

KNOWLEDGE



SCHOOL OF EDUCATION

UNIVERSITY AT ALBANY State University of New York



Greetings to all the friends of the UAlbany School of Education!

We are closing an academic year full of great accomplishment and significant challenge. All of us have been touched in ways large and small by the current global recession, and our School of Education has been no exception.

But the great strength of the School of Education has always been its people. Our internationally renowned faculty continues to provide leadership in research, policy, and practice in the Capital Region and throughout New York, the nation, and the world. Our resourceful and hard-working students, many of whom are quite accomplished in their own right, work with us to expand their personal and professional horizons and collaborate with the School in its valuable ventures. Our partners, both near and networked around the world, recognize the School as a center for scholarship in literacy, global education, counseling, instructional technology, language in education, educational leadership, and a host of other programs and initiatives.

Yes, these are challenging times economically, but these are exciting times intellectually. Precisely in times of economic challenge, international exchange and competition, and cultural transformation, the essential role of education should be most prized. Education plays a vital role in democratic citizenship; in improving global relations; in scientific, cultural, and technological advancement; in healthy human development. We need effective educational processes that are based on evidence, not prejudice, opinion, and politics.

This then is the role of our UAlbany School of Education—to foster scholarship that will lead to effective educational policies and practices and to heed the wisdom of effective practice to inform our scholarship. In this newsletter, enjoy the stories of the people that make our School vital; the awards and accomplishments of our faculty, students, and alumni; the gifts of alumni and friends who make our work possible; our new faculty and staff, new programs, and new books. Thanks to each of you for contributing to the long tradition of excellence of our School.

Please stay in touch! Within a few months, we'll have a new presence on the web at www.albany.edu/education. Come visit us there. Come join us at the Awards and Scholarships Ceremony on May 7 or at the Commencement Reception on May 16. Send us your news through our website or by writing to educationdean@uamail.albany.edu.

Best wishes for your continued growth and learning—

Robert Bangert-Drowns
Acting Dean

The School of Education Announces a Certificate of Graduate Study in Teacher Leadership



The School of Education has announced a new program - the Certificate of Graduate Study (CGS) 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 roles such as:

- o Mentors
- o Literacy Coaches
- o National Board Certified Teachers
- o National Writing Project Participants
- o Assessment Coordinators
- o Professional Development Providers
- o Cooperating Teachers

The coursework associated with this CGS is drawn from degree programs across the School of Education, allowing students to build a program of study that closely aligns with their particular interests. The program will focus on reflective practices, leadership courses, and areas of focused study.

School of Education then-Vice Dean Virginia

Goatley was instrumental in establishing this certificate program. "We worked with many community members to create and offer a new 15-credit program to support teacher leaders in schools," said Goatley. "We are excited to work closely with so many talented teachers who are engaged in many leadership roles in schools, or who want to take coursework that will further their professional interests and activities."

For more information about the Certificate of Graduate Study in Teacher Leadership, contact Jennifer Hogan in the Pathways Into Education (PIE) Center at (518) 442-4828 or jhogan@uamail.albany.edu.

Inside this Issue...

	Page
New Faculty and Staff	2-3
Awards	4
Partnership for Literacy	5
Faculty and School News	6-7
2008 Scholarship Recipients	8-9
Alumni News	10
New Books	11
Student and Teacher Reunited	12
CASDA	12
KDP News and Events	
PDK News and Events	13
New Harbison Fellow	14
Dr. Frank J. Filippone '41,'48 - Hillside House Scholarship	14
The Michael C. Hoffman Endowed Scholarship	15

Welcome, New Faculty and Staff!



Stephanie Affinito, Dept of Reading

Stephanie Affinito, C.A.S. - Professor Affinito joins the full-time faculty in the Department of Reading after she has taught in the Department for several years both as a lecturer and online program manager. She is working on her Ph.D. in Reading; her dissertation will focus on literacy coaches. Prior to joining the University at Albany faculty, she taught in elementary schools as a classroom teacher and a reading specialist and was a regional Reading First coordinator for the Eastern New York Regional School Support Center. Currently, she teaches both online and on-campus courses in our master's programs. Her research interests include emergent literacy learning, classroom literacy instruction and struggling learners, and literacy coaching.

Kristie Asaro, Ph.D. - Dr. Asaro joins the Division of Special Education in the Department of Educational and Counseling Psychology as Visiting Assistant Professor. She received her doctorate in Educational Psychology in 2008 at the University at Albany and her master's degree in Education and Special Education in 2003 at St. John's University. Her research interests include writing disabilities and children with Autism Spectrum Disorders, and effects of instructional practices, strategies, and technologies on students with disabilities.



Kristie Asaro, Dept of Educational and Counseling Psychology, Div of Special Education

Aaron Benavot, Ph.D. - Dr. Benavot joins the full-time faculty in the Department of Educational Administration and Policy Studies as Professor. He received his doctorate at Stanford University. Before coming to the University at Albany, he served four years as Senior Policy Analyst on the Education for All Global Monitoring Report team at UNESCO headquarters in Paris. He previously taught in the sociology departments at the University of Georgia (1985-1990) and the Hebrew University of Jerusalem (1990-2007) and has served as a visiting professor at universities in Argentina, Germany, Italy, Malta, the USA, France and Israel. His comparative research has explored major aspects of the evolution of basic education-for example, educational expansion and compulsory schooling, the isomorphism of official curricular policies, the diversification of secondary education, school differences in curricular implementation, the changing status of vocational education and the growth of national learning assessments.



Aaron Benavot, Dept of Educational Administration and Policy Studies

Jolene Malavasic, Ph.D. - Dr. Malavasic joins the full-time faculty in the Department of Reading. She received her doctorate in Reading Education in 2006 from Syracuse University, and spent the past two years as an assistant professor in the Literacy Department at SUNY Cortland. Prior to that, she worked at the Baldwinsville School District as a middle school reading specialist. Her research interests include adolescent friendships and identity construction, along with the multiple ways they intersect with the literacies adolescents enact both in and outside of the school setting. Dr. Malavasic will be teaching core master's courses at both the elementary and secondary levels.



Jolene Malavasic, Department of Reading


KNOWLEDGE

UNIVERSITY AT ALBANY School of Education

KNOWLEDGE is published by the School of Education at the University at Albany.

Acting Dean:
Robert Bangert-Drowns

Department Chairs:

Arthur Applebee,
Educational Theory and Practice

Kevin Quinn,
Educational and Counseling Psychology

Alan Wagner,
Educational Administration and Policy Studies

Sean Walmsley,
Reading

Editors:

Janet Angelis
Robert Bangert-Drowns
Angela Datri
Elizabeth Norton

Send address changes to:

Data Manager
UAB 201
University at Albany
Albany, NY 12222

Address questions, news and all other correspondence to:

Editor, KNOWLEDGE
School of Education
ED 246
University at Albany
Albany, NY 12222

Barbara Nagler, Ed.D. - Dr. Nagler joins the Department of Educational Administration and Policy Studies as Service Associate Professor. She received her Ed.D. in 1982 at the University of Massachusetts. Prior to joining the University at Albany faculty, Dr. Nagler served as the district superintendent and CEO of Capital Region BOCES. Before that, she was the superintendent of schools for Brunswick (Brittonkill) Central School District and the superintendent of schools for Maplewood-Colonie Common School. In addition, she has been a teacher of students with special needs, a coordinator of students with handicapping conditions, a mediator, and an elementary school principal. Her research interests include blending current educational research and evolving practices into a responsive program to engage prospective administrators, and collaborative educational partnerships.



