

# KNOWLEDGE



## SCHOOL OF EDUCATION

UNIVERSITY AT ALBANY State University of New York



Greetings, all, and welcome Spring!

As I write this, here in Albany the first crocuses are still several weeks off, but the days are lengthening and Spring is sure

to follow. I hope that the season brings to you fulfillment of the promise of renewal and new beginnings.

Here at the University, we have launched into 2005 with a new President, new honors, and new projects. You may have heard that the new President of the University at Albany, Kermit Hall, started on February 1. We are very excited about his arrival, and know that his leadership will help the university achieve a new level of excellence.

**MESSAGE FROM THE DEAN**  
**deanphillips@uamail.albany.edu**

I'm also very proud to highlight the new honors that have been bestowed on School of Education faculty and alumni. As you'll read here, from national board recognition, to honorary degrees, to research awards, these markers of excellence stand as well-deserved recognition of the outstanding achievements that characterize the students, faculty, and alumni of the School of Education. Congratulations to all!

And, there are a number of new projects underway in the School of Education. Read on to learn about the

new Beta Zeta endowed scholarship fund and our new school leadership programs. You can also read about the community projects resulting from the School Psychology partnership with Northeast Parent and Child Society and a new campus program studying the prevention of substance abuse (to name just a few!) We also have a truly impressive set of new books authored by faculty and alums!

And, focusing particularly on literacy, I'm proud to report that we have a new project to put our expertise to work for the region's teachers and administrators. We're launching our first Literacy Institute this summer. This year's topic will be Literacy Assessment and Instruction. If you'll be in the area June 28-30, I hope you'll participate!

Last, it has been a pleasure to hear from so many of you, and to learn about your various career pathways. We truly have a remarkable family of alumni and friends, and we continue to grow our opportunities and excellence with your financial support, and also with your time and talents and wisdom. Thank you! I hope that I'll see you at the upcoming events at Albany, and, of course, at the Alumni Weekend.

As always, consider this a standing invitation to let me know how you'd like to participate in expanding the School's rich tradition and opening new pathways and opportunities. You can reach me by email at [deanphillips@uamail.albany.edu](mailto:deanphillips@uamail.albany.edu), and I'll look forward to hearing from you!

Susan D. Phillips  
Dean

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**The 19th Annual  
Edward F. Kelly  
Evaluation Conference  
Hosted by the  
School of Education**

**April 1, 2005**

For more information  
[www.albany.edu/kelly](http://www.albany.edu/kelly)  
or [eval@csc.albany.edu](mailto:eval@csc.albany.edu)



## THE FIRST ANNUAL SUMMER LITERACY INSTITUTE *LITERACY ASSESSMENT and INSTRUCTION* TUESDAY, JUNE 28 - THURSDAY, JUNE 30

The School of Education is a leader in preparing and sustaining thousands of teachers and administrators in the Capital Region and throughout New York State. Through its degree programs as well as its faculty members' expert contributions to regional and national workshops, seminars and consulting, the School has helped define and support excellence in teaching, learning, and leadership. Among its many areas of expertise is literacy teaching and learning. In response to requests and in light of the state's new professional development requirements, the School of Education is very happy to announce the debut of an annual Summer Literacy Institute. This year's theme, *Literacy Assessment and Instruction*, was chosen specifically to address the demands put on schools by the federal No Child Left Behind legislation and to provide teachers and administrators with effective ways to meet current demands.

This year's institute will offer teachers and other school leaders three days of intensive exploration of literacy assessment issues and techniques, including an examination of the new standards-based testing system for grades 3-8. The institute will feature University at Albany faculty and other Capital Region literacy experts in daily keynote addresses, follow-up break out sessions, and focused workshops. Keynote speakers are David Abrams from the NYS Education Department and School of Education professors Judith Langer, Dept. of Educational Theory and Practice and Sean Walmsley, Dept. of Reading.

**Summer Literacy Institute**  
**Location: University at Albany Uptown Campus**  
**Time: 8:30 am - 3 pm (Incl. meals)**  
**Fee: \$250/18 hours**

**For more information, contact Susan Palmer**  
**at (518) 442-3911 or [spalmer@uamail.albany.edu](mailto:spalmer@uamail.albany.edu)**

**<http://www.albany.edu/education/literacyinstitute/index.htm>**  
**Keep checking this site for additional information and presenter/session details.**

### WHY LITERACY ASSESSMENT?

No matter what the subject, students need to learn from texts, whether those texts are printed, symbolic, visual, or aural. All require using language to learn from and make meaning of the material. In addition, high stakes assessments in every subject now include more reading and writing, so students need to become literate in each of their subject areas - to understand the literacy of that subject. Content area teachers in subjects other than English language arts have thus been thrust into a new role and can benefit from gaining a deeper understanding of literacy in general as well as in their own subject areas and from learning instructional strategies that help students learn content through reading, writing, and discussion.

