Manhattanville College
Doctoral Program in Educational Leadership

Springing Forward & Looking Back

SP 21 Vol 8
From the Directors

Let’s Survive and Thrive Together!

We are collectively marking and surpassing the one-year anniversary of when this pandemic reached us. We have optimism and hope; yet also uncertainty for what lies ahead. It is a different uncertainty than the unknown of a year ago. Now, we see the possibility, the likelihood, but also the unknown of a “new normal” on the horizon. Yet, many are critiquing calls for a return to (new) normal. In actuality, normal never was, still isn’t, and won’t be. As leaders in educational contexts, we’ve demonstrated not only our tolerance for ambiguity but also our adaptive capacity to lead through the unknown, and it is worth reflecting on how we can continue to cultivate that capacity to lead deep change even when we’re not in a crisis.

Urgency begets creativity, and of course, we all wish to be able to relax from this year of high-pressure days; yet there is value in cultivating a sense of creative urgency that empowers us to do what we never imagined was possible. The boundaries of space and time have been revealed as arbitrary and artificial, and we’ve tapped deep wells of human potential to think differently about teaching, learning, and leading. Thus, a return to normal would risk losing what we’ve worked so hard to generate.

We acknowledge the need for a collective exhale; for time and space to reflect and grieve. We’ve all experienced such loss. It’s been an overwhelming, exhausting, and unceasing year. And for our doctoral students, who are concurrently engaged in coursework and research, all that’s been accomplished is nothing short of heroic! Yet, we must also honor and celebrate the unimaginable creativity, innovation, and capacity that has emerged from this year. Like the spring buds poking up from the earth, we look ahead with hope to what will bloom.
Meet Our Doctoral Students and Grads Where Are They Now?

The Manhattanville Doctoral Program in Educational Leadership has been transforming educational institutions P-16 over the last decade. Over 130 doctoral students and more than 100 graduates are leading schools, colleges, and universities in the region and beyond.

The map below represents our regional impact. Follow this link to explore our dynamic doctoral community by "zooming" in and out and clicking on the icons, see key below.
"My sojourn at Manhattanville has been a mountain top experience of my professional career in education. I had the unique opportunity to help build an outstanding doctoral program from the ground up with terrific and committed colleagues. I engaged with wonderful and inspiring students, some of whom have become friends for life. Where to next? Well, it's been said if you want to make God laugh, then tell him your plans. So, I won’t. But if my future treks include experiences anywhere near as fulfilling as those, I’ve enjoyed with my Manhattanville family, then I’ll be a blessed man indeed."
A Tribute to Dr. Stephen Caldas

“I have the bittersweet task of announcing that Dr. Steven Caldas will be retiring as of June 30, 2021. Steve is a founding member of our doctoral program. He is a psychometrician par excellence who lives and breathes quantitative research. He has done many things for our SOE through the years brought in Carl L. Bankston, his longtime coauthor, to be our Distinguished Lecturer; connected us with his colleague Jim Flaitz to evaluate our CSI PDS schools over many years for a grant that we had; worked across campus to help us secure our site license for SPSS; and most importantly, chaired some of the most spectacular dissertations that won doctoral awards and were published in scholarly journals. He has made an incredible difference in the lives of many of our doctoral students. He is a passionate and dedicated individual. He also is a real scholar whose multiple books and publications have enlightened others, whether about the social, policy and legal contexts of education or bilingual education. Although he is retiring, I know that he will continue to contribute in significant ways to our field. Please join me in celebrating Steve!”

Link to Bio

Dean Shelley Wepner

“I want to take a moment to thank Dr. Caldas for his commitment to excellence and for the personal investment he has made in me as a student, researcher, and practitioner. I’m a more critical thinker and consumer of research because of him and his leadership”

Dr. Gregory S. Brown, Signature Cohort 8, Deputy Superintendent Hyde Park Central School District

Dear Dr. Caldas, It has been my sincere pleasure to learn from you. I will be forever grateful for your mentorship, advisement, and friendship. You will be missed!!