Barbara Nagler, Department of Educational Administration and Policy Studies



Alan Oliveira, Department of Educational Theory and Practice

Alandeom (Alan) Oliveira, Ph.D. - Dr. Oliveira joins the Department of Educational Theory and Practice as Assistant Professor of Science Education. He earned his Ph.D. in Science Education in 2008 at Indiana University Bloomington. Dr. Oliveira has taught science and mathematics education courses to pre- and in-service teachers both in Brazil and in the U.S. and was the coordinator of an inquiry-based professional development program called Science Modeling for Inquiring Teachers Network (SMIT'N), funded by the state of Indiana. His research interests include children's books, cooperative science learning, inquiry-based teaching, curriculum translation practices, and sociolinguistic analyses of classroom discourse and language use.

Ruth Pagerey, Ed.D. - Dr. Pagerey joins the Dean's Office as Assistant Dean for Professional Studies. She received her Ed.D. in the Division of Administrative and Instructional Leadership at St. John's University and her master's degree in Business Education at the University at Albany. Prior to joining the School of Education, Dr. Pagerey had a career in the New York State Education Department in the Office of College and University Evaluation and as Supervisor of Teacher Education Programs; and most recently served as Director of Field Experiences and Accreditation at Siena College.



Ruth Pagerey, Dean's Office



Alex Pieterse, Dept of Educational and Counseling Psychology, Div of Counseling Psychology

Alex Pieterse, Ph.D. - Dr. Pieterse joins the Division of Counseling Psychology in the Department of Educational and Counseling Psychology as Assistant Professor. He received his doctorate in Counseling Psychology in 2004 at Teacher's College, Columbia University. Prior to arriving at the University at Albany, Dr. Pieterse was an assistant professor in the Graduate School of Education at George Mason University. His area of research examines psychosocial aspects of racism including outcome variables such as health disparities and process variables such as racial identity. An additional area of inquiry focuses on the development of self-awareness and the application of social justice models in counselor training.



Awards

The University at Albany recognizes the academic accomplishments of its graduating students by presenting the **Outstanding Academic Achievement Award** to outstanding students from each school or college.

The School of Education chose **Michele St. Louis** for the Spring 2008 honor. Michele received her master's degree in Literacy.

The School of Education chose **Kaylynn Azer** for the Fall 2008 honor. Kaylynn received her master's degree in Literacy.

The **President's Award for Leadership** is designed to recognize and reward students who have made significant contributions to enhance the quality of life at the University at Albany. Five School of Education students received this award in 2008.

Michael Cattani received a **Residential Life Outstanding Achievement Award** for his roles as Student Assistant and PAWS Mentor for the Department of Residential Life; and Hotline Counselor and Social Educational Chair for the Middle Earth Peer Assistance Program.

Allison Leventhal received a **Senior Great Dane Award** for her roles as Housing Manager for the Department of Residential Life and Hotline Counselor for the Middle Earth Peer Assistance Program.

Matthew Mikaelian received a **Senior Great Dane Award** for his roles as Hotline Counselor for the Middle Earth Peer Assistance Program and member of the National Society of Collegiate Scholars.

Asil Ali Özdogru received the **International Student Leadership Award** for his roles as member of the Graduate Student Organization and volunteer for the Northeastern Educational Research Association (NERA).

Sarah Tsang received a **Senior Great Dane Award** for her roles as Vice President of Sigma Psi Zeta Sorority and President of the Multicultural Greek Council.

The **2008 University at Albany Presidential Distinguished Doctoral Dissertation Award** was given to three School of Education graduates last May.

Jozef Bastiaens, Ph.D. in Educational Administration and Policy Studies, for his dissertation, *International assistance and state-university relations in Indonesia (1978-1998): Seeking autonomy within a bureaucratic polity.*

Kari Kay Taylor, Ph.D. in Educational and Counseling Psychology, for her dissertation, *The interactive effects of white therapists' racial ambivalence, client race, and client behavior on therapists' clinical judgments.*

Felix Fernandez, Ph.D. in Educational and Counseling Psychology, for his dissertation, *The effects of gender stereotype threat on female students' math performance and the potential effects of moderating and mediating variables.*

The **University at Albany Dissertation Research Fellowship Awards** support doctoral dissertation research. The following Ph.D. student in the School of Education received such an award this past year.

Natashia Brown, Counseling Psychology, *Predicting college adjustment: The contribution of generation status and parental attachment*

The **Initiatives for Women (IFW) Awards** support the educational and professional goals of women students, staff and faculty on the University at Albany campus. Nine School of Education students received awards in 2008.

Jennifer Rosenthal, a Ph.D. student in Curriculum and Instruction, received a Presidential Award.

Jessica Lambert, a Ph.D. student in Counseling Psychology, received the Louise C. and Earl M. Applegate Award.

Ji Eun Lee, a M.S. student in Educational Psychology; **Suzanne M. Levine**, a Ph.D. student in Curriculum and Instruction; **Cristina Muñiz de la Peña**, a Ph.D. student in Counseling Psychology; **Kerrin S. Roy**, a Ph.D. student in Counseling Psychology; and **Catherine Snyder**, a Ph.D. student in Curriculum and Instruction, each received a **Karen R. Hitchcock New Frontiers Fund Award**.

D'Andrea Brooks, a M.S. student in Curriculum Development and Instructional Technology, received an **Honoring Our Mothers Fund Award**.

Corrina C. Duvall, a Psy.D. student in School Psychology, received a **General Fund Award**.

Tisha Y. Lewis, a doctoral student in Reading, received the **J. Michael Parker Award** at the National Reading Conference in early December. The National Reading Conference awards the J. Michael Parker Award to encourage research in adult literacy. The award is given to graduate students and untenured professors who present research on adult learning or education at the annual conference. Ms. Lewis presented "Activity Theory and Mediated Discourse Analysis: Embodying Family's Digital Literacy Practices in the Home."

The award was established in 2001 in honor of J. Michael Parker, winner of the National Reading Conference's Student Research Award. Committee members select a recipient based on the following criteria: (1) the research is capable of making a significant contribution to theory and/or practice of adult learning and instruction, (2) the methodology is appropriate to the research question and of sufficient rigor, and (3) implications of the research are of a scope needed to impact the field.

HONORS - School of Education Dean's List

Graduating students with a record of sustained academic excellence

Spring 2008

Angela Becofsky
Elizabeth Branca
Lilia Cai-Hurteau
Kayc Cass-Northrop
Jessica Colvin
Cristen Delaney
Anna Teresa DiPasqua
Barbara Easton
Julia Gill
Naomi Graham
Suzanne Hayes
Colleen Klee
Cynthia Kropf
Adrienne Lebowitz
Amanda Leo

John Lopez
Cheryl MacFadden
Kenneth Makely
Erynne Mancini
Brianna Mandryck
Susan McKinstry
Erin Medlar
Lucy Mondo
Laura Nicholson
Sharon Piper
Caelynn Prylo
Lisa Quail
Rebecca Rampello
Marjorie Spingler
Michele St. Louis
Dierdre Tiernan
Mary Zullo

Summer 2008

Kaylynn Azer
Stephanie Barrows
Kimberly Donato
Monika Fridrich
Khalan Gaston
Valerie Guptill
Lindsay Hamilton
Lisa Kelly
Kerry Labombard
Sarah Madigan
Abigail Moskovits
Tara O'Connor
Hayley Rapsard
Milton Ross Jr.
Lisa Rudolph

Laura Shellhammer
Nicole Simmons
Kathleen State
Amanda Tombari
Barbara Vokatis
Aubrey Wameck
Kelly Yates
Thea Yurkewecz

Fall 2008

Kimberly Brassard
Nadia Dovi
Kerri Dzekciorius
Lauren Ferrone
Kristin Fusco

Laura Gerson
Karen Kelly
Abigail King
Michelle Krueger
Travis Lamp
Dayna LaRosa
Kristen Laramie
Maureen Livingston
Jessica Martellaro
Kyra McTighe
Jennifer Melton
Lindsay Nastasi
Bethany Ochal
David Pitlyk
Jennifer Rickerd
Sheila Shepard
MaryBeth Thome

Center for English Learning and Achievement's Partners for Teachers

Five women, 11 University at Albany degrees, more than a century in classrooms here and abroad, and thousands of students taught. And now a shared mission to offer their considerable expertise and experience in developing high levels of student literacy and critical thinking to current teachers. The vehicle through which they do this is the School of Education's Center on English Learning & Achievement's (CELA) Partnership for Literacy, in which they all serve as instructional facilitators/coaches.