### 2005 Education Expo

The School of Education Dean's Office is once again busily helping our current students and recent graduates get ready for the 2005 Hudson Mohawk Education Expo on March 30 and 31 at the Empire State Plaza Convention Center in Albany. Last year's Expo was a great success - 110 of our students and graduates participated.

The Education Expo is an opportunity for school districts to interview candidates for their teaching, administration and support personnel openings. This year, over 100 schools and districts from all over New York and the northeast will be recruiting for a wide range of positions including classroom teachers, special educators, literacy specialists, principals, assistant principals, school counselors, school psychologists and library media specialists.

As part of the preparation for the Expo interview process, Associate Dean Virginia Goatley coordinates a resume writing workshop in January and posts a step-by-step guide for successful applications and interviews on our Ed Expo website:

[www.albany.edu/education/eduexpo.htm](http://www.albany.edu/education/eduexpo.htm)

Early in March the University at Albany Chapter of Phi Delta Kappa, the professional association for educators, conducts a session on interview skills and tips, including mock interviews. By late March, our students and graduates are poised, practiced and ready to present themselves as the top-notch educators and professionals that they are.

## KNOWLEDGE

UNIVERSITY AT ALBANY School of Education

Knowledge is published by the School of Education, University at Albany, Albany, NY 12222.	Editors: Susan Palmer Sumedha Tagore
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## AWARDS

The **Dr. Naula McGann Drescher Leave Awards** are given to a select number of faculty and staff as they prepare for permanent or continuing appointment and cover both salary replacement and project related expenses. This year, four members of the School of Education faculty and staff received Drescher Awards: **Miriam Raider-Roth**, **Jerry Rivera-Wilson** and **Carol Rodgers** in the Dept. of Educational Theory & Practice; and **LaRae Jome** in the Division of Counseling Psychology in the Dept. of Educational & Counseling Psychology

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 fall, three proposals from faculty members in the Dept. of Educational Theory & Practice were selected for FRAP support:

**Abbe Herzig**, *Mathematical Biographies of Mathematicians of Color*

**Peter Shea**, *A Multi-Institutional Investigation of Online-Learner Narrative Data: What Are Online Students Trying to Tell Us?*

**Hae-Deok Song**, *Facilitating Intrinsic Motivation Toward Science Career Interests with Goal Orientation Support*

**Noreen Benton**, a graduate of our Ph.D. program in Curriculum & Instruction and a part-time instructor in the Dept. of Educational Theory & Practice, received the Alumni Association's **Bertha Brimmer Award** for excellence in secondary school teaching.

**Helen Brucker Martin**, a 1944 graduate of the New York State College for Teachers received the Alumni Association's **Excellence in Alumni Service Award**.

**Leila Moore**, a graduate of our Ed.D. program in Counseling and Personnel Services, received the Alumni Association's **Excellence in Education Award**.

**Rebecca Rogers**, a 2000 graduate of our Ph.D. program in Reading and Asst. Prof. of Education at Washington University in St. Louis, received the **Early Career Award** at the 2004 National Reading Conference last November.

## HONORS

**Joseph E. Bowman, Jr.**, Associate Professor in the Dept. of Educational Theory & Practice was named Distinguished Alumnus by the State University of New York Educational Opportunity Centers.

In January, **Judith Langer**, Distinguished Professor in the Dept. of Educational Theory & Practice, travelled to Sweden to receive the honorary degree Doctor of Philosophy honoris causa from the University of Uppsala. The honorary doctorate was bestowed for her lifelong work on the literate mind and its contribution to scholarship and society.

**Robert Yagelski**, Associate Professor in the Dept. of Educational Theory & Practice, was elected to the Executive Committee of the Conference on English Education for a four year term. This group is active in the field of English education on a number of fronts, including scholarship, professional development, and outreach.

**Frances Allen**, a 1954 graduate of the New York State College for Teachers, was named a UAlbany Distinguished Alumna.

Three of our alumnae earned **National Board Certification** last December and joined the small group of 476 New York State teachers who have earned this distinction of professional excellence:

**Frances Jackson**, B.A. in Teaching Math, M.A. and Ed.D. in Curriculum & Instruction

**Kelly Linehan**, M.A. in Teaching Russian

**Ann Schulman**, M.S. degrees in Reading & Special Education

## ON THE MOVE

**L. Oliver Robinson**, a graduate of our M.S. and Ph.D. programs in Educational Administration and Policy Studies, was appointed Superintendent of the Shenendehowa Central School District. He previously served as Asst. Superintendent for Business at Mohonasen Central School District.

**Donna Scanlon** in the Dept. of Reading was promoted to Associate Professor with tenure at the University at Albany.

Please  
send us your news...

TO: Editor, KNOWLEDGE  
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## International Policy Program Fosters Greater Global Engagement

The Department of Educational Administration and Policy Studies (EAPS) is proud of its long history of preparing highly qualified international students from all around the globe. With so many parts of the world going through significant transitions, the department's commitment to global involvement is stronger than ever. EAPS graduates who return to leadership positions in their countries contribute to the planning and policy development needed to improve their educational systems. Current research confirms that these very same improvements to schooling and learning are essential conditions for strengthening a country's social fabric and fostering economic growth.

