



DEPARTMENT OF  
EDUCATIONAL  
ADMINISTRATION  
LEADERSHIP AND  
TECHNOLOGY

9TH ANNUAL PRACTICAL SYMPOSIUM

**DOWLING COLLEGE**  
— LONG ISLAND, NEW YORK —

**THE 9th DOWLING COLLEGE PRACTICAL RESEARCH  
SYMPOSIUM**

**EDUCATIONAL COMPETITIVENESS IN A GLOBALIZED WORLD**

**SATURDAY APRIL 12, 2014**

Dowling College Oakdale Campus, 150 Idle Hour Blvd, Oakdale, NY (Ballroom)

Our annual symposium seeks to provide some answers and explore the processes, actions, challenges, and outcomes of learning, teaching, and training in social agencies. Our goal is to offer a worldwide connection among educators, students, researchers, and practitioners from a wide range of academic fields who are interested in exploring and contributing to our understanding of leadership of social agencies in a globalized world.

**CHAIR OF THE DEPARTMENT: DR. ALBERT INSERRA**

**DIRECTOR OF EDUCATIONAL ADMINISTRATION: DIANE IMPAGLIAZZO**

**DEAN OF THE SCHOOL OF EDUCATION: DR. ROBERT MANLEY**

**PRESIDENT OF THE COLLEGE: DR. NORMAN SMITH**

**ORGANIZED BY**

**DEPARTMENT OF EDUCATIONAL ADMINISTRATION, LEADERSHIP, AND TECHNOLOGY**

**SYMPOSIUM COMMITTEE**

Dr. S. Marshall Perry, Dr. Stephanie Tatum, Dr. Thomas Kelly, Diane Impagliazzo,

Dr. Albert Inserra, Dr. Richard Walter and Dr. Elsa-Sofia Morote

**PROCEEDINGS EDITOR AND COMPILER: Dr. Elsa-Sofia Morote**

# DOWLING COLLEGE

— LONG ISLAND, NEW YORK —

## 9th Practical Research Symposium Schedule

**Saturday, April 12, 2014**

8:00 AM - 08:30 AM	Breakfast & Registration	Ballroom
8:30 AM - 09:00 AM	Welcoming Ceremony	Ballroom

Diane Impagliazzo, Director of Ed. Administration Programs & Dr. Albert Inserra, Chair of the Department

Dr. Elsa-Sofia Morote, Symposium Chair

Dr. Norman Smith, President of Dowling College

Dr. Robert Manley, Dean of the School of Education

9:00 AM – 9:30 AM	<b>Keynote Speaker Dr. Frank Chong</b>	Ballroom
Keynote: How Practical Research is Used in Federal Higher Education Policy: An Insider's look Behind the Curtain! Dr. Frank Chong, President of Santa Rosa College		
9:30 AM - 9:45 AM	Networking, Coffee Break	
9:45 AM - 11:15 AM	Morning Symposium Sessions	See next pages
11:15 AM – 11:30 AM	Coffee Break	
11:30 AM – 12:50 PM	Afternoon Symposium Sessions	See next pages
1:00 PM - 3:00 PM	Workshop	Hunt Room

### MORNING SYMPOSIUM SESSIONS

9:45 AM - 11:15 AM	K-12 Leadership Discussant : Dr. Richard Walter	Hunt Room
<p>Creating a Model that Empowers School Leaders –Syed T. Shah and Muhammad Riaz</p> <p>Elementary Principal Leadership Practices, Attitudes, and Self-Efficacy About Teacher Evaluation in Title I Urban Schools Making Gains in Student Achievement –Dr. Karen Cohen Ames</p> <p>Spotlight on Professional Learning Communities: How Principal Leadership Behaviors Can Influence Student Achievement –Karen Sealy and Thomas DeNicola</p> <p>Research Applied School Transformation from Multiple Perspectives – Brian Doelger, Dr. Michael Hynes, and Dr. Stephen Gessner</p>		

9:45 AM - 11:15 AM	Technology and Education Preparation Discussant: Dr. Thomas Kelly	Ballroom
<p>One-to-One Computing, One-to-One Learning: Predictors for Implementation of Differentiated Instruction - Patricia Murthy and Eileen Shannon</p> <p>Assessing and Comparing Professional Development School (PDS) Teacher-Candidate Classroom Teaching Performances: A Video-Based Action Research Study –Presenters Dr. Linda A. Catelli, Todd Arnesen, Raelene English, Joseph Gusto, Pier Ludovico, Michael Ryan, Mellissa Umlauf, and Ting Wang</p> <p>The Deficits in Educational Leadership Preparation –John Genova</p>		

9:45 AM -11:15 AM	Discussant: Dr. Albert Inserra	Private Session
Dr. Frank Chong – Higher Education Perspectives		

11:15 AM – 11:30 AM	Coffee Break
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### AFTERNOON SYMPOSIUM SESSIONS

11:30 AM – 12:55 PM	Higher Education Discussant: Dr. Elsa-Sofia Morote	Hunt Room
<p>Reforming Doctoral Programs for Education Competitiveness in the 21st Century: How a Sub-Saharan African University is Gearing Up for Global Competition in Higher Education –Kwame Boakye-Yiadom</p> <p>A Model of Effective Teaching in Arts, Humanities, and Social Sciences – Hamid Ikram and Khazima Tahir</p> <p>A Study about the Academic Integrity of Second-Year Aviation Students in U.S. Higher Education –Cheryl Chambers</p>		

11:30 AM – 12:55 PM	Teaching Effectiveness Discussant: Dr. S. Marshall Perry	Ballroom
<p>Maslow Meets Frankl: Self-Actualization and Self-Transcendence as Motivation for Effective Teaching and Learning –Francis A. Samuel, Ph.D.</p> <p>Non-ELL Student Differences from ELL Students in Their Perceptions Towards Student-Teacher Relationships, Peer Relationships, Family Academic Expectations –Zahra Jabeen, Dil Angaiz, and Shamaila Chudhry</p> <p>A Quest for Awareness: Gender-Differentiated English Language Arts Resources and Instructional Techniques to Acknowledge the Needs and Passions of Fourth and Fifth Grade Boys –Dr.Todd Feltman</p>		

