

KNOWLEDGE



SCHOOL OF EDUCATION
UNIVERSITY AT ALBANY State University of New York

School Hosts International Exchange of Scholars

The School of Education is proud of its long history of preparing highly qualified international students and scholars from all around the globe to become leaders who facilitate educational reform in their native countries and around the world. Over the years, the School has hosted numerous visiting scholars and students through a number of different funding sources. This academic year, however, the School is pleased to host a remarkably large number of visiting scholars: two Fulbright New Century Scholars and four Fulbright Students. All are housed in the Department of Educational Administration and Policy Studies (EAPS).

The Fulbright exchange programs are named after Senator William J. Fulbright who, shortly after World War II, successfully introduced a bill that called for the use of proceeds from the sale of surplus war property to fund the “promotion of international good will through the exchange of students in the fields of education, culture, and science.” Fulbright grants are awarded to citizens of the U.S. and the 140 other countries that participate in the Fulbright program for a variety of educational activities, primarily university lecturing, advanced research, and graduate study. Close to 1,000 U.S. citizens receive grants each year to study overseas and about 3,000 non-U.S. nationals are currently in this country on a Fulbright grant. Academics and professionals participate in the exchange by conducting research and teaching as Fulbright Scholars. The Fulbright program supports students by funding their studies at universities abroad.

The Fulbright New Century Scholars Program seeks to take advantage of the synergy created when scholars from vastly different spheres focus on a single issue of concern to people worldwide. This year 31 scholars are examining the topic *Higher*

Education in the 21st Century: Global Challenge and National Response. New Century Scholars **Pablo Landoni**, from Catholic University of Uruguay, and **Pedro Teixeira**, from the University of Porto in Portugal, are here to collaborate with Distinguished Professor Daniel Levy who has been instrumental in developing EAPS’ international profile in the field. Levy is the director of the Program for Research On Private Higher Education (PROPHE), a global research network dedicated to building knowledge about all facets of private higher education, an excellent venue for Landoni and Teixeira to conduct their research.

There are also four Fulbright Students pursuing degrees in the Department.

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Greetings, all!

It is a pleasure to write to you in this new year, as we look forward to Spring and to the season of growth and renewal. And, in that spirit,

here at the School of Education, we have much to be proud of: You’ll see here many of the ways in which we’re working with schools and communities – locally, across the nation, and beyond. And, you’ll see here that the School of Education is home to a number of new initiatives that provide opportunities for professional growth and renewal across a variety of areas. We’re especially proud to welcome to the School the outstanding professionals from the region, as well as colleagues from around the world. We are honored that they have chosen to join the remarkable community of scholarship and practice in the School of Education as the place to further their professional development.

We are also delighted to welcome back our alumni and friends who have so enriched our community, and our professions, and hope that you’ll continue to stay in touch. We continue to grow our opportunities and excellence with your financial support, and also with your time, talents, and wisdom. As always, consider this a standing invitation for a talk, a visit, a collaboration, or a partnership in order to continue and expand the School’s rich tradition and to open new pathways and opportunities. I can be reached at deanphillips@albany.edu.

I look forward to hearing from you!

Susan D. Phillips
Dean

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SUMMER PROFESSIONAL DEVELOPMENT OPPORTUNITIES

SCHOOL OF EDUCATION SECOND ANNUAL SUMMER LITERACY INSTITUTE ELEMENTARY AND SECONDARY INSTRUCTION

Tuesday, June 27 – Thursday, June 29

Location: University at Albany Uptown Campus

Time: 8:30 am – 2:30 pm (Incl. meals)

Program: 15 hours

Fee: Early-registration (deadline Friday, May 19) \$260. Late-registration, \$300.

For more information, contact Susan Palmer, 442-3911
spalmer@uamail.albany.edu

<http://www.albany.edu/education/literacyinstitute/index.htm>

The School of Education at the University at Albany has been a positive force for change in the Capital Region and throughout New York State for thousands of teachers and administrators. Through its degree programs and by its faculty members' expert contributions to regional and national workshops, seminars and consulting, the School of Education has been a defining factor for excellence in teaching, learning, and leadership. This year's institute will offer teachers and school leaders three days of intensive exploration of literacy instruction issues and techniques with daily keynote addresses, follow-up sessions and focused workshops.

