice)

Partnership for Literacy - Greater Amsterdam School District
Greater Amsterdam School District
$24,000
Co-PI Judith Langer (Educational Theory and Practice)

Partnership for Literacy - South Colonie Central Schools
South Colonie Central Schools
$10,000

Partnership for Literacy - Albany High School
City School District of Albany
$1,850

Partnership for Literacy - Schenectady Social Studies
Schenectady City School District
$1,800

Summer Institute for Secondary Social Studies Teachers
Schenectady City School District
$4,500

Partnership for Literacy - HFM BOCES
Hamilton-Fulton-Montgomery BOCES
$2,000

APPLEBEE, ARTHUR Co-PI
Educational Theory and Practice

PHILLIPS, SUSAN D. Co-PI
Counseling Psychology

Just for the Kids-New York
State of New York/IBM/National Center for Educational Accountability/State Farm
Six-year project with funding totaling $1,295,900

www.Just4kids.org/NY
The School of Education is the New York affiliate for the national project Just for the Kids and has been focused on finding and sharing excellence in educational practices through the study of consistently higher performing schools within New York. JFTK-NY provides a free “Tool Box” of web-based charts and graphs that enable schools to see how they are doing compared with other, similar schools. In addition, the web-site gives specific details about “best practices” in high performing schools as well as a self-audit to help a school community begin or enhance its own improvement efforts.

APPLEBEE, ARTHUR and LANGER, JUDITH Co-PIs
Educational Theory and Practice

National Study of Writing Instruction
Spencer Foundation
$497,775

National Writing Study Collaboration - Nonfederal Portion
National Writing Project Corporation
Four-year project with funding totaling $75,000
The National Study of Writing Instruction is reviewing the evolution and accessibility of writing instruction at the middle and high school level in the United States over the past 25 years and examining regional differences, and differential distribution of writing activities and writing instruction across demographic subgroups. Successive phases of the study will examine how writing is incorporated into each of the major academic subject areas.

ASARO, KRISTIE
Special Education

Teaching Children With Autism Spectrum Disorders: Knowledge and Use of Best Practices
Faculty Research Award Program, University at Albany, SUNY
$750

BOWMAN, JR., JOSEPH
Educational Theory and Practice

Institute for Nanoscale Technology and Youth CNSE
$60,000

CIMINI, M. DOLORES
University Counseling Center, Counseling Psychology
Co-PI Matthew Martens (University of Memphis)

The Effects of Peer-Facilitated Alcohol Interventions
National Institutes in Alcohol Abuse and Alcoholism (NIAAA)
Three-year project with funding totaling $895,473

This multi-year study The Effects of Peer-Facilitated Alcohol Interventions is assessing the effectiveness of two peer-focused, social norms-based prevention interventions. Participants are all high-risk drinkers who complete one of three interventions: a Peer Theater intervention, a group Motivational Interviewing intervention, or an education-only control intervention.

Co-PIs Mitchell S. Earleywine (Department of Psychology), Estela M. Rivero (University Counseling Center), Peter A. Vellis (University Health Center), Matthew Martens (University of Memphis)

Expanding Treatment Capacity using the BASICS Model
Substance Abuse and Mental Health Services Administration (SAMHSA)
Three-year project with funding totaling $1,419,463

The University at Albany, SUNY is the only New York State campus to receive SAMHSA funding to expand existing substance abuse treatment services by integrating into student health programs both screening for substance abuse and brief interventions (SBIs) to motivate students to take actions needed to end alcohol or drug abuse. Expanding Treatment Capacity using the BASICS Model expands several campus treatment programs based on the Brief Alcohol Screening and Intervention for College Students (BASICS) model.