The Partnership for Literacy

Founded and directed by CELA Director and Distinguished Professor Judith A. Langer and CELA Associate Director Janet Angelis, the Partnership grew out of a federally funded research project that tested a research-based approach to professional development to see if it would improve students' literacy performance. It did (Applebee et al. 2003). And when the research project was over, some of the schools with which CELA had been working asked to continue so that more of their teachers could learn both the instructional strategies and the theories behind them. In the five years since, additional schools and districts have sought to become partners, and the team of facilitators has grown to five, all of whom are, coincidentally, alumnae of the University and/or the School of Education.

Today they work directly with teachers rather than students, drawing on resources developed during the initial research, including the Scholastic-published (2005) *Building Literacy through Classroom Discussion* written by Mary Adler and Eija Rougle, two of the original facilitators, and continually expanded through ongoing partnership with teachers. The first step is generally a three-day summer institute to introduce the essential theoretical concepts that explain literacy development and how students (and adults) use language to learn; a key aspect of the institute is the use of the very same instructional strategies that teachers will be asked to adopt in their own classrooms. Throughout the next school year, the facilitators meet with teachers in small groups, continuing to build theory, introduce new strategies and materials, and foster professional dialogue about language, learning, and thinking. In addition, they provide one-on-one coaching as teachers try new approaches and reflect on their effectiveness. The result, says Eija, is that the teachers with whom they work "learn new ways to engage students in learning (the how) as well as why the strategies work"; thus they learn it forever: it gets "in their bones."

Giving Back to the Profession

Although they have retired from the classroom, the facilitators continue to spend most of their time in schools. However, they make time to regularly come together to share what they themselves are learning and support each others' efforts; this is especially important as teachers of new subjects, grades, and specialties join the Partnership. We caught up with them at a recent meeting and asked about their experience and why, after retiring, they had decided to take on a new educational challenge.

Risa, Johanna, and Karen had all had some experience with the Partnership as classroom teachers during the research project and found the experience so valuable they want to be able to share that. "This is my way of giving back to a profession that has been very good to me," says Johanna. One reason they - and the teachers they now work with -



Lead facilitator Eija Rougle (r) and teacher partner Kelly Millet-Wilson (Niskayuna) plan a lesson together. (Photo by Ellen B. Senisi)

find the Partnership so valuable is that it provides theoretical knowledge that confirms the "hunches" they'd had as teachers about what is effective in engaging students in ways that push higher-order thinking and expression. In fact, like many teachers, they had learned one primary way to teach during their formal preparation but now have a variety of approaches that they can draw on depending on student need. Through the Partnership they are able to share this knowledge with current teachers and help them gain the "confidence to stay with it" even when others might press for less effective "test prep" that focuses on recall rather than critical thinking.

All report being "invigorated" by their current work, drawing new energy from the teachers with whom they work, who demonstrate "the will and energy to improve education for the next generation." "It is especially rewarding," says Kathy, "to meet and work again with former students who are now teachers." Together with area teachers and administrators, this innovative professional development team continues to strengthen learning communities in the Capital Region and beyond.

Some of the Capital Region schools and districts that have benefited from the continuing efforts of these alumnae:

Albany, Amsterdam, Bethlehem, Burnt Hills-Balston Lake, Capital Region BOCES, Cohoes, Emma Willard, Hamilton-Fulton-Montgomery BOCES, Hudson, Lansingburgh, Niskayuna, Rensselaer, Schenectady, Schodack, South Colonie, Troy.

The five facilitators:

Risa Gregory (BA '71, *Sociology and Art History, CAS; MA '73, Classroom Teaching, ETAP; MS '82, Reading*)

Kathy Nickson (BA '70, *English, with a Teacher Certification; MA '85 Advanced Classroom Teaching English, ETAP*)

Karen Polsinelli (MA '81 *History*)

Eija Rougle (MS '95, *Reading; Ph.D. '04, Curriculum & Instruction, ETAP*)

Johanna Shogan (BA '70, *English, with Teacher Certification; MA '71, English; MS '91, Educational Administration*)

Adler, M. E. Rougle (2005). *Building literacy through classroom discussion*. New York, Scholastic.

Applebee, A. N., J. A. Langer, et al. (2003). "Discussion-Based Approaches to Developing Understanding: Classroom Instruction and Student Performance in Middle and High School English." *American Educational Research Journal* 40(3): 685-730.

Faculty News



Arthur Applebee, Distinguished Professor and Chair, Department of Educational Theory and Practice, has been named to a National Academy of Education Working Group on Reading and Literacy. This Working Group is part of a larger project to summarize and assess the existing knowledge base and develop a set of policy options designed to connect policymakers in a new administration, members of Congress, and the governors with the best available evidence on selected

education policy issues. The project is funded by The Eli and Edythe Broad Foundation and the Bill and Melinda Gates Foundation through the ED in '08 initiative.

David Yun Dai, Associate Professor, Department of Educational and Counseling Psychology, has been selected as a Fulbright scholar grantee to China by the J. William Fulbright Foreign Scholarship Board. Launched in 1947, the U.S.-China Fulbright Program was the first in the world. The intent of the program is to increase mutual understanding between the people of the United States and the people of the over 150 countries that currently participate. The Fulbright Program is sponsored by the United States Department of State, Bureau of Educational and Cultural Affairs and administered by the Council for International Exchange of Scholars (CIES).



Abbe Herzig, Assistant Professor, Department of Educational Theory and Practice, has been funded by the National Science Foundation in the amount of \$1.7 million for her project, "GEMSTONES: Graduate Education in the Mathematical Sciences to Nurture Every Student". In this 5-year project, Dr. Herzig and fellow researchers (faculty representing 24 doctoral programs guided by an Advisory Board of mathematical scientists) will gather and develop expertise about policies and practices that have been effective in diversifying graduate education, and then disseminate this expertise to the broader mathematical community in practical terms that can provide a catalyst for further change. The primary goal of GEMSTONES is to increase the number of U.S. women and underrepresented minorities (African Americans, Latino and Chicano Americans, and Native Americans) who complete PhDs in the mathematical sciences.

The School of Education is grateful to **Ginny Goatley** who served as Associate Dean for Professional Studies from 2003 to 2008 and as Vice Dean in 2008. Dr. Goatley, Associate Professor in the Department of Reading, is on sabbatical in 2009 and will return to her professorial duties in 2010.

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

Daralene C. Jewell, teaching in the Department of Educational Administration and Policy Studies since 2005.

Gina M. Cosgrove, Ph.D., teaching in the Department of Educational and Counseling Psychology since 2001.

Donna Rogers, Ph.D., teaching in the Department of Educational Theory and Practice since 2000.

Vanessa la Rae Machado, teaching in the Department of Reading since 2002.

George Kamberelis, Department of Reading, was promoted to full professor.