Keynote Speakers

Peter Johnston, UAlbany Department of Reading

Robert P. Yagelski, UAlbany Department of Educational Theory and Practice, and Co-Director, Capital District Writing Project

Richard Allington, Professor of Education, University of Tennessee, Knoxville, and President, International Reading Association

Plus sessions by:

Jane Agee, UAlbany Department of Educational Theory & Practice

Heidi Andrade, UAlbany Division of Educational Psychology & Methodology

Kathy Nickson, CELA's Partnership for Literacy

Eija Rougle, CELA's Partnership for Literacy

Bruce Saddler, UAlbany Division of Special Education

Johanna Shogan, CELA's Partnership for Literacy

Kelly Millet-Wilson, 7th-grade teacher, Iroquois Middle School

Sean Walmsley, UAlbany Department of Reading

THE CAPITAL DISTRICT WRITING PROJECT INVITATIONAL SUMMER INSTITUTE

Monday, June 26 – Thursday, July 20

Pre-institute retreat in May

Location: University at Albany Uptown Campus
Mondays-Thursdays

Program: 150 hours

Application deadline: March 15

For more information: cdwp@albany.edu

<http://www.albany.edu/cdwp>

The Capital District Writing Project (CDWP) Invitational Summer Institute is an intensive professional experience through which participating teachers immerse themselves in their own writing and in the study of writing instruction. Selected teachers from throughout the Capital Region come together to explore strategies for teaching students at all grade levels to write well and for enhancing student learning in general. Teachers work on their own writing, study current research and theory, share teaching strategies, and learn about writing and teaching from visiting experts in the field.

Teachers who participate in the Summer Institute receive a \$1,000 stipend and earn 150 hours toward required professional development. They also have opportunities to consult with schools in the Capital Region and to engage in a variety of regional and national professional development activities. They become part of a vibrant community of committed and supportive educators from throughout the Capital Region and also have opportunities to interact with educators on a national level.

SECOND ANNUAL SUMMER CONFERENCE TEACHING MATHEMATICS FOR UNDERSTANDING

Tuesday, June 27 – Thursday, June 29

Monday, June 26

Math Trailblazers Pre-Conference

Friday, June 30

Everyday Mathematics Post-Conference

Desmond Hotel & Conference Center

Time: 8 am – 3 pm (Incl. meals)

For more information: 442-3785

Registration information
available in March

Schenectady and Albany Elementary/Middle Mathematics and Special Education teachers are invited to attend. The conference is structured around in-depth workshops that run across all three days. Workshops will address focused topics in mathematics content and pedagogy relevant to the curricula teachers use in classrooms.

CAPITAL REGION CENTER FOR ARTS IN EDUCATION 23RD ANNUAL SUMMER SESSION ART AT THE HEART OF TEACHING & LEARNING

Tuesday, June 27 – Thursday, June 29

Location: New York State Museum

Details and registration information:
<http://www.centerforaie.org>

Professional development institute where educators from all disciplines explore works of art and their curricular connections. Workshops and performances will be held at the New York State Museum.

Graduate credit is available.



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UNIVERSITY AT ALBANY School of Education

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New Grants Increase School's Urban Engagement

In any given semester, at least 125 students from across the School of Education are interning, volunteering, teaching, or completing work-study assignments in Capital Region communities. Over half of those students gain their experience in an urban setting. These opportunities will be on the rise with two new grants which will increase the number of graduate interns and undergraduate students involved with our urban partners.