Co-PIs: Mitchell S. Earleywine (Department of Psychology), Lee A. McElroy (Department of Athletics), Estela M. Rivero (University Counseling Center), Joyce Y. DeWitt-Parker (University Counseling Center)

Project Winning STEPS: Integrating and Implementing Screening and Brief Interaction Strategies with Student Athletes
U.S. Department of Education
Two-year project with funding totaling $298,266
**COHAN, MAUREEN**  
School Psychology  
**Quality Improvement Project**  
Office of Mental Retardation and Developmental Disabilities  
Three-year project with funding totaling $100,000

**DAI, DAVID YUN**  
Educational Psychology and Methodology  
**Comparing Accelerated and Non-Accelerated Gifted Development at Secondary and College Levels: Chinese Experiences**  
University of Iowa  
$23,000

**DOMARACKI, JANE**  
Special Education  
**Co-PI Deborah May (Special Education/Educational Psychology and Methodology)**  
**Preparation of Personnel to Improve Services and Results for Children with Disabilities: Training of High Incidence Personnel**  
U.S. Department of Education  
Four-year project with funding totaling $757,333

The Division of Special Education, in a joint effort with the Department of Reading, has received funding to help address one of education’s chronic shortages: well qualified special education teachers with expertise in literacy. The US Department of Education grant **Personnel Preparation to Improve Services and Results for Children with Disabilities: Training of High Incidence Personnel** provides both peer support and financial support to retain qualified graduate students from nontraditional backgrounds in their pursuit of the MS degree in Special Education and Literacy.

**FRIEDLANDER, MYRNA**  
Counseling Psychology  
**Neuropsychological Rehabilitation Services Assistance Contract**  
Neuropsychological Rehabilitation Services  
Six-year project with funding totaling $82,592

**GELZHEISER, LYNN**  
Educational Psychology and Methodology/Special Education  
Co-PIs Donna Scanlon (Reading, Child Research & Study Center), Frank Vellutino (Educational Psychology and Methodology, Child Research & Study Center)  
**Extending the Interactive Strategies Approach to Older Struggling Readers**  
U.S. Department of Education Institute of Education Sciences  
Three-year project with funding totaling $1,500,000

**GOATLEY, VIRGINIA**  
Reading  
**New York State’s Gaining Early Awareness and Readiness for Undergraduate Programs (NY GEAR-UP)**  
U.S. Department of Education  
Six-year project with funding totaling $280,882

**HERZIG, ABBE**  
Educational Theory and Practice  
**Women and Students of Color in Graduate Mathematics**  
National Science Foundation Early Career Award  
Five-year project with funding totaling $635,602

In her project **Women and Students of Color in Graduate Mathematics** Abbe Herzig is investigating the participation of women and Latinos, Chicanos, African Americans, and Native Americans in graduate study. She is conducting case studies of graduate mathematics programs where students of groups that traditionally have been underrepresented in mathematics have succeeded in unusually large numbers. The result will be recommended guidelines for faculty and policymakers to use to increase student diversity in mathematics graduate programs.

**GEMSTONES: Graduate Education in the Mathematical Sciences to Nurture Every Student**  
National Science Foundation  
$172,550
JOME, LARAE  
Counseling Psychology  
Amherst College Class of 1959 Project  
Amherst College Alumni Association  
$500  
Amherst College Class of 1959 Project: A Longitudinal Study of Men’s Psychological, Social and Vocational Development  
Faculty Research Award Program, University at Albany, SUNY  
$2,244

KAMBERELIS, GEORGE  
Reading  
21st Century Community Learning Centers: Improving Student Performance and Building Capacity for Families  
Hamilton-Fulton-Montgomery Board of Cooperative Educational Services  
Five-year project with funding totaling $133,800

KECSKES, ISTVAN  
Educational Theory and Practice  
Book Series: Mouton Series in Pragmatics  
Journal Support Award, University at Albany, SUNY  
$3,000

KINSER, KEVIN  
Educational Administration and Policy Studies  
Developing a World-Class System of Higher Education: Public and Private Dimensions of the Malaysian Case  
Faculty Research Award Program, University at Albany, SUNY  
$2,200