11:30 AM- 12.55 PM	Nursing Education Discussant: Dr. Stephanie Tatum	Room 110
<p>Implementing Cooperative Learning into Nursing Curriculum –Dr. Fran Cherkis and Professor Annemarie Rosciano</p> <p>What Matters In Recruitment Of Male Nurses? –Nasrullah and La Sandra Haynes</p> <p>Using Technology to Reinforce Student Knowledge and Foster Critical Thinking –Dr. Deborah Ambrosio Mawhirter and Dr. Marilyn Klainberg</p>		

### PERSONAL BRANDING WORKSHOP

1:00 PM - 3:00 PM	Workshop Presenter: Sandra Campin	Hunt Room
<p>LinkedIn and Personal Branding; Personal Branding and Optimizing One's Online Professional Presence. Sandra Campin is a personal branding strategist, CPRW Professional Resume Writer &amp; LinkedIn profiler.</p>		

Dowling College, 150 Idle Hour Blvd, Oakdale, NY

## Topic: How Practical Research is used in Federal Higher Education Policy: An Insider's look Behind the Curtain!

### **Keynote Speaker: Dr. Frank Chong, President of Santa Rosa Junior College, Dowling Ed.D. Alumnus**



Prior to joining Santa Rosa Junior College as superintendent/president in January 2012, Dr. Frank Chong served as the Deputy Assistant Secretary for Community Colleges at the United States Department of Education in Washington, D.C.

Among his key responsibilities at the Department of Education were shaping President Barack Obama's community college agenda, providing leadership in the development of the Trade Adjustment Assistance Act, and developing policies related to President Obama's national college completion goal. Dr. Chong also helped convene four regional community college summits.

From 2006 to 2009, he was president of Laney College in Oakland, and served as president of Mission College in Santa Clara from 2003 to 2006. Dr. Chong was Dean of Student Affairs at San Francisco City College from 1993 to 2003.

He served as special assistant to Willie Brown, speaker of the California Assembly, from 1987 to 1991, and in that position created legislation in higher education, mental health, small and minority business affairs, and local government. Dr. Chong also developed a consortium of more than fifty San Francisco youth organizations to share resources.

Since Dr. Chong's arrival in Santa Rosa last year, he has become active in community organizations. He currently serves on the boards of the Santa Rosa Chamber of Commerce, Pepperwood Preserve, and the Sonoma County Health Alliance.

Dr. Chong has participated on numerous higher education boards, including the Chief Executive Officers Board of the California Community Colleges and the American Council on Education Commission on the Advancement of Racial and Ethnic Equity. He is a former president and founding member of the national advocacy organization Asian Pacific Americans in Higher Education.

Dr. Chong has a Bachelor of Arts degree from UC Berkeley in Social Welfare and Asian American Studies and a master's degree in Public Administration from Harvard University. He also completed the Educational Management program at Harvard's Graduate School of Education and earned his doctorate in Educational Administration, Leadership, and Technology from Dowling College in Oakdale, New York.

Dr. Chong has received numerous honors, including the Leadership Education for Asian Pacific Americans Award, NAACP Santa Clara County Chapter Diversity Award, and Harvard Club of San Francisco Distinguished Alumni Award.

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## Opening Ceremonies

**Ms. Diane Impagliazzo, Director of Educational Administration Programs**, she is currently responsible for the operation of the Doctoral Program and the Advanced Certificate Programs at Dowling College and Technology Programs. She has the ability to interpret educational and regional trends that impact initiatives for the college. She has been a successful classroom teacher for 20 years and finds time in her busy schedule to teach for the School of Business

**Dr. Albert Inserra, Chair of the Department of Educational Administration, Leadership and Technology**. He has been on the faculty at Dowling College since 2002. During that time he has mentored over 50 doctoral students, serving as their chair or design. Prior to coming to Dowling, he was a Superintendent of Schools in two different school districts in Nassau County, Carle Place for 10 years and Port Washington for seven.

**Dr. Elsa-Sofia Morote, Symposium Chair**, Full Professor at Dowling College in the Department of Educational Administration. She is an international scholar and consultant and a recipient of more than 20 awards. Before Dowling, she was at the Massachusetts Institute of Technology (2001-2003) as a senior post-doctoral researcher. Her doctoral mentorship program has led to more than 100 research papers published and presented in international and national peer review conferences.

## Welcoming Ceremonies

**Dr. Norman Smith, President of Dowling College on Long Island, New York**. This is his fourth career college and university chief executive post. He is also a member of the Registry for College & University Presidents, a nationally regarded organization providing veteran presidential leadership. Dr. Smith's career has included the Founding Chancellorship of Alamein University in Egypt, preceded by the presidencies of Richmond, The American International University in London (England) and of Wagner College (NY). He is President Emeritus of Wagner and is widely credited with the college's survival and prominence.

**Dr. Robert Manley, Dean of the School of Education**. Professor Manley is the coauthor with Richard Hawkins of a book on school reform titled *Designing School Systems for All Students: A Toolbox to Fix America's Schools* (Rowman and Littlefield 2009). In January 2013, Corwin Press published their new book: *Making the Common Core Standards Work: Using Professional Development to Build World Class Schools*. Professor Manley graduated from Iona College with a BA in Spanish Language Arts and minors in Philosophy and Education. He completed his MA degree in the Humanities at Hofstra University and his Professional Diploma and Doctor of Philosophy degrees in Educational Administration at St. John's University.

## SYMPOSIUM COMMITTEE MEMBERS

**Dr. Elsa-Sofia Morote, Symposium Chair**, Full Professor at Dowling College in the Department of Educational Administration. She is an international scholar and consultant and a recipient of more than 20 awards. Before Dowling, she was at the Massachusetts Institute of Technology (2001-2003) as a senior post-doctoral researcher and an entrepreneurship and finances professor at Monterrey Institute of Technology (1993-2007).

**Dr. Albert Inserra**, Chair of the Department of Educational Administration, Leadership and Technology. He has been on the faculty at Dowling College since 2002. During that time he has mentored over 50 doctoral students, serving as their chair or design. Prior to coming to Dowling, he was a Superintendent of Schools in two different school districts in Nassau County, Carle Place for 10 years and Port Washington for seven.

**Ms. Diane Impagliazzo** is an accomplished educator who has had experience at both the secondary level and the post-secondary level. Dr. Impagliazzo is currently responsible for the operation of the Doctoral Program and the Advanced Certificate Programs at Dowling College and Technology Programs. She has the ability to interpret educational and regional trends that impact initiatives for the college. She has been a successful classroom teacher for 20 years and finds time in her busy schedule to teach for the School of Business.