Sincerely,
Dr. Dorinda Sawyer, Signature Cohort 9

S
outherner like me. Stephen spent many years in Louisiana.
T
ough as nails but in a good way. As a professor I always found him to be honest but fair.
E
xpectations for himself are high which causes him to have high expectations of others.
P
ychemetrician. He’s an expert at designing, analyzing, and interpreting data for educational and psychological measurement models.
H
umble. During my dissertation, there were a few times when I had questions for which he did not have an answer. He was quick to admit when he did not know the answer and always followed up with: “Research that and get back to me” and/or “I know someone I can call”.
E
joys motorcycling especially on long windy and hilly roads.
N
urturing. I tend to be a bit of a workaholic. Stephen would often remind me to take breaks to enjoy the day or time with my husband.

J
udicious in his leadership, supervision, and advisement of my dissertation. He knows his stuff (i.e., social capital theory, quantitative research, etc.).
A
lways questioning.
M
entor.
E
njoyable to work with…I learned a lot!!
S
econd to none. His successor will have big shoes to fill!!

C
onsistently challenged me during my dissertation journey, beyond what I thought was my limit.
A
uthor. Stephen has over 90 publications and has been cited over 3,950 times. My dissertation study will add to the number of times his work has been cited!
L
ife long-learner…He treated my dissertation as if it were his own.
D
evoted husband and father.
A
c. The vision I had for my dissertation and the end product are evidence of his command of social capital theory, quantitative research, and quantitative analysis.
S
anguine disposition.

Acrostic for Dr. Caldas by Dorinda Sawyer
Congratulations

January 2021 Graduates

Dr. Christine Arlt, Signature Cohort 9
SUBURBAN ELEMENTARY SCHOOL PRINCIPALS' PERCEPTION OF EQUITY AND ITS INFLUENCE ON STUDENT LEARNING OPPORTUNITIES

Dr. Stephanie Rein, Higher Ed Cohort 2
CLOSING THE PARENTING GAP: THE UTILIZATION OF THE FORMULA BY PROFESSIONAL DEVELOPMENT SCHOOLS TO IMPROVE STUDENT SUCCESS CHARACTERISTICS

Dr. Kaitlyn Sassone, Signature Cohort 9
TEACHERS PERCEPTIONS AND SELF EFFICACY WHEN IMPLEMENTING TECHNOLOGY IN ELEMENTARY CLASSROOMS GRADES 3-5: A MIXED-METHODS STUDY

Dr. Larry Spring, Dissertation Completion Cohort 4
AN EXAMINATION OF THE EFFECT OF THERAPEUTIC ALTERNATIVES TO OUT OF SCHOOL SUSPENSION

View the slideshow celebrating these graduates!
Congratulations to our most recent students who successfully defended their final dissertations.

Dr. Garfield Charles
Signature Cohort 9

The Implementation of Personalized Learning at Merryweather High School: A Case Study

Dr. Melissa Pittman
Dissertation Completion Pathway

Framing Inequity: A Qualitative Study Understanding How Superintendents Frame Equity Efforts for Black Students in New York State Suburban Schools.

Dr. Dorinda Holley Sawyer
Signature Cohort 9

Virtual Info Session

Thursday, April 22, 2021  7:00 PM - 8:30 PM EDT

Join Us At Our Upcoming Virtual Info Session to Learn about the Manhattanville College Doctoral Program in Educational Leadership

With over 130 outstanding doctoral students currently enrolled and over 100 graduates, the Manhattanville School of Education and Putnam | Northern Westchester BOCES welcome you to learn more about our doctoral opportunities in Educational Leadership.

For more information and to register visit www.mville.EdD
Celebrating the Tenth Anniversary of Manhattanville’s Doctoral Program in Educational Leadership Through the Love Behind Leadership Fund

Meet the Love Behind Leadership Fund Committee who have redefined the mission for our fundraising to support current doctoral students and alumni in developing and sharing their research.

We are seeking Love Behind Leadership Cohort Ambassadors
If you would like to volunteer, please contact Renee at Renee.Gargano@mville.edu or any Committee Member Above.

