As 2017 draws to a close, we wish you a healthy and happy 2018. The department faculty and students have been actively engaged in many projects to support student learning. In continually updating our courses and programs, we are pleased to announce that starting in spring 2018, our CAS in Literacy and PhD in Literacy doctoral programs will be available in a distance learning format. We capitalize on over 17 years of online teaching at the master’s level to transition to further opportunities for the doctoral level courses. However, while our master’s courses are asynchronous (student log on at any time of day), most of the doctoral courses will be synchronous, in which students from a distance participate via video in the regular campus seminar.

The department already uses several strategies with students who live at a distance. For example, we use the Zoom and GoToTraining Platforms for orientations, doctoral level workshops (e.g., writing a dissertation), and department level presentations/discussions. These platforms encourage collaboration and participation of students who live further away and might not travel to Albany beyond regular coursework requirements. Similarly, we have piloted and successfully used Zoom as an online platform for students completing dissertations at a distance (e.g., they accept a faculty position at another institution while finishing the dissertation). This video platform allows for similar types of conversations that a faculty and student might have within a campus office, but available across longer distances. Further, we have engaged students in research data analysis experiences by bringing students into research conversations via GoToTraining. We have found these platforms allow for similar types of experiences and mentoring, and even increase attendance at our doctoral events for current campus-based students who live outside of a one hour radius.

We anticipate this transition to a distance learning format will facilitate involvement by potential students from across the state and country who regularly request to be involved in our program (either for the full program or a specific course). Be sure to contact us if you wish additional information (vgoatley@albany.edu).

Dr. Goatley, department chair, is currently a co-editor of the *Journal of Literacy Research*, a publication of the Literacy Research Association. This year, she became a member of the Association for Advancing Quality in Educator Preparation (AAQEP) Founding Advisory Council, New York State Professional Standards and Practices Board for Teaching (co-chair of the Higher Education Committee), and the New York Association of College Teacher Educators (NYACTE) Board.
Dr. Cheryl Dozier received a University at Albany President’s Award for Exemplary Public Engagement for her Building Professional Learning Communities to Improve Student Achievement/TLQP project with Albany City Schools. The initiative, in its eighth year, brings teachers, paraprofessionals, administrators, district staff members, faculty members and graduate students together in learning communities around specific areas of focus at each partner school in an effort to improve teacher preparation, enrich scholarship and enhance curriculum. Partners of the project include the Albany School of the Humanities, Nancy Andress, Capital Area School Development Association, Delaware Community School, Montessori Magnet School and the Thomas O’Brien Academy of Science and Technology.

Dr. Jaime Puccioni has been awarded a 3-year grant in the amount of $180,000 from the Foundation for Child Development to study the differential impact of preschool teachers’ outreach efforts on measures of school readiness for children from economically disadvantaged backgrounds by way of parental involvement. The study will simultaneously examine if children from economically disadvantaged backgrounds benefit more from preschool teachers’ outreach efforts by way of increased home and school-based parental involvement.

Each year, the University at Albany honors special members of its community with Excellence Awards denoting exceptional contributions to the life of the campus. This year, Trudy Walp was recognized with a 2017 University at Albany President’s Award for Excellence in Teaching. Walp has taught literacy-related graduate courses as a part-time instructor for many years. She has consistently been one of the most highly regarded instructors in the department. Her students are effusive in their praise of her teaching, giving her top rankings and describing her as “an outstanding instructor” and a teacher who “successfully created an online environment that encourages learning.”
Margi Sheehy is collaborating with K-12 teachers in Coxsackie-Athens Central School District on the development of NGSS units of study. The new science standards introduce “three-dimensional learning” to science teaching and learning. The three dimensions are (1) practices, (2) disciplinary content, and (3) cross-cutting concepts. Ideally, teachers and students engaged in three-dimensional learning integrate content and concept study with science and engineering investigational practices. The C-A District's three-dimensional learning units of study will be implemented in the 2018-19 school year and will eventually serve as a model for other districts’ curriculum planning.

The Literacy Research Association selected Dr. Delicia Greene to the Scholars of color Transitioning into Academic Research Institutions (STAR) mentoring program. For the program, LRA assigned Antero Garcia (Stanford University) as her mentor. She will be involved with a cohort of scholars at LRA, with special events and presentations for the group.

Full information about the program is available at: http://www.literacyresearchassociation.org/star.

As part of our department’s commitment to community engagement, Jolene Malavasic’s ELTL 623 class partners with South Colonie Schools to offer our secondary capstone practicum where literacy graduate students engage in collaborative teaching with middle school students utilizing a unit of study designed around reading and writing argumentative and explanatory texts. Middle school students complete both a written and digital project around their unit of study. They present their projects as part of a family celebration night on the last day of class. The class continues to receive positive feedback from graduate and middle school students along with families. Pictured are student participants from Lisha Kill Middle School (front) along with literacy graduate students.

Dr. Kelly Wissman is a recipient of the Children’s Literature Assembly of NCTE 2017 Research Award. Dr. Wissman’s research is “Names, Journeys, and Dreams: Engaging Families and Enhancing Literacy Learning with Culturally Diverse Children’s Literature.”

Dr. Stephanie Affinito’s new book, Literacy Coaching: Transforming Teaching and Learning with Digital Tools and Technology, is currently in publication to be released 2018 by Heinemann Publishers.