**Dr. Richard Walter**, Dowling Associate Professor of Educational Administration, Leadership & Technology is a qualitative researcher with a PhD from NYU. He has been an Associate Superintendent of Schools, high school principal, and English teacher in his career.

**Dr. S. Marshall Perry** is an Assistant Professor at Dowling. He has presented papers at national and international education conferences. Recent publications include an article on political psychology and book chapters on distance learning and online tutoring.

**Dr. Stephanie L. Tatum** earned her PhD in Sociology of Education and MA in Educational Policy Analysis from the University of Illinois at Urbana-Champaign. Her BA in Political Science is from Texas Southern University. Currently, she is an Associate Professor in the Graduate Department of Educational Administration, Leadership, and Technology at Dowling College in Long Island, New York. Prior to joining the Dowling Faculty, she was the principal at an elementary school in Urbana, Illinois.

**Dr. Thomas Kelly** is Full Professor of Educational Administration, Leadership & Technology at Dowling College in Oakdale, NY. He has developed an electronic portfolio comprehensive protocol for doctoral candidates and a Microsoft Word template for dissertations. Dr. Kelly has 35 years of public school experience and six years teaching in higher education. His primary research interest is use of technology to improve learning.



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# MORNING SESSIONS

## K-12 Leadership

9:45 AM - 11:15 AM	K-12 Leadership Discussant : Dr. Richard Walter	Hunt Room
<p>Creating a Model that Empowers School Leaders –Syed T. Shah and Muhammad Riaz</p> <p>Elementary Principal Leadership Practices, Attitudes, and Self-Efficacy About Teacher Evaluation in Title I Urban Schools Making Gains in Student Achievement – Dr. Karen Cohen Ames</p> <p>Spotlight on Professional Learning Communities: How Principal Leadership Behaviors Can Influence Student Achievement –Karen Sealy and Thomas DeNicola</p> <p>Research Applied School Transformation from Multiple Perspectives –Brian Doelger, Dr. Michael Hynes, and Dr. Stephen Gessner</p>		

## K-12 Leadership Panel

Discussant:

**Dr. Richard Walter**, Dowling Associate Professor of Educational Administration, Leadership & Technology

Presenters:

**Mr. Muhammad Riaz** ([riazedu@gmail.com](mailto:riazedu@gmail.com)), is a doctoral student at Dowling College. His research interest is educational technology. He is also an associate professor in the Provincial Institute for Teacher Education in Baluchistan, Pakistan, where he has taught for 16 years as an educator.

**Mr. Syed T. Shah** ([tanvirhussein@gmail.com](mailto:tanvirhussein@gmail.com)), is a doctoral student at Dowling. His major is in higher educational leadership. Prior to start of this EdD program, he was teaching in the University of Azad Jammu and Kashmir, Pakistan. In the future he is seeking a career in higher educational administration.

**Dr. Karen Cohen Ames** ([kidboss@aol.com](mailto:kidboss@aol.com)) has been a public school educator for more than 20 years in both urban and suburban settings. She has served as a teacher of reading and wocial wtudies, elementary school principal, and Curriculum Director for Literacy. Currently, she serves as a Network Leader/Assistant Superintendent for the New York City Public Schools. Her educational accomplishments include a Bachelor's Degree in Educational Psychology and History from SUNY Oneonta, a Master of Science degree in Reading Education from Adelphi University, and a Professional Diploma in School District Administration from Dowling College. Most recently, she earned her doctoral degree at Dowling.

**Mr. Thomas DeNicola** ([txd38@dowling.edu](mailto:txd38@dowling.edu)) is an administrator at Walt Whitman High School, located in New York. He graduated from Stony Brook University and is currently a doctoral student at Dowling College. Mr. DeNicola is also the founder of the Scientific Defense Concepts and Wellness System

**Ms. Karen Sealy** ([kxs107@dowling.edu](mailto:kxs107@dowling.edu)) is an interdisciplinary coach in the New York City Department of Education. She is currently a doctoral student at Dowling College and previously graduated with a MA in Teaching from Queens College and a BS in Leadership from Northeastern University.

**Dr. Michael Hynes** ([Drmhynes@gmail.com](mailto:Drmhynes@gmail.com)) received his bachelor's degree in Psychology from Bethany College in West Virginia. He received his master's degree in Elementary Education, his Professional Diploma in School District Administration, and doctorate in Educational Administration from Dowling College. Dr. Hynes also received his educational training from New York University, Stony Brook University, and Harvard University in the areas of School Leadership, School Business Affairs, and Organizational Learning. Dr. Hynes has worked in multiple capacities throughout his career as a teacher, middle school assistant principal, elementary and middle school principal, assistant superintendent for curriculum and instruction, adjunct assistant professor at Dowling College, and Superintendent of Schools for the Shelter Island School District. Dr. Hynes lives in Sayville with his wife and four children.

**Dr. Stephen Gessner** ([slgessner@gmail.com](mailto:slgessner@gmail.com)) is President of the Council for International Culture and Education and has a long career in K-12 and higher education, specializing in gifted and international education. He is the President of the Shelter Island School Board and has a PhD in Psychology from the University of Chicago.

**Mr. Brian Doelger** ([bpdoelger@aol.com](mailto:bpdoelger@aol.com)) is a teacher in the Shelter Island School District. He received his BA in history and MS in secondary education from Dowling College. He is currently a doctoral student studying educational administration at Dowling College.

## **Creating a Model that Empowers School Leaders**

### *Authors*

Syed T. Shah and Muhammad Riaz

Dr. Mary Kelly and Dr. Elsa-Sofia Morote

### *Presenters*

Syed T. Shah and Muhammad Riaz

### **Abstract**

The purpose of this study was to present a model that leads school leaders' empowerment utilizing the following variables: resources to reward, information management, instructional leadership, and knowledge of technology. A survey was sent to school leaders in the United States who were trained to use IBM Change Toolkit software. This survey was answered by 304 school leaders. A structural equation model was used to create the model. The model shows that the major contributors of school leaders' empowerment are instructional leadership and information management. In addition, knowledge of technology influenced information management, which in turn influenced their empowerment. Similarly, resources influenced instructional leadership, which in turn influenced empowerment.