To make an Enduring Tribute visit www.mville.edu/LOVE-EdD
We are pleased to announce the creation of two new doctoral student awards which will be presented in May of 2021.

The Judith Johnson Memorial Award

In 2008, Johnson was named New York State School Superintendent of the Year, making her the first African American to receive the honor from the New York State Council of School Superintendents. Judith was best known as an untiring force for seeking equity for all students. In 2015, Johnson was inducted into the Rockland County Civil Rights Hall of Fame. Ms. Johnson’s impact went beyond our region. Her legacy lives on in multiple school districts and in policies across the state and nation.

A Manhattanville doctoral student, the 80-year-old educational leader was developing her plan to research the processes and effects of policymaking of the Regents and State Education Department over the past twenty years when she passed away in 2019. The Manhattanville College Doctoral Program is honored to have her as part of our community.

The Ethel Kennedy Social Justice Leadership Award

Ethel Kennedy graduated from Manhattanville College of the Sacred Heart in 1949. Her life’s work has since exemplified Manhattanville College’s mission to “educate students to be ethical and socially-responsible leaders in a global community.”

A recipient of the Presidential Medal of Freedom, Ethel Kennedy will be deservedly awarded an honorary doctoral degree by Manhattanville College in May 2021. This monetary award has been established to further honor Mrs. Kennedy by recognizing others’ shared passion for promoting human rights, particularly within the field of education.

To learn about how you can support these awards visit www.mville.edu/LOVE-EdD
Divine Connection EdD
Sister Circle of Support Inspired by “The Great Eight”

Robin Pitts
HIED Cohort 5

Brendalon Staton, HIED Cohort 4

Digna Nuñez Johnson
HIED Cohort 4

Stephanie Gumbs-Bennett
DCP IND
Organized the WOC Scholars Group

Barbara Freeman
DCP Online Cohort 1

Tamara Darien
HIED Cohort 4

Glenetta Phillips
HIED Cohort 3

Kendal Murray McFarlane,
HIED Cohort 2

Julianne Ross Kleinman
DCP Online Cohort 1

Tracey-Ann Barclay
DCP Online Cohort 1

Melissa Solis
HIED Cohort 5

Tameka Jackson
DCP Online Cohort 1

Sheri Warren
DCP IND

Marielly Gallucci,
SIG Cohort 11

Manhattanville College Doctoral Program in Educational Leadership

KEY
DCP = Dissertation Completion Pathway
IND = Individualized
HIED = Higher Education Pathway
SIG = Signature Pathway
C = Cohort
In fall 2020, Stephanie Gumbs-Bennett, a doctoral student in the Dissertation Completion Pathway, was enrolled in Introduction to Qualitative Research with Dr. Susan Iverson. During a class discussion about critical theory and counter-narratives, Stephanie learned about “The Great Eight,” a group of Black women who made history by all finishing their doctoral degrees simultaneously in 2016 from the Indiana University School of Education. They formed a “sister circle” through which they supported one another. Stephanie was inspired.

Stephanie reached out to some peers and shared her thoughts on convening women of color in the doctoral program for co-mentoring and support. On a snowy Thursday evening in December, she hosted a “chat & chew” (via zoom) with 7 doctoral peers. Dr. Iverson was the guest speaker, facilitating dialogue about the isolation women of color can experience in pursuit of doctoral degree; the importance of peer support in overcoming fear of one’s own success; and to celebrate fall term successes. The idea of a “sister circle” was taking shape.

In February 2021, the women, now self-identifying as “The Divine Connection,” convened again with Manhattanville College School of Education Assistant Professor, Dr. Nicole Joseph, Higher Ed Cohort 2, who spoke with the group about the “discipline of being a scholar.” Attendees talked about how to ensure sisterly accountability in achieving goals, especially when the going gets tough.

