

KNOWLEDGE



SCHOOL OF EDUCATION

UNIVERSITY AT ALBANY State University of New York

Greetings from UAlbany!

The School of Education has advanced its standing once again in the *U.S. News and World Report (USNWR)* rankings of Schools of Education. Of about 1400 Schools of Education in the nation, only 300 confer doctoral



degrees. Among that select group, *USNWR* placed our School among the top 17%, the highest ranked public School of Education in New York. This high regard reflects real and enduring contributions our School makes to human knowledge, skill, mental health, and happiness. This issue of *Knowledge* glimpses a bit of the tangible evidence of our commitment to human well-being and growth.

Let me highlight some of that evidence. Arthur Applebee, chair of Educational Theory and Practice and Distinguished Professor, was named a Fellow of the American Educational Research Association for his decades of research on issues of language and literacy. Gilbert Valverde, chair of Educational Administration and Policy Studies, assumed the presidency of the Comparative and International Educational Society, the premier academic association for global comparative education studies. David Miller, recognized as one of the most prolific scholars of school psychology in the nation, was elected president of the American Association of Suicidology, a leading national organization dedicated to understanding and preventing suicide. Judith Langer, O'Leary Distinguished Professor, received the 2012 David H. Russell Award for Distinguished Research in the Teaching of English by the National Council of Teachers of English. Alan Oliveira received the 2013 Early Career Research Award from the National Association for Research in Science Teaching, identifying him as one of the most promising new researchers in science education in the nation.

The story behind our national ranking is a history of leadership, scholarship, and service to every aspect of human development and well-being. That record of real accomplishment makes me most proud. Thank you for your support of this tradition of excellence. Please work with us through research collaborations, teaching, clinical supervision, advisory councils, donations, and advancing our reputation...our work together for a better world.

Robert Bangert-Drowns
Dean

School of Education Celebrates Continued Growth in National Rankings

The 2014 *U.S. News & World Report* rankings of graduate schools of education placed the University at Albany School of Education at #47 in the nation out of 278 schools granting doctoral degrees. That puts the School of Education in the top 17% of these doctoral institutions.

The rank is up 6 spots from 2013, 16 spots from 2011. UAlbany's School of Education is the top ranked public school of education in New York State, 4th if one considers private institutions—after Teachers College Columbia University, New York University (Steinhardt), and Syracuse University.

"I am extremely pleased that the UAlbany education faculty are receiving due recognition for their accomplishments," said Dean Robert Bangert-Drowns. "We count numerous national and international leaders in our School, and all our faculty members and staff are caring, creative, and passionate about the future of teaching and learning, mental health, and human development. This is a very stimulating place to be."

U.S. News & World Report ranks graduate schools of education on 10 measures, including peer assessments by deans, external funding for research, student selectivity, and superintendent assessments. Ranked schools of education are drawn from all 50 states, the largest numbers in California, Florida, New York, Pennsylvania, and Texas.

"The vibrant relationship which the UAlbany School of Education maintains with educators in the field informs scholarship while stimulating the use of evidence-based practices in our schools. This is an exciting and collaborative environment," added James Butterworth, director of the Capital Area School Development Association, the School's field-based center.

"The School of Education traces its roots to the origin of the University at Albany as the New York State Normal School in 1844 and succeeds through the excellence of its faculty and their commitment to students," said UAlbany President Robert Jones. "I'm proud to see that it continues to flourish and is recognized so well in these national rankings."

Did you know...

that Drs. Donna Scanlon and Kimberly Anderson of the Child Research and Study Center at the University at Albany provide professional development focused on **Response to Intervention (RTI)** and the **Interactive Strategies Approach (ISA)**? See page 2 for more details.

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A Community of Learners Early Literacy Leaders and the Interactive Strategies Approach

Recently, a group of Capital Region educators gathered at the School of Education's Child Research and Study Center (CRSC). It was late on a Wednesday afternoon, a time when many educators would have been heading home, exhausted. But there they were, about a dozen of them, greeting one another with warm hellos, hugs, and humorous stories. For many, this afternoon marked ten years of such gatherings; for others, it was a relatively new experience. For all, it was a time they had been looking forward to—a couple of hours with what had become a collaborative support system of like-minded professionals. They came from varied backgrounds and experiences in education to share information, ask questions, and seek support from one another in honing their craft. Their get-together, as usual, was filled with boisterous laughter, food, and the serious business of educating children to the best of everyone's ability.