KUNDERT, DEBORAH KING  
School Psychology  
School Psychology Trainees - Troy  
Troy City School District  
$27,600  
School Psychology Trainees - Center for Disability Services  
Center for Disability Services  
$16,100

LANE, JASON  
Educational Administration and Policy Studies  
Development of International Branch Campuses as Knowledge Centers in Emerging Economies  
Council for International Exchange of Scholars  
$30,000  
Effective Reform Movements in Higher Education: The Role of Special Meetings and Forums  
Faculty Research Award Program, University at Albany, SUNY  
$3,915
LANGER, JUDITH  
Educational Theory and Practice, Center on English Learning & Achievement  
Albany Institute for Research in Education  
Miscellaneous Support  
Multiple Sponsors  
Four-year project with funding totaling $18,861

LANKFORD, R. HAMILTON  
Educational Administration and Policy Studies  
Lifetime Achievement Award  
Multiple Sponsors  
$8,125  
Student Achievement and Teacher Retention in Urban Schools: The Role of Working Conditions and Professional Development  
National Science Foundation  
$838,475  
Consortium for Learning from Longitudinal Education Data  
Leland Stanford Junior University  
$277,006  
Do Barriers to Entry Affect Student Achievement and Teacher Retention: The Case of Math Immersion  
U.S. Department of Education  
$429,500  
Examining Teacher Preparation: Does the Pathway Make a Difference?  
National Science Foundation  
$2,127,081  
Co-PIs Donald Boyd (Center for Policy Research), James Wyckoff (University of Virginia)  
Teacher Quality Research Center Pilot Project  
Carnegie Corporation of New York  
$50,000  
Teacher Quality Research Center Pilot Project  
New York State Education Department  
$50,000

LEVIN, DANIEL  
Educational Administration and Policy Studies  
Understanding Private Higher Education: Global Roles and Patterns  
Ford Foundation  
$304,027

LIPINSKI, TANYA  
Regional Adult Education Network, East  
East Regional Adult Education Network  
New York State Education Department  
Four-year project with funding totaling $762,096  
Multiple Sponsor Projects  
$3,450

MAY, DEBORAH  
Special Education/Educational Psychology and Methodology  
Co-PIs Jane Domaracki (Special Education), Kevin Quinn (Special Education/Educational Psychology and Methodology), Bruce Saddler (Special Education/Educational Psychology and Methodology)  
Preparation of Leadership Personnel  
U.S. Department of Education  
Four-year project with funding totaling $747,346  
Preparation of Special Education Teachers  
Brighter Choice Charter School  
$11,500  
Burnt Hills Ballston Lake Central School District  
$11,500  
Niskayuna Central School District  
$57,500  
North Colonie Central School District  
$92,000  
Enlarged City School District  
$46,000

MESKILL, CARLA  
Educational Theory and Practice  
Multimedia Educational Resource for Learning and Online Teaching (MERLOT) Project  
SUNY System Administration, Office of SUNY Learning Environments  
Three-year project with funding totaling $70,000
NEWMAN, DIANNA  
Educational Psychology and Methodology,  
Evaluation Consortium

Academy of Electronic Media Mobile Studio Environments to Enhance STEM Education  
Rensselaer Polytechnic Institute/National Science Foundation CCLI  
Three-year project with funding totaling $27,000

Evaluation of the Chinese Foreign Language Program  
Schenectady City School District/U.S. Department of Education  
Four-year project with funding totaling $53,300

Evaluation of the Comprehensive Three-Tiered Elementary Counseling Program Model  
Schenectady City School District/U.S. Department of Education  
Four-year project with funding totaling $77,000

Improving Adult Learner Literacy in Mathematics and Science Through Online Learning  
Empire State College Foundation  
Three-year project with funding totaling $30,000

Institute for New Era Educational Leadership  
College of Saint Rose/U.S. Department of Education  
Four-year project with funding totaling $112,000

PROMISES Mentoring Program  
Boys and Girls Clubs of Schenectady/U.S. Department of Education  
Three-year project with funding totaling $45,000

