An Exciting New Start

As we start our 66th year, the Department of Reading is pleased to announce a change to our name. Starting in 2014, we will use the new title Department of Literacy Teaching and Learning. In the next few months, you will see a transition to the new name, with the website and university policy documents making the formal transition in July/August in preparation for a new academic year.

When the Department of Reading was created in 1948, the faculty prepared certified teachers as Reading Teachers in grades K-12, or extended the instructional reading knowledge of classroom teachers. These MS programs continued for over fifty years, designed to comply with New York regulations and research-based practices. In the last few decades, the field has shifted from a focus on reading to a broader view of literacy, with a more encompassing definition of what children and young adults need to know and do. These literacies include areas such as reading, writing, viewing, speaking, listening, and representing, all situated in new technologies and social contexts. While any one component of literacy is certainly important, as a whole, the term literacy better captures the broad view.

In 2000, changes in the New York State regulations shifted and we completely revised our MS in Reading programs to a new “MS in Literacy,” “MS in Early Childhood and Childhood Education,” and “MS in Literacy and Special Education.” The titles of our courses reflect what we were already doing at the time – focusing on literacy rather than only reading. In the field, the teacher certification and teaching positions shifted from Reading Teachers to Literacy Specialists and Literacy Coaches. Similarly, at the doctoral level, our domains focus on literacies related to acquisition, schooling, and society. Situated in a School of Education with programs leading to teacher certification, the additional terms teaching and learning provide a better context for the use of literacy/literacies.

We appreciate all of your efforts, both past and present, in creating the department we enjoy today!

Ginny Goatley, Department Chair
**Dr. Cheryl Dozier**, Associate Professor in the Reading Department received the 2013 *Jerry Johns Outstanding Teacher Educator in Reading Award* from the International Reading Association (IRA). This award honors an outstanding university instructor of reading methods or related courses. Dr. Dozier was presented with the award at the IRA’s annual convention in San Antonio, TX in April 2013.

**Dr. Virginia Goatley**, Professor and Chair of the Department of Reading was honored on March 25 with the 2014 *University at Albany Excellence in Academic Service Award*. This award is given to members of the campus community with exceptional contributions to the life of the campus.

**Dr. Peter Johnston** received the *P. David Pearson Scholarly Influence Award* from the Literacy Research Association for his 2004 book, *Choice Words*. Dr. Johnston is the first recipient of the award which was established in 2012 and honors an author of a work that has a positive and lasting influence on literacy practices and policies. He was presented with the award at the Literacy Research Association’s 63rd Annual Conference in December.

In addition, Dr. Johnston received the *SUNY Chancellors Award for Excellence in Scholarship and Creative Activities*. This is quite an honor for his long-term research and scholarly contributions!

**Dr. Donna Scanlon** is a recipient of the *IRA Albert J. Harris Award*. The award is for the article, Effects of the Interactive Strategies Approach—Extended: A Response and Comprehensive Intervention for Intermediate-Grade Struggling Readers, published in The Elementary School Journal, 112(2), 280-306, December 2011.

Additionally, Dr. Scanlon is the recipient of *Region 6 Excelsior Award* for 2014. This award, presented by the School Administrators Association of New York State, is given to recognize how Dr. Scanlon’s research has “helped struggling readers and instructed educators on best practices to help all levels of learners.”

**Did You Know?**
Our fully online programs for students seeking professional certification is 14 years strong! At the helm of this very successful program is our Online Program Manager, Trudy Walp. Our Childhood Education and Early Childhood Education programs are popular with students from several states and countries, including teachers in military locations and International schools.
Grants and Projects

**Dr. Margaret Sheehy** (PI) and **Dr. Donna Scanlon** (Co-PI), have been awarded $1,413,915 from the U.S. Department of Education Institute of Education Sciences (IES) for "Development of a Supplemental Instructional Course in Reading and Writing Arguments for Ninth Graders at Risk of Leaving School before Graduating." With the adoption of the Common Core Standards and their emphasis on argumentative reading and writing in English Language Arts, science, and social studies, this three-year project aims to develop and conduct an initial test of the effects of a course that will support students who are already at academic risk in learning academic, college-focused, argumentative literacy practices.

**The Graduate Level Clinically Rich Teacher Preparation Pilot Program** is designed to prepare the next generation of special educators to work with 21st century high school students in high needs schools. The master’s degree students, known as Resident Fellows, engage in a 67-credit program of study which includes coursework, elementary placements, literacy experiences, and a full year interning as consultant and resource support teachers at Amsterdam High School (AHS), working on supporting and differentiating instruction for all students. The Fellows gain invaluable experience in the year-long internship at AHS, and upon graduation will earn NYS teaching certificates. This project is a joint effort between the Division of Special Education (Deborah May, Jane Domaracki, Lisa Grippu-Gardner) and the Department of Literacy Teaching and Learning (Cheryl Dozier, Virginia Goatley) and is funded by the New York State Education Department.