The Department of Educational and Counseling Psychology's Division of Special Education, in a joint effort with the Department of Reading, has received a \$757,000 grant from the U.S. Department of Education. Grant funding will provide financial support to graduate students from nontraditional backgrounds to complete the two-year, full-time M.S. program in Special Education and Literacy. The purpose of the grant is to enable those people with a liberal arts education and no previous educational training to enter the special education teaching profession. The grant offers highly qualified and diverse students an opportunity to learn to implement effective research-based instructional practices in special education with an emphasis on literacy.

The School of Education has also received a \$154,300 grant from the New York State's Gaining Early Awareness and Readiness for Undergraduate Program (NYGEAR UP). Through NYGEAR UP, undergraduate community service and work-study students will work as after-school tutors for 7th graders at the Hackett and Myers Middle Schools, the Phillip Livingston Magnet Academy and the North Albany Academy. The tutors will facilitate book discussions, writing activities and other group projects needed to support and prepare these middle schoolers for a future in which going to college is a real option. School of Education alumna Lynette Smith, M.S. in Reading and

C.A.S. in Educational Administration, is the Project Coordinator for the district.

Additionally, the School of Education's Center for Innovation in Career Development (CICD), will work with the school district in developing a series of parent workshops focusing on skills and resources to help students explore career options. The new CICD website (www.techvalleycareers.org) will provide the platform for information and local community resources.

Susan from Sesame Street Visits School



Loretta Long and Betty Shadrick surrounded by Urban Education students

Dr. Loretta Long has played "Susan" on *Sesame Street* for over two decades, and is also widely known as an educator and consultant on the media, cultural diversity and education. Last Fall, as a guest lecturer in Dr. Betty Shadrick's Issues in Urban Education class, Dr. Long discussed the birth, evolution, and continued success of *Sesame Street* and the effectiveness of entertainment as an educational tool.

PDK News

After four years of dedicated service and excellent leadership, JoAnn Masterson will be stepping down as President of the **Epsilon Omicron Chapter of Phi Delta Kappa** at the University at Albany. One of her last duties as President will be presiding over the PDK Student Induction Ceremonies on campus on May 10.

JoAnn is a long-standing member of PDK who has always been actively involved with our chapter as well as the national organization. We were fortunate to have JoAnn as President for as long as we did. Her leadership has made a lasting impression on our chapter and we look

forward to her future involvement and presence in PDK.

Thank you on a job well done JoAnn!

Phi Delta Kappa is an international association for professional educators. It promotes quality education for all as essential to a democratic way of life by providing innovative programs, relevant research, and visionary leadership.

To learn more about PDK and membership opportunities:

<http://members.global2000.net/%7Epdkunya/index.htm>



AWARDS

The **Dr. Naula McGann Drescher Leave Awards** are given to a select number of faculty as they prepare for tenure. Four School of Education faculty members received awards this year: **Abbe Herzig** in the Department of Educational Theory & Practice; **Heidi Goodrich Andrade** in the Division of Educational Psychology and Methodology in the Department of Educational & Counseling Psychology, and **Cheryl Dozier** and **Margaret Sheehy** in the Department of Reading.

The **University at Albany Benevolent Association Awards** support selected graduate students' research projects each year. Three Ph.D. students in Counseling Psychology received awards last fall:

Marilyn McKee, *Socially-Prescribed Perfectionism as a Moderator of the Relation Between Public Self-Consciousness and the Cognitive and Affective Aspects of Body Dissatisfaction*

Nicole Surething, *Differences in Gender Related Personality Traits, Homophobia, & Social Skills Among Employed Men*

Xiaolei Wang, *A Model Relationship of Gender Identity to Interpersonal Problem-Solving*

ON THE MOVE

Jennifer Ciavirella-Schmidberger, a graduate of our M.S. program in Educational Administration and Policy Studies, was selected to be the founding principal of Patterson Park Public Charter School in Baltimore, Maryland. Before this position, she was Principal at St. Raymond Elementary School in the Bronx.

Angela Guptill, a graduate of the C.A.S. and Ph.D. programs in Educational Administration and Policy Studies, was appointed Assistant Superintendent of Curriculum and Instruction for the East Greenbush Central School District, where she previously served as Director of Pupil Services and Special Education.