Real Choice Systems Change - System Transformation Project Phase II  
New York State Office of Mental Retardation and Development Disabilities/Department of Health and Human Services Centers for Medicare and Medicaid Services (HHS-CMS)  
Four-year project with funding totaling $388,033

Safe Schools / Healthy Students - Schenectady City Schools Evaluation  
Schenectady City School District/U.S. Department of Education  
Four-year project with funding totaling $437,000

Schenectady’s Promise  
Capital Region BOCES/United Way of Schenectady/CSAT/SAMHSA  
Five-year project with funding totaling $19,500

Title IIB Math & Science Partnership  
Syracuse City School District/New York State Education Department  
Three-year project with funding totaling $312,000

NICKERSON, AMANDA  Co-PI  
School Psychology

PI David Duffee (School of Criminal Justice), Co-PI  
Dana Peterson (School of Criminal Justice), Co-PI Megan Kurlychek (School of Criminal Justice)

SOAR Residential Treatment Center Program Study: Converting the Pilot Study into a Permanent Plan for Clinical Record Keeping  
New York State Office of Child and Family Services  
$128,000

OLIVEIRA, ALANDEOM  
Educational Theory and Practice

Exploring Teacher Performance of Science Read-Alouds in Elementary Classrooms  
Faculty Research Award Program, University at Albany, SUNY  
$9,243

PIETERSE, ALEX  
Counseling Psychology

Loan Repayment Health Disparities Grant  
NIH - National Center for Minority Health and Health Disparities  
$34,000

Exploring the Relationship Between Perceptions of Racism and Health-Related Attitudes and Behaviors Among Black American Adults  
Faculty Research Award Program, University at Albany, SUNY  
$9,088

RIVERO, ESTELA M.  
University Counseling Center

Co-PIs Joseph E. Bernier, M. Dolores Cimini, Judith A. Stanley (University Counseling Center)

The STEPS Program: Expanding & Enhancing a Coordinated Response to Student Suicide on a Large Public University Campus  
Substance Abuse and Mental Health Services Administration (SAMHSA)  
Three-year project with funding totaling $299,968
**SUNY Learning Environments**

SUNY Learning Network
Five-year project with funding totaling $163,000

**TANZMAN, MELINDA**

Child Research & Study Center

Schenectady Community Action Program (SCAP) Head Start Program
Schenectady Community Action Program
$6,500

**THÉROUX, PAMELA**

Educational Administration and Policy Studies

IGERT: An Entrepreneurial Ph.D. Education in Fuel Cell Manufacturing, Materials Development and Modeling
National Science Foundation subcontract to Rensselaer Polytechnic Institute
Four-year project with funding totaling $120,000

**VELLUTINO, FRANK**

Educational Psychology and Methodology, Child Research & Study Center

Multiple Sponsor Projects
$232,620

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**Co-PI M. Dolores Cimini (University Counseling Center)**

Project Reach: Addressing Violent Crimes Against Women at the University at Albany
Department of Justice
Three-year project with funding totaling $299,875

**SCANLON, DONNA**

Reading, Child Research & Study Center

Co-PIs Lynn Gelzheiser (Educational Psychology and Methodology/Special Education), Frank Vellutino (Educational Psychology and Methodology, Child Research & Study Center) Virginia Goatley (Reading)

Enhancing Pre-Service Teachers’ Knowledge Related to Research Based Early Literacy Instruction
U.S. Department of Education Institute of Education Sciences
Four-year project with funding totaling $1,440,551

**SCHILLER, KATHRYN**

Educational Administration and Policy Studies

NAEP HSTS 2005 Enhanced Curriculum Study Analysis Phase II
National Center for Education Statistics and WESTAT
$45,000

**SHEA, PETER**

Educational Theory and Practice

SLN Senior Researcher Grant
SUNY System Administration
$129,000

Co-Investigator Jane Agee (Educational Theory and Practice)