With interest growing, Stephanie contacted Dr. Juhanna Rogers, a member of Indiana University’s “Great Eight.” Hearing about Stephanie’s founding of the “Divine Connection,” Dr. Rogers agreed to speak with doctoral women of color (on Sunday, April 18 at 7 pm) about “conquering the imposter syndrome.” As the numbers of those interested continues to grow, Stephanie hopes that several ‘sister circles’ might form out of the larger group, providing peer support and accountability to empower doctoral women of color in their pursuit of a doctoral degree.
Bancha Srikacha, HIED 4, participated in “Speaking Out on Violence Against Asians and Asian Americans: A Panel of Faculty, Staff, and Manhattanville Students Sponsored by The First Year Program, Center for Inclusion, and the Center for Global and International Studies” during which he gave moving testimony of his personal experience related to anti-Asian hate. As panelists described feelings of inadequacy about how and whether we’re doing enough, another doctoral student, Brendalon Staton, HIED 4, who was attending the panel, remarked that there isn’t one ‘right’ way to get involved or effect change.

“Stand up where you are. Just because you don't hold the protest sign doesn't mean that you aren't supporting the movement. Speak with your pen and your actions in higher education leadership and let others know that you own your “space” and your future.” - Brendalon Staton

Brendalon Staton, HIED 4
Bancha Srikacha, HIED 4
Jessica Maricevic, Signature Cohort 9
Empathic Paws Blog,
“I’m Just a Girl...” March 5, 2021

“I pushed on. I balanced being a mom, teaching English to high school seniors from the confines of my kitchen table and continued my doctoral research. No one really told me that it was OK to do anything different. So, I stayed as close to my normal routine as I possibly could, otherwise, the metaphorical duct tape would peel right off...”

Read the blog.

Ryan Fisk, Signature Cohort 7, and Manhattanville School of Education Adjunct Instructor, presented a statewide webinar on February 9, 2020 “Engaging and Assessing Health & Physical Education Students with Pear Deck” for NYS AHPERD (Association for Health, Physical Education, Recreation, and Dance)

Ryan was also appointed as the new Director of Technology and Learning analytics for the East Rockaway school district. Congratulations!
Maria Moreno, HIED 3, was inducted into The National Society of Leadership and Success honor society in December 2020 and was appointed as a full-time Advisor at Manhattanville College. Maria has been the Assistant Director for Student Leadership at the Center for Student Involvement and Leadership since 2019. She oversees the peer-mentoring program that helps first-year undergraduates’ transition to the campus, and she is in charge of the Leadership Program that encourages students to become involved in campus activities. She is also an adjunct instructor in the ATLAS program that provides undergraduates with a framework for self-discovery, leadership building and the development of a personalized roadmap to success while at Manhattanville College.

Ian Wolf, HIED 3, was awarded the Curtis Shake Award for the 2018-2020 biennium by Sigma Pi Fraternity. This award is given to the Province Archon (regional volunteer) who has shown great leadership in advising Chapter Directors and Alumni volunteers to success. Ian has been the New Jersey Province Archon since November 2014. In this role, he supports 11 chapters throughout New Jersey and the New York City metro area. Sigma Pi is a social fraternity with over 100 chapters across North America whose mission is to inspire, promote, and support the lifelong development of our brothers.
Kendall McFarlane (left), Higher Ed Cohort 2, Counselor at Ossining High School and Stephen Hancock (right), Signature Cohort 12, Principal of Ossining High School posed with their wonderful student, Nicholas Tukuru, who is a Class of 2021 finalist in the 66th annual National Merit Scholarship Program. Read on!

“Behind every great student is a dedicated counselor. So pleased to see this. Congratulations to student and counselor!”

– Mville Professor Joe Phillips

DESIGNING FOR CHANGE:
Using Design Thinking to Develop Agency, Empowerment, and Empathy in our Students