Istvan Kecskes, Professor, Department of Educational Theory and Practice, was awarded an honorary degree and professorship by Zhejiang University for his work in the cognitive aspects of bi- and multilingualism by the recommendation of the Cognitive Science Research Center of the university on June 16, 2008. Zhejiang University is one of China's five most prestigious universities.

Jason Lane, Assistant Professor, Department of Educational Administration and Policy Studies, was featured on Forum 13, a weekend morning show that highlights initiatives in the Capital Region. The segment, which aired in December on Channel 13, focused on Dr. Lane's work with the Stakeholders Foundation, a local group that is working to build capacity among Generations X & Y to assume leadership positions in civil society (www.thestakeholdersfoundation.org). He directs the Young Philanthropists Institute, which educates professionals ages 45 and under to be effective leaders and members of non-profit boards. This work draws upon Dr. Lane's scholarly expertise in organizational development and governance.



Judith Langer, Distinguished Professor, Department of Educational Theory and Practice, will be inducted into the inaugural cohort of Fellows of the American Educational Research Association (AERA). The Fellows program honors AERA members who have made sustained and exceptional scientific or scholarly contributions to education research.

R. Hamilton Lankford, Professor, Department of Educational Administration and Policy Studies, was selected by the SUNY Research Foundation to receive the Lifetime Achievement Award, to honor those respected by their faculty peers for a history of academic achievement and leadership in their field of study, by their students for efforts inside the classroom and out, and by their campus for contributions made to further the mission of the institution and the well-being of the community in which the institution resides. This is a SUNY-wide recognition, and Dr. Lankford was 2008's sole recipient. Dr. Lankford was honored at an event sponsored by the Research Foundation on April 14.



Heinz-Dieter Meyer, Associate Professor, Department of Educational Administration and Policy Studies, received the State Academy of Public Administration's 2008 Robert P. Kerker Research Award on June 18, 2008. The award recognizes an academic public policy research paper of special importance to the field of public administration. Dr. Meyer's award-winning paper was titled "Saying What We Mean, and Meaning What We Say: Disambiguating 'Decentralization'." The State Academy of Public Administration is a group of distinguished senior individuals who have been involved in the highest levels of New York State public service and who are dedicated to supporting excellence in public service in New York State (www.stateacademy.org). Dr. Meyer's award recognizes his work as of special importance to practitioners and scholars in the field of public administration and policy in New York.

David N. Miller, Department of Educational and Counseling Psychology, was promoted to Associate Professor with continuing appointment.



Amanda B. Nickerson, Department of Educational and Counseling Psychology, was promoted to Associate Professor with continuing appointment.

Susan D. Phillips, Professor, Department of Educational and Counseling Psychology, was named Provost and Vice President for Academic Affairs. Dr. Phillips has served as Interim Provost and Vice President for Academic Affairs for the last year, providing outstanding leadership and direction in advancing the academic mission of the University.



Bruce T. Saddler, Department of Educational and Counseling Psychology, was promoted to Associate Professor with continuing appointment.

At the 2007 New York State Reading Association Conference, NYSRA was pleased to present its Friend of Reading Award to the School of Education Child Research and Study Center researchers **Donna Scanlon** (Department of Reading), **Frank Vellutino** (Department of Educational and Counseling Psychology), **Lynn Gelzheiser** (Department of Educational and Counseling Psychology), and **Kim Anderson** (Department of Reading) for their efforts to increase educators' understanding of Response to Intervention. The New York State Reading Association created the Friend of Reading Award to recognize those who have promoted excellence in the field of literacy instruction in New York, to recognize individuals who have contributed to the improvement of literacy instruction in New York State, and to recognize individuals who promote the importance of reading in the daily lives of children.



Margaret Rita Sheehy, Department of Reading, was promoted to Associate Professor with continuing appointment.

Gilbert Valverde, Associate Professor, Department of Educational Administration and Policy Studies and core faculty in its Comparative and International Education Policy Program (CIEPP), was elected by the membership of the Comparative and International Education Society (CIES) to a 4-year position on its Board of Directors. The CIES is the principal scholarly society for comparative education in the U.S., and one of the most important internationally in this field.

Zheng Yan, Department of Educational and Counseling Psychology, was promoted to Associate Professor with continuing appointment.



The University's **Faculty Research Awards Program (FRAP)** provides seed funding for a select number of faculty research projects that have strong potential for future external funding. Last spring, the following proposal from School of Education faculty was selected for FRAP support.

Jason Lane, Assistant Professor, Department of Educational Administration and Policy Studies, for *Effective reform movements in higher education*.

School News

The School of Education is pleased to announce that the **School Psychology Certificate of Advanced Study (CAS) program** has been awarded full program approval from the National Association of School Psychologists (NASP) for a five year term. This approval acknowledges the well-constructed and comprehensive program aligned with NASP standards. Please join the School in congratulating Drs. Deborah Kundert and David Miller, and our colleagues in the Division of School Psychology for their very fine work both in the CAS program, and in the NASP approval process.

The **Recognized Graduate Student Organization of the Division of Educational Psychology and Methodology** received a 2007-2008 University at Albany Graduate Student Organization award for Most Professionally Enriching Student's Group. Please join the school in congratulating Division Director Joan Newman, the students, and the faculty of the Division of Educational Psychology and Methodology. Educational Psychology's RGSO is a platform for current and past students and faculty of the Division of Educational Psychology and Methodology in the School of Education. EdPsy graduate students organize scholarly meetings and colloquia, keep current and past students connected, and maintain a vibrant link between faculty and students. The annual poster session is one of the highlights, where students from the School of Education are invited to present their research studies in a friendly and supportive environment. Departmental Brown Bag seminars also allow students and faculty to share their research studies with their colleagues and the UAlbany community. For more information, visit www.albany.edu/~edpsygso/.

The **Comparative and International Education Policy Program (CIEPP)** in the School of Education's Department of Educational Administration and Policy Studies, is a partner in a major grant competitively awarded by Chile's National Science and Research Council (Chile's NSF equivalent). The grant establishes a Higher Education Policy Program (HEPP) in Chile. Its head is former minister Jose Joaquin Brunner. Dr. Andres Bernasconi, longtime colleague in CIEPP and Collaborating Scholar in the Program for Research on Private Higher Education (PROPHE), also housed in EAPS, is the key liaison between the HEPP and CIEPP. The grant provides HEPP with \$140,000 annually for up to 6 years. This is the only National Science and Research grant made this year to a private university in Chile.

The **Future Educators Club (FEC)** has 65 members who have an interest in careers in the field of education. On National Make-a-Difference Day (October 2008) they kicked off a Cleaning Supplies Drive, with the proceeds going to the New Faith Family Center, a women and children's shelter. In November, FEC members ran a carnival at Albany Medical Center, baked cookies at the Ronald McDonald House, and prepared craft kits for use at each of these sites. For more information on how to join the FEC, visit www.albany.edu/education/undergrad_opportunity/future_educator_club.html.



On September 24, area superintendents and School of Education faculty gathered at an event sponsored by the Capital Area School Development Association (CASDA) to share questions and concerns significant to both researchers and practitioners on various educational themes of national interest.

Forty-seven School of Education Students Receive Scholarships

We are pleased to announce the recipients of the 2008 School of Education Scholarships that were presented last May 8th at an awards ceremony and reception well attended by School of Education faculty, donors and the friends and families of the scholarship recipients.

The **Class of 1956 Scholarship**, established by members of the Class of 1956 and contributors to their fund, supports senior undergraduate or graduate students with demonstrated financial need who plan to pursue a career in teaching.