Joseph P. Dragone, a graduate of the M.S. and C.A.S. programs, and currently completing the Ph.D. in Educational Administration and Policy Studies, was appointed Assistant Superintendent of Secondary Education for the City School District of Albany. He previously served as Principal at Cohoes Middle School.

Ann Marie Murray, a graduate of our C.A.S. and Ph.D. programs in Curriculum and Instruction, as well as the M.A. program in Mathematics Education and the M.S. program in Curriculum Development and Instructional Technology, was named Vice President of Academic Affairs at Broome Community College. Prior to this appointment, she was Dean of the School of Business and the School of Engineering and Industrial Technologies at Hudson Valley Community College.

Vibetta Sanders, a graduate of our M.S. and C.A.S. programs in Educational Administration and Policy Studies, has been appointed the new principal of School 16

in Albany. Her previous school service was in social work and administration at the South Colonie School District.

Christopher A. Signor, a graduate of our M.A. program in Social Studies Education, was named Principal of Spa Catholic in Saratoga Springs. Prior to this position, he was Principal at the Myers Education Center and the Broad Street Teaching and Learning Center, both part of the Washington-Saratoga-Warren-Hamilton-Essex BOCES.

Kathleen A. Wetmore, a graduate of our M.S. and C.A.S. programs in Educational Administration and Policy Studies, was named Assistant Superintendent for Business Affairs for the City School District of Albany. Prior to this position, she was the Finance Director for the City of Schenectady and the Treasurer/Chief Accounting Officer for the Capital Region BOCES.

Jane Domaracki, in the Division of Special Education and a graduate of the C.A.S. and Ph.D. programs in Reading, received tenure in her position as Coordinator of Special Education Training Programs.

Kathryn S. Schiller, in the Department of Educational Administration and Policy Studies, was promoted to Associate Professor with continuing appointment at the University at Albany.

Gilbert A. Valverde, in the Department of Educational Administration and Policy Studies, was promoted to Associate Professor with continuing appointment at the University at Albany.

HONORS

Ellen deRoxtro, a graduate of our M.S. program in Curriculum and Instruction and an art teacher at Morikami Park Elementary School in Delray Beach, was named the **Florida Outstanding Elementary Art Teacher of the Year for 2005** by the Florida Art Education Association.

Jeffery McLellan, Executive Director of the Capital Area School District Association (CASDA), received the **Mort Thau Award** at the New York State Association of School Personnel Administrators (NYSASPA) Annual Conference. The Mort Thau Award is designed to recognize outstanding leadership in personnel administration and innovation and improvement in school personnel programs and practices of the long-standing members of NYSASPA.

The University at Albany's **Middle Earth Peer Education Center** received national honors for their work in alcohol and drug prevention at last fall's BACCHUS Peer Education Network National Conference. Middle Earth received a total of three awards, more than any of the other 75 competing colleges and universities.

Six of our alumni earned **National Board Certification** in December and joined the elite group of 587 New York State teachers who have earned this distinction of professional excellence:

Katie Calhoun, M.S. in Teaching Biology

Jessica Melchior, M.S. in Reading

Michele Pollard, M.A. in Teaching French

Maureen Shiland, M.A. in Spanish Education

Thomas Shiland, M.S. degrees in Teaching Chemistry and Educational Administration

Donna Trunzo, M.S. in Educational Psychology

Dean Susan D. Phillips has been elected to serve on a national committee that determines the eligibility of institutions and programs to be designated as providing preparation in professional psychology. The committee is a joint project of the **Association of State and Provincial Psychology Boards** and the **Council for the National Register of Health Service Providers in Psychology**.

The **Vanguard Awards** are presented each November by the School's **Center for Innovation in Career Development**, in sponsorship with the New York State Education Department, to honor outstanding secondary and post-secondary students enrolled in programs preparing them for careers nontraditional to their gender.