Expanding Local Presence with New Technologies: A Proposal to Develop New Academic Programs via Blended Learning
Alfred P. Sloan Foundation
Three-year project with funding totaling $260,000

**Expanding Local Presence with New Technologies** will study ways to increase access to instruction and enhance student learning. Shea will focus on the uses of “blended learning” which is a combination of the traditional classroom setting with the online classroom. Blended learning is used to reduce barriers to college-level classrooms and to introduce students to new collaborative work environments prevalent in today’s knowledge economy.
WAGNER, ALAN
Educational Administration and Policy Studies

-Co-PIs Aaron Benavot, Daniel Levy, Gilbert Valverde (Educational Administration and Policy Studies)

Building Scholarship on Higher Education Policy: Advancing the Global Approach
Ford Foundation
Three-year project with funding totaling $250,000

The Department of Educational Administration and Policy Studies received this funding 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 grant 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.

WISSMAN, KELLY
Reading

Adolescent Literacies as Resources for Teacher Learning and Curriculum Development
Faculty Research Award Program, University at Albany, SUNY
$10,000

Exploring Adolescents’ Multimodal Literacies in an Inquiry Community: Reconstructing Understandings and Curriculum
National Council for Teachers of English
$9,000

YAGELSKI, ROBERT
Educational Theory and Practice

Capital District Writing Project Participation in the National Study of Writing Instruction
National Writing Project Corporation
$20,000

Capital District Writing Project
National Writing Project Corporation
$252,000

Multiple Sponsors
$50,180

ZHANG, JIANWEI
Educational Theory and Practice

Collective Responsibility for Deepening Inquiry: A Focus on Progressive Questioning in a Communal Space
Faculty Research Award Program, University at Albany, SUNY
$9,615
Programs of Study

School-wide
- Undergraduate Minor in Educational Studies
- CGS Teacher Leadership

Department of Educational Administration and Policy Studies
- MS Educational Administration
- AGC Advanced Graduate Certificate
  School Building Leadership, School District Leadership, School District Business Leadership
- CAS Educational Administration
- PhD Educational Administration and Policy Studies
  (Concentrations in MS, CAS, PhD in School Leadership, Higher Education, and Educational Policy Analysis)

Department of Educational and Counseling Psychology
- Division of Counseling Psychology
  - MS Mental Health Counseling
  - BA/MS Mental Health Counseling
  - MS School Counseling
  - CAS School Counseling
  - PhD Counseling Psychology*
- Division of Educational Psychology and Methodology
  - MS Educational Psychology and Methodology*
  - CAS Educational Research
  - PhD Educational Psychology
  (Concentrations in Learning-Instruction, Development, Methodology, and Special Education)
- Division of School Psychology
  - CAS School Psychology
  - PsyD School Psychology*
- Division of Special Education
  - MS Special Education (Inclusion)*
  - MS Special Education (Inclusion and Special Education)*
  - MS Special Education and Literacy I*
  - MS Special Education and Literacy II*

Department of Educational Theory and Practice
- MS Adolescent Education*
  (English, French, Spanish, Biology, Chemistry, Physics, Earth Science, Mathematics, and Social Studies)
- MS General Educational Studies
- MS TESOL (All grades)*
- MS TESOL
- BA/MS TESOL
- MS/MA TESOL/Communication
- MS Curriculum Development and Instructional Technology*
- CGS English as a Foreign Language
- CAS Curriculum and Instruction
- PhD Curriculum and Instruction
  (Concentrations for CAS and PhD: Instructional Theory, Design, and Technology; Research and Evaluation in Curriculum and Instruction; Language in Education; and Science and Mathematics Teaching and Learning)

Department of Reading
- MS Reading Teacher (non-certification)
- MS Early Childhood/Childhood Education (Literacy)*
- MS Literacy (Literacy Specialist Birth-Grade 6, Grades 5-12, Birth-Grade 12)*
- MS Special Education and Literacy I*
- MS Special Education and Literacy II*
- CAS Reading
- PhD Reading

* accredited  ° offered online