David Manarel, Teaching English to Speakers of Other Languages
Beth Neild, Special Education and Literacy

The alumnae of the Beta Zeta Sorority established the **Beta Zeta Scholarship** to support a student who plans to pursue a career in teaching, with preference for the recipient to be a female student.

Stacey Husband, Secondary English Education

The **Malcolm E. Blum Endowment** was established in honor of Mr. Malcolm Blum, a 1954 graduate of the New York State College for Teachers, the predecessor of the School of Education. This fund supports students enrolled in teacher training programs.

Beth Canale, Special Education and Literacy
Nicole Melfe, Literacy

The **Mary M. Briggs Scholarship** supports a student with demonstrated financial need who is pursuing a career in teaching. Ms. Mary Briggs, M.A. '83, established this fund in 2002.

Elizabeth Gray, Teaching English to Speakers of Other Languages

The **Arvid J. Burke Scholarship** was established to honor Dr. Arvid Burke, a professor in the Department of Educational Administration and Policy Studies from 1960 to 1971. This fund supports students in any of our advanced graduate degree programs who have demonstrated outstanding academic potential and talent.

Karin Bump, Educational Administration and Policy Studies
Janice Harewood, Counseling Psychology
Kay Hinds-Skeete, Educational Administration and Policy Studies
Sylvia Morton, Curriculum and Instruction
Paul Wilner, Educational Administration and Policy Studies

The **Delta Omega Scholarship** fund is endowed by gifts from the alumnae of the Delta Omega sorority at the New York State College for Teachers. The scholarships are made possible in large part by a generous bequest from Delta Omega alumna Julia Fister Rector, '32. The fund supports female students enrolled in teacher preparation programs.

Lindsey Cade, Secondary Mathematics Education
Jillian Yvonne Sherman, Special Education and Literacy
Thea Yurkewecz, Literacy



Beta Zeta Scholarship recipient Stacey Husband and her guests.



Class of 1955 Award recipient Hayley Rapsard and Associate Professor Kevin Quinn.



Bette Knowlton Roe Scholarship recipient Shannon Petrie and Professor Sean Walmsley.

Kenneth T. & Kathleen E. Doran Scholarship is awarded to a student who plans to become a public school teacher and has demonstrated high academic achievement. This fund was made possible by a generous gift from Kenneth and Kathleen Doran. Ken is a member of the Class of 1939 and Kathleen ("Connie") received her M.S. in 1970.

Janice Miller, Special Education and Literacy

The **Dr. Ralph B. Kenney Endowment** was established by Marjorie W. Kenney '29 in memory of her husband Ralph Kenney '28, Professor Emeritus of the Department of Education who taught guidance at the New York State College for Teachers. This fund supports graduate students in the Department of Educational and Counseling Psychology enrolled in the school counseling and guidance program.

Kyra McTighe, School Counseling

Gertrude Hunter Parlin was a member of the Class of 1917 and left a generous gift for future students who plan to become teachers in New York State. Her endowment is supporting five students this year.

Kimberly Brassard, Literacy
Tavonna Goodman, Secondary English Education
Sarah Johnson, General Education Studies
Mary Mahoney, Teaching English to Speakers of Other Languages
Kathleen Saso, Teaching English to Speakers of Other Languages

The **Stella R. Pietrzyk Scholarship** is awarded to a graduate student in the Reading Department who recognizes the importance of children's literature. The award will support the student's attendance at a national conference on reading. The scholarship was established by Susan M. Benjamin, Class of 1980, in memory of her mother, Stella R. Pietrzyk.

Shelley Emmons, Literacy

Bette Knowlton Roe, Class of 1942, and her husband, Dan, established the Bette Knowlton Roe Scholarship Fund to assist students committed to teaching. This endowment is supporting five students this year.

Kimberly Donato, Literacy
Juliet Ordon, Literacy
Shannon Petrie, Special Education and Literacy
Andrea Sanchez, Special Education and Literacy
Kathleen State, Literacy

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

Hayley Rapsard, Literacy

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

Jeanette LeRoy, Rehabilitation Counseling

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

Agija VanDerwiell, Teaching English to Speakers of Other Languages

The **Dr. Kimberly E. Esterman Memorial Award** was established in the memory of Dr. Kimberly E. Esterman '02 to support a student working in the Middle Earth Peer Assistance Program and enrolled in the School of Education with a demonstrated interest in working in alcohol, drug, and/or suicide prevention programs at the collegiate level.

Cristina Muniz, Counseling Psychology

The **Gene M. Winter Scholarship** was established to support a doctoral student whose dissertation research focuses on issues of higher education, preferably with regard to two-year college administration and teaching.

Jay Deitchman, Educational Administration and Policy Studies

The **Richard M. Clark Scholarship** was established to support a doctoral student who has authored a paper which has been accepted for presentation at a professional conference.

Georgia Kioukis, Educational Administration and Policy Studies

The **Cathy Bertolino Hoey Scholarship** is awarded to a School of Education student who has demonstrated steady academic performance and financial need.

Li Cai-Hurteau, Curriculum Development and Instructional Technology

The **Gladys G. Sawyer '37 & J. William Sawyer '31 Scholarships** are awarded to undergraduate students pursuing a career in education.

Allison Leventhal, Mental Health Counseling

William Meredith, Undergraduate French with Education Studies minor



Special Education Lecturer Lisa Grippo-Gardner is flanked by Class of 1956 Scholarship recipient Beth Neild and Bette Knowlton Roe scholarship recipient Andrea Sanchez.

The **Ira & Elsie Ferber Freedman Education Scholarship** is awarded to a student pursuing a career as a public school educator who has shown exceptional academic achievement.

Kathryn Smella Lamica, Educational Psychology

The **Secondary Education Scholarship** is awarded to a student enrolled or enrolling in a School of Education program that leads to an initial, permanent, or professional certification in secondary education who demonstrates intent and ability to teach at the high school level.

Stephanie Campbell, Secondary Social Studies Education

The **Paul Saimond Memorial Scholarship** is awarded to a student pursuing a career in secondary teaching or school leadership who has shown exceptional academic achievement.

Kimberly Wolk, Teaching English to Speakers of Other Languages

Jack's Fund supports a student with a demonstrated interest in working with disadvantaged individuals who has shown exceptional academic achievement.

Angela Datri, Educational Administration and Policy Studies



Dr. H. Craig Sipe Science Education Scholarship recipient Suzanne Levine with Mrs. Elizabeth Sipe and Professor Alan Wagner.

"We are grateful for all of the support provided by the School's alumni and friends - we were able to offer four new scholarships this year. I would like to thank all of the donors for their dedication to the School, their commitment to the students, and their enthusiasm for the field of education."

- Acting Dean
Robert Bangert-Drowns

The **Louise Swire Baldwin and Norman Burton Baldwin Technology Education Scholarship** is awarded to a student whose course of study or research demonstrates a commitment to the integration of technology and learning.

Mary Gozza Cohen, Educational Psychology

The **Elizabeth H. Christen Scholarship** is awarded to a student in a literacy program who has a special interest in adult literacy.

Marta Albert, Reading

Jenna Shim, Reading

The **Jean Edgecumbe Groff '38 Graduate Scholarship in Education** is awarded to a School of Education student enrolled in a masters or doctoral program who demonstrates academic merit.

Tylea Gebbie, School Psychology

The **Dr. H. Craig Sipe Science Education Scholarship** is awarded to a matriculated School of Education student who demonstrates exceptional academic achievement and an interest in pursuing a career in science education, preferably chemistry or physics.