Erica Barnes’ research investigates malleable factors in early childhood and elementary settings in order to identify and facilitate language-rich experiences that promote children’s literacy development. She investigates instructional strategies, settings, and materials that support children’s acquisition of academic language across multiple disciplines. Her work builds on students’ and teachers’ strengths with an emphasis on early intervention to prevent later literacy difficulties.

Faculty Highlights
Donna Scanlon Inducted into the Reading Hall of Fame

Dr. Donna Scanlon was inducted into the Reading Hall of Fame at the International Literacy Association’s annual conference in July 2017. The Reading Hall of Fame consists of nationally and internationally prominent researchers who are recognized as having made extraordinary contributions to theory and research in the study of literacy acquisition. Inductees are elected to this elite membership by their peers.

Scanlon has built a national reputation as a researcher, scholar and educator in children’s literacy. Her research has focused on the characteristics of children who experience substantial difficulty in learning to read and on how to prevent and remediate reading difficulties. She and her colleagues developed an approach to early literacy instruction and intervention, the Interactive Strategies Approach (ISA), which effectively helps teachers to reduce the incidence of reading difficulties in the early primary grades.

Emeriti Highlights

Dr. Peter Johnston, Professor Emeritus, received the Oscar S. Causey Award at LRA’s 2017 Conference. Awarded annually, this award is given to an individual who has published substantial, significant and original research in literacy. It recognizes an individual who has generated new knowledge through literacy research and is a recognized leader in conducting and promoting literacy research.

Congratulations to Dr. Richard Allington!
A former faculty member and department chair at UAlbany, Dr. Allington recently retired from the University of Tennessee. The New York State Reading Association honored him on Sunday, November 12 at the NYSRA conference in Saratoga Springs. Our department wishes him a wonderful retirement.

Recent Publications


Recent Publications (Continued)


Dr. Rebecca Rogers, (Ph.D. Reading, 2000) and Literacy Research Association President, delivered the presidential address, “Literacy Research, Racial Consciousness, and Equitable Flows of Knowledge” at the LRA conference in November 2017.

Tisha Lewis-Ellison, (Ph.D. Reading, 2009) received the Literacy Research Association Early Career Award which was established in 1999 to annually recognize the work of one member who is in the early part of her or his career.

The American Library Association’s magazine, *American Libraries*, has announced that Diane Hamilton, (Ph.D. Reading, 2016) is included in the Notable Dissertations section of the May issue this year. Dr. Hamilton studied one boy’s efforts to achieve meaning through picture books.

National Board Certification

Ellen Roehl, MS Literacy B-6 (Fall 2009)
Elizabeth Domenico, MS Reading (Fall 2000)

Student Highlights

Congratulations to Thea Yurkewecz for completing her Ph.D. in Literacy this past summer. Thea is now an Assistant Professor in the School of Education at SUNY Geneseo. This past year she won the Commitment to Excellence in Teaching and Service Award. This is a student voted award organized by the Students Association and the Academic Affairs Committee.

Congratulations to Colleen Monaco, a student in the Ph.D. in Literacy program. The New York State Reading Association awarded her the Senator Donovan Memorial Scholarship at the November 2017 conference. Colleen will be using multimodal -books to motivate students to read and understand the books using the Common Core anchor standards.

Did You Know?

Our online programs have become very affordable to our out-of-state students. Out-of-state tuition has dropped dramatically to $543/credit down from $925. This is a perfect time to take advantage of our online master’s degrees.
Student Highlights

SOE Awards
Kristin Callaghan—Gertrude Hunter Parlin Teacher’s Scholarship
Jennifer Chieco—Elizabeth H. Christen Scholarship
Emily Daley—Gertrude Hunter Parlin Teacher’s Scholarship
Kristen Innvar—Delta Omega Scholarship
Victoria Lanceri—Class of 1956 Scholarship
Stacy Leckawicz—Bette Knowlton Roe Scholarship
Karen Maher—Stella R. Pietrzyk Scholarship
Jenna Marcal—Matthew John Pietrzyk Scholarship
Kevin Marquis—Malcolm E. Blum Endowment
Jessica Nash—Bette Knowlton Roe Scholarship

Student Publications and Presentations


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Your donations help to support our growing practicum courses and sites, the purchase of books and materials, and student scholarships. We wish to extend our sincere appreciation to all of you who have donated to these special projects in the past. Please make sure to specify the Department of Literacy Teaching and Learning when making your donation.

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Early Literacy Instruction and Intervention: The Interactive Strategies Approach (ISA)
Dr. Donna Scanlon will provide a four day intensive professional development workshop for building-level teacher leaders to prepare them to engage building-level colleagues in a web-enhanced book study focused on the book Early Intervention for Reading Difficulties: The Interactive Strategies Approach, 2nd Edition (Scanlon, Anderson, Sweeney, 2017). The PD involves a multi-phase process in which teacher leaders attend the Phase I workshop and, thereafter, engage primary-level classroom teachers and specialists from their building in a 32+ hour book study (Phase II) using the book and a variety of web-based resources. Note that teachers who do not intend to take on a leadership role are welcome to attend the Phase I workshop. Note also that teachers wishing to earn graduate credit for participation may do so by registering as a non-matriculated student, paying graduate-level tuition for a 3 credit course (in lieu of the workshop registration fee), and completing a writing assignment reflecting on learnings from the workshop/course. Those interested in learning more about the offering should send an email to crsc@albany.edu with the word ‘workshop’ in the subject line.

The workshop is scheduled for June 25-28, 2018.