The research conducted in the department's Comparative and International Educational Policy Program (CIEPP) is supported by funding from the Ford Foundation. Thanks to additional funding, the department was able to increase the number of international students studying in CIEPP. This year, students



CIEPP students surround Philip Foster, EAPS Professor Emeritus and contributing CIEPP scholar.

from Argentina, Cambodia, Chile, India, Mongolia, Thailand, and the Czech Republic joined current students from Ukraine, China, Japan, Kenya, Peru, Korea, Mexico, and El Salvador.

## School Psychology Partners with Northeast Parent and Child Society



Jennifer Brooks, Amanda Nickerson, Frank Salamone and Sarah Colby

The Division of School Psychology in the Department of Educational and Counseling Psychology is pleased to report on the success of their collaborative relationship with Northeast Parent and Child Society, a non-profit agency dedicated to protecting children, preserving families, and strengthening communities through a variety of therapeutic and educational programs in the Greater Capital Region. School of Education Dean Susan Phillips and Northeast's Executive Director, James Johans, have been instrumental in creating the vision and providing the support for having the School of Education and Northeast work together to better meet the needs of children and families in the Capital Region.

Given that hundreds of thousands of children each year suffer from problems severe enough to warrant residential treatment, it is imperative that those concerned with the education and development of children learn more about ways to improve services to this population. The partnership between the Division of School Psychology and Northeast Parent and Child Society is

a promising way to combine the expertise of university faculty and students with those providing direct services to reach the common goal of fostering enhanced learning and development so that all children can reach their potential.

Research and program development is one aspect of the partnership. Dr. Amanda Nickerson, Assistant Professor of School Psychology, and Dr. Frank Salamone, Consulting Psychologist at Northeast and School Psychology lecturer, have begun a research collaboration with the Children's Home, Northeast's residential treatment program in Schenectady. They are studying ways to build the strengths of children and families, encourage family involvement, and improve children's transition from residential treatment to their homes and communities. As part of their study with the Children's Home, Nickerson, Salamone, and School Psychology doctoral students Jennifer Brooks and Sarah Colby, evaluated and selected the most promising approaches to the improvement of the post-discharge transition. Their findings were published last November in *Residential Treatment for Children and Youth* (Haworth Press).

The research team has also conducted extensive individual interviews with Northeast staff, children, and parents about strengths, family involvement, and transition planning. The goal of this research is to further develop and evaluate programs to improve the transition from residential treatment to the communities through building strengths and encouraging meaningful family involvement. Preliminary findings from these interviews will be presented at the annual meeting of the National Association of School Psychologists this spring.

The other aspect of the School Psychology/Northeast partnership includes direct service. Doctoral student Sarah Colby began her advanced field work the Children's Home last fall. Colby participates in the assessment, counseling, consultation, and program development activities of the residential treatment facility.

## Counseling Professor Studies Peer Facilitated Alcohol Intervention

Last fall, the National Institute on Alcohol Abuse and Alcoholism (NIAAA) awarded the University at Albany \$849,000 to research interventions that prevent or reduce alcohol-related problems among college students. Matthew P. Martens, Ph.D., assistant professor in Educational and Counseling Psychology in the School of Education and M. Dolores Cimini, Ph.D., licensed psychologist and director of Middle Earth Peer Assistance Program will engage in the study “The Effects of Peer-Facilitated Alcohol Interventions.”

This assessment of the effectiveness of two peer-led social norms-based alcohol prevention interventions will allow the researchers to determine the most effective program(s), which could then guide the University’s decisions regarding program institutionalization. The main purpose of the project is to reduce high-risk alcohol consumption and negative alcohol related consequences among high-risk drinkers (i.e., individuals who have been referred to judicial affairs for an alcohol-related violation) on the campus. A secondary purpose is to analyze the components of the programs that are found to be effective.

The project initiatives will operate from the Middle Earth Peer Assistance Program, a 2000 winner of a U. S. Department of Education Alcohol and Other Drug Prevention Model Program Grant and the recipient of a 2001 Exemplary Substance Abuse Prevention

Program Award by the Center for Substance Abuse Prevention, Department of Health and Human Services. Middle Earth will integrate a \$10,000 gift from the Dominion Foundation in disseminating prevention initiatives materials to colleges and universities throughout the United States.

Professor Matt Martens sees an additional benefit to doing this study on campus, “The grant gives the students involved with Middle Earth and the NIAAA project an opportunity to pursue their interests as well.”

Matt Martens has been studying alcohol prevention and treatment for several years and this NIAAA-funded assessment fits well with his current research. “Nationwide it is well-established that heavy college drinking is a public health problem. There are about 1,500 deaths each year nation-wide mostly traffic fatalities; 70,000 sexual assaults; and 500,000 injuries as a result of alcohol consumption. Reducing the problem will have benefits in contemporary college scenarios,” said Dr. Martens.