## **Spotlight on Professional Learning Communities: How Principal Leadership Behaviors Can Influence Student Achievement**

### *Authors*

Karen Sealy and Thomas DeNicola

Dr. Ted Fulton, Dr. Elsa Sofia Morote, and Dr. Albert Inserra

### *Presenters*

Karen Sealy and Thomas DeNicola

### **Abstract**

The purpose of this study was to investigate teacher perceptions of principals' leadership behaviors as they relate to Professional Learning Communities (PLCs). This quantitative study utilized a validated survey and responses from 173 teachers. The five variables that emerged were: (1) Shared Vision and Mission, (2) Culture of Collaboration, (3) Focus on Improvement, (4) Shared Leadership, and (5) Personal Practice, as well as their influence on school achievement.

An independent sample t-test was conducted to evaluate the differences between high and low-achieving schools on each of the five variables of PLCs. Results suggested a statistical significance between teacher perceptions of Personal Practice through their perceptions of principal leadership behaviors between high and low-achieving schools. Results of the logistic regression indicated Personal Practice as the major predictor, followed by Focus on Improvement, of a teacher responding from a high-achieving school. A path analysis determined that Shared Leadership and Culture of Collaboration are the major predictors of Personal Practice, which in turn was used as a mediator of achievement.

# **Elementary Principal Leadership Practices, Attitudes, and Self-Efficacy about Teacher Evaluation in Title I Urban Schools Making Gains in Student Achievement**

## *Authors*

Dr. Karen Cohen Ames

Dr. Stephanie Tatum and Dr. S. Marshall S. Perry

## *Presenter*

Dr. Karen Cohen Ames

## **Abstract**

Current school reform efforts aim to improve teaching and learning with emphasis on accountability for student achievement. The success of school reform depends on the motivation and capacities of school leaders. It is important to know what effective leadership practices look like to understand the direct impact to student achievement, specifically in high-poverty urban schools. This study qualitatively examined the elementary principals' leadership practices, attitudes, and self-efficacy about teacher evaluation in Title I urban elementary schools that were making gains in student achievement.

The results of this study linked effective principal leadership practices of teacher evaluation to improved student learning outcomes. The successful practices of teacher evaluation were the most prevalent of principal leadership practices to improve teacher quality and classroom instructional quality for students in well-performing, high-poverty urban schools. The results of this study indicate that the role of the principal is multifaceted with instructional leadership focused on teacher growth as a prominent feature.

The study's findings add to the body of research on principal effectiveness and to the understanding of the constructs of leadership that are most highly relevant to increasing student achievement in high-poverty urban schools. The enhanced definition and understanding of principal effectiveness as it relates to specific principals' practices that enhance student achievement gains provide education stakeholders a reasonable basis for principal evaluation models, teacher evaluation models, professional development design, and leadership development. This study provides replicable practices for improved leadership results in high-poverty urban schools.

## **Research Applied School Transformation from Multiple Perspectives**

### *Authors*

Brian Doelger, Dr. Michael Hynes, and Dr. Stephen Gessner

### *Presenters*

Brian Doelger, Dr. Michael Hynes, and Dr. Stephen Gessner

### **Abstract**

There are several commonalities among successful schools and school districts across America. This paper utilizes research analyzed by the State Superintendent's Office in Washington and its application toward the Shelter Island School District. The result of the nine-fold plan is the transformation of its culture and climate, not only in how the school district educates its students, but also in how it values and supports teacher ideas for continuous improvement. This paper is written with input from the school board of education president, the school superintendent, and a teacher within the district to illustrate the makeover of a school district from these three distinctive vantage points.



## Technology and Educators' Preparation

9:45 AM - 11:15 AM	Technology and Educators' Preparation  Discussant: Dr. Thomas Kelly	Ballroom
<p>One-to-One Computing, One-to-One Learning: Predictors for Implementation of Differentiated Instruction –Patricia Murthy and Eileen Shannon</p> <p>The Deficits in Educational Leadership Preparation –John Genova</p> <p>Assessing and Comparing Professional Development School (PDS) Teacher-Candidate Classroom Teaching Performances: A Video-Based Action Research Study –Presenters Dr. Linda A. Catelli, Todd Arnesen, Raelene English, Joseph Gusto, Pier Ludovico, Michael Ryan, Mellissa Umlauf, and Ting Wang</p>		

## TECHNOLOGY AND EDUCATORS PREPARATION PANEL

Discussant:

**Dr. Thomas Kelly**, Full Professor of Educational Administration, Leadership & Technology at Dowling College

Presenters:

**Ms. Eileen Shannon** [eileenshannon@mac.com](mailto:eileenshannon@mac.com). Teacher of the gifted, enrichment teacher, and library media specialist passionate about technology, 21st century learning, and promoting digital literacy.

**Ms. Patricia Murthy** ([patmurthy@gmail.com](mailto:patmurthy@gmail.com)). Ed-Leader, Lead-Learner... Techno-Passionate! Research interests: technology innovations, learning theory, virtual teaching and learning. Tirelessly encouraging bright colors in gray places. Currently serving as assistant principal in Connetquot, SD, previously teacher of G/T in Farmingdale, SD. 22 years in public education.

**Mr. John Genova** ([genova.john@gmail.com](mailto:genova.john@gmail.com)) is a mathematics teacher at North Babylon High School and an aspiring educational leader. His research interests are in the areas of leadership development, utilization of technology to improve learning, and statistical analysis of school data

Bios for Presenters for Assessing and Comparing Professional Development School (PDS) Teacher-Candidate Classroom Teaching Performances: A Video-Based Action Research Study:

### Project Sponsor and Presenter

**Dr. Lind A. Catelli** is a professor at Dowling College and Director of the PDS Partnership. She holds an EdD from Teachers College, Columbia University and has received national recognition for school-college collaboration from the AAHE and a research award from the AERA.

### Graduate-Students PDS Action Researchers Presenters

**Mr. Todd Arnesen** is a first-grade teacher in the Longwood School District. He is currently completing a Master of Science Degree in Education from Dowling College and holds a Bachelor of Arts Degree in Advertising/English from Syracuse University.

**Ms. Raelene English** is a teaching assistant in the Central Islip School District. She holds a Bachelor of Arts Degree in Business Management from SUNY Old Westbury and is currently working towards a Master of Science Degree in Education at Dowling College.