Seth Falk, Secondary Biology Education

Suzanne Levine, Curriculum and Instruction

Alumni News



Charles S. Dedrick, a graduate of our M.S. programs in Educational Administration and Policy Studies and in Reading, has been appointed District Superintendent of Capital Region BOCES. Dedrick most recently served as Superintendent of the Cohoes City School District for nine years. Prior to that, he worked for the Green Island School District as a social studies teacher, principal, superintendent and business manager.

Joseph P. Dragone, a graduate of our M.S., C.A.S., and Ph.D. programs in Educational Administration and Policy Studies, was recognized by the Business Review as one of the 2008 "40 Under 40" list of most accomplished and promising young professionals in the Capital Region.

Dragone was appointed to Superintendent of the Ballston Spa Central School District effective May 14, 2008. Previously, he served as Assistant Superintendent for Secondary Education for the City School District of Albany, where he participated in numerous regional and state partnerships and advisory boards, including the NYS DATACORE (NYS Data Collection and Reporting) advisory committee.

Angela M. Guptill, a graduate of our Ph.D. program in Educational Administration and Policy Studies, has been named Superintendent of East Greenbush Central School District effective July 1, 2008. She was appointed Interim Superintendent in December 2007. Before that she served as Assistant Director of Pupil Services and Assistant Superintendent for Curriculum and Instruction for the district.

Mary Ellen Jukoski, a graduate of our M.S. program in Curriculum Planning and Development, was honored as this year's recipient of the coveted William Crawford Distinguished Service Award. The annual award, bestowed upon Jukoski by the Chamber of Commerce of Eastern Connecticut, is given to an individual whose achievements improve the quality of life in eastern Connecticut. Jukoski is president of Mitchell College in New London, Connecticut.



Douglas Morrissey, a graduate of our C.A.S. program in Educational Administration and Policy Studies has been named 2008 Outstanding School Counselor by the New York State School Counselor Association. Morrissey is director of school counseling at Canajoharie High School in Montgomery County and previously served as president of the NYSSCA. He is currently pursuing his doctorate in Educational Administration and Policy Studies in the School of Education.

Ann Marie Murray, a graduate of our M.A. program in Advanced Classroom Teaching (Mathematics concentration), M.S. program in Instructional Technology, and C.A.S. and Ph.D. programs in Curriculum and Instruction in the Department of Educational Theory and Practice, has been appointed President of Herkimer County Community College, effective August 11, 2008. Murray previously served as Vice President for Academic Affairs at Broome County Community College and prior to that had a 23-year history of success at Hudson Valley Community College.



David Rule, a graduate of our Ph.D. program in Educational Psychology, has been named President of Portland Community College's Rock Creek Campus in Oregon. Prior to beginning his new position this fall, Rule was President and CEO of Muskegon Community College in Michigan and recently served on the National Commission on Diversity, Inclusion and Equity through the American Association of Community Colleges.

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@uamail.albany.edu
(with SOE Alumni News in the subject line).

UAlbany's Alumni Association Excellence Awards recognize alumni and friends of the University for their outstanding achievements and service to the University and community. Three School of Education Alumni were honored with 2008 alumni awards.

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

Thomas Shiland (M.S. '90, M.S. '92) currently serves as a chemistry teacher at Saratoga Springs High School, and as an adjunct professor at the University at Albany, Rensselaer Polytechnic Institute, and Union College.

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

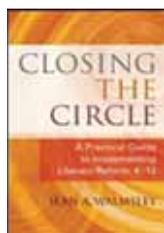
Carol Meyer (Ph.D. '06), director of Bennington College's Isabelle Kaplan Center for Languages and Cultures and of the Center of Creative Teaching.

Donald Cohen (B.A. '51, M.A. '52), co-founder, The Math Program.



Donald Cohen '51, '52 at the 2008 Alumni Awards Gala in May. (Photo by Mark Schmidt)

New Books by School of Education Faculty

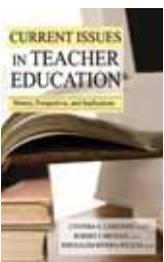


Closing the Circle: A Practical Guide to Implementing Literacy Reform, K-12

By Sean A. Walmsley
Department of Reading

Jossey-Bass, 2008

In *Closing the Circle*, Sean Walmsley offers a practical and innovative framework along with valuable suggestions for setting K-12 language arts expectations and a new way for successfully guiding instruction. This book is a must-read for education practitioners at every level—district and school administrators, curriculum supervisors, staff developers, literacy coaches, classroom teachers, and special education teachers.

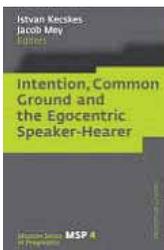


Current Issues in Teacher Education: History, Perspectives, and Implications

Co-edited by Cynthia A. Lassonde, Robert J. Michael, and Jerusalem Rivera-Wilson
Department of Educational Theory and Practice

Charles C. Thomas, 2008

This volume co-edited by Jerusalem Rivera Wilson presents and discusses in a straightforward style, multiple perspectives from experts in the field from the United States and Canada on current topics and concerns in the teacher education arena, and allows the reader to form his or her own opinions and direction for further action or dialogue. Teacher educators, policymakers, administrators and other leaders in the field of teacher education will find this a practical and essential book to add to their collection.



Intention, Common Ground and the Egocentric Speaker-Hearer

Co-edited by Istvan Kecskes and Jacob Mey
Department of Educational Theory and Practice

Mouton De Gruyter, 2008

In *Intention, Common Ground and the Egocentric Speaker-Hearer*, Kecskes and Mey present current research that talks about some of the major issues in pragmatics from fresh perspectives, and direct attention to aspects of fundamental views that have been examined only to a limited degree. This volume brings together these views, written by top scholars from various disciplines.

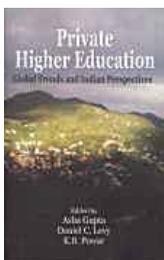


Private Higher Education in Post-Communist Europe: In Search of Legitimacy

Co-edited by Snejana Slantcheva and Daniel C. Levy
Department of Educational Administration and Policy Studies

Palgrave Macmillan, 2007

An exploration of international privatization of higher education in from two top scholars in the field, Levy and Slantcheva trace the ramifications of globalization in Central and Eastern Europe as well as in the former Soviet republics. The challenges in higher education are enmeshed in broader legitimacy and socio-economic challenges for private sector activity. Through its private sector focus, this book provides an original and broad look at higher education across Central and Eastern Europe.



Private Higher Education: Global Trends and Indian Perspectives

Co-edited by Asha Gupta, Daniel C. Levy, and K. B. Powar
Department of Educational Administration and Policy Studies

Shipra, 2008

Private Higher Education: Global Trends and Indian Perspectives explores emerging trends in private higher education at the international level in general and in India in particular. Today with the emergence of knowledge-based and technology-driven economies, we find a sudden surge in the demand for highly skilled workforce. At the same time higher education is no longer seen as solely a state-funded socio-political priority but as a service that has attracted private initiative. This book should be of interest to all who are concerned with issues relating to higher education in the private sector.



Videoconferencing Technology in K-12 Instruction: Best Practices and Trends

Co-edited by Dianna L. Newman, John Falco, Stan Silverman, and Patricia Barnabel
Department of Educational and Counseling Psychology

IGI Global, 2007

The use of videoconferencing is a growing factor in education and instructional technology. The majority of schools and higher education institutions now access or obtain some form of videoconferencing system. Researchers in education, technology, and related fields will gain scientific evidence, case studies, and best practices from this book, which will add immense value to any library's collection.

Professor and Student Reunited Across the Years and Around the Globe

Carol Rodgers, Associate Professor in the Department of Educational Theory and Practice, recently traveled to Japan where she offered two workshops entitled "Practicing Seeing," parts 1 and 2 and a keynote entitled "Experience, Learning, and Reflection: What's the connection?" The audience consisted of students and teachers of teacher education in Kobe City University's Program in International Relations, Reflective Teaching program, and those from across Japan.