The future plans for these intervention assessment results will be testing the effectiveness of peer intervention programs. Martens noted, “It is not well known whether alcohol intervention programs are as effective when delivered by peers as opposed to professional staff.”

The University at Albany, home to 12,000 undergraduate students, is committed to addressing the nationwide problems

related to college-age drinking. “This grant will generate empirical data that is critical to our understanding of alcohol and drug abuse prevention programs designed to educate and intervene with university students,” said James P. Doellefeld, vice president for student affairs.

“I would like to thank NIAAA on behalf of the University for recognizing the dedication of Drs. Cimini and Martens as well as the students and staff of Middle Earth in their commitment to informing and educating students about the dangers of drug and alcohol abuse.” said Interim President John R. Ryan last fall. “We also appreciate the support of Congressman McNulty and the Congressional delegation in our endeavors to create a community where students can succeed in learning and in life.”



Matthew Martens, Asst. Professor of Counseling Psychology

## Middle Earth Wins National Awards for Alcohol and Drug Abuse Prevention

The Middle Earth Peer Assistance Program and its student counselors received national honors for their work in alcohol and drug prevention at the BACCHUS and GAMMA Peer Education Network National Conference held last November in Chicago. BACCHUS and GAMMA is an international association of college- and university-based peer education programs focused on alcohol abuse prevention and other issues related to student health and safety. Middle Earth received more awards than any of the other 88 competing colleges and universities:

**Award for Excellence in Peer Education for a College or University of 12,000 or more students (\$300)**

**First Prize in Outstanding School Exhibit (\$150)**

**Outstanding Program (\$100)** - for the Dr. Kimberly E. Esterman Memorial Scholarship Dance-a-thon of 2004

**Outstanding Student - Christine Fan.** Christine is a Middle Earth Peer Advisor as well as a member and past president of the Future Educator's Club and a recent inductee to the education honor society Kappa Delta Pi.

Middle Earth will donate all of their monetary prizes to the Esterman Memorial Scholarship Fund which honors the late Kimberly Esterman, a former Middle Earth peer counselor and a 1992 graduate of our Ph.D. program in Counseling Psychology.



## Thank you from the School of Education

The School of Education would like to extend sincere thanks to the hundreds of alumni, faculty, staff, and friends who contributed to the School of Education during the 2003-2004 Fiscal Year. Your generous gifts provide vital funds that directly support the professional development activities of students and faculty in ways that are often not possible through other means. Thus, it is with the most heartfelt gratitude that we appreciate your support and generosity.

The following donors have contributed *all or a portion* of their annual gift through the UAlbany Fund, or for a special initiative, in the School of Education from July 1, 2003 to June 30, 2004.

### The President's Club (\$1,000+)

Marjorie Ashley '55  
Joan Roeder Barron '52  
Robert E. Barron '52  
Gerald C. Benjamin, DDS  
Susan M. Benjamin '80  
Donald A. Biggs, Ph.D  
Sara K. Biggs  
Michael A. Boots  
Maureen Egan Buhrmaster '70  
Robert Buhrmaster  
Michael J. Chasanoff  
The Chasanoff Foundation  
Kathleen E. Doran '70  
Kenneth T. Doran '39  
Alice P. Green '62  
Michael S. Green, Ph.D  
Mary Koonz Egan '40  
Northeast Career Planning  
Susan D. Phillips, Ph.D  
David P. Ross '72  
Marilyn E. Olson Ross '71  
Charles Touhey '91

### The Minerva Club (\$500 - \$999)

Richard L. Allington, Ph.D  
Rita Kell Austin '42  
Lawrence J. Baker '58  
Howard Baldwin  
Henry J. Binzer '60  
Patricia J. Binzer '74  
Linda Matson Hamaty '60  
Richard K. Johanson  
Brian P. Maloney '88  
Anne M. McGill-Franzen '88  
Anthony R. Measham  
Denise M. Menelao '83  
Rosemarie Tobin '81  
Carol A. Zablocki '70

### The Carillon Club (\$250 - \$499)

Bruce R. Anderson '77  
Yukiko K. Kanai Anderson '78  
Bernice M. Bates '84  
Harry F. Brooks '79  
John J. Gauquie '57  
Marcia Lawrence Gauquie '57  
Ruth Pellette Irish '41  
Lynn K. Jacobs '78  
Veronica G. Keegan '74  
Ellis A. Kolodny '32  
Richard Larkin  
William J. Maffia '72  
Minna S. Margolies '38  
Ann Marie Mullen '61  
Susan Palmer '92  
Richard J. Putorti '84  
Christina Sebastian '02  
Patricia Frey Seibold '44  
Roberta A. Sheldon '77  
David R. Simonds '77  
Irving S. Steenrod '51  
Margaret F. Steenrod '51  
Gloria Stewart '47

Martin D. Stewart '47  
Anne-Marie Tibbetts '50  
John R. Tibbetts '42  
Barbara H. Van Tilburg '49  
Roslyn L. Weiss '72  
Carolyn W. Williams '82