**Mr. Joseph Guasto** is the permanent substitute teacher at Woods Road Elementary School in the North Babylon School District. He is currently pursuing a Master of Science Degree in Education from Dowling College and holds a bachelor's degree in Telecommunications from Kutztown University.

**Ms. Pier-Louise Ludovico** has a BA in Marketing and is completing a Master of Science Degree in Education at Dowling College. She is a mother of three, a devoted wife, and a pre-K teacher at SCOPE. She holds NYS Teacher Certification in Childhood Education.

**Mr. Michael Ryan** is a graduate student at Dowling College completing a Master of Science Degree in Education. He holds a BA in Professional Communications from SUNY Farmingdale.

**Ms. Melissa Umlauf** received her BA from La Salle University in Art History. She currently is a graduate student at Dowling College pursuing a Master of Science Degree in Education and NYS Teacher Certification in general education for grades 1-6.

**Mr. Ting Wang** is an international student from Jinan, China and a graduate student in the Master of Science in Education Degree program at Dowling College. She has a MBA in corporate finance from Dowling College as well.

## **One-to-One Computing, One-to-One Learning: Predictors for Implementation of Differentiated Instruction**

### *Authors*

Patricia Murthy and Eileen Shannon

Dr. Tom Short, Dr. Elsa-Sofia Morote, and Dr. Albert Inserra

### *Presenters*

Patricia Murthy and Eileen Shannon

### **Abstract**

The purpose of this study was to examine variables that predict teachers' implementation of differentiated instruction in a one-to-one high school computing environment. Predictors were: collaborative learning, project-based learning implementation, knowledge regarding the use of technology and years of experience, and the interrelationship among those variables. The participants were 170 teachers in a one-to-one computing environment who responded to an on-line survey sent via an email link from the International Society for Technology in Education (ISTE) and the One-to-One Institute. A path analysis was performed to evaluate the strength of each variable in predicting differentiated instruction implementation. There were strong relationships found to exist between variables collaborative learning, project-based learning implementation, and knowledge regarding the use of technology and years of experience in the one-to-one computing environment. Project-based learning was the highest predictor of differentiated instruction implementation. The four variables included in the model predict 84% of teachers' implementation of differentiated instruction. The findings suggest that pedagogical best practices, such as collaborative learning and project-based learning, coupled with a technology-rich environment, will result in a teacher's implementation of differentiated instruction.

# **Assessing and Comparing Professional Development School (PDS) Teacher-Candidate Classroom Teaching Performances: A Video-Based Action Research Study**

## *Authors*

Dr. Linda A. Catelli, Todd Arnesen, Raelene English, Joseph Gusto, Pier Ludovico,  
Michael Ryan, Mellissa Umlauf, and Ting Wang

## *Presenters*

Dr. Linda A. Catelli, Todd Arnesen, Raelene English, Joseph Gusto, Pier Ludovico,  
Michael Ryan, Mellissa Umlauf, and Ting Wang

## **Abstract**

The purpose of this paper session is to present the fifth in a series of video-based action research studies. The studies are part of Phase II of a research project focused on effective classroom teaching. The overall goals of the project are to change and improve classroom teaching and the clinical aspects of the teacher education program in Dowling College's Professional Development School (PDS) Partnership setting in the North Babylon School District. Phase II studies are aimed at investigating teaching effectiveness and the important linkages between observable classroom teaching actions and student achievement. This study, the fifth in the series, seeks to (a) assess teacher candidates' classroom teaching performances of lessons in elementary mathematics with the use of selected edTPA rubrics used to certify teachers and (b) compare the mean scores and ratings of the teaching performances with mean scores obtained with rubrics from two other observational systems that are used to evaluate teachers: Danielson's Revised Practice Rubrics (Teachscape, 2011) and the revised version of the New York State United Teacher's Teacher Practice Rubric (NYSUT, 2012). One of the general inquiry questions of the study was "How well do our PDS students perform selected classroom instructional actions (rubrics) that are identified on different observational systems?" Preliminary findings will be presented by Dowling's 10th cohort of seven graduate student action researchers and the principal investigator of the project.

## **The Deficits in Educational Leadership Preparation**

*Author*

John Genova

*Presenter*

John Genova

### **Abstract**

The purpose of this study was to ascertain the areas in which traditional educational leadership preparation fails to serve candidates. Particularly, research was consulted to contrast the competencies new educational leaders required and the experience they attained in coursework. Novice administrators gave ample retrospective accounts suggesting that completing an accredited preparatory program was no guarantee of success on the job. Specifically, candidate social and interpersonal training were investigated, along with the acquisition of emotional intelligence. Research cited these areas as the most frequently lacking in new administrators. The interactive nature of the school leader position seemed disparate with the role many candidates took in classrooms during certification programs as docile receivers of knowledge. Current technological training was also examined to determine the readiness of new school leaders to both utilize and lead learning in relevant innovations. Data analysis was another area that was explored to determine the extent to which school leaders could use statistical methods to inform their decision making. Lastly, investigation into time management practices was conducted to measure the degree to which newcomers were prepared for the scheduling demands of modern school leadership.

## **AFTERNOON SESSIONS**

## Higher Education

11:30 AM – 12:55 PM	<p style="text-align: center;">Higher Education</p> <p style="text-align: center;">Discussant: Dr. Elsa-Sofia Morote</p>	<p style="text-align: center;">Hunt Room</p>
<p>Reforming Doctoral Programs for Education Competitiveness in the 21st Century: How a Sub-Saharan African University is Gearing Up for Global Competition in Higher Education –Kwame Boakye-Yiadom</p> <p>A Model of Effective Teaching in Arts, Humanities, and Social Sciences – Hamid Ikram and Khazima Tahir</p> <p>A Study about the Academic Integrity of Second-Year Aviation Students in U.S. Higher Education –Cheryl Chambers</p>		

## HIGHER EDUCATION PANEL

### Discussant

**Dr. Elsa-Sofia Morote, Professor,** Educational Administration, Leadership and Technology

### Presenters

**Mr. Kwame Boakye-Yiadom** ([kyboakye@gmail.com](mailto:kyboakye@gmail.com)) is a PhD candidate in Business/Management and a member of Manchester Institute of Innovation at Manchester Business School, UK. His research interests are institutional reforms in HE/PSOs and how they inform development/governance, particularly in SSA.

