

Stephanie Affinito, Ph.D.

EDU 332

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Educational Background

- December, 2011 *Ph.D. in Reading*, University at Albany, State University of New York
Doctoral Dissertation: Literacy Coaching: Negotiating Roles and Realities
- December, 2004 *CAS in Reading*, University at Albany, State University of New York
Focus on Literacy Coaching, K-6 Literacy Instruction
- August, 2002 *MS in Reading*, University at Albany, State University of New York
Focus on Early and Elementary Literacy
- May, 2000 *BS in Elementary Education*, College of Saint Rose
Concentration in Psychology and Communication Disorders

Certifications

- 2000 – Present New York State Permanent Teaching Certification PreK - 6
2001 – Present New York State Permanent Teaching Certification Reading K – 12
2014 – Present Open SUNY Instructional Design Competency Development Program

Academic and Teaching Experiences

- 2008 – Present Staff Associate, Reading Department, School of Education,
University at Albany, State University of New York
- 2005-2008 Lecturer, Reading Department, School of Education, University at
Albany, State University of New York
- 2004-2005 Reading First Coordinator, Eastern New York Regional School Support
Center, Castleton, NY
- 2004-2005 Adjunct Instructor, The College of Saint Rose, Albany, NY
- 2002-2004 Reading Specialist, Craig Elementary School, Niskayuna, NY
- 2001-2002 Fourth Grade Teacher, Kensington Road School, Glens Falls, NY

Responsibilities: Staff Associate, Reading Department, University at Albany

Courses Taught:

ERDG 500: Introduction to Literacy Teaching and Learning / Classroom Literacy Instruction

This class introduces instruction and development in literacy including research-based strategies, materials, and assessment practices consistent with state and national standards. The focus is on intentional, critical literacy teaching with topics including; children's learning and thinking, instructional planning, tools and formats for balanced literacy instruction, text complexity, leveled texts, dialogic instruction, engaging families, running records and reading inventories, vocabulary-, syntax- and knowledge building.

Online and on-campus: Fall, 2012; Fall, 2011; Spring, 2011; Fall, 2010; Fall, 2009; Summer, 2006; Spring, 2006

ERDG 504: Children's Literature

Students read and respond to multiple genres of children's literature, including nonfiction texts, across both print and electronic platforms. Topics include: supporting and appreciating students' complex responses to literature; analyzing the symbiotic relationship of words and pictures in visual texts; using technology to promote literary understanding; and meeting the standards by designing literature instruction informed by critical literacy perspectives.

Online and on-campus: Fall, 2013; Summer, 2013; Summer, 2012; Summer, 2011; Summer, 2010

ERDG 526: Language Acquisition

Examines theoretical and empirical aspects of first language acquisition and its development in speech and writing, including phonology, syntax, vocabulary, and pragmatics. It views acquisition across languages and (sub)cultures from linguistic, psychological, and social perspectives.

Online and on-campus: Spring, 2013; Spring, 2012; Spring, 2011; Spring, 2010; Spring, 2009

ERDG 600: Practicum in Literacy Teaching and Learning (Strategic Intervention to Prevent Literacy Difficulties)

Teachers will learn about the Interactive Strategies Approach to early literacy instruction and intervention and how the approach can contribute to RTI processes in the primary grades. The topics include: the development of strategic, self-regulated early literacy learners who view reading and writing as meaning making activities, providing differentiated instruction in an RTI context, promoting motivation to read and write, and the development of phonological skills, a strategic word approach to word learning, oral language skills, and the knowledge base upon which comprehension depends.

Online and on-campus: Spring, 2014; Fall, 2013; Summer, 2013; Spring, 2013; Fall, 2012; Summer, 2012; Spring, 2012; Fall, 2011; Summer, 2011; Spring, 2011; Fall, 2010; Summer, 2010, Spring, 2010; Fall, 2009; Summer, 2009; Spring, 2009; Fall, 2008; Summer, 2008; Spring, 2008; Fall, 2007; Summer, 2007; Spring, 2007; Fall, 2006, Summer, 2006, Spring, 2006; Fall, 2005; Spring, 2005

ERDG 601: Practicum: Strategic Intervention to Prevent Literacy Difficulties

Most early literacy difficulties can be prevented through early, responsive, comprehensive, and

coherent literacy instruction. This course focuses on helping teachers to develop greater expertise in identifying and effectively responding to learners who struggle at the early stages of literacy acquisition. Topics include differentiated instruction in an RTI context, promoting motivation to read and write, the development of phonological skills, a strategic word approach to word learning, and oral language skills and the knowledge base upon which comprehension depends. Graduate students provide one-to-one intervention for a young literacy learner and engage small groups of students in interactive read alouds.

