

A NEWSLETTER FROM THE DEPARTMENT OF EDUCATIONAL ADMINISTRATION, LEADERSHIP, AND TECHNOLOGY

DOWLING COLLEGE

SPECIAL POINTS OF INTEREST:

- Student Success
- Faculty Achievements
- 6th Annual Research Symposium
- OAS International Agreement

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Letter from the Chair

What a great year! Academic leadership is the bedrock of our reputation, and we are expanding our recognition via global visibility and an exceptional global alumni network!

I am grateful to those **alumni** who assisted with employment opportunities for our students and for those alumni who participated as research mentors.

We are in challenging times with many great opportunities. As you think back to your education and realize the impact it made on your professional and personal successes, I am sure you are

encouraging others to join us.

I am so proud of our **faculty**—a group of hard working individuals with a long list of achievements, and our administrative staff—**Diane Impagliazzo**, program director, and **Nancy Ordeman**—always efficient. Our Dean **Dr. Clyde Payne** is always supporting us.

Our college support is also wonderful; the **library** and the **computer technology centers** are always available to help our students in an efficient manner. Our programs are expanding beyond Long Island, where we have 9 leadership academies. Our faculty

and **students** have traveled around the world to put Dowling College on the map. We are launching an international program in instructional technology. Most of you know us for our doctoral program, but our department runs four successful certifications: School Business Leader, Building Leader, District Leader, and Ed. Technologist.



Dr. Elsa-Sofia Morote

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Dr. Stephanie Tatum Received the Ann Meyers Award!

Dr. Stephanie Tatum received the Ann Meyers Award from the New York State Association for Women in Administration (NYSAWA). This prestigious award, named after the NYSAWA's founding chairperson, "is given annually to recognize individual commitment and



Dr. Stephanie Tatum, Jean Cunningham, Lynn Elfe, and Dr. Michelle Smith'10

expertise in mentoring educational leaders and generously

sharing his/her time and wisdom with prospective adminis-

trators."

Established in 1990, the NYSAWA works to advance the role of women in school leadership while promoting equality and diversity within schools. Dr. Tatum's students nominated her for the award, and accompanied

her all the way to Albany to receive the award.

Student News (Cont'd)

others, were presented the Change Agents of the Year award by the Rosa Parks Democratic Association. The presentation took place at the 3rd Annual Fundraiser for the Association on November 5th, 2010.

Ramon Gonzales, '11.

Ramon Gonzales attended IBEC 2011 in Guadalajara. He was truly honored to attend, and he would like to thank Dr. Walter, Dr. Manley,

and Dr. Inserra for all their help and support. According to Ramon, "this conference opened doors of opportunities for me...."

Ramon expected to have fun and enjoy a good presentation, but he never expected such a reaction from the Universidad Panamericana. He is very excited about the future plans with this wonderful institution and their people, and he certainly hopes that he

has represented Dowling College to the highest degree. He certainly feels a great attachment to the college and to the professors that have guided him so much: "Even when my English improves, I don't think I will be able to find the proper words to express my appreciation."



Georgette Grier

Dowling Student, Arlene Mullin Receives Recognition as a Leader



Dr. Arlene Mullin, '11

Dr. Arlene Mullin, Principal of the Fort Salonga Elementary School, has been recognized as a strong leader for implementing systemic reforms to the school. The elementary school was named an All Kinds of Minds School of Distinction, an award that was granted to only 25 schools

around the nation. This distinction recognizes schools that are particularly conscious of the different learning styles, abilities, and needs of the students and that make efforts to incorporate this knowledge into lesson planning and execution.

The All Kinds of Minds approach to learning stresses the importance of assessing student learning modalities and allowing children to discover the way they think and learn so that they can become successful, independent learners. After several years of implementing this practice, Principal Mullin noted that the amount of students being referred to special services decreased. This new approach has also had an effect on the learning climate of the school. Emphasis is put on students' capabilities not weaknesses.