**C-TEN (Campus Based Teacher and Leader Education Network)**

The goal of the S-TEN (SUNY Teacher and Leader Education Network) and C-TEN (Campus Based Teacher and Leader Education Network) initiative is to support higher education faculty and education partners to engage in collaborative conversations to meet the needs of today’s children. This grant focuses on four areas central to the Regents Reform Agenda: Clinically-Rich Teacher and Leader Preparation, Common Core Standards, Performance Assessments of Pre-service and Practicing Educators, and Data Driven instruction. Chaired by Cheryl Dozier and Christy Smith, the University at Albany C-TEN is a vibrant group of educators who meet routinely to examine these issues. UAlbany C-TEN members include superintendents, assistant superintendents, principals, teachers, CASDA director, BOCES superintendent, College of Arts and Science faculty, and School of Education faculty. In May we held our inaugural Early Career Conversations with panel presentations of recent graduates across the School of Education. The informative conversations will continue to strengthen our collaborations with alumni and community colleagues. The University at Albany was awarded almost $45,000 to facilitate activities and seminars for UAlbany faculty, staff, students and community partners. Please look for information on upcoming events at: www.albany.edu/education/EdAlumni.php.

**Dr. Cheryl Dozier** is continuing her work with the Teacher Leadership Quality Partnership Grant. TLQP is a NYS Education Department grant to, in part, promote collaborative relationships that will improve teacher preparation programs and professional development for in-service teachers.

**The Interactive Strategies Approach (ISA) and Response to Intervention (RtI) Professional Development Opportunities**

The Child Research and Study Center at the University at Albany provides extensive and job-embedded professional development (PD) for teacher leaders and primary level teachers and specialists (classroom, reading, special education, school psychologists, etc.). The professional development involves a multi-phase process in which one or more teacher leaders from each school participate in professional development related to the ISA and RtI. Thereafter, teacher leaders will, in turn, facilitate a book study for teachers in their schools, focusing on the same content, and will support teachers as they begin to implement ISA-based RtI procedures. For more information, see http://www.isaprofessionaldevelopment.org/

**Dr. Kelly Wissman** was supported by a grant from the Longview Foundation for Education in World Affairs and International Understanding. Dr. Wissman facilitated an inquiry group of ELTL students interested in incorporating global literature into their classrooms. The four teachers, Maggie Burns, Krista Jampetti, Heather O’Leary, and Simeen Tabatabai, met monthly to share global literature, student work, and reflections on their teaching. Each member of the group wrote about their work in the online publication, Worlds of Words Stories: Connections from the Classroom, available here: http://wowlit.org/on-line-publications/stories/storiesiv7/. These descriptive and reflective pieces explore how students from urban schools to suburban schools, from English Language Learners to native speakers, from Kindergartners through sixth graders, were inspired to write, draw, debate, perform, and take action in response to global literature. The group also traveled to Boston to share their work at the National Council of Teachers of English Annual Convention.

https://www.facebook.com/eltl.department
Meet New Faculty

**Dr. Erica Barnes**, joins the Albany faculty as an Assistant Professor after completing her Ph.D. in Development, Learning, and Diversity at Vanderbilt University’s Peabody College. Erica’s current research investigates teacher-child interactions in preschool classrooms that promote vocabulary growth, with an emphasis on the developmental trajectories of children with varying levels of language abilities and from low-income homes. Her work uses fine-grained measures such as type/token counts, sophisticated vocabulary, and utterance level coding to identify the mechanisms driving vocabulary learning in young children using quantitative methodology. She is interested in how language facilitates literacy growth, and how teachers may differentiate instruction for children from underserved populations to build their funds of knowledge.

**Dr. Jaime Puccioni**, received a dual Ph.D. in Educational Policy and Curriculum, Instruction, and Teacher Education with an emphasis in language and literacy from Michigan State University in 2012. Prior to joining the faculty at University at Albany as an Assistant Professor, she was a postdoctoral research associate at Michigan State, funded by the National Institutes of Health. Jaime’s research examines the ways in which family and classroom contexts influence children’s educational opportunities and development, with a particular focus on language and literacy. She is particularly interested in understanding how parents’ beliefs shape their behaviors, which in turn, influence children’s literacy development. Her dissertation drew on data from the Early Childhood Longitudinal Study-Kindergarten cohort to estimate latent growth curves to examine the associations among parents’ school readiness beliefs, practices, and children’s academic achievement from kindergarten through first grade. Jaime’s current research focuses on the relationship among children’s opportunities to learn, approaches toward learning, and reading development in elementary school.

**Dr. Peter Johnston Retires**

During his 32 years at the University at Albany, Peter Johnston has influenced numerous teachers and children in many ways. He has been honored for his exemplary contributions to the field, including the International Reading Association Dissertation Award, IRA Albert J. Harris Award, Educational Press Association award, UAlbany Research Award, University of Illinois Alumni Award, SUNY Chancellor’s Award for Excellence in Scholarship and Creative Activities, and most recently the P. David Pearson Scholarly Influence Award (Literacy Research Association). Peter is also a member of the International Reading Association Hall of Fame. For those who collaborate with him on a regular basis, we know these honors are much deserved and represent his dedication to teaching and research. On behalf of children and teachers, we say “thank you”.