**Mr. Hamid Ikram** ([hxi2@dowling.edu](mailto:hxi2@dowling.edu)) is a university lecturer in Pakistan and an international doctoral student at Dowling College. He earned his Master's in Science Education and Bachelor's in Science from University of the Punjab, Pakistan. His research interest is the use of social media technologies in education.

**Ms. Khazima Tahir** ([khazimatahir@yahoo.com](mailto:khazimatahir@yahoo.com)) Khazima Tahir has been working as lecturer in the department of special education in Pakistan since 2007. She did her MS in Education and MA in English Literature (PU Pakistan). Currently she is pursuing doctorate degree in educational administration at Dowling College under USAID scholarship program.

**Ms. Cheryl Chambers** ([cxc148@dowling.edu](mailto:cxc148@dowling.edu)) serves at the Associate Dean for Multicultural Affairs at Stony Brook University. She has an MPS in Human Resource Management from Stony Brook University and a BA in English from Syracuse University.



# **Reforming Doctoral Programs for Educational Competitiveness in the 21st Century: How a Sub-Saharan African University is Gearing up for Global Competition in Higher Education**

*Author*

Kwame Boakye-Yiadom

*Presenter*

Kwame Boakye-Yiadom

## **Abstract**

Without a robust educational system, it is extremely challenging for countries to restructure their economies to cope with changing trends in the 21<sup>st</sup> Century, particularly, in development and governance. The preceding notion underpins this paper: Reforming Doctoral Programs for Educational Competitiveness in the 21st Century: How a Sub-Saharan African University is Gearing up for Global Competition in Higher Education. This is a multilevel study that provides cognition on current higher education experiments in a developing country. University of Ghana (UG) is the case. Data collection occurred in November and December of 2013. The study seeks to uncover constraints, opportunities and negotiations as well as capture and analyse innovative approaches playing out to make UG's PhD programs world-class. These contexts inform this work.

This study uses Matt Andrews's (2013) institutional theory in development (ITD) and problem-driven iterative adaptation (PDIA) mechanism as the key theoretical framework. The two concepts shaped the research questions and positioned the study in current literature and debates. This work employs qualitative case study methodology as its research design. Documentary analysis, observations and interviews were used to collect data. Data analysis in this study was performed using thematic-content tools and NVivo9 protocols. The selection of these tools and protocols was driven by the study's aim and analytical framework. A finding of this study is that sharing best practices and lessons learned from the reformed PhD programs at UG with local and regional universities can foster national and international partnerships in higher education.

## **A Model of Effective Teaching in Arts, Humanities, and Social Sciences**

### *Authors*

Hamid Ikram and Khazima Tahir

Dr. Jennifer L. Economos, Dr. Elsa-Sofia Morote, and Dr. Albert Inserra

### *Presenters*

Hamid Ikram and Khazima Tahir

### **Abstract**

The purpose of this study was to examine how graduate students with undergraduate majors in arts, humanities, and social sciences perceived individualized consideration, student-professor engagement in learning, intellectual stimulation, and student deep learning, and how these variables predict effective teaching. A sample of 251 graduate students responded to a survey posted in two professional international associations and four universities in the United States and other countries. A structural equation model analyzed the influence of the independent variables on the dependent variable, effective teaching. A multiple regression analysis indicated that individualized consideration, student-professor engagement in learning, and deep learning were significant predictors of effective teaching. Intellectual stimulation was the predictor of deep learning, which in turn influenced effective teaching.

**Keywords:** Deep Learning, Student-Professor Engagement in Learning, Intellectual Stimulation, Effective teaching, Individualized Consideration.

## **A Study About the Academic Integrity of Second-Year Aviation Students in U.S. Higher Education**

### *Authors*

Muhammad Asim and Cheryl Chambers

Dr. Ramón-Osvaldo González, Dr. Elsa-Sofia Morote, and Dr. Richard Walter

### *Presenter*

Cheryl Chambers

### **Abstract**

This quasi-experimental study measures the influence of an ethics course on the academic integrity of second-year college students enrolled in an aviation program in the United States and their beliefs about following Federal Aviation Regulations standards (FARs). Academic integrity is defined by three variables: beliefs about not cheating, beliefs about moral behavior, and beliefs about following a code of conduct. Normalized gains, bivariate correlations, and independent samples t-test procedures found significant differences in academic integrity between aviation students who took an ethics course and students who did not take an ethics course. The gain in moral behavior was found not to be significant. The results of the study imply that offering ethics courses to aviation students promotes their academic integrity. Future studies about other factors that influence the academic integrity of aviation students in college are recommended.

## Teaching Effectiveness

11:30 AM – 12:55 PM	Teaching Effectiveness Discussant: Dr. S. Marshall Perry	Ballroom
<p>Maslow Meets Frankl: Self-Actualization and Self-Transcendence as Motivation for Effective Teaching and Learning –Francis A. Samuel, Ph.D.</p> <p>Non-ELL Students’ Differences from ELL students in Their Perceptions Towards Student-Teacher Relationships, Peer Relationships, Family Academic Expectations – Zahra Jabeen, Dil Angaiz, and Shamaila Chuadhry</p> <p>A Quest for Awareness: Gender-Differentiated English Language Arts Resources and Instructional Techniques to Acknowledge the Needs and Passions of Fourth and Fifth Grade Boys –Dr.Todd Feltman</p>		

## TEACHER EFFECTIVENESS PANEL

### Discussant:

**Dr. S. Marshall Perry**, Department of Educational Administration, Leadership and Technology

### Presenters:

**Dr. Francis A. Samuel** (Samuelf@dowling.edu) is an associate professor in the Department of Secondary Education at Dowling College, New York. He holds an MA in English Literature and an MS in Educational Psychology, both from the University of Scranton. He received his Doctorate in Education Administration and Supervision from Fordham University. His latest book is entitled "Dialectics of the Individual and Society in Education: Dewey and Tagore Compared".

**Ms. Zahra Jabeen** (zahra.jbn@gmail.com) is a doctoral student at Dowling College, New York. She is a lecturer in the Department of Educational Development in a public university in Gilgit-Baltistan, Pakistan. Prior to that, she served as an academic development officer, teacher educator, and science teacher in Aga Khan Education Service, Pakistan.

**Ms. Dil Angaiz** (dilangaiz@kiu.edu.pk) is international student from Pakistan. Back in her country, she is an assistant professor at Karakoram International University, Gilgit-Baltistan. She has classroom teaching in all levels, from ECD to the university level. She has worked as Principal of the Aga Khan Higher Secondary School Sherqilla and Gahkuch - the two premier institutions of the Aga Khan Education Services, Pakistan.