### The Albany Club (\$100 - \$249)

John C. Adam, MD '41  
Gregory J. Aidala '73  
Judith Clark Aidala '76  
Carolyn H. Akland '72  
Robert F. Akland '72  
Patricia M. Areno '72  
Mary L. Barhite '75  
David E. Barnes '86  
Lisa D. Bartlett '85  
Kathleen Basile-Doell '75  
Robin Berg '72  
Patricia A. Berger '86  
Joel D. Bernstock  
Maureen A. Bernstock '76  
Eleanor Beson '79  
Michael W. Beson, Sr. '81

**SAVE THE DATE**  
**Wednesday, May 11**

**School of Education**  
**2005 Awards & Scholarships Presentation**

**2 p.m. at the Assembly Hall**  
**in the Campus Center**

**For more information contact**  
**Susan Palmer**

**(518) 442-3911, [spalmer@uamail.albany.edu](mailto:spalmer@uamail.albany.edu)**

### The Albany Club (continued)

Brian G. Bittner '76  
 Catherine G. Blaine '71  
 Arthur L. Blymiller '79  
 Timothy J. Boardman '75  
 Marguerite I. Botton '73  
 Anne Braasch '51  
 Gail Brittain '78  
 Joan L. Gold Bunning '72  
 Lorraine Essegian Carlson '76  
 Kristen I. Cartwright '89  
 Erma R. Chestnut '73  
 Harold Chestnut  
 Susan M. Chew '86  
 Elsie Shaw Clark '51  
 Daniel E. Coons '71  
 Aline Lepkin Daly '72  
 Terry W. D'Amour '86  
 Jane P. Dana '74  
 M Dasey-Morales '92  
 David A. Debonis '98  
 Ann E. DeForge '70  
 Ione P. Delucia '62  
 Vincent T. Detore '76  
 Patrick R. DiCaprio '74  
 Kimberly K. Drake '89  
 Lawrence A. Edson, Jr. '99  
 Ruth Madden Estes '35  
 Constance C. Feldt-Golden '74  
 Rose Flax '43  
 Barbara S. Fleischer '71  
 Peter C. Flyzik '73  
 Gail Juda Fowler '70  
 Lorraine Porter Freise '71  
 John Gallas '58  
 Helen G. Giles-Smith '73  
 Margaret E. Gittus '50  
 Catherine M. Gough '78  
 Cheryl J. Gowie '73  
 Thomas P. Grant, Sr. '79  
 Evelyn Halloran '53  
 Brian Halton '73  
 Beverly A. Harrington '87  
 Karen A. Harris '87  
 Donald W. Hegeman '76  
 Allyson Price Hoffman '72  
 Virginia G. Howard '97  
 Rose M. Hutcherson '03  
 Olga Hyra '35  
 Cheryl B. Jemison '79  
 John E. Johnson '00  
 James F. Kapp '76

Donald C. Katt '73  
 Timothy W. Keeley '71  
 Katherine M. Kelly '91  
 Marjorie R. Kelly '87  
 Evelyn L. Kelsea '73  
 Jacquelyn B. King '70  
 Kathleen M. Kirch '79  
 Jurgen Kruger '80  
 Robert W. Kuffel '72  
 Laura G. Kyler '73  
 Joan K. Lawson '86  
 Mildred R. Larson '31  
 Anthony P. Lasalvia '87  
 Stephanie Latman '70  
 Douglas A. Leininger '85  
 Linda M. Luderman '90  
 Robert T. MacHer '90  
 Zaven M. Mahdesian '35  
 E. Westcott Mangine '57  
 Lawrence P. Mannion '76  
 Joseph R. Maresco '68  
 Albert J. Martin '89  
 Raul Mayo-Santana '82  
 James L. McNally '62  
 Barbara C. Phelps Metz '85  
 Otto Mex '51  
 Lolita Mitchner '94  
 Elizabeth A. Montario '69  
 Michael A. Montario '73  
 Ellen J. Moon '79

W. Daniel Morgan '78  
 William P. Murphy '73  
 Gregory Murrer  
 Jerome A. Niles '74  
 Geraldine Noble '46  
 Warren V. Noble '49  
 Vernon Oehlke  
 Elaine T. Osborn  
 Nancy H. Papish '68  
 Mabel L. Payne '74  
 Richard L. Peveryly '73  
 Jane A. Poklemba '80  
 James D. Purcell '80  
 Barbara Quackenbush '97  
 John P. Riedl '73  
 Ilene Murcott Roemer '53  
 Walter Roemer  
 Elaine Acker Sappington '47  
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 Kathleen M. Schnackenberg '98  
 Sadie Flax Schneider '40  
 Elyse Schulman '83  
 Jeffrey L. Schulman '83  
 Valarie A. Scott '97  
 Debrah F. Seaboyer '73  
 Mary C. Shake '81  
 Alan J. Sims '71  
 Colleen Small '85  
 Joanna Smith '60  
 Leticia G. Solis '76  
 John M. Sollazzo '73  
 Marcie K. Stein '82  
 Kathleen Steinchen '85  
 Jayne M. Steubing '75  
 Michael J. Stevens '98  
 William Stoeger  
 Helen A. Stori '80  
 Linda A. Sutherland '80  
 Elizabeth Tantillo  
 Richard C. Tantillo '81  
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 Louise B. Wessling '81  
 Leslie J. Wiley '39  
 William T. Wiley '52  
 Nancy A. Willie-Schiff '87  
 Helene L. Zimmerman '53  
 Lynne Zwickel '77

