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# Joseph M. Piro Curriculum Vitae

Professor
College of Education, Information & Technology (CEIT)
Long Island University
Brookville, New York 11548

**Contact Information**
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Twitter/X: @profpiro

## A. Educational Background

**PhD** **Columbia University**
Dissertation: *Laterality for music perception among adolescents gifted in music, mathematics, and dance: A dichotic listening study*
Dissertation Sponsor: Dr. Abraham J. Tannenbaum

**MPhil** **Columbia University**

**MA** **Teachers College, Columbia University**
Psychology of Giftedness & Special Ability; Curriculum and Instruction

**MS** **Fordham University**
Education Administration & Supervision

**MA** **City University of New York, Queens College**
Drama & Theatre
Thesis: *Broadway/ Kabuki: Crafting the 'Oriental' Musical* **Pacific Overtures**

**BA** **St. Francis College**
English

### Research Interests

**Educational Policy & International Education**

- Policy transfer
- Comparative education
- PISA and TIMSS

**Learning Sciences**

- Sleep and cognition
- Brain and learning sciences
- Music perception

**Giftedness and Talent Development**

- Gifted education
- Talent identification

**Educational Innovation**

- Technology-enhanced learning
- Artificial intelligence and educational change

## B. Academic Appointments

**Long Island University-Post**
**Brookville, NY 11548**
**College of Education, Information & Technology (CEIT)**

**Professor, 2015- present**
**Associate Professor, 2009- 2015**
**Assistant Professor, 2003- 2009**

Dissertation Coordinator, EdD Program in Transformational Leadership
**2021- present**
Co-Director, EdD Program in Transformational Leadership, 2018- 2021
Chair, Department of Curriculum & Instruction, 2015- 2018
Faculty, EdD Program in Transformational Leadership - 2009- present
**Courses taught:**

- **EDI 15:** Educational Psychology
- **EDI 16:** Curriculum & Assessment for the Pre-Service Teacher
- **EDI 600**: Educational Psychology
- **EDI 908W***: Ways of Teaching, Ways of Knowing*: Differentiating Instruction in a Mixed-Ability Classroom
- **EDD 1001**: Multiple Perspectives on Educational Policy Analysis and the History of Education
- **EDD 1003:** Psychological, Sociological, and Cultural Aspects of Human Development
- **EDD 1004:** School and Community: Policy and Practices
- **EDD 1007:** Applied Research Design in Educational Studies
- **EDD 1205:** Critical Issues in Pre-K- 16 Education
- **EDD 1206**: School Reform

## C. Professional Licenses & Certifications

**New York State Department of