It all began with "Preventing Reading Difficulties," a five-year research project under the direction of Drs. Donna Scanlon (Reading), and Frank Vellutino and Lynn Gelzheiser (Educational and Counseling Psychology). The project was supported by a grant from the Interagency Education Research Initiative (IERI) funded cooperatively by the U.S. Department of Education, NICHD, and NSF Working in partnership with schools serving predominantly low-income communities, the Preventing Reading Difficulties project sought to improve the reading achievement of primary grade students, particularly those who struggled with early literacy acquisition. The IERI grant allowed the researchers to investigate the impact of an approach to preventing early reading difficulties, the Interactive Strategies Approach (ISA), which they had been developing and testing for more than a decade.

One major component of the study was developing Early Literacy Leaders (ELLs) within the participating schools. Beginning in 2003, the ELLs engaged in extensive professional development which included directed reading and discussion groups that familiarized them with the theoretical background and the scientific research related to the study of reading and preventing reading difficulties, and the practical application of such research. These discussion groups, originally planned to continue for the duration of the project, continue today, with many of the original ELLs getting together at least two or three times a year. The group has grown somewhat to include educators who have been involved in other ISA projects, as well as several doctoral students from the SOE's Reading Department. While membership in the group has expanded, the essential mission has remained the same—to serve as a connection between research at the university level and instruction and leadership at the elementary level.

That connection, importantly, is a two-way street. Not only do the meetings provide an opportunity for the ELLs to keep abreast of current research and its application with respect to federal and state initiatives such as Response to Intervention and the Common Core State Standards, but they provide an important reality check and learning opportunity for the university members of the group. Says Donna Scanlon, "From my perspective, the teachers who participate are the experts. We learn as much or more from them as they do from us."

What has been learned from and through the group has helped to inform a number of subsequent ISA projects including two federally-funded studies focused on teacher preparation (in which Kim Anderson and Virginia Goatley served as co-investigators) and an online professional development project, directed by Kim Anderson, that, to date, has included schools from 20 school districts across the state and nation. Like the original IERI study, the online professional development aims to develop building-level expertise in early literacy, empowering teacher leaders to support teachers in their schools as they implement newly-learned approaches to early literacy instruction. Unlike the IERI study, the professional development project makes extensive use of distance learning technologies with the goal of providing schools/districts with affordable, job-embedded, and extended access to professional development for primary grade teachers.

In an era of unprecedented accountability and teacher scrutiny, the combined power of teacher knowledge and collegial support through a community of learners has never been more important. In the words of the ELLs:

- *"The meetings provide reassurance that there are people who stand firmly with the research and will not get 'caught up in the tide' with each new initiative that comes along."*
- *"The meetings provide an opportunity to talk with colleagues who have common experiences through ISA and to reflect on our practice."*
- *"The colleagues I have befriended professionally via the CRSC get-togethers have and continue to make me the teacher I strive to be."*

Many thanks to the following ELLs who contributed to this article: Deb Rutnik, Anita De Sarbo, Andrea Daley, Joan Sweeney, and Peggy Connors.

Peggy Connors, who took on coaching roles in ISA projects, constructed a top ten list of the things she learned in her work related to the Interactive Strategies Approach—read her **Insights from the Early Literacy Leader Group Top Ten** on page 7. To learn more about ISA professional development, visit www.isaprofessionaldevelopment.org.



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UNIVERSITY AT ALBANY School of Education

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Faculty News

Arthur Applebee, Educational Theory and Practice, was selected as a Fellow of the American Educational Research Association (AERA). Established in 2007, the AERA Fellows Program honors educational researchers who have made exceptional scientific or scholarly contributions through sustained research of distinction in the field and development of research opportunities and settings. Applebee joins two School of Education colleagues, Judith Langer and Sigmund Tobias, in the AERA Fellows Program.

Cheryl Dozier, Reading, received the 2013 Jerry Johns Outstanding Teacher Educator in Reading Award from the International Reading Association (IRA). This award recognizes an outstanding university instructor of reading methods or related courses. Dozier was presented with the award at the IRA's annual convention in San Antonio, TX in April.