On-campus: Spring, 2014

ERDG 615: Teaching Writing: Birth – Grade 6

This course provides an overview of writing instruction in elementary schools, drawing on research to inform instructional practice. Areas of emphasis include the history of writing instruction, the process of writing, writing development, assessing writing, mentor texts, writing conventions, disciplinary writing, and organizing writing classrooms. Graduate students will learn how to confer with writers, examine language choices, analyze how students develop as writers, and converse with professional communities about writing instruction.

Online and on-campus: Summer, 2008; Spring, 2008; Fall, 2007; Summer, 2007; Fall, 2005

ERDG 617: Teaching Social Studies & Language Arts in Preschool & Elementary Settings

This course focuses on history, culture, economics, government, and geography, for teachers to learn the theoretical and practical applications of historical and current concepts. Drawing on national and state standards, the course will emphasize materials, instruction, and assessment to promote conceptual understandings, including a diverse range of perspectives on social studies content.

Online: Spring, 2010

ERDG 625: Integrated Literacy Instruction

Theory and practice of integrated literacy instruction. Topics include: historical perspectives on integrated language arts, and between language arts, different kinds of integration (within language arts, between language arts and subject areas, within and across grade levels, etc.) developing integrated units of instruction, teaching skills within themes, and assessing children's literacy progress.

Online: Spring, 2014; Summer, 2013; Spring, 2013; Summer, 2012; Spring, 2012; Summer, 2011; Summer, 2010; Summer, 2009; Spring, 2009; Spring, 2008

ERDG 655: Early Literacy Birth - Grade 2

This class examines literacy development in very young children in school, preschool and home. Literacy development is addressed as acquiring situated, changing, social practices. Topics include: conditions and materials for literacy learning, developing responsive literate relationships with and among young children, observing and documenting growth in early literacy, the reciprocal relationships among early writing, reading and speaking, the relational and emotional dimensions of early literacy, intentionality, play, drama, identity, and picture books and their use. The course addresses effective teaching practices for both preschool and kindergarten classrooms. This course has a 5-hour required practicum component.

Online: Fall, 2013; Spring, 2010; Summer, 2009; Fall, 2008; Summer, 2008; Summer, 2007

Course Development:

ERDG 600: Strategic Intervention to Prevent Literacy Difficulties

- Developed online course template with revisions made each semester

ERDG 601: Practicum: Strategic Intervention to Prevent Literacy Difficulties

- Collaboratively developed course template for new course within program

ERDG 526: Language Acquisition

- Developed online course template with revisions made each semester

ERDG 504: Literature for Elementary Reading Programs

- Developed online course template with revisions made each semester

ERDG 500: Classroom Literacy Instruction Grades 2 - 6

- Developed online course template with revisions made each semester

ERDG 655: Early Literacy B-Grade 2

- Collaboratively developed course template for new course within program
- Developed online course template with revisions made each semester

Academic Advising:

Academic Advisor to approximately 25 students in B-6 Literacy Program per semester

Book Chapters

Affinito, S. (2014). Students who struggle with literacy learning. In K.B Grant, S.E. Golden & N.S. Wilson (Eds.), *Literacy assessment and instructional strategies: Connecting to the common core*. Los Angeles, CA: SAGE Publications.

Selected Peer-Reviewed Publications

Affinito, S. (2016, March/April). Modeling digital learning: Transforming teacher learning with digital tools. *Literacy Today*, 8 – 9.

Affinito, S. (2003). *Blending fiction and non-fiction to improve comprehension and writing*. International Reading Association: Read Write Think. Retrieved from http://www.readwritethink.org/lessons/lesson_view.asp?id=262

Affinito, S. (2003). *Deeper reading response: A template for teachers*. International Reading Association: Read Write Think. Retrieved from http://www.readwritethink.org/lessons/lesson_view.asp?id=156

Affinito, S. (2003). A book review: Where have all the bluebirds gone? *Language and Literacy Spectrum* 13, 46 - 48.

Under Review

Affinito, S. (under review). *Deepening cultural awareness through cultural x-rays*. International Reading Association: Read Write Think.

Affinito, S. (under review). *Using RIVET to help students follow through words while decoding*. International Reading Association: Read Write Think.

Presentations to Professional Organizations

Affinito, S. (2015). *Digital tools to support literacy teacher learning and collaboration*. A presentation at the New York State Council for Exceptional Children Annual Conference, Saratoga Springs, NY.

Affinito, S. (2015). *Digital tools to support literacy teacher learning and collaboration*. A presentation at the New York State Reading Association Annual Conference, Saratoga Springs, NY.

Affinito, S. (2015). *Digital tools to support literacy teacher learning and collaboration*. A presentation at the Online Learning Consortium's International Annual Conference, Orlando, FL.

Affinito, S. (2015). *Digital tools to support literacy teacher learning and collaboration*. A presentation at the Albany City Area Reading Council, Albany, NY.