Kevin Bialek, Early Childhood Education student at Ulster BOCES

Linette Crammond, Automotive Tech and Heavy Equipment Operation student at Schoharie Career & Technical School

Evan Mahakian, Nursing student at Orange County Community College

Clincy Robinson, Nursing student at Hillcrest High School in Jamaica, NY

Marjorie Shank, Robotics student at Alfred State College

Sarah Van Wagoner, Electrical Construction Technology student at Dutchess County BOCES

Please
send us your news...

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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 2004-2005 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 in support of programs, initiatives, scholarships and funds in the School of Education from July 1, 2004 to June 30, 2005.

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(\$5,000 to \$9,999)
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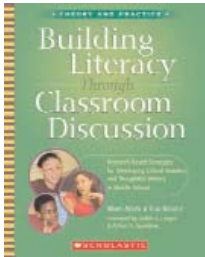
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 Jane Ruback '75
 G. Jeremiah Ryan '79
 Peter H. Schiff
 Stephanie Schleif-Jordan '87
 Conrad A. Schmidt '59
 David C. Seinfeld '83
 Sara Weitzer Shaw '42
 Mary Shelton '58
 Martha Davin Sheppard '65
 Marcia R. Silverman '79
 Joseph A. Silvey, Jr. '66
 Laura J. Singer-Seinfeld '84
 Louise Stone Smith '45
 Jayne M. Steubing '75
 Richard G. Stickles '57
 Beatrice H. Horth Sudlow '51
 Christine Sussman '02
 Margaret J. Syvertson '84
 Elizabeth Tantillo
 Richard C. Tantillo '81
 Angela Kavanagh Telfer '55
 Martha B. Teumim '74
 Diane E. Benninger Thornton '71
 Ann C. Tobey '55
 Debra A. Travaglione '78
 Leonard Travaglione '76
 Audrey Teal Trupia '56
 Charles J. Trupia '74
 Marilyn J. VanDyke '52
 David G. Vanschaick '70
 Edward R. Vesneske '60
 Salvatore P. Villa '74
 James D. Wacker '88
 Thomas A. Wallon '73
 Kurt G. Walton '85
 Teh-Yuan Wan '84
 Carol A. Warasta '73
 Marie T. Warchol '87
 Frances S. Weiner '55
 Donna C. Welch '80
 Edward L. Welch '71
 Julie J. Wildman '94
 William T. Wiley '52
 Mary Ann Williams '75
 Nancy A. Willie-Schiff '87
 Ming Xu '90
 Alison M. Yang '97
 Claire Corneau Young '76

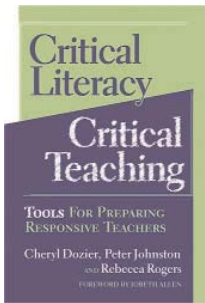
Each gift is important to the School of Education, both in support of our ongoing pursuit of excellence and in the heartening endorsement of our efforts. We regret that the space in our newsletter is too limited to list the many hundreds of friends and alumni who also provide support at levels other 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



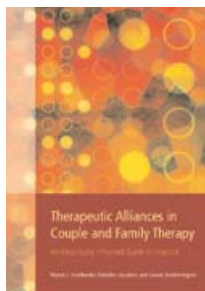
Building Literacy Through Classroom Discussion
By Mary Adler and Eija Rougle
Center on English Learning and Achievement
(Scholastic, 2005)

This book shows middle school English teachers how to facilitate discussions where students share rich, defensible interpretations of literature and solid, reasoned understandings of any concepts under study. Based on the authors' research as facilitators for the Partnership for Literacy, a school-university collaboration, it describes why discussion-based instruction is crucial to achievement and then shows teachers how to introduce and sustain discussions.



Critical Literacy/Critical Teaching: Tools for Preparing Responsive Teachers
By Cheryl Dozier, Peter Johnston
and alumna Rebecca Rogers
Department of Reading
(Teacher's College Press, 2005)

This book describes and documents an exciting new approach to educating literacy teachers. The authors show how to help teachers develop their own critical literacy, while also preparing them to accelerate the literacy learning of struggling readers. The text takes readers inside a literacy lab in a high-poverty urban elementary school, reveals the instructional approach in action, and provides many examples of critically responsive teaching. The book illustrates teacher preparation and development as personal and social transformation, provides pedagogical tools, and combines critical and accelerative literacy instruction.