**Ms. Shamaila Arif Chaudhry** (shamail\_arif\_ch@hotmail.com) is an adaptable and enthusiastic doctoral student of Educational Administration and Leadership at Dowling College, New York. She has been working as Head of Department of Education in a public university in Balochistan, Pakistan. She enjoys challenges and achieving personal goals. She always looks for opportunities to learn and work in exciting environments.

**Dr. Todd Feltman** (toddteaching@aol.com) has been molding young minds for the last 16 years in New York City public and independent schools as a classroom teacher, new teacher mentor, literacy coach, and journalism/writing teacher. He is currently a network elementary and middle school achievement coach in English Language Arts. Todd earned his Doctorate in Urban Education from the Graduate Center within the City University of New York. Todd has three master's degrees, which include childhood education, literacy education, and school supervision/administration. He is passionate about engaging and supporting boys in reading and writing.

## **Maslow Meets Frankl: Self-Actualization and Self-Transcendence as Motivation for Effective Teaching and Learning**

*Author*

Francis A. Samuel, Ph.D.

*Presenter*

Francis A. Samuel, Ph.D.

### **Abstract**

Abraham Maslow and Victor Frankl wrote extensively about self-actualization and self-transcendence, respectively. This paper argues that these two concepts are very important for a theory of motivation in teaching and learning. They are not opposing concepts, rather complementary. They are two sides of the same coin, and they have significant educational implications for effective teaching and learning experiences. This research looks at the theoretical underpinnings of motivation first; it examines Abraham Maslow's theory of self-actualization and motivation, and then Victor Frankl's concept of self-transcendence and motivation. It analyzes their views and examines their complementarities, and finally, it explores the educational implications of their views for contemporary education.

# **Non-ELL Students' Differences from ELL Students in Their Perceptions Towards Student-Teacher Relationships, Peer Relationships, Family Academic Expectations**

## *Authors*

Zahra Jabeen, Dil Angaiz, and Shamaila Arif Chuadhry

Dr. Tania M. Davenport-Dalley, Dr. Elsa Sofia Morote, and Dr. Stephanie Tatum

## *Presenters*

Zahra Jabeen, Dil Angaiz, and Shamaila Chuadhry

## **Abstract**

The purpose of this study was to examine how 9th grade non-ELL students differ from ELL students in their perceptions towards student-teacher relationships, peer relationships, family academic expectations, academic self-concept, and their overall GPA. A survey instrument was administered to 70 9th grade students out of a population of 222 in two suburban high schools in New York with similar demographics. An independent samples t-test was conducted. The difference was approaching significance between ELL and non-ELL 9th graders in student-teacher relationships ( $p=.067$ ), and a significant difference in their final GPA of all courses ( $p = 0.002$ ). However, there was no significant difference between ELL and non-ELL 9th grade students in their perceptions towards peer relationship, academic self-concept, and family academic expectations.

## **A Quest for Awareness: Gender-Differentiated English Language Arts Resources and Instructional Techniques to Acknowledge the Needs and Passions of Fourth and Fifth Grade Boys**

*Name of the author*

Dr. Todd Feltman

*Name of the Presenter*

Dr. Todd Feltman

### **Abstract**

A major educational crisis has been transpiring among fourth and fifth grade boys over the last 20 years (Eliot, 2009; Whitmire, 2010). On average, fourth and fifth grade boys, regardless of racial background or socioeconomic class, are performing below girls, both academically and in reading and writing. The Center on Educational Policy reports that boys are approximately 10 percent behind girls in reading aptitude and standardized reading tests in all 50 states ([www.abcnews.go.com](http://www.abcnews.go.com); [www.cbsnews.com](http://www.cbsnews.com); [www.cep-dc.org](http://www.cep-dc.org)), with boys continuing to lag behind girls in reading achievement in most countries (Newkirk, 2002; Zambo & Brozo, 2009).

This paper seeks to examine the degree to which the presence or absence of gender-differentiated English Language Arts resources, curriculum, and instructional techniques used with fourth and fifth grade boys can help explain the crisis. The focus is not to create gender-neutral classrooms, but rather to acknowledge the academic, psychological, and physical needs of boys, therefore producing gender differentiation with coeducational classrooms. This dissertation focuses on fourth and fifth grade boys because they are at the academic stage at which tasks within English Language Arts instruction, such as reading to learn non-fictional information, become more challenging (Zambo & Brozo, 2009; Gurian, Stevens & Daniels, 2009).

The findings indicate that even though the literacy resources used within elementary schools largely meet the criteria to appeal to the boyhood culture, awareness by teachers and administrators must be a priority during the selection.



## Nursing Education

11:30 AM- 12.55 PM	<p>Nursing Education</p> <p>Discussant: Dr. Stephanie Tatum</p>	Room 110
<p>Implementing Cooperative Learning into Nursing Curriculum –Dr. Fran Cherkis and Professor Annemarie Rosciano</p> <p>What Matters in Recruitment of Male Nurses? –Nasrullah and La Sandra Haynes</p> <p>Using Technology to Reinforce Student Knowledge and Foster Critical Thinking –Dr. Deborah Ambrosio Mawhirter, and Dr. Marilyn Klainberg</p>		

## NURSING EDUCATION

Discussant

**Dr. Stephanie Tatum**, Department of Educational Administration, Leadership and Technology

Presenters:

**Ms. Annemarie Rosciano** is an assistant professor at Farmingdale State College and has been an educator for the past 19 years in didactic and clinical areas of nursing. She has experienced multiple workshops about cooperative learning and has integrated various active learning strategies in the classroom and clinical areas for students for the past four years.

**Dr. Fran Cherkis** (Fran.Cherkis@farmingdale.edu) is an Assistant Chairperson/Assistant professor at Farmingdale State College. She has utilized the learning style in the classroom setting over the past three years in the Associate Degree curriculum program. She has conducted cooperative learning literature reviews and has presented these findings to other educators in the local area. Received her degree of Doctor of Health Sciences from A.T. Still University.

**Ms. La Sandra P. Haynes** (LHaynes@molloy.edu), MS RRT-NPS LPN, is a doctoral student at Dowling College. Assistant Professor and Clinical Director of Respiratory Care Sciences at Molloy College Rockville Centre, NY, employed as a registered respiratory therapist at North Shore Hospital. She earned her master's degree from The New School of Social Research.