According to Dr. Mullin, "All Kinds of Minds has provided our school with a framework enabling us to put a new learning model in place; to shift our focus from 'what to learn' to 'how to teach.'" She noted that the new philosophy has aided the teachers in better serving the students; "... armed with a comprehensive view of how learning occurs, our teachers are now able to help all students understand their own learning strengths and weaknesses and guide them in becoming self-directed learners who are ready to meet the demands of the 21st century." Dr. Arlene Mullin is a current student at Dowling College who will be graduating from the doctoral program in May, 2011.

"This new approach has also had an effect on the learning climate of the school. Emphasis is placed on student's capabilities not weaknesses."

Faculty Achievements (Cont'd)

Scott, K., '10; Tatum, S. L.; & Morote, E-S. "From the Classroom to the Work Setting: The Development of Cultural Competence among Community College Nurses in the New York Metropolitan Area." American Educational Research Association; New Orleans, Louisiana; April 8-12, 2011.

Brown, J., '10; Tatum, S. L.; & Walter, R. "Modified Analytic Induction: A Descriptive Model of High Achieving Black Male Students' Strategies for Academic Success in a Suburban Northeast Middle School." American Educational Research Association; New Orleans, Louisiana; April 8-12, 2011.

Dr. Richard Walter

Latest Publications

Brown, J., '10; Tatum, S.; & Walter, R. (April, 2011), Modified Analytic Induction: A Descriptive Model of High Achieving Black Male



Students' Strategies for Academic Success in a Suburban Northeast Middle School. Accepted for the Proceedings of the American Educational Research Association Annual Meeting; New Or-

leans, Louisiana; April, 2011.

Fulton, T., '09; Walter, R.; & Inserra, A. (January, 2011), Teachers' Perceptions of High School Principal Instructional Leadership Behaviors in High and Low Achieving Schools. Presented at the Tenth International Business and Economy Conference, Guadalajara, Mexico, January, 2011.

Gonzalez, R., '11; Walter, R.; & Morote, E-S. (January, 2011), Assessing Undergraduate Professional Student Pilots' Perceptions of Ethics. Presented at the Proceedings of the Tenth International Business and Economy Conference; Guadalajara, Mexico; January, 2011.

Beard, K., '09 & Walter, R. (April, 2010), Eliminating Health Care Disparities: The Role of Nurse Educators. Presented at the Proceedings of the American Educational Research Association Annual Meeting; Denver, Colorado; April, 2010.

Kelly, M., '10; Morote, E-S.; Bernato, R.; & Walter, R. (January, 2010), The Relationship Between School Leaders' Perceptions of High Involvement Model Characteristics in Their Organizations and Their Attitudes Towards the Use of the Change Toolkit to Facilitate Organiza-

tional Change. Presented at the Proceedings of the Ninth International Business and Economy Conference; Prague, Czech Republic; January, 2010.

Siegel, V., '09; Inserra, A., & Walter, R. (January, 2010) Student Nurse Knowledge of Skin Cancer, Sun Protective Behaviors, Perceptions of Acquiring Skin Cancer, and the Role of the Nurse in Skin Cancer Prevention. Presented at the Proceedings of the Ninth International Business and Economy Conference; Prague, Czech Republic; January, 2010.

Dr. Elsa-Sofia Morote

Latest Honors and Awards

On July 26th, 2010, Dr. Elsa-Sofia Morote was invited to introduce the President of Perú, Dr. Alejandro Toledo. Dr. Toledo founded and continues to serve as the President of the Global Center for Development and Democracy, in Washington DC. Dr. Morote began the introduction as: "Ladies and Gentlemen, it is an honor to introduce Dr. Toledo and his speech entitled 'El Perú en el Mundo: Juntos sí podemos.' Good evening. My name is Elsa-Sofia Morote; I am a professor of Dowling College...." She then continued the greeting in Quechua (the Peruvian native language) and also in Spanish. The introduction went so well that she was in-

"...Dr. Elsa-Sofia

Morote was

invited to

introduce the

President of Peru,

Dr. Alejandro

Toledo."