Dr. Rodgers was invited to speak by a Japanese student of hers from 18 years ago when she was a faculty member at the School for International Training (SIT) in Vermont. Ken Tamai had not been in touch with his professor in all of those 18 years. Professor Tamai is now spearheading a new program in reflective teacher education at the Kobe City University of Foreign Studies. He found Dr. Rodgers while searching for articles on the Internet on reflective practice - her article "Defining Reflection" published by Teachers College Record appeared and he was able to trace her back to his former professor at SIT.

Dr. Rodgers described the occasion like this, "For me, it was an experience in seeing my early work bear fruit nearly a generation later. The work that my student, Ken, was doing embodied the progressive principles he had learned at SIT, and his students, all practicing teachers getting their master's degrees, were embracing these same principles and making changes in their own schools. It was very gratifying."

Dr. Rodgers' teaching and research interests include reflective practice, the historical roots of reflection in the work of John Dewey and early progressive teacher education efforts, reflective teacher education and professional development. She is currently interested in understanding how teachers learn to shift their attention from themselves and their teaching to their students and their learning.

The New York Lottery and CASDA present the Leaders of Tomorrow

The New York Lottery's objective is to earn revenue to support the education of all New York students. The New York Lottery's Leaders of Tomorrow is a scholarship program to help students earn their college degree and prepare for challenging jobs in the New York marketplace, aiming at making New York a strong competitor in the future global economy.

The Leaders of Tomorrow (LOT) Scholarships are awarded to students who have demonstrated a strong academic performance, participated in extracurricular activities, and displayed a commitment to community service. A \$5,000 scholarship is distributed in \$1,250 annual payments to one graduating senior from each participating public and private high school in New York State. The scholarship may be applied to the cost of attendance at any New York accredited college, university, trade school or community college. Combined with the government's stimulus package of a \$2,500 rebate per year for the cost of college tuition means that selected students will be able to reduce their out of pocket tuition expenses by nearly 75% if attending a SUNY school. The total value of the 2008 scholarships was \$5.8 million.

The Capital Area School Development Association (CASDA), an outreach arm of the School of Education providing a host of services to 122 area school districts, is responsible for the administration of the LOT Scholarships. This administration involves planning, preparation, and communication with high school counselors, students, parents, and administrators across New York State. CASDA aims to increase school participation through various channels of communication, therefore increasing the number of students in the state receiving assistance for their education. Encouraging students to attend higher education institutions in New York State and remaining in the State after graduation for their career paths is one of the goals of the program.

For more information about the New York State Lottery Leaders of Tomorrow Scholarships, contact CASDA at (518) 525-2686.

CASDA Annual Meeting and Awards Dinner April 3, 2008



Alan Wagner, Professor and Chair in the Department of Educational Administration and Policy Studies, was recently presented with the National School Development Council (NSDC) Cooperative Leadership Award. This award recognizes leaders nominated by a member study council (Capital Area School Development Association) who have devoted their careers to the advancement of education and who have demonstrated success in improving student learning and performance through sound decision making. In 2008 only three awards were given nationally.

Helen Stuetzel, Principal of Ballston Spa Middle School, received the Principals' Center Principal of the Year award which recognizes excellence in principalship in the Capital Region. Dr. Stuetzel has been a part-time instructor in the Reading Department since 1987, and received the School of Education Excellence in Teaching Award in 2006.



Gabriella Carrozza, a master's student in Special Education and Literacy, received the Nelson J. Armlin Scholarship. This award of \$1000 is presented to a University at Albany graduate who is entering the teaching profession. The award honors a preservice teacher who displays a strong academic background and commitment to teaching; exhibits excellent potential and enthusiasm for teaching; demonstrates work with children or students over time in either volunteer or job-related activities; and fosters cultural diversity in work with students.

The 2009 Annual Meeting and Awards dinner is Thursday, April 23.
www.casdanyc.org

KDP News and Events



Ruth Pagerey and Jennifer Hogan at the KDP Induction on October 13.

Kappa Delta Pi (KDP) is an international Honor Society in Education. The organization is committed to recognizing excellence and fostering mutual cooperation, support, and professional growth for educational professionals. The University at Albany chapter is pleased to welcome the students who were inducted in Spring and Fall 2008.

Spring 2008

Corey Adelman
Jenae Bonlarron
Marisa Butensky
Michael Cattani
Danaika De Los Rios
Rose Gorman
David Grimes
Michael Healy
Erica Hoxie
Amy Kattan
Nicole Malament
Leila Manongi
Alix Markoff
Bari Marshall
Cristalrose Morales
Amanda Raszka
Kimberly Wolk

Fall 2008

Joseph Bruno
Stephanie Candela
Natalie Chicone
Courtney D'aillard
Kasey Donnelly
Kelly Donohue
Tran Duong
Kathleen Farrell
Kate Federman
Amanda Fisher
Nancy Flores
Monique Gaston

Kelly Gerow
Aaron Gladd
Ashley Holzel
Jesse Jensen
Nina Konar
Antonette Larrichia
Daniel MacNeil
Sarah Maieli
Ashley Pappas
Annmarie Parathiras
Daniel Pontillo
Rachel Promutico
Justine Quintana
Tammy Rockenstyre
Michael Spagnuoli
Michael Steklou
Sarah Tsang
Cassandra Uthman

Current Officers: 2008-2009

President: *Alix Markoff*
Vice President: *Amy Kattan*
Secretary: *Cristalrose Morales*
Treasurer: *Erica Hoxie*
Historian: *Jenae Bonlarron*
Foundation Representative:
Marisa Butensky

PDK News and Events

Phi Delta Kappa (PDK) is an international association for professional educators. The organization's mission is to promote quality education as essential to the development and maintenance of a democratic way of life by providing innovative programs, relevant research, visionary leadership, and dedicated service. The following are University at Albany members who were inducted into PDK this past year.

2008 Inductees

Michelle Aydinian
Rebecca Carmack
Robert Farrelly
Marilyn Jones-Oliver
Tracy Krom
Evan Liberty
Wanda Carter
Thomas Michalek
Ruth Pagerey

UAlbany Chapter Longevity Recipients (five-year increments)

5 Years

Dr. Virginia J. Goatley
Mary C. McGee
Rosemarie Paredes
Valerie A. Vacchio
Lynne R. Wells

15 Years

Dr. Mark C. Davey
Linda Ann Lombardi
JoAnn Masterson
Gail Stupp Moon
Patricia A. Schuler
Salvatore Paul Villa

30 Years

Doris Elizabeth Bedell
Kenneth G. Blom
Dr. James Allen Proper
Anthony Louis Singe

10 Years

Ronald Claude Cadieux
Charles Steven Dedrick
Susan Malinowski
John Edward McKinney
Robin S. Sobol
Jean Doris Tedesco

20 Years

Barbara A. Blumberg
Cheryl H. Cufari
Francis Greenhall
Suzanne A. Moore

35 Years

Richard R. Blais
Dr. Charles A. Cummins
Michael Alan Moss

40 Years

Francis T. Mason

Upcoming PDK Events

2009 Induction and Awards Dinner

Date: Thursday, April 23, 2009

Location: Crossgates Restaurant,
Washington Avenue Extension

2009 Golf Tournament

Date: Sunday, June 7, 2009

Location: Western Turnpike Golf Course
Route 20, Guilderland

For more information, visit
www.albany.edu/education/pdk/.