Therapeutic Alliances in Couple and Family Therapy: An Empirically Informed Guide to Practice
Co-authored by
Myrna L. Friedlander
Division of Counseling
Psychology
(APA Books, 2006)

This book demonstrates the crucial importance of healthy working relationships with clients in couple and family therapy. The authors' conceptual model (System for Observing Family Therapy Alliances, or SOFTA) integrates theory, research, and practice related to the alliance in couple and family therapy. The authors demonstrate how to gather evidence about working alliances by tracking specific positive and negative behaviors in therapy sessions, including clients' as well as therapists' behavioral contributions to the alliance. The book is rich in clinical case examples illustrating each SOFTA dimension with culturally diverse couples and families.

Honoring Carol Gilligan



The School of Education is pleased to co-host the Center for Jewish Studies' 2006 Spring Celebration honoring **Carol Gilligan**, author and scholar of education, human development, and psychology, with the award of the **Medallion of the University**. Carol Gilligan's landmark book *In a Different Voice* (1982) is described by Harvard University Press as "the little book that started a revolution." Her most recent book is *The Birth of Pleasure*.

Wednesday, May 3
The Riverview
Hastings on Hudson, New York

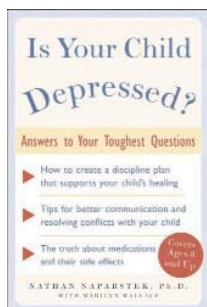
For more information, please contact Ruth Schulman, 442-4991, rschulman@uamail.albany.edu.

New Books by School of Education Alumni

Learn to Study: A Comprehensive Guide to Academic Success

By Marcella Marino Craver, Alumna
Division of School Psychology
(The Graduate Group)

This unique book is based on over six years of the trial and error application of learning theory and technique. The book walks students (5th grade to college) through the study process from how to take notes and combat test anxiety to how to learn – not memorize – information. Current research is included to provide a comprehensive, up-to-date guide to studying.



Is Your Child Depressed?
By Nathan Naperstek, Alumnus
Division of Educational
Psychology & Methodology
(McGraw Hill, 2006)

Is Your Child Depressed? provides a thorough, up-to-date guide to help you identify and understand childhood depression. This compassionate guide confronts such controversial topics as medications in very young children and adolescents and offers practical strategies for finding the right professional, disciplining a depressed child, and how to help your whole family get through the challenges of having a family member with serious depression.



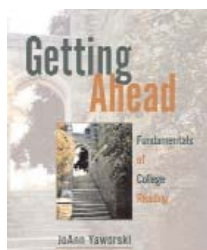
Mosquito Bite
By Alexandra Siy, Alumna
Department of Educational
Theory & Practice
(Charlesbridge Publishing, 2005)

As children play hide-and-seek on a hot summer night, a mosquito, *Culex*, hides and seeks as well. She must find food-blood to nourish the eggs in her body. Black-and-white photos relate the children's hide-and-seek story line, while astonishing colorized photographs taken with an electron microscope give close-up views of *Culex* and her world. *Junior Library Guild Selection.*



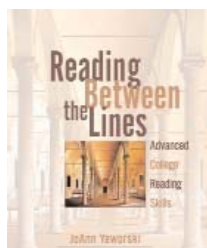
**Methods in Educational
Research: From Theory to
Practice**
By Dean Spaulding, Alumnus
Division of Educational
Psychology & Methodology
(Jossey-Bass, 2006)

Designed for the real world of educational research, the book's approach focuses on the types of problems likely to be encountered in professional experiences. Reflecting the importance of The No Child Left Behind Act, "scientifically based" educational research, school accountability, and the professional demands of the twenty-first century, *Methods in Educational Research* empowers readers to take an active role in conducting research in their classrooms, districts, and the greater educational community—activities that are now not only expected but required of all teachers.