Dr. Robert Manley Appointed as Educational Expert for NYSED

Professor Robert J. Manley from Dowling College's School of Education—Department of Educational Administration, Leadership and Technology—has been appointed by New York State Education Department as an "Educational Expert" to lead two Joint Intervention Teams. As Chairperson of a Joint Intervention Team, Professor Manley will coordinate the work of a site visiting team that evaluates the progress of a school under restructuring requirements.

The Joint Intervention Team visits classrooms; observes instruc-

tion; interviews teachers, parents and students; and evaluates all programs and efforts to improve instruction, curriculum, teacher and staff development, school leadership endeavors, community involvement, and services for students. The "Educational Expert" must write the evaluative report and submit it to the New York State Department of Education. The Joint Intervention Team report must include findings and recommendations that may become binding requirements from the Commissioner of Education once they are promulgated by the

Commissioner of Education in his report to the school district.



Dr. Richard Hawkins'02, Dr. Robert Manley, and Dr. Clyde Payne, Dean of the School of Ed.

Coercion: The Antithesis of Cooperation

By Dr. Thomas Kelly

Glasser's psychology is called "Choice Theory." It has also been called "Control Theory." It is the psychology proposed in his "The Quality School: Managing Students Without Coercion," which represents an educational landmark. In fact, it will be one of three frameworks for 21st Century education. Deming's Systems Theory and Aristotle's Ethics are the others. It gives an enlightening view of applications of his psychology to education. He combines Deming's ideas with his own work and explains why many of Deming's key ideas are psychologically valid. In his practice as a psychiatrist for more than four decades, he has always been most interested in education. He believes that education is the only therapy that works. In "Reality Therapy," Glasser points out the necessary connection between psychological health and morality.

Among many critical insights, Glasser has identified the single greatest obstacle to quality schools: Coercion.

What do you do when someone tries to coerce you? You resist! If they increase the coercion, you increase the resistance. Resistance can be active and/or passive. If they are too strong, you may choose passive resistance. For students this takes the form of doing the least they have to get by: cutting classes, dropping out, etc.

The goal of a quality school is excellence for all. We must recognize that excellence cannot be mandated or forced: *The only person in the world who can make me excellent is me. No one else can make me excellent.*

American bureaucratic organizations are driven by authority, rules, mandates, requirements, etc. Each person in the bureaucracy sees his job as making sure someone else does his own job. Bureaucratic boss management is inher-

ently coercive. The best we can hope for in a coercive environment is a degree of compliance.

While coercion may achieve a degree of compliance, in a free society it never leads to commitment or excellence. Excellence is a choice: *Only I can choose excellence for me.* Coercion also has very definite destructive outcomes:

1. Resentment
2. Resistance
3. Hostility/animosity
4. Adversarial relationships

We must realize that when we attempt to make others do what they don't want to do, the outcomes are as above. Coercion is always the enemy of cooperation.

For excellence in an organization or school, we must reject coercion as a management strategy. This is true for all concerned, including how administrators manage teachers as well as how teachers manage students.

2011-2012: The Beginning of the Long Island Brain Drain (Cont'd)

market, even in our current economic environment, is still very inflated. This perception of wealth has caused Albany to ignore the State School Aid Formula, a formula that currently gives a disproportionate amount of our hard earned dollars to school districts upstate and to the NYCDOE. Unless the formula is recalculated to reflect the number of students Long Island schools are educating, relief will not come; and Suffolk and Nassau taxpayers will continue to suffocate at the expense of other regions throughout the State.