Jennifer Laden, Signature Cohort 12: On November 12th, The Manhattanville College Center for Design Thinking hosted an online discussion to highlight how high schools use design thinking in their programs. Two Byram Hills seniors, Lindsey Noel and Ariel Sheinberg, participated on the panel along with three Global Scholars Teachers, Jennifer Laden, Byram Hills Social Studies Chairperson, Duane Smith, Byram Hills English Chairperson, and Melissa Stahl, Byram Hills World Languages Chairperson. Past design thinking challenges for Global Scholars students have included: increasing the participation rate in the 2020 Census in Westchester County, increasing voter turnout in the 2020 Election, fostering BHHS community during the COVID-19 pandemic, and many individual action plans related to the environment, poverty, hunger, and other social issues.
“My name is Stacy Fertile, and I am deeply and truly honored to be the 2020 recipient of the Mary K. Humphreys Scholarship in Special Education Doctoral Dissertation Award at Manhattanville College. For the past thirteen years, it has been my passion and my goal to educate students and allow them to be academically successful despite the challenges of learning differently due to their varying disabilities. It is my mission as an educator of students with disabilities to let my passion for learning and striving to be the best person I can be shine through to my students, leading them to follow in my example of wanting to reach their true potential. Mary’s legacy is one that is inspirational, and I am sincerely flattered to be considered worthy of receiving this award in her name. Thank you from the bottom of my heart, I will never forget this honor.”

The Humphreys family desires to preserve a legacy for Bill Humphreys’ wife, Mary, who passed away in 2008. After years in the corporate world, Mary sought more meaning in her work and life. She completed her graduate degree in education at Manhattanville College and pursued her greatest passion -- her love of teaching children with special needs.

Mary was a "career changer". When Manhattanville looks at candidates for the endowed scholarship, the committee seeks potential candidates, particularly those coming to education from other fields, with a "deep" interest in the welfare and teaching of children with special needs.

The Humphreys’ efforts to preserve Mary’s legacy now extends to the doctoral program. The family is interested in providing a monetary reward to our scholar-leader-researchers whose research focus is on studying the programs and practices related to helping students with special needs and/or disabilities.

Shown here, left to right, with Dr. Susan Iverson, Stacy Fertile, Dr. Lenora Boehlert, and Dr. Vance Austin.
Michael E. Pizzingrillo, Dissertation Completion Pathway, Senior Project Associate, Center for Educational Partnerships, Adjunct Faculty - Educational Leadership, Administration, and Policy at Fordham University Graduate School of Education published an article with Associate Dean, Anita Vasquez Batisti, PhD., in the Journal of Higher Education Theory and Practice in April of 2020.

**Beyond Degree Programs: How a Major University Immersed Itself in the Educational Landscape of New York City.**

Editorial Universitat Politècnica de València. 777-784.

The paper was also presented as part of the Higher Education Advances (HEAd21) International Conference virtually in Valencia, Spain last June, with publication in April 2020.

**Publications & Presentations**

Madeline Sanchez, Signature Cohort 12, and Director of Multilingual Programs & World Languages in Peekskill City School District presented a virtual workshop on family literacy for the Changing Suburbs Institute® Hispanic Parent Leadership Institute on February 10th.

“Construyendo el amor por la alfabetización en casa”

Additionally, Ms. Sanchez was part of two leadership teams that created Professional Development presentations for the state of New York regarding how to support English Language Learners during the COVID health crisis. The presentations were shared statewide via the Office of Bilingual Education and World Languages. We wanted to share these useful resources for any other educators out there who might be interested in referencing them.

**Using Translation as a Support Not a Solution**

*Using Translations as a Support Not a Solution* One Pager

*Using Translations as a Support Not a Solution* Presentation

*Using Translations as a Support Not a Solution* Recorded Webinar
Dr. Brandon Beck, Signature Cohort 5, author, teacher, consultant and award-winning soccer coach presented his book *Unlocking Unlimited Potential: Understanding the Infinite Power within to Guide any Student Toward Success* at an *Alumni Book Talk* co-sponsored by the School of Education Alumni Board and the Office of Institutional Advancement on Thursday, March 18, 2021.

Dr. Beck was also featured in “Spreading Optimism Across the World” in *The Leader-Herald*, February 22, 2021.

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Dr. Jamaal Bowman, Signature Cohort 4, was named Vice Chair of the House Committee on Education & Labor. See it on *Westchester News 12*, Jan 4, 2021.
Dr. Cheryl Champ, Signature Cohort 2, and Superintendent of Schools for the Pelham Public Schools, gave an inspiring speech to over 90 leaders, coaches, principals, and superintendents at the #NYSAWA Launch Retreat at the Finger Lakes. NYSAWA is the statewide organization that provides networking opportunities, professional development and career support. Read on.