*Each gift is important to the School of Education, both in support of our ongoing pursuit of excellence and in the heartening endorsement of our efforts. We regret that the space in our newsletter is too limited to list the many hundreds of friends and alumni who also provide support at levels other than those listed here. Please be assured that the School of Education is grateful for gifts of all sizes and that every gift helps us pursue our goals and fulfill our mission to foster enhanced learning and development throughout the life span.*



## New Books by School of Education Faculty

### **Spatializing Literacy Research and Practice**

Co-edited by Margaret Sheehy,

Dept. of Reading

(Peter Lang, 2004)

Current research on literacy often conceives space as a container within which social practice occurs. In sharp contrast, this edited collection argues that literacy practice and social space are produced in relation to one another. Contributors analyze space/literacy relations in diverse settings, including classrooms, prisons, streets, institutional programs, homes, and the popular media.



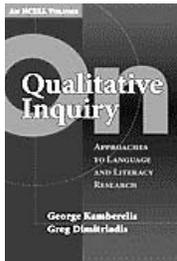
### **On Qualitative Inquiry: Approaches to Language and Literacy Research**

Co-authored by George Kamberelis,

Dept. of Reading

(Teacher's College Press, 2004)

The first systematic exploration of the philosophical foundations and the historical development of qualitative inquiry. This volume is an indispensable tool for language and literacy researchers - novices and experts alike. Using a "genealogical" approach, the authors discuss key philosophical concepts and traditions central to various theories, approaches, and strategies of qualitative inquiry.



### **Getting to Excellent: How to Create Better Schools**

By Judith Langer,

Dept. of Educational Theory & Practice

(Teacher's College Press, 2004)

Using data from her groundbreaking study of diverse middle and high schools, Langer shows us what makes the difference between highly effective schools and typical, business-as-usual schools. This book features many examples of schools in action, identifying particular features that are present in effective schools but don't exist in others.



### **Trusting What You Know:**

**The High Stakes of Classroom Relationships**

By Miriam Raider-Roth,

Dept. of Educational Theory & Practice

(Jossey-Bass, 2005)

*Trusting What You Know* shows that building genuine trustworthy relationships between teachers and students is pivotal in students' capacity to learn. Based on an extended research study by Raider-Roth, *Trusting What You Know* reveals what students think about their relationships in the classroom and how these relationships affect their ability to learn.



### **Critical Events in Psychotherapy Supervision:**

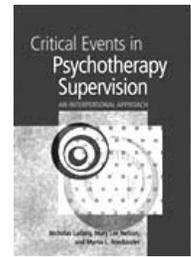
**An Interpersonal Approach**

Co-authored by Myrna L. Friedlander,

Division of Counseling Psychology

(American Psychological Association, 2005)

*Critical Events in Psychotherapy Supervision* helps supervisors understand the dilemmas they most frequently encounter when supervising psychotherapist trainees. Drawing on their extensive supervisory experience, the authors propose a model for turning problems into opportunities for growth. By closely analyzing transcripts of dialogs between trainees and supervisors, they show how dilemmas can be identified, mutually explored, and overcome.



### **Choice Words:**

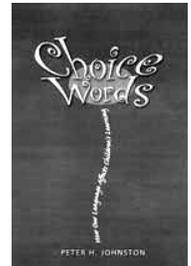
**How Our Language Affects Children's Learning**

By Peter Johnston,

Dept. of Reading

(Stenhouse, 2004)

In productive classrooms, teachers don't just teach children skills: they build emotionally and relationally healthy learning communities. *Choice Words* shows how teachers accomplish this using their most powerful teaching tool: language. Johnston provides examples of apparently ordinary words, phrases, and uses of language that are pivotal in the orchestration of the classroom and demonstrates how the things we say (and don't say) have surprising consequences for what children learn and for who they become as literate people.



### **Motivation, Emotion, and Cognition: Integrative**

**Perspectives on Intellectual Functioning and Development**

Co-edited by David Dai,

Division of Educational Psychology & Methodology

(Lawrence Erlbaum, 2004)

This volume represents a new direction in theory and research on intellectual functioning and development. The central argument of this book is that cognition is not the whole story in understanding intellectual functioning and development. To account for inter-individual, intra-individual, and developmental variability in actual intellectual performance, it is necessary to treat cognition, emotion, and motivation as inextricably related.