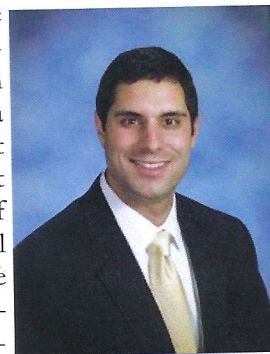
The collective bargaining power of all public employee and municipality unions has, unintentionally, created a system in New York that cannot be sustained. In order to save our own, fair union concessions must begin or public employee layoffs will occur. In public education, this will translate to thousands of young, energetic,

and intelligent teachers facing layoffs within the next three years. This will cause thousands of young families to leave Long Island and seek employment elsewhere. As a result, this will cause school district enrollments to drop across all Long Island schools, consequently resulting in more teacher layoffs the following year. This vicious cycle will continue year in and year out.

Long Island's colleges and universities are feeling the initial stages of this scenario now. Enrollments are down across Suffolk and Nassau institutions of higher education. Young adults are not willing to spend the money on a degree that will enter them into a job market with no opportunities for employment. The brain-drain has just begun for Long Island. Expect our young adults to leave Long Island in droves over the next 2-3 years. This will have a tremendous impact on our public

education system and the entire economic state of Long Island. Albany can't afford a weak Long Island economy on top of a diminished Wall Street.

So what's the fix? Start with correcting the State aid education formula immediately so that Long Islanders get their fair share of State aid. This will consequently save Long Island's public education system and reduce local property taxes. As a result, the attacks on public school educators will be minimized. Why is it that no one is talking about these solutions or the possible consequences of the status quo? Hopefully the conversation starts now.



Dr. M. Grimaldi, '09

Dr. Rudiger's Alumni News

John Gallagher, '07.

John Gallagher has begun his fifth year as Director of Fine Arts for the Longwood School District. He is an adjunct instructor with Dowling College teaching "Introduction to School District Public Relations" and has begun his ninth year as State Chairperson for Public Relations and Information for NYSSMA – the New York State



Dr. John Gallagher,

School Music Association.

For four years in a row, Longwood's music program has been named among the "Best Communities for Music Education in America" and a Finalist in the Grammy Signature Schools program.

His dissertation, "The Role of the Music Administrator and Music Educator as Advocate for their School Music Programs...." has been made into a "how-to"

manual for their membership in the topic of public and media relations and advocacy.



Dr. Korto Scott, '10 and
Dr. Gerri Moore, '08

Gerri Moore, '08.

Gerri was the recipient of the 2009 New York State Higher Education Services Corporation Nursing Faculty Loan Forgiveness Incentive Program.

She presented her dissertation research at the 40th Biennial Convention of Sigma Theta Tau International Honor Society of Nursing (Nov.,

Student-Alumni Paper Featured at Hawai'i International Conference

Executive Cohort 9 doctoral candidates **Ileana Carillo '11** and **Lizette Wright '11** co-wrote a paper "Is there a Connection Between Principal Visibility and Student Achievement?" The paper was presented at the Hawai'i International Conference on Education on January 7, 2011.

Ileana and Lizette's study utilized dissertation data from Dowling graduate, **Dr. Ted Fulton '09**. The data was

analyzed to explore specific school principal behaviors and attributes in both high and low wealth schools in New York. Visibility, specifically, is a key leadership attribute. The results determined a relationship between high levels of principal visibility and high student achievement, regardless of a school's resources. The findings were consistent across the State.

The implications of this

study indicate that good leadership attributes positively impact student achievement regardless of the resources a school has. In times of scaled-back budgets, and reduced resources, increasing leadership behaviors, such as visibility, can positively impact student achievement.

Thanks to contributing authors: **Drs. Ted Fulton, '09, Albert Inserra, and Elsa-Sofia Morote.**

"...good leadership attributes positively impact student achievement regardless of the resources a school has."

Our alumnus's Dissertation Wins Top Prize

Long Beach High School Principal **Dr. Gaurav Passi '10** won a First Prize award for his doctoral dissertation in a competition sponsored by the National Association of Secondary School Principals (NASSP). Each year, NASSP holds two competitions for dissertations focused on leadership research at the middle and high school levels. Through these competitions, NASSP seeks to recognize outstanding research that builds on the association's tradition of supporting best middle level and high school leadership practices for school leaders.