At his retirement gathering, we heard many words to describe Peter: inspirational, funny, enthusiastic, understanding, demanding, kind, encouraging, insightful, influential, provocative, genuine, intelligent, supportive, wise, patient, dynamic, thoughtful, dedicated, adventurous, admirable, innovative, helpful, and caring. To all of us, Peter is a mentor, teacher, friend, expert, model, and advocate. Peter, we wish you all the best in retirement.
Recent Publications


Did You Know?

With our new program revisions, we have extended our practicum courses into numerous school districts in the area: Albany, Amsterdam, Cohoes, South Colonie, Troy, St. Ambrose in Latham, and Job Corps in Glenville.
Doctoral Student Highlights


- Lisa Michaels and Joy Stephens receive the 2014 Initiatives for Women (IFW) Grant, Karen R. Hitchcock New Frontiers Fund Award for research they will conduct in Belize this summer.

- David Clickner received the SUNY Chancellor’s Award for Excellence in Professional Service. He is the Director of the Learning Assistance Center at Hudson Valley Community College.

- Barb Vokatis accepted a tenure track assistant professor position at SUNY- Oneonta.

Support the Department of Literacy Teaching and Learning

Donations help support projects such as: (1) books and materials for practica, (2) bus tokens for parents to attend family celebrations, (3) scholarships for students, (4) speakers and presentations on literacy issues.

There are many ways to support our new Literacy Teaching and Learning Department. Please make sure to specifically designate your donation to the department.

- **Online**
  Complete the online form and use your credit card.

- **Phone**
  Call the Foundation office at 1-800-577-7869 and use your credit card.

- **Mail**
  Checks should be made payable to The University at Albany Foundation and mailed to: The University at Albany Foundation, UAB 226, 1400 Washington Avenue, Albany, NY 12222
• Rebecca Rogers (PhD in Reading) has been elected Vice President Elect of the Literacy Research Association.

• Irene Rosenthal (PhD in Reading) received the NYSRA Friend of Reading Award recognizing her ongoing efforts to promote “the importance of reading in the daily lives of children and adults.”

• Kimberly Anderson (PhD in Reading) accepted a tenure track assistant professor position at East Carolina University.

• Elizabeth Yanoff, (PhD in Reading) received tenure and promotion to Associate Professor at the College of St. Rose.

• Erin McCloskey (PhD in Reading) received tenure and promotion to Associate Professor at Vassar College.

• Pegeen Jensen (M.S. Reading ’89, C.G.S. Teacher Leadership ’12) was honored by the New York State Reading Association as Literacy Educator of the Year.


Tell us About Yourself!
If you have a highlight to share for the next Newsletter, please contact the Department of Literacy Teaching and Learning at rrieder@albany.edu.

University at Albany Alumni Awards

Pegeen H. Jensen, MS ’89, CGS/Teacher Leadership ’12 received the Bertha E. Brimmer Medal at the University at Albany Alumni Association’s Excellence Awards ceremony May 3, 2014. Prototype of the “teacher leader,” Pegeen Jensen began her 25th year of teaching in the primary grades at the South Colonie School District last fall and serves as Saddlewood Elementary’s literacy facilitator and summer literacy coordinator. Jensen has been a recipient of the New York State Reading Association (NYSRA) Literacy Educator of the Year Award, and has been praised as a mentor to her colleagues in guiding young children in writing. She also plays an active role in UAlbany’s M.S. in Literacy degree by allowing graduate students to acquire field experience in her classrooms.

Ellen McCarville Sullivan, MS ’79 received the Excellence in Education Award at the University at Albany Alumni Association’s Excellence Awards ceremony May 3, 2014. Ellen Sullivan is an assistant in Educational Services at the New York State United Teachers, where she coordinates NYSUT’s implementation of the Federal Investing in Innovation grant on teacher evaluation and development. She is renowned as an educator who interacts with teachers, principals, superintendents, state education department staff, state lawmakers, business leaders and others who support schools and students. A former classroom teacher, Sullivan was a longtime director of the Greater Capital Region Teacher Center.
Interested in Advanced Study?

PhD—Our PhD program prepares individuals for research and teaching positions in universities and colleges. It also serves those who have or seek positions in K-12 schools, government agencies, or educational foundations requiring a comprehensive understanding of literacy, the ability to conduct research, and/or the capacity to interpret or implement research findings.

CAS—The Certificate of Advanced Study (CAS) in Reading prepares individuals for leadership roles in literacy education. This program is designed for: (1) students seeking advanced coursework in literacy research and pedagogy with a view toward career advancement, or entry into a PhD program in Literacy; (2) classroom teachers or literacy specialists who already have a master's degree, seeking to deepen or broaden their professional knowledge or their clinical expertise.

CGSTL (Certification of Graduate Study in Teacher Leadership)—Education policies and practices have led to increased opportunities for teachers to become leaders in their schools and communities, including increased responsibilities such as mentoring and curriculum development. The intent of this interdepartmental Certificate of Graduate Study is to provide a 15-credit program of study that directly assists teacher leaders in areas of reflective practice, professional development, mentoring, curriculum development and/or coaching.

Contact the Department of Literacy Teaching and Learning for additional information: rrieder@albany.edu