Lynn Gelzheiser and **Frank Vellutino**, Educational and Counseling Psychology, **Donna Scanlon** and **Laura Hallgren-Flynn**, Reading, and Florida State University colleague **Christopher Schatschneider**, received the 2013 Albert J. Harris Research Award from the International Reading Association (IRA) for their article, "Effects of the Interactive Strategies Approach-Extended: A Responsive and Comprehensive Intervention for Intermediate-Grade Struggling Readers," published in *The Elementary School Journal* in December 2011. The award is given for a recently published journal article that "makes an outstanding contribution to our understanding of prevention or assessment of reading or learning disabilities." Gelzheiser and colleagues were presented with the award at the IRA's annual convention in San Antonio, TX in April.

Kevin Kinser, Educational Administration and Policy Studies, was appointed as a Senior Fellow for Internationalization by NAFSA: Association of International Educators, the leading professional association committed to international education. The Senior Fellows program identifies individuals with expertise and experience in international education. The Fellows contribute to advancing the goals of the Association through writing, outreach, increasing awareness, and stimulating thinking about and planning for the future of the Association.



Judith Langer, Educational Theory and Practice, received the 2012 David H. Russell Award for Distinguished Research in the Teaching of English, one of the top distinctions for scholarly contributions to the profession given by the National Council of Teachers of English (NCTE). She is being honored for her book, *Envisioning Knowledge: Building Literacy in the Academic Disciplines*. Langer was presented with the award at the NCTE annual convention in Las Vegas, NV in November.

Hal Lawson, Educational Administration and Policy Studies, received the 2013 Cooperative Leadership Award from the National School Development Council. The award recognizes outstanding leadership and efforts to work collaboratively with K-12 schools to improve student learning. Lawson was honored at the CASDA annual awards dinner in April.

Hal Lawson and **Katy Schiller**, Educational Administration and Policy Studies, are part of the Capital Area School Development Association's leadership team to implement a \$2.45 million New York State Education Department grant to the Schenectady City School District. Dr. Schiller will lead the evaluation, while Dr. Lawson will provide guidance regarding research-supported, community school designs, capacity-building needs, and innovation-related opportunities and challenges.

David Miller, Educational and Counseling Psychology, was elected president of the American Association of Suicidology (AAS), a leading national organization in the U.S. devoted to understanding and preventing suicide. Miller began a two-year term as AAS president-elect in April, and will then serve a two-year term as AAS president, from April 2015 to April 2017. Miller has been serving as chair of the AAS Board of Directors. He is a certified school psychologist with extensive experience working with suicidal youth in both public and alternative school settings. According to a recent analysis published in the journal *Psychology in the Schools*, Miller was ranked seventh in scholarly productivity among school psychology faculty in doctoral programs accredited by the American Psychological Association.



Alandeom Oliveira, Educational Theory and Practice, received the 2013 Early Career Research Award from the National Association for Research in Science Teaching (NARST). The Early Career Research Award is given annually to a researcher who, within seven years of earning a doctoral degree, "demonstrates the greatest potential to make outstanding and continuing contributions to research in science education." Oliveira was honored at the NARST annual international conference in Puerto Rico in April.

Kathryn Schiller, Educational Administration and Policy Studies, was part of the research team behind the Institute of Education Sciences' recently released report, *Algebra I and Geometry Curricula: Results From the 2005 High School Transcript Mathematics Curriculum Study*. The report examines the content and challenge of algebra I and geometry courses in the nation's public high schools by considering math coursetaking patterns. It addresses three points: the differences in algebra I and geometry course curricula, how accurately school course titles and descriptions reflect the rigor of what is taught in those courses, and how algebra I and geometry curricula relate to math coursetaking patterns and National Assessment of Educational Progress performance. As part of the research team, Schiller can speak to the methodology, results and implications of the report.

Peter Shea, Educational Theory and Practice, received \$78,334 from the SUNY Provost's Office for the Innovative Instruction Technology Grants Program. Among the most critical academic disciplines for success in a 21st century workforce are those involving Science, Technology, Engineering and Math (STEM). These fields are increasingly digital, networked and rapidly evolving, but research indicates that U.S. students are becoming less engaged and falling significantly behind the rest of the world in STEM disciplines. Through this project, Shea and colleagues will explore how faculty and students from diverse fields across SUNY—art, music, computer science, natural science, management, education and beyond, can collaborate on projects to conceive, design, and create guided, inquiry-based, immersive games that promote deep understanding of STEM content in K-12 settings. Shea believes that a focus on STEM will address significant state and national challenges.