Dr. Passi will receive a complimentary one-year NASSP membership, a cash award of

\$1,000, and a commemorative plaque. He will also have the opportunity to have his research findings published. In addition, a podcast interview of Dr. Passi will be featured on the NASSP website, www.nassp.org.

The title of Dr. Passi's dissertation is "The Dimensions of Professional Learning Communities in High Schools and Student Achievement on the New York State English Language Arts Regents Exam."

The dissertation focused on the Professional Learning Community model as a catalyst to improve high schools, with a focus on learning, a shared vision, a collaborative climate, and supportive structures. Data was collected from 365 teachers in three high schools. The high schools were classified as high-, moderate-, and low-achieving, based on their students' achievement on the ELA Regents exam.

The study revealed that teachers in the high-performing school had far greater levels of agreement with

the Professional Learning Community dimensions than the other schools. Additionally, supportive structures, a shared vision, a collaborative culture, and a focus on learning were all related to student achievement.

Dr. Passi found that teachers from high-performing schools engaged in dialogue related to student achievement, adjusted their teaching strategies based on instructional data, developed common assessments, and routinely diagnosed student achievement data to discover weaknesses in their curricula. Lastly, these teachers observed each other to learn and grow from one another. They had a shared vision and high expectations for student learning. Supportive structures, including common planning time, were also prevalent. The curriculum was mapped to ensure consistency amongst teachers.

Dr. Gaurav Passi '10

Courtesy: Rosemary Leonetti, Syntax

NEWS AND EVENTS

Promotions and New Positions: 2010–2011 School Year

Jennifer Bolton, '05: *President*, New York State Association of School Business Officials

Kenneth Bossert, '08: *Superintendent of Schools*, Port Jefferson UFSD

Blanca Candelas, '07: *Academic Coordinator*, Universidad metropolitana, PR

Joanne Dacek: *Asst. to the Superintendent for Instructional Services*, Bellmore UFSD

Donna Dannenfeler, '03: *Producer*, USA Network

Debra Deluca, '05: *Deputy Superintendent*, Rocky Point UFSD

Jeff Dupree, '09: *Asst. Chair, School of Education*, Victory University, Memphis, TN

Jessica Hayes, '06: *Asst. Provost for International Student Services*, Long Island University, C.W. Post

Campus

Michael Hynes, '07: *Asst. Superintendent for Curriculum and Development*, Plainedge School District

Philip Kenter, '09: *Asst. Superintendent for Finance and Administrative Service*, Kings Park School District

Amanda Lowry, '10: *Principal*, McKenna Elementary School, Massapequa

Guy Le Vaillant, '03: *President*, Uniondale Administrator's Association

Lisa Otero: *Asst. Principal*, North Middle School, Brentwood

Max Pacheco Otero, '02: *University metropolitana*, PR

Gaurav Passi, '10: *Principal*, Long Beach High School

Margherita Proscia: *Asst. Principal*,

Patchogue-Medford School District

Janet Raman, '10: *Asst. Professor*, Adelphi University

Michael Rubino: *VP Administrator*, International Bible College, Stony Brook

Sherrille Shabazz: *Asst. Dean of Student Development and Campus Life*

Gayle Steele: *Asst. Principal*, Sunquam Elem., Half Hollow Hills

Barbara Solomon: *Principal*, Centennial Ave. Elementary School, Roosevelt School District