**Getting Ahead:
Fundamentals of College Reading**
By JoAnn Yaworski, Alumna
Department of Reading
(Longman, 2006)

Getting Ahead is the first (6th-9th grade) of a two-book reading series. It discusses the basic skills and strategies required for the simple comprehension of a written piece, coupled with an introduction to critical thinking and reading. Special attention is given to building vocabulary skills and study strategies. *Getting Ahead* builds students' motivation – about themselves, their life situation, and their academic situation – in order to excel in both their academic and professional careers.



**Reading Between the Lines:
Advanced College Reading Skills**
By JoAnn Yaworski, Alumna
Department of Reading
(Longman, 2006)

Reading Between the Lines is the second of the two-book series. It teaches developing readers how to identify the "other story" behind both academic and professional texts, to dig beyond the literal, to think critically, to understand the varied levels of meaning in a line, and to create informed opinions about modern issues affecting our daily lives.

School of Education Alumni and Students Provide Aid After *Katrina*



Donna Burns inside a Red Cross Emergency Vehicle.

Donna Burns, a graduate of our M.S. and Ph.D. programs in Educational Psychology & Methodology and Associate Professor of Educational Psychology at the College of St. Rose, became a Disaster Service volunteer for the American Red Cross. She took a leave from her teaching duties for the month of October to do relief work in Natchez, Mississippi. Burns returned to Mississippi in December to spend her winter break with the Red Cross in Biloxi.



Robert Lewis Middle School Principal Betty Belle (left) and teacher Berthenia Rose Jackson (4th from left) with Bethlehem Middle School ambassadors (from left to right) Sandra Morley, Imran Abbasi, Linda Kowalewski, Cheri White, Tom Reardon, and Jen Hahn.

Imran Abbasi, Tom Reardon and Jen Hahn, School of Education alumni and graduate students on the faculty at Bethlehem Central Middle School, were part of a school-wide fund-raising effort to “adopt” Robert Lewis Middle School, in Natchez. RLMS took in close to 100 students evacuated from Louisiana. In December, BCMS delivered much needed books, school supplies, clothing stipends, and fully-loaded backpacks for the evacuees.

Continued from page 1

These students have undergone a long and competitive process to obtain the Fulbright scholarship. They have exhibited academic excellence, prior experience that relates to their future goals, clear and pertinent research interests, and leadership skills that will aid them in successfully contributing to educational reform in their countries.

Ancell Scheker, a first-year Ph.D. student studying Education Policy, is from the Dominican Republic. Scheker has worked within the educational system of her country for seven years. “I studied to be an educator not an administrator and I felt like I needed to increase my leadership skills. Perhaps most importantly, I felt I needed time away to reflect so that I could return with a different perspective to contribute to the educational reform in my country,” said Scheker. Her goal is to create more and equal educational opportunities for all in the Dominican Republic. “Education is a key component to a country’s social and economic development. With quality education, more students will be able to achieve their full potential.”

Layheng Ting is a second-year MS student from Cambodia. Before beginning her studies here, she worked at the Royal University of Phnom Penh (RUPP). She is studying finance and organization of higher education in hopes of devising a better

financial system for RUPP and the Cambodian higher education system as a whole.

Before joining the M.S. program, **Caly Setiawan** taught physical education studies Yogyakarta State University in his native country, Indonesia. Caly is the first person from Indonesia with a background in physical education to be awarded a Fulbright scholarship. “Scholarly attention is usually given to the biomechanical aspects of physical education in Indonesia. There is little attention given to the sociological aspect of the field such as policy which involves duties such as devising a standard curriculum,” said Caly. “I came to the University at Albany because I want to understand educational policy.”

Gonzalo Zapata is a Chilean Ph.D. student. In Chile, he was at the Higher Council for Education and the National Commission for Higher Education. He is interested in quality and accountability in higher education, especially from a public policy and comparative perspective.