Robert Yagelski, Educational Theory and Practice, received \$586,000 from the National Writing Project (NWP) for his project, College-Ready Writers Program. The program is intended to help high-needs rural school districts improve high school graduation rates and college-attendance rates. The Capital District Writing Project, which is one of 12 NWP sites nationwide that is participating in the program, will be working with four school districts in the Capital Region over the next three years—Gloversville Enlarged School District, Fort Plain Central School District, Rensselaer City School District, and Canajoharie Central School District.

Scholarships and Awards

We are pleased to announce the recipients of the 2013 School of Education Scholarships and Awards who were celebrated by School of Education faculty, University colleagues, donors, and friends and families of the scholarship recipients at a ceremony and reception held on May 10th. The School's generous donors provide meaningful opportunities for our students to learn and grow. For more detailed descriptions of each of these scholarships, please visit www.albany.edu/education/scholarships.

The **Nelson J. Armlin Scholarship** was awarded to **Michelle Williamson**, Special Education Adolescent Generalist.

The **Class of 1955 Award** was awarded to **Josiah Boehlke**, Curriculum Development & Instructional Technology.

The **Class of 1956 Scholarship** was awarded to **Elizabeth King** and **Jamie Stall**, Special Education & Literacy.



Dr. Gilbert Valverde celebrates with Educational Administration and Policy Studies doctoral students and recipients of the Arvid J. Burke Scholarship, Michelle Feder and Dante Salto.

The **Louise Swire Baldwin and Norman Burton Baldwin Technology Education Scholarship** was awarded to **Suzanne Hayes**, Curriculum & Instruction.

The **Beta Zeta Scholarship** was awarded to **Nawal Mays**, Teaching English to Speakers of Other Languages.

The **Malcolm E. Blum Endowment** was awarded to **Jessica Coles**, Special Education & Literacy.

The **Dr. Anna Maria Bonaventura Memorial Scholarship** was awarded to **Umit Boz**, Curriculum & Instruction.

The **Mary M. Briggs Scholarship** was awarded to **Jenna Riefenhauser**, Special Education & Literacy.

The **Arvid J. Burke Scholarship** was awarded to **Vaughn Jenkins**, Mental Health Counseling and **Michelle Feder**, **Taya Owens**, and **Dante Salto**, Educational Administration & Policy Studies.

The **Elizabeth H. Christen Scholarship** was awarded to **Linda Beeler**, Literacy and **Zubeyir Coban**, Reading.

The **Richard M. Clark Scholarship** was awarded to **Zachary Warner**, Educational Psychology.

The **Delta Omega Scholarship** was awarded, this year in honor of Delta Omega sorority sister Catharine Walsh Peltz, Class of 1922, to **Ashley Dodge** and **Amy Higgs**, Literacy.

The **Kenneth T. & Kathleen E. Doran Scholarship** was awarded to **Cherilyn Rokjer**, Special Education & Literacy.

The **Dr. Kimberly E. Esterman Memorial Award** was awarded to **Jenna Riefenhauser**, Special Education & Literacy.

The **Dr. Frank J. Filippone '41, '48 - Hillside House Scholarship** was awarded to **Paula Rehm**, School Psychology, and **Elizabeth Mills** and **Michelle Wilber**, School of Social Welfare.

The **Ira & Elsie Ferber Freedman Education Scholarship** was awarded to **Kimberly Griffin**, Childhood Education (Literacy).

The **Jean Edgecumbe Groff '38 Graduate Scholarship in Education** was awarded to **B. Alex Finsel**, Educational Administration & Policy Studies.

Three School of Education students received the **2013 Presidential Distinguished Doctoral Dissertation Award**.

Andrew Kerlow-Myers, Educational & Counseling Psychology, Counseling Psychology, for his dissertation, *Assessing the Relationship of Career Goal Autonomy and Intrinsic Content on Vocational and General Well-Being*
Dissertation chair: LaRae Jome

Sun Hwa Lee, Reading, for her dissertation, *Effects of the Interactive Strategies Approach on At-Risk Children's Spelling Development*
Dissertation chair: Donna Scanlon

Gulnara Sadykova, Educational Theory & Practice, for her dissertation, *Learning Experiences of International Students in Online Courses: Mixed Methods Study*
Dissertation chair: Carla Meskill

Scholarships and Awards (con't)

The **Ralph W. Harbison Fellowship** was awarded to **Diana Akhmedjanova**, Educational & Counseling Psychology, 2013 Fellow-Uzbekistan and renewed **Nisa Felicia**, Educational Administration & Policy Studies, 2012 Fellow-Indonesia; **Xiujun Liu**, Reading, 2012 Fellow-China; and **Treisy Romero Celis**, Educational Administration & Policy Studies, 2010 Fellow-Mexico.