Dr. Gregory Brown, Signature Cohort 8, and Deputy Superintendent at Hyde Park Central School District published an article with Diane Cunningham, EdD, and Randy Hall in the School Administrators Association of New York State (SAANYS) Fall/Winter 2020 Vanguard Journal, “What Ten Years of Blended Learning Have Taught Us”
Alumni News

Dr. Andrew Ecker, Signature Cohort 4, is a Champion for Mental Health

“I was honored to join Senator Shelley B. Mayer in championing Mental Health Association in New York State, Inc. and Mental Health Matters Day NYS! I'm very thankful for the support of the School Mental Health Resource Training Center, and their team - a critical resource for promoting mental health in schools!” - Dr. Ecker

Dr. Mary Foster, Signature Cohort 4, Assistant Superintendent of Peekskill City School District is Retiring After Decades of Service. Dr. Foster was honored as part of Women’s History Month for her courage and advocacy of all children.
Alumni News

Dr. Stephanie Rein, Higher Ed Cohort 2, was appointed as Literacy Specialist at The Pinnacle School in Stamford, CT.

Dr. Ivy Tilson Rentz, Higher Ed Cohort 1, was a speaker at SUNY Fredonia’s Sister Circle Breast Cancer Awareness Night and was spotlighted by the New York State Black Occupational Therapy Caucus.

Publication

As we reflect upon this last year, we are acutely aware of the immeasurable challenges and hardships faced by our doctoral students who continue to lead and support schools, colleges, and universities during this pandemic, while concurrently persisting with their studies in the doctoral program.

Our doctoral student community has responded to unprecedented student, family, community, and organizational needs. They have managed the pressures of being a doctoral student, while tending to their own (and family) health needs and remaining on the front line.

We know every doctoral student has a story to share from this past year; a moment when they might’ve felt uncertain about how they were going to persist. Here we share a few of those stories of courage, dedication, creativity, innovation, and collegial support. These stories were submitted by peer nominators who were in awe of doctoral students going above and beyond to serve their communities.

**Gwendolyn Roraback, Signature O/U BOCES Cohort 1**, Director of Instructional Services for Ulster BOCES, coordinated extensive efforts assuring that all children had access to technology, offered wellness programs for families, designed Ulster BOCES first-ever online summer school, and offered professional development for over 5000 educators during the height of the pandemic. Just one example of a doctoral student who is a school leader, mother, and dedicated member of her community.

**Jennifer Geskie, Higher Ed Cohort 4**, Principal of Elizabeth Seton Children’s School, offered this reflection on Innovative Leadership. [Read her story.](#) Tapping into the 5c’s of meaningful learning --Courage, Collaboration, Compassion, Communication, and Creativity – Jennifer enabled her school to not only survive but thrive!
**Pandemic Heroes**

Barbara Freeman, Tim Mains and Steve Murley, of Dissertation Completion Pathway Cohort 1, are superintendents who led their districts through the most difficult times while managing their own personal challenges. Their strong leadership prevailed even during the most daunting of circumstances.

Deborah Heppes, Keri Stroka, and Jim Higgins, Signature O/U BOCES Cohort 1 strategically and compassionately led their region. They provided outstanding leadership and support to their component districts and consistently served the neediest in the Orange Ulster BOCES region through their special education programs from day one.

Julia Drake, Signature Cohort 10, Springhurst Elementary Principal in Dobbs Ferry, is widely recognized in the region for efforts to open her school in the fall with a much-praised hybrid model.

Alexandra Lafontaine Casabona, Signature Cohort 5, Director of Special Education in Mamaroneck, stepped out of her usual role to support her district’s efforts in doing contact tracing in Spanish. In her spare time, “Alex” and her children volunteered to put together more than 2000 packages of school supplies at her local community center for those in need.

Bancha Srikacha, Higher Ed Cohort 4, Instructional Technologist at Manhattanville College, was truly a one-man show supporting faculty as they moved from fully in-person to fully online instruction.