**Mr. Nasrullah** (nasr.dowling@gmail.com), from Mardan, a city of Khybar Pukhtoon Khwa (KPK), Pakistan graduated from Islamia College Peshwar in 1994 and earned a Master's in Electronics from University of Peshawar in 1997. He obtained his M Phil in Distance, None Formal and Continuing Education (DNFCE) from Allama Iqbal Open University Islamabad, Pakistan. Presently, he is a doctoral student at Dowling College.

**Dr. Deborah Ambrosio Mawhirter** (ambrosio@adelphi.edu). Dr. Ambrosio is an Assistant Professor of Nursing at Adelphi University and the Chair of the Department of Nursing Foundations. She earned her doctoral degree at Dowling Collage and her master's degree from Adelphi University. She has had numerous leadership roles in nursing, hospital administration, and education. Her research interests include pain management, simulation, and technology in education. Currently she is the Vice President of the Nursing Honor Society, Sigma Theta Tau, and a recipient of the Excellence in Teaching Award.

**Dr. Marilyn Klainberg** ([Klainberg@adelphi.edu](mailto:Klainberg@adelphi.edu)) Chair of the Department of Family, Mental health and Community Systems in the College of Nursing and Public Health. Received her Ed.D., from Columbia University Teachers College. New York, New York and her M.S., Adelphi University, Garden City, New York, in Community Health Nursing. She served as the associate Dean of Undergraduate Nursing at the Adelphi University School of Nursing and as Interim Dean of the School of Nursing.

## **Implementing Cooperative Learning into Nursing Curriculum**

### *Authors*

Fran Cherkis DHSc, RN, CNE and Annemarie Rosciano MPA, MSN, ARRN-BC

### *Presenters*

Dr. Fran Cherkis and Professor Annemarie Rosciano

### **Abstract**

Educators can be the catalysts to use active strategic learning activities in the classroom to meet the educational needs of today's college students. Educators often lack the knowledge of how to implement diverse strategies for student success. Cooperative learning is a method of active learning that educators can easily learn and implement. This active learning strategy expands the traditional classroom boundaries for both the educator and student. Cooperative learning provides the educator with the potential to transform the learning process from a traditional classroom atmosphere to a student-centered learning environment. This method supports interdependence and not independence, cooperation and not competition among students. Students today want to be supported, share ideas, problem solve, work as a team, and bridge gaps between cultures while learning. To facilitate these goals, promotion of cooperation, not competition, between students is significant, helping to achieve the benefits of this learning approach.

## **What Matters in Recruitment of Male Nurses?**

### *Authors*

Nasrullah and La Saundra Haynes

Dr. Geraldine A. Moore, Dr. Elsa-Sofia Morote, and Dr. Stephanie Tatum

### *Presenters*

Nasrullah and La Saundra Haynes

### **Abstract**

This study examined the difference between male nurses' age groups (20-39, 40+) and areas of their work (medical/surgical, specialty, administration) on six factors of job satisfaction (supervision, colleagues, security, advancement, opportunity, and salary level) and the method of entry to job (seekers, finders, settlers). 249 male nurses participated in an online survey for this study. The t-test shows that there was a significant difference between both groups on advancement and opportunity and significant difference on supervision, colleagues, security, and pay. The 40+ group of male nurses preferred advancement in their careers, while the 20-39 group preferred opportunity in their present working institutions. Discriminant analysis showed that male nurses of age 20-39 years working in the medical/surgical area were different from those working in specialty and administration on variable opportunity in career. Similarly, male nurses of age 40 years or above working in the medical/surgical area were different from those working in specialty and administration on variable advancement in their career. Chi square analysis showed that most of the nurses of age 40 years or above working in administration were seekers while getting their jobs, and those working in medical/surgical and specialty were settlers.

# **Using Technology to Reinforce Student Knowledge and Foster Critical Thinking**

## *Authors*

Deborah Ambrosio Mawhirter, EdD and Dr. Marilyn Klainberg, EdD, RN

## *Presenters*

Dr. Deborah Ambrosio Mawhirter and Dr. Marilyn Klainberg

## **Abstract**

**Description of Project:** Technology has revolutionized the way students learn. Student education must be infused with engaging instruction to reinforce knowledge and foster critical thinking. This pilot project used technology as a teaching tool to facilitate learning and reinforce clinical assessment skills and communication skills. The purpose of the study was to improve student outcomes and evaluate the impact of technology on nursing education.

**Rationale for the Project:** This pilot project utilized a digital standardized patient. The digital standardized patients can provide an experience which mimics a real life interaction in a virtual environment. This new virtual environment is cost effective and attractive to current students. Convenience is a benefit to students, as they can access this teaching tool wherever they have internet access, thus individualizing the learning environment. Each encounter utilizing the digital standardized patient is unique and interactive, fostering critical thinking and reinforcing communication skills. Furthermore, this innovative use of technology enables students to prepare for clinical practice in a safe environment to enrich learning.

**Methodology:** This study consisted of a comparison of student outcomes in two health assessment classes in an undergraduate baccalaureate nursing program. One class of nursing students used the technological innovation of the digital standardized patient to reinforce classroom education, and the comparison class did not have access to the digital standardized patients. All students received a two-part survey exploring demographic data, their familiarity with technology, and computer literacy. Students using the digital standardized patients were also asked to respond to questions about their individual learning experiences. Student success was also measured.

# **WORKSHOP**

**PERSONAL BRANDING**

**1PM - 3 PM – Hunt Room**

## **Workshop 1-3 PM: Personal Branding and Optimizing One's Online Professional Presence**

Ms. Sandra Campin is a Personal Branding Strategist, CPRW Professional Resume Writer & LinkedIn Profiler

Workshop: 1:00 PM - 3:00 PM



Ms. Sandra Campin is a former recruiter, a global job search & career transition consultant, a personal branding strategist, CPRW Professional Resume Writer, and LinkedIn profiler. She is also the creator of *The FLIP Strategy: A Strategy for Attracting & Retaining the Attention of Talent Seekers* (2013). Sandra has 5 years of experience consulting clients on their global job searches and personal branding. She has helped clients connect with leading companies (Accenture, Google, LinkedIn, Salesforce) and prestigious executive schools, academic institutions, and universities (Berkeley, HEC, INSEAD).