Russ Stewart: *Superintendent*, Center Moriches School District

Errol Toulon, Jr., '11: *Board Member*, Suffolk County Water Authority

Barbara Williams, '07: *Principal*, Massapequa High School

Dowling College and OAS Sign an Agreement

We are pleased to announce our agreement with the Organization of American States (OAS). The OAS is the world's oldest regional organization, dating back to the First International Conference of American States which was held in Washington, D.C. from October 1889 to April 1890. Today, it is comprised of the 35 independent states of the Americas and has been granted permanent observer status to 63 states as well as to the European Union. The Organization of American States constitutes the principal political, judicial, and social governmental forum in the hemisphere. In June

of last year, **Dr. Morote** discussed with OAS Department of Human Development, Education and Culture staff, including **Juana Roman Maqueira, '11** regarding the regional needs of instructional technology

The agreement between Dowling College and the OAS will provide for a reduced tuition cost for OAS citizens; and, in addition, the OAS will provide supplemental scholarships for some of the candidates to complete the Certificate for Computers in Education (Instructional Technology). For the first year, we are expecting to have a cohort of 15 people complete the

program. This program will be completely online except for 2 weeks of intensive practicum conducted on campus. The students will receive a laptop computer as part of their instructional materials. We are very excited to announce that the OAS professors are comprised of top professionals in the area, including several of our doctoral alumni, **Drs. Mary Kelly, '10** (Amityville UFSD), **Thomas Short, '11** (Westhampton Beach UFSD), **Tim Kelly, '05** (Dowling College), and **John Krueger, '09** (Adelphi University). For more info, visit www.dowling.edu/online.

DOWLING PROGRAMS

Academic Information Services and the Ed.D. Program

By Courtney Enriquez

The Academic Information Services department at Dowling plays a vibrant role in the Ed.D. program. The staff, led by Ed.D. alumnus Tom Franza, is responsible for a wide range of technological needs on campus. Aside from running and maintaining the computer labs, providing media services, and facilitating faculty and staff training via videoconferencing, they are

also currently updating the Dowling Wi-Fi system. Students and faculty alike benefit from the smart-room technology provided by the department.

Currently, Academic Information Services is working with faculty members to jumpstart the International Leadership Seminar by laying the technological ground work. The department also serves an important role to each individ-

ual in the Ed.D. program. During Orientation, staff members instruct students on how to use Dowling laptops effectively. If a student should encounter a problem with the laptops, staff members provide assistance. As Director **Tom Franza ('06)** stated, Academic Information Services is the driving mechanism "behind the screen."

"I have found that many Long Island educational leaders that have their Doctorate degrees have been graduated from Dowling College."

Dr. Perry's Newest Publications and Presentations

S. Marshall Perry, Ph.D. is publishing an article for *New Directions in Evaluation*, the official publication of the American Evaluation Association. Dr. Perry's article concerns the use of a political psychology framework to conduct evaluations. Political psychology is an emerging field that explores the intersection of political science and psychology. For example an evaluator might examine the validity of behavioral assumptions of programs, policies, or organizational mechanisms and people's motivations and subjective experiences within these contexts. An evaluator might also explore the normative orientations of programs and policies, meaning how targets and implementers are politically framed in a positive or negative light. The article provides a theoretical framework for political psychology as applied to evaluation, a brief review of relevant literature

and discussion of methodology, and an example of an evaluation conducted using this perspective.

In June, Dr. Perry will be presenting a paper at the National Conference on Race and Ethnicity in American Higher Education with Jarvis Watson, a doctoral student in the Ed.D. program. Dr. Perry and Mr. Watson's paper, "Diversifying University Faculty to Support Academic Success" will discuss how an alarmingly low proportion of African American males are graduating due to attrition at predominantly white institutions. Equally disheartening is the dearth African American professors that are full time or tenured at these institutions. For the small number of African American males that attend, there are few African American faculties hired or retained to serve as teachers, advisors, and mentors. Dr. Perry and Mr. Watson will lead a roundtable

discussion to discuss policies at predominantly white institutions that are effective at attracting, hiring, and retaining highly qualified diverse faculties. Their interactive session should particularly benefit those who are interested in pursuing institutional and individual approaches to recruiting and retaining a diverse faculty.



Dr. Marshall Perry