**Private Higher Education: An International Bibliography**  
**Co-authored by Daniel C. Levy and doctoral students Alma**  
**Maldonado-Maldonado and Yingxia Cao**

**Dept. of Educational Administration & Policy Studies**  
 (Information Age Publishing, 2004)

This volume is the first international bibliography on private higher education and offers a bibliographical guide to the literature on private higher education worldwide. The bibliography includes books, journal articles, reports, and doctoral dissertations and theses on private higher education.

**Welcome to Kindergarten:**  
**A Month-by-Month Guide to Teaching and Learning**  
**Co-authored by Bonnie Brown Walmsley,**

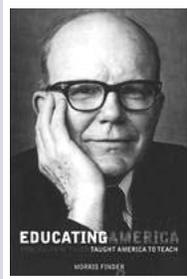
**Dept. of Reading**  
 (Heinemann, 2004)

From August planning to July reflection, *Welcome to Kindergarten* is a comprehensive resource that demonstrates how best practices and a student-centered focus can make the first year of school rewarding for kindergarteners, parents, and teachers.



**Educating America:**  
**How Ralph W. Tyler Taught America to Teach**  
**By Morris Finder, Ph.D.,**  
**UAlbany Professor Emeritus of English Education**  
 (Greenwood, 2004)

Ralph W. Tyler changed the course of American education. His work reverberates today in our national discourse on public schooling and in the currency of his groundbreaking testing instrument, the **National Assessment of Educational Progress (NAEP)**. In this important and engaging work, Finder charts the career and accomplishments of the 20th century's most important and influential educator



**Editor's Note:** A number of our faculty in the Dept. of Educational Theory and Practice (ETAP) are currently playing key roles in the **National Assessment of Educational Progress (NAEP)**, the Congressionally-mandated program founded by Ralph W. Tyler; that monitors achievement over time in key subject areas in the states and the nation.

**Judith Langer** was reappointed to the NAEP Reading Committee, which oversees all aspects of the design, administration, scoring, interpretation, and reporting of NAEP Reading

assessments. The framework for the NAEP Reading Assessment, in place since the 1992 assessment, is based in large part on Professor Langer's research.

**Arthur Applebee** has similarly been reappointed to the NAEP Writing Committee, which has oversight of the NAEP assessments of writing achievement.

**Audrey Champagne** currently serves on both the NAEP Science Committee and the NAEP Science Framework Planning Committee. Professor Champagne is the primary author of the committee's issues paper that will outline for the members of the National Assessment Governing Board issues that must be addressed in the design of the new Science Framework.

**Vicky Kouba** has also been a reviewer for the NAEP Mathematics Objectives, an item writer for NAEP Mathematics assessments, and a member of the team of researchers doing the National Council of Mathematics interpretations of the 1986, 1990, 1992, and 1996 NAEP Mathematics assessments.

Through their longstanding involvement in NAEP, the Dept. of Educational Theory and Practice faculty help to insure that the nation's systems of curriculum, instruction, and assessment work together to support higher levels of achievement for all student - and in particular to insure that the assessment program reflects the most current thinking about the nature of effective curriculum and instruction within each subject area.

## New Books by School of Education Alumni

**An Introduction to Critical Discourse Analysis in Education**  
**By Rebecca Rogers, Alumna**  
**Dept. of Reading**

(Lawrence Erlbaum, 2004)

This book is the first introduction to concepts and issues in critical discourse analysis for educational researchers. The central premise is that critical discourse analysis must be conducted "systematically," which means conducting inquiry into the ways in which language form and function correlate with social practices.



**Forget the Novocaine, Doc - I Was a Teacher**  
**By Robert Calimeri, Alumnus**

(Author House, 2004)

Robert Calimeri spent 33 years teaching and 22 years coaching in the public schools. In his book *Forget the Novocaine* Calimeri offers dozens of funny and eye-opening stories about his life as a student, teacher, coach and lifelong learner.



## DOE Funding Helps Prepare Future Special Education Leaders

Special Education faculty members Deborah C. May and Kevin P. Quinn have received a \$747,000 U.S. Department of Education (DOE) grant for Preparation of Leadership Personnel in Special Education. The grant will enable the division of Special Education in the Department of Educational and Counseling Psychology to increase the number of doctoral candidates, and to prepare participants to assume leadership roles in the field of special education: in teacher education, in research and in state and federal agencies responsible for special education policy. In addition, graduates will be prepared to use technology and distance learning in their courses and research in conjunction with the SUNY Learning Network.

Deborah May, Chair of the Department of Educational and Counseling Psychology and Director of the Special Education program, specializes in school readiness, and students with severe disabilities. "I am looking

forward to the mentoring relationships that we will have with the doctoral students supported by this grant. The faculty and I will be working collaboratively with them on research, supervision, and teaching - both on campus and through online courses."

"The substantial shortage of highly qualified doctoral leadership in the field of special education has been well documented," said Dean Susan Phillips. "We are very pleased to be able to offer this innovative program to the future leaders in this important field." According to the US Department of Education only half of the 200,000 special education teachers are trained by college and university faculty with doctoral degrees in special education. That is a significant drop since 1985 when almost 145,000 special education teachers were trained by doctoral faculty.