Announcement of New Harbison Fellow

The School of Education is proud to announce the recipient of the 2008-2009 Ralph W. Harbison Fellowship, Paulina Berrios. The Harbison Fellowship exists to recognize promising students in the field of education who exemplify leadership, commitment to excellence and community, exhibit prior outstanding scholarship, and are committed to education, despite limited access to graduate studies.

Ms. Berrios is a newly admitted doctoral student in the Department of Educational Administration and Policy Studies. Paulina is from Chile, a graduate in Sociology from the University of Chile, the flagship national university. She also has a master's degree in gender studies from the University of Chile.

Her academic background is outstanding, with performance and promise recognized (among others) by the award of the SYLFF-University of Chile scholarship established by the Tokyo Foundation in support of young leaders in social sciences and humanities and, quite recently, a competitive prize from the Chilean Council for Higher Education for researchers in the higher education field from 80 applications submitted, with evaluation based on quality and creativity of her proposal to better understand the challenges of the academic profession in Chile. Educational Administration and Policy Studies Department Chair Alan Wagner noted, "Berrios has been identified as a potential leader of her generation in Chile - as demonstrated by the awards, but equally in the eyes of those with whom she has studied or worked. As a School of Education graduate and Harbison Fellow, Berrios will mark by her work the combination of intellectual depth and national/global influence that the University at Albany expects of its very best graduates."

Ms. Berrios follows in the footsteps of five previous Harbison



Fellows; Ms. Rostati, from Indonesia, a doctoral student in the Department of Educational Theory and Practice; Ms. Millah Musungu, from Kenya, a doctoral student in the Division of Educational Psychology and Methodology; Ms. Ancell Scheker-Mendoza, from the Dominican Republic, a doctoral student in the Department of Educational Administration and Policy Studies; Ms. Janice Harewood, from Barbados, a doctoral student in Counseling Psychology; and Ms. Layheng Ting, from Cambodia, who completed her Ph.D. in Educational Administration and Policy Studies.

The Ralph W. Harbison Fellowship Fund, founded by his wife Irene, provides support for graduate students in the School of Education. The Fellowship Fund is a tribute to Dr. Harbison, who served as Dean of the School of Education from 2000-2002 and serves to further his commitment to and enthusiasm for the School of Education while also perpetuating his unique and distinctive passion for opening the doors of education for all. To learn more about the Harbison Fellowship Fund, please contact Alison Ciesielski Olin, School of Education, (518) 442-3811 or abs@albany.edu.

The New Dr. Frank J. Filippone '41, '48 - Hillside House Scholarship

Last November, the University at Albany announced the establishment of The Dr. Frank J. Filippone '41, '48 - Hillside House Scholarship, designed to support graduate students with financial need and who have demonstrated academic achievement. Filippone, who passed away in 2002, founded Hillside House of Coeymans, one of New York's first community-based residence programs for the developmentally disabled. Filippone's daughter and Hillside Board President, Julia Filippone, presented a check for \$250,000 on behalf of Hillside House of Coeymans toward establishing the endowed scholarship.

Scholarship recipients must be enrolled in the **School of Education, the College of Arts & Sciences' Department of Psychology or the School of Social Welfare**. In addition to academic achievement and financial need, the recipients of this scholarship must demonstrate an interest in helping people with developmental disabilities.

Filippone received bachelor's ('41) and master's ('48) degrees in education from UAlbany. He dedicated his life to education, having worked as a teacher, principal and superintendent in New York State prior to establishing Hillside House in 1975. He also founded the Ravena-Coeymans-Selkirk (RCS) Men's Association in 1963 and founded the RCS Rotary Interact Club in 1969. He held positions with many community and civic groups, including the RCS Council of Churches, Ravena-Coeymans Rotary, the RCS School Board and the Grace United Methodist Men's Group. In 1994, in recognition of his dedication and notable accomplishments, Filippone was named a distinguished alumnus of the University at Albany.

The first Dr. Frank J. Filippone '41, '48 - Hillside House Scholarship will be awarded in Spring 2009 to support a student(s) in the 2009-2010 academic year.

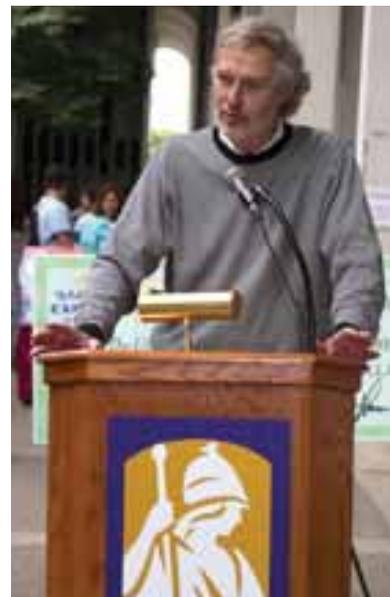
School of Education Announces The Michael C. Hoffman Endowed Scholarship

Businessman Michael Hoffman, president and owner of Turf Hotels, has pledged \$30,000 to the University at Albany to establish an endowed fund for teachers enrolled in a School of Education graduate program, who are providing direct services to students in the urban school districts of Albany, Schenectady, Troy, or Cohoes. Brian Straughter, vice president of Turf Hotels, presented the gift to Interim President George Philip at a ceremony during UAlbany Day on October 25.

"Mr. Hoffman's gift leaves a legacy to aspiring teachers and the children they will teach," said Robert Bangert-Drowns, Acting Dean of the School of Education. "We are very grateful for his contribution."

Sylvia Morton, a graduate of our Ph.D. program in Curriculum and Instruction, was the first recipient of The Michael C. Hoffman Endowed Scholarship last fall. She teaches at the middle school level in Troy City Schools. Another scholarship will be awarded this May.

For more information on The Michael C. Hoffman Endowed Scholarship, please contact the School of Education Dean's Office at (518) 442-4985 or educationdean@uamail.albany.edu.



Michael Hoffman's gift to the UAlbany School of Education will support teachers working in urban schools. (Photo Mark Schmidt)

Spring into Action! Support UAlbany's School of Education

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

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

You can make a DIFFERENCE !

- Give Online. Go to www.albany.edu/giving
- Enclosed is a check in the amount of \$ _____, made payable to **THE UNIVERSITY AT ALBANY FOUNDATION**
- Please charge \$ _____ to Visa / MasterCard / American Express / Discover

Please direct my gift to:

_____ Education \$365
 _____ School of Education Department _____
 _____ Scholarship Fund _____

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

Name as it appears on card _____

Signature _____ Date _____

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

The University at Albany Foundation, UAB 226, 1400 Washington Ave., Albany, NY 12222.

Information Update

Please allow us to update your records:

Name _____

Address _____

Phone _____

Email _____

Spouse/Partner _____

Employer _____

For more information, contact School of Education Dean's Office, (518) 442-4985 or educationdean@albany.edu.



SCHOOL OF EDUCATION
UNIVERSITY AT ALBANY State University of New York

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

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

Come and join
Acting Dean Robert Bangert-Drowns
and the School of Education faculty
at the

**University at Albany/
University at Buffalo/
Binghamton University**

AERA Annual Meeting Reception

**Wednesday, April 15, 2009
7:00-9:00pm**

**Manchester Grand Hyatt/Room Elizabeth C
San Diego, California**

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

SAVE THE DATES...

**School of Education
Awards and Scholarships Ceremony**

**Thursday, May 7, 2009, 2:00 p.m.
Campus Center Ballroom**

For more information, please contact the Dean's Office
at (518) 442-4985 or educationdean@uamail.albany.edu.

**Spring Graduate
Commencement Ceremony**

**Saturday, May 16, 2009, 9:00 a.m.
SEFCU Arena**

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

For more information, visit
www.albany.edu/commencement.