Affinito, S. (2015). *Making a difference: One book and one reader at a time*. A presentation at the Capital Region Jewish Coalition for Literacy, Albany, NY.

Affinito, S. (2015). *Digital tools to support literacy teacher learning and collaboration*. A presentation at the University at Albany's School of Education Day, Albany, NY.

Affinito, S. (2015). *Panel on critical policies and issues for literacy education*. A panel session at the University at Albany's School of Education Day, Albany, NY.

Affinito, S. (2014, November). *Literacy coaching through children's literature*. A presentation at the New York State Reading Conference, Syracuse, NY.

Affinito, S. (2011, October). *Response to intervention: The journey of a school district*. A presentation at the New York State Reading Conference, Rye, NY.

Affinito, S. (2010, October). *Purposeful literacy practice*. A presentation for the Iroquois Reading Association, Queensbury, NY.

Affinito, S. (2009, October). *Building Oral Language and Vocabulary*. A presentation to Schoharie Reading Council, Middleburgh, NY.

Affinito, S. (2009, October). *Exploring, understanding and defining literacy coaching*. A

presentation at the New York State Reading Conference, Saratoga Springs, NY.

Affinito, S. (2009, October). *Exploring guided reading and centers*. A presentation at the Iroquois Reading Council, Hudson Falls, NY.

Affinito, S. (2005, March). *An overview of DIBELS*. A presentation at the New York State Reading Conference, Rochester, NY.

Affinito, S. (2005, May). *The three R's of reading coaches: Roles, responsibilities and resources*. A presentation at the International Reading Association Conference, Reno, Nevada.

Affinito, S. (2004, May). *Engaging students during read alouds: A template for deeper reading response*. A presentation at the International Reading Association Conference, Orlando, FL.

Affinito, S. (2003, November). *Flexible grouping patterns for literacy instruction*. A presentation at the New York State Reading Conference, New York City, NY.

Affinito, S. (2003, March). *Flexible grouping patterns for literacy instruction*. A presentation at the CASDA Conference, Latham, NY.

Reviewer, Book Manuscripts

McClure, A.A., Garthwait, A. & Kristo, J.V. (in press). *Teaching children's literature in an era of standards*, Boston: Allyn and Bacon.

University at Albany: University, School of Education and Reading Department Service

University Service

Fellow, State University of New York Tools of Engagement Project (2015 – present)

Member, C-TEN School of Education Group (2014 – present)

Exemplar Fellow, Open SUNY (2014 – present)

Member, NYSUT Teacher/School Leader Preparation Workgroup (2012 – present)

Member, University at Albany Online Vision Group (2012 – 2013)

Member, SoE Online Orientation Planning (2013)

Participant, University at Albany Commencement Ceremonies (2012 – present)

Reading Department Service

Participant, TEAC Internal Audit (2013)

Participant, Reading Department Masters Program Revisions (2010 – 2014)

Reviewer, Reading Department Masters Degree Applications (2005 – Present)

Participant, Early Literacy Teacher Education Project (2012 – 2013)

Reviewer, Special Education and Literacy, Interviews (2007, 2009, 2010, 2012, 2014)

Faculty Liaison to Department of Special Education (2009-2011)

Advisor, Reading Department Online Program (2007 – 2008)
Recorder, Reading Department Faculty Meetings (2010 – 2011)

Professional Affiliations

International Reading Association (2000 – present)

- Research Poster Reviewer (2012, 2013)
- Member, Special Interest Group: Professors of Reading Teacher Educators
- Member, Special Interest Group: District Literacy Leadership
- Proposal Reviewer (2010 – present)

New York State Reading Association (2000 – present)

Iroquois Reading Council, Board Member (2010 – present)

Selected Professional Development for Teachers

Warren- Saratoga-Washington-Hamilton-Essex BOCES, Saratoga Spring, NY, 2008 – present.

Cambridge Elementary School, Cambridge, NY, 2009 – present.

Glens Falls Elementary Schools, Glens Falls, NY, 2010 – present.

Hadley Luzerne Central School District, Hadley, NY, 2012 – present.

Stillwater Elementary and Middle Schools, Stillwater, NY, 2012 – present.

Schuylerville Central School District, Schuylerville, NY, 2013 – present.

Franklin-Essex-Hamilton BOCES, Malone, NY, 2007 – 2012.

The Charitable Leadership Foundation, Malta, NY, 2007 – 2009.

Saranac Lake Elementary School, Saranac Lake, NY, 2007 – 2008.

Brighter Choice Charter School, Albany, NY, 2007 – 2009.

Lake Placid Elementary School, Lake Placid, NY, 2007 – 2008.

Awards and Acknowledgements

Open SUNY Online Teaching Ambassador (2016), State University of NY

Peer Mentoring and Support Award (2015), State University of New York Tools of Engagement Project

Elizabeth H. Christen Scholarship (2011), University at Albany, School of Education