Before earning his doctorate, Kevin Quinn was a Special Education teacher and the principal of an alternative school

in Washington D.C. His areas of expertise include students with emotional and behavioral disorders. "The program is looking for a diverse cohort of teachers," said Quinn. "More people are needed to supervise student-teachers, teach and train and assist in running online courses. The program will prepare skilled and experienced teachers for university teaching and supervision."

The project will be funded for four years and most of the grant money will be used to support students' tuition and education related expenses. The Special Education program will admit two or three advanced students each semester. As many as eight students will be fully funded. All faculty in the division of Special Education will be working on the project with each offering at least one doctoral seminar. The project will also utilize expertise from the other departments and divisions in the School of Education.

## Three New Leadership Programs Debut this Fall

In order to meet New York State Education Department's (SED) new regulations governing school and district leadership certification and after assessing the professional development needs for current and future school leaders, the Dept. of Educational Administration and Policy Studies (EAPS) restructured its school leadership certification programs into three separate and distinct **Advanced Graduate Certificates in School Building Leadership, School District Leadership and School District Business Leadership**.

All three of the new programs are designed for educators who have already earned a master's degree and now need the advanced-level graduate study required for leadership positions. The foundation of the new programs is the 35-credit School Building Leadership (SBL) program designed to prepare education professionals for the post of school principal or other building-level leadership positions and meet requirements for state certification for such posts. The new SBL program offers many of the current graduate courses and includes new courses plus a 600-hour supervised field experience that students complete over the course of a year.

Those who have completed the SBL program and already have their building level certificate can enter either of the district-level programs - the School District Leadership program

and the School District Business Leadership program. Each of these 15-credit hour programs can be completed, part-time, over the course of a year. These programs, too, are designed to meet requirements for state certification.

"We've benefited from advice provided by those currently in leadership posts - including a good number of EAPS graduates - to revise our programs," comments Department Chair Alan Wagner. "We will be providing the quality graduate-level training that we are known for and that school leaders truly want and need, and we will offer this training in appropriate-sized, part-time programs that Capital Region educators can fit into their already full professional and family lives. Our revamped programs will enable EAPS graduates to better serve the schools and communities where they will take up new posts and the teachers and other staff with whom they will work - all with the aim of strengthening children's learning in the region and throughout the state."

To learn more about the revised school programs, contact the EAPS graduate advisor Dr. Gina Giuliano at [ggiuliano@uamail.albany.edu](mailto:ggiuliano@uamail.albany.edu) or (518) 442-3821.



## New Beta Zeta Scholarship for Teachers

The School of Education is delighted to announce that the UAlbany alumnae of the Beta Zeta Sorority have endowed a scholarship fund for School of Education students preparing for careers as teachers. The first Beta Zeta Scholarship recipient will be selected this spring and formally announced at the School of Education Awards and Scholarships Presentation on May 11.

Like other students at the New York State College for Teachers in the 1940's and 50's, many Beta Zeta sisters were preparing for careers as teachers. Beta Zeta was one eight sororities at "Albany State" and it was most active on campus during the 40's, 50's and 60's. Junior and senior Beta Zetas lived at the BZ sorority

house on State Street, not far from the State College campus and dorms on Western Avenue, the UAlbany buildings we now call the Downtown Campus and Alumni Quad.

The BZ alumnae did an outstanding job endowing their scholarship fund. In just a little more than a year, they succeeded in raising over \$10,000 - the minimum amount required to establish an endowed scholarship. As their fund grows in the future, so will the number of teaching students receiving BZ scholarships.

"It is a great honor for the faculty here in the School of Education that the Beta Zeta alumnae endowed this scholarship for our students," said Dean Susan Phillips. "The School of Education proud-

ly continues the commitment to excellence in education and in preparing the next generation of top-rate teachers that began in 1844 at the New York State Normal School for Teachers and flourished at the New York State College for Teachers. This endowed scholarship is also an excellent way to honor our BZ alumnae and their outstanding contributions to the field of education."

To learn more about the Beta Zeta Scholarship Fund and the Scholarship Presentation on May 11, please contact the Dean's Office in the School of Education: (518) 442-4988 or [deanphillips@uamail.albany.edu](mailto:deanphillips@uamail.albany.edu).

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**SAVE THE DATES...**

**Spring Commencement Ceremony  
May 14 at 9:00 a.m.**

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

Visit [www.albany.edu/commencement](http://www.albany.edu/commencement) this spring.

**PDK Dinner Meeting March 31**

The University at Albany Chapter of the Phi Delta Kappa,  
the international association for professional educators  
proudly presents an evening with W. James Popham, Ph.D.,  
Professor Emeritus, UCLA Graduate School of Education  
and national expert on testing and assessment.

Crossgates Restaurant, Washington Ave. Ext., Albany  
Social hour at 5:15 p.m. followed by dinner at 6:15 p.m.

For more information contact Colette McCarthy  
(518) 281-6991 or [mccarthy@Schenectady.k12.ny.us](mailto:mccarthy@Schenectady.k12.ny.us)



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