Jack's Fund was awarded to **Jeremy Bissram**, Counseling Psychology.

The **Mauritz Johnson Scholarship** was awarded to **Zhiqi Gong**, Curriculum & Instruction.

The **Ralph B. Kenney Endowment** was awarded to **Callie Lehrer**, School Psychology.

The **Alice Clark Long Scholarship** was awarded to **Erin Ring**, Counseling Psychology.

The **Gertrude Hunter Parlin Teacher's Scholarship** was awarded to **Chase Frazer** and **Leah Glover**, Special Education Adolescent Generalist, **Eric Jenkins**, Literacy, and **Min Sheng**, Teaching English to Speakers of Other Languages.

The **Bette Knowlton Roe Scholarship** was awarded to **Rebecca Benjamin**, Reading and **Sarah Griffin** and **Tara Pepper**, Childhood Education (Literacy).

The **Paul Saimond Memorial Scholarship** was awarded to **Katie Mathews**, Educational Theory & Practice.

The **Glady's G. Sawyer '37 & J. William Sawyer '31 Scholarships** were awarded to **Marissa Matteo**, Educational Studies minor.

The **Dr. H. Craig Sipe Science Education Scholarship** was awarded to **Keenya Oliver Bemis** and **Lindsey Svec**, Secondary Biology Education.

The **Matthew John Pietrzyk Scholarship** was awarded to **Beth Wilson**, Reading.

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

Full-Time

Dr. Joan Newman, Educational & Counseling Psychology
Dr. Kelly Wissman, Reading

Part-Time

Dr. Melinda Tanzman, Educational & Counseling Psychology
Tisa Tucceri DeGregorio, Reading
Gloria Zambrano, Educational Administration & Policy Studies



Dr. Ginny Goutley of the Reading Department and Dr. Bob Wishnoff congratulate I-Ching Grace Hung, Counseling Psychology doctoral student and recipient of the first Wishnoff Professional Development Fund Award.

The **Stella R. Pietrzyk Scholarship** was awarded to **Suzanne Davis**, Reading.

The **Jake Alexander Straughter Memorial Scholarship** was awarded to **Christl Mueller**, Reading.

The **Joshua Smith '02 and Wendy Chia-Smith '04 Young Scholar Award** was awarded to **Angela Lui**, Educational Psychology.

The **Gene M. Winter Scholarship** was awarded to **Ruirui Sun**, Educational Administration & Policy Studies.

NEW in 2013!

The **Kristen Huff Travel Award** was established by Dr. Kristen Huff to support graduate student travel to the Northeastern Educational Research Association and the American Educational Research Association conferences. This first year it was awarded to **Shuyi Guan**, Educational Psychology.

The **Wishnoff Professional Development Fund** was established by Dr. Bob Wishnoff '75, '77, and is awarded to a graduate student who plans to go into Counseling, to support the student's attendance at professional development conferences. This first year it was awarded to **I-Ching Grace Hung**, Counseling Psychology.

The **Philip and Jeanne Rizzi Scholarship** was established by anonymous donors in honor of Philip and Jeanne Rizzi, and is awarded to an outstanding graduate student in the School of Education. This first year it was awarded to **Julien Almonte**, Counseling Psychology.

Oops! A 2012 scholarship was inadvertently left out of last fall's newsletter. The **Cathy Bertolino Hoey Scholarship** was awarded in 2012 to **Angela Lui**, Educational Psychology.

Alumni News

Elizabeth Allen (M.S. '06 Teaching English to Speakers of Other Languages) was recently appointed as a full-time instructor in the Intensive English Language Program at the University at Albany. She is currently serving her third year as Capital Region chair of the association, New York State Teachers of English to Speakers of Other Languages.

Nancy Bryant (B.S. '76 Business Education) currently runs her own financial advisory firm, which she has been doing since 1998. Prior to that she worked in financial planning, investment consulting, banking, and teaching (investment at a community college and high school business). Bryant also serves on the education committee of the professional organization, the National Association of Personal Financial Advisors and still takes every opportunity to teach in and out of the classroom.