Similarly, Dr. Kaitlyn Sassone, Signature Cohort 9, worked tirelessly in Rye City to assure equity and access to technology and supporting teachers in this work.

Signature Cohort 12 and Higher Ed Cohort 5 also get a special shout out for starting their doctoral studies during the pandemic year. We know the strength of our cohort model; however, that is typically experienced through on-the-ground classes. These students have never met in person; yet are exemplifying what it is to be a community and helping each other to be stronger together through their first year as doctoral students.

The strength, collegiality, resilience, and creativity of our doctoral community and the power of the cohort resounds. We have so many examples of students supporting one another during this difficult time; helping cohort members by providing advice, academic assistance, guidance or even a shoulder to cry on. **Students such as Jamaal Doggett, Signature Cohort 10, Tony Jennings, Dissertation Completion Pathway Cohort 1, and Lisa Roloson, Signature Cohort 11,** were named as individuals who went above and beyond in supporting their cohort.

These stories do not provide the complete picture of the dedication and commitment we have witnessed but are a cross-section of the heroic efforts witnessed by peers. Their stories remind us of the Manhattanville motto, “To the valiant of heart, nothing is impossible.”
Faculty News

Dr. Susan Iverson,
Professor & Director
Doctoral Program in Educational Leadership &
Coordinator, Higher Education Leadership Concentration at
Manhattanville College

Recent Presentations


Workshop entitled “Closing the Equity Gap” for the Teacher Center of Central Westchester, February 25, 2021.
Dear Ken,

I had the opportunity today to read your editorial and skim through the articles in this issue.

Your insightful and well-written comments about the challenges that superintendents have to maintain academic integrity during this era that celebrates misinformation and disrespect for institutional standards are eye-opening and disheartening, yet so true. I appreciated your questions about the articles to know what I was about to read.

I am so impressed with the articles and authors who come from across the US--Texas, Arizona, and South Dakota. It was fascinating that the focus is on the superintendency in rural areas. It was interesting to learn that Latina superintendents prefer rural districts because of growing up in such areas and enjoying the familial atmosphere of a rural district.

I enjoyed learning that trustworthiness and communication competence are the two traits valued most by school board members and superintendents for their successful relationships and found that the lack of mentoring of outgoing superintendents for new superintendents interesting/disappointing/expected as well. I also enjoyed learning about the high percentage of talk that superintendents do. Makes sense.

The authors have many suggestions for improvement and further study, which taken together, provides a framework for discussion and debate through professional organizations and for ed leadership coursework.

You represent yourself, your program, and Manhattanville so well as editor of this impressive journal! Bravo!

- Dean Shelley Wepner
Dr. Robert Monson presented “Preparing for Blended Learning” on Teaching Today, a podcast by the Center for Professional Education of Teachers (CPET) at Teachers College, Columbia University. 8 October 2020. [Listen in!](#)

Dr. Monson also presented at the virtual Annual Symposium on Global Education hosted by Harvard University on Friday, December 10, 2020 for the Global STEM Education Center at the Harvard Graduate School of Education. The presentation was to 3050 people participating on Zoom from Europe, Africa, India, Middle East, Central America as well is the U.S. "STEM" stands for Science, Technology, Math and Science.

Dr. Monson has done extensive work with educational Fellows through Global EPFP. Global EPFP (Education Policy Fellowship Program) is a senior fellowship for K-12 and higher ed professionals coordinated by Dr. Monson and a colleague from Michigan State University.

More News: Robert Monson was one of eight public school superintendents contacted by David Cole, National Director of Legal Affairs at ACLU, to provide the substantive arguments for the defendant’s appeal that the 1969 Tinker V. Des Moines Board of Ed Supreme Court ruling regarding freedom of speech. The attorney who will argue the case before the Supreme Court has not yet been assigned.
Many thanks to all who contributed to this volume and to the students and educators who inspire us.

Renée Gargano, Editor and Producer
Dominique Mason, Graphic Design and Production
Jennifer Cronk, Map Production
Dr. Susan Iverson, Editor
Heidi Sakanaka, Copy Editor
Pat Gannon, Copy Editor