Just as the Fulbright Students were competitively selected from a pool of applicants, EAPS was competitively selected by the Fulbright Students who actively sought out institutions that could meet their academic and professional interests.

For example, EAPS became Ancell Scheker’s top choice after she learned about the department’s current research. She was particularly interested in the research of Gilbert Valverde, Associate Professor and Program Director of the Educational Evaluation Research Consortium (EERC). The EERC is conducting a study of the educational opportunities provided in primary education in the Dominican Republic to understand the impact of those opportunities on learning Mathematics and Reading Comprehension from 4th to 7th grade. “My department is one of the few places,” said Valverde, “that has made educational administration and policy studies from a cross-national global prospective its primary focus”.

The department is honored to be a sought after destination of visiting Fulbrights and looks forward to long-lasting relationships and exchanges with those who study with them. “The awards are competitive. The department’s faculty members are of course pleased to be seen as an appropriate destination where these students can acquire the depth of knowledge, perspective and skills that will be useful when they return to their home countries,” said Department Chair Alan Wagner.

Remembering Anna Maria Bonaventura'74 '78 '87 in a Very Special Way

Last June, the Bonaventura family was saddened by the sudden loss of their daughter, sister, and aunt – Anna Maria Bonaventura. She was 51. Born in Italy, she immigrated to the United States as a young child and years later attended the University at Albany earning a bachelor's degree in foreign languages, a master's degree in Teaching English to Speakers of Other Languages (TESOL), and a doctoral degree in Curriculum and Instruction.

Anna Maria began her teaching career at St. Margaret Mary's Elementary School in Albany and went on to teach in several countries throughout Europe. When she returned to the United States, Anna Maria held the positions of associate director of the Center for Writing and Literacy at the University at Albany and assistant professor in the

Department of Secondary Education at the State University of College of Oswego. Until her recent retirement, she was project manager of the Bilingual/English as a Second Language Technical Assistance Center at the Onondaga-Madison BOCES in Syracuse. Her love for learning was truly an inspiration to so many – students, friends and colleagues alike.

Continuing her legacy, Anna Maria's family and friends have established a memorial fund – **The Anna Maria Bonaventura Memorial Scholarship Fund** – which will provide financial support for a matriculated student in the School of Education's M.S. program in TESOL or Ph.D. program in Curriculum and Instruction. The scholarship will be presented each spring at the School's awards ceremony.

"Establishing this memorial scholarship at the School of Education has enabled our family to continue Anna Maria's love for learning and her dedication to helping others succeed in reaching their goals and aspirations," commented Margherita Bonaventura Sparagna '75 '78 and her husband, Peter Sparagna.

Family, friends, colleagues and classmates are invited to help continue Anna Maria's legacy in the School of Education.

For more information about this scholarship, please contact Ruth Schulman, Director of Development for the School of Education, at (518) 442-4991 or rschulman@uamail.albany.edu.

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For more information, contact Ruth Schulman, Director of Development for the School of Education, (518) 442-4991 or rschulman@uamail.albany.edu



**Phi Delta Kappa
Student Induction Ceremony
Wednesday, May 10, 7:30 pm
Campus Center, Room 375**

For more information:
Jennifer Hogan, 442-4828
jhogan@uamail.albany.edu

**School of Education
Awards and Scholarship
Presentation
Wednesday, May 17, 2 pm
Patroon Room
Campus Center**

For more information:
Susan Palmer, 442-3911
spalmer@uamail.albany.edu

SAVE THE DATES...

Spring Graduate Commencement Ceremony
Saturday, May 20 at 9:00 a.m.
Recreation and Convocational Center (RACC)

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

Visit www.albany.edu/commencement

Education Expo, March 30

The Hudson Mohawk Education Expo 2006
Empire State Convention Center in Albany

Representatives from local, statewide, and national school districts will be recruiting & interviewing for positions including classroom teachers, special educators, literacy specialists, principals, assistant principals, school counselors, school psychologists, and library media specialists

Application information and important updates can be found at
www.albany.edu/education/eduexpo.htm



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