Geoffrey Freebern (M.S. '95 Educational Psychology, C.A.S. '96 School Psychology) has been elected president of the Florida Association of School Psychologists (FASP). He will serve as president-elect (2012-13), president (2013-2014), and immediate past president (2014-2015). He currently works for the Polk County School Board as a school psychologist near Tampa, Florida.



Ryan Groat (M.S. '01 Reading) was appointed principal of the Watervliet Junior-Senior High School beginning July 2012. Prior to this position, Groat worked as middle school principal in the East Greenbush Central School District for two years, and before that as middle school principal and associate principal, high school athletic director and ALP principal, and as elementary teacher in the Hudson City School District.

Kristine Orr (M.S. '99 Curriculum Development and Instructional Technology) was appointed assistant superintendent for curriculum and instruction in the South Glens Falls Central School District effective July 2012. Orr comes to this position after one year as the Queensbury High School principal. Orr formerly taught high school math, and served as assistant high school principal and director of secondary curriculum for the Queensbury Union Free School District.

Student News

Shu-Han Yeh, doctoral student in Educational Theory and Practice and lecturer in the College of Arts and Sciences Department of East Asian Studies, received a University at Albany Excellence in Part-Time Teaching Award. She was celebrated at the UAAlbany Excellence Awards in April.

Ten undergraduate education minors received the UAAlbany President's Award for Leadership in Spring 2013: **Jennifer Alweiss, Samantha Arpino, Yvette Boaf, Amanda Farsace, Kalima Johnson, Katherine Lyons, Alexa Previto, Raquel Romero, Carly Savino, and Steven Valentine.**

Kappa Delta Pi (KDP), honor society in education, inducted the following students in Fall 2012: **Alicia Arundel, Cara Baldino, Gabriel Bensadon, Monet Collins, Elizabeth Foley, Krystal Folk, Rebecca Kearns, Robert Kimmins, Melissa LaRocco, Katherine Lyons, Kristen Malatesta, Deirdre Martin, Chelsea Migliara, Esther Ng, Fiona O'Riordan, Grace Pereyra, Nicole Rizzitano, Dana Rosoff, Daniela Schmidt, Elizabeth Steves, Jessica Tavares, and Emily Zwiebel.**

Anna VA (Bartoli) Polesny (M.S. '73 Special Education) recently co-produced a documentary, *Turning Pages, A Generation Looks Back*, presenting the lives of 25 Niskayuna High School class of 1962 graduates, now spread out from California to Massachusetts. The film explores the graduates' individual experiences, the era in which they lived, and their plans for the future.

L. Oliver Robinson (M.S. '94, Ph.D.

'96 Educational Administration and Policy Studies) was named the New York State School Superintendent of the Year by the New York State Council of School Superintendents (NYSCOSS). Robinson has been superintendent at the Shenendehowa Central School District since 2005. Prior to that he served as superintendent and previously assistant superintendent for business at Mohonasen Central School District, and as school business administrator at Berne-Knox-Westerlo School District. He received a University at Albany Alumni Association Excellence in Education Award in 2005.



Timothy Timberlake (B.A. '83 Mathematics, M.S. '94 Educational Administration and Policy Studies) was appointed principal of the Adult Learning Center at New Brunswick Public Schools. Prior to beginning this position in October 2012, he was assistant principal for the Department of Education for the City of New York.

James Vacca (M.S. '72 Literacy), associate professor of education at Long Island University (LIU) Post and LIU Brentwood, was among the top Long Island educators honored at the 16th Annual March of Dimes Golden Apple Awards Dinner in November 2012. The Golden Apple Award is given annually by the March of Dimes to recognize outstanding individuals who have made a difference in the community through their commitment to education. He also received a Volunteer and Professional Award from the Suffolk County Task Force to Prevent Family Violence in 2010. Vacca has taught at LIU Post since 1985, joining the full-time faculty in 2001. Prior to teaching at LIU, Vacca worked for 35 years as a teacher, principal, special education administrator, guidance director, special programs/reading director, and director of pupil personnel services in several school districts in New York State and on Long Island.

School of Education Dean's List

Graduating students with a record of sustained academic excellence

Fall 2012

Margaret Burns	Christina Jager	Darien Parish
Megan Cusick	Erin Kennedy	Suzanne Rappazzo
Sean DeMartino	Elizabeth Ketterer	Jennifer Simon
Deborah Anne Frank	Salvatrice Lopiccolo	Rachel Stadler
Andrew Guilz	Effie Maglaras	Sue Snyder
Alesia Hall	April Mead	

Insights from the Early Literacy Leaders Group

Peggy Connors, a member of the Early Literacy Leaders (ELLs), recently articulated ten educational realizations. Read more about the ELLs on page 2.

10. Teaching effectively requires me to “**Take the Child’s Perspective**”...I have actually heard these four little words in my ear (sounding an awful lot like Donna’s voice) as I am reading with my students.
9. Teaching effectively requires me to never lose sight of the importance of **Motivation**. Instilling in my students the intrinsic desire to pick up a book and read is always one of my goals.
8. Teaching effectively requires me to be an **Observer** of my readers. Why would a reader say that (or not say what I expected)? What would make a reader make that error?
7. Following closely on the heels of observing my readers is the belief that I can make a change in that behavior. **Knowledge of the Reading Process** is critical and something I continue to gain through my association with my colleagues at CRSC.
6. Teaching effectively requires that I use my confidence in teaching to, in turn, develop confidence in my readers. I want my readers to have that same feeling of **efficacy** when they approach a text as I have when I begin a teaching session...together we can make reading fun and attainable.
5. Teaching effectively is not allowing for excuses. Again a little voice comes to me--**Every student is ready to learn something**. IF we meet them where they are, and set our expectations accordingly, learning will occur.
4. Teaching effectively is never allowing my ego to interfere with my instruction. Every reader is an opportunity for me to learn more about how students go about developing (or not developing) as readers. Recognizing I have so much to learn from them has made me more **responsive** in my instruction.
3. Teaching effectively requires taking the viewpoint of a “**Skilled Collaborator**.” Recognizing that each of my readers has their very own “**Zone of Proximal Development**” has helped me to tailor my instruction towards individual needs...thus maximizing each student’s learning.
2. Teaching effectively is teaching so that my students no longer need me. This requires me to **Teach for Independence** using a **Strategic Approach** that includes an overarching goal of **Reading for Meaning**.

And **the # 1 Realization** from my association with CRSC ... **INSTRUCTION MATTERS!** I hold the “power” to make a difference in a student’s reading life through responsive planning, delivery and reflection upon instruction.

You can make a difference...

While state funding provides an essential foundation for excellence, many of the activities that make UAlbany’s nationally ranked School of Education distinctive are funded through grants and private donations. Hundreds of alumni and friends assist the School to enhance learning and development for students everywhere.

Here’s how you can make a difference... Sponsor a student scholarship, lecture reception, travel to a conference (faculty or student), recruitment trip, student emergency fund, technology renewal fund, or conference sponsorship. Your donation will contribute to advancing the School’s mission and keeping the *Tradition of Excellence* thriving.

The easiest way to make a gift to the School is by using a credit card on our online form. The transaction and your credit card information are completely secure. To be sure your gift will directly benefit the School, just be sure to follow these two simple steps:

- After filling in your personal information and donation amount, in the drop-down menu labeled “Please designate my gift to:”, click “College/School/Department”
- Then, in the “Comments” box, type “School of Education”

You can also donate by mail, phone, employer gift match, gifts of stock and securities, gift planning, or payroll deduction. Specify the “School of Education” as your gift destination in writing (including on the memo portion of a check or where requested in a pledge form), or vocally by phone. For more details, visit www.albany.edu/education and click on “Support the School.”

Students, faculty, and staff are very grateful for your support. Thanks!



Counseling Psychology students gain experience at a joint conference with the University of Coimbra in Portugal last fall.



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SAVE THE DATES

School of Education Graduate Orientation

for students starting programs in the fall
will be held on

Thursday, August 22, 2013

Watch for details at www.albany.edu/education.

The School of Education hosts various events and welcomes guest speakers each semester open to students, faculty, alumni and the community.

Be sure to watch for details
about what is coming up in Fall 2013 at
www.albany.edu/education.

The School of Education wants to know about our graduates!

*Please send us your news and notes so we can share
in your activities and accomplishments.*

Send to:

School of Education Alumni News
ED 246

1400 Washington Ave
Albany, NY 12222

or

educationdean@albany.edu

(with SOE Alumni News in the subject line)

*We have changed our content. Scholarships and awards will be featured
in the spring and books will now be featured in the fall edition.*

Congratulations!

Faculty, staff and students from the Department of Educational Administration and Policy Studies worked together to host a successful annual international conference of the Comparative and International Education Society in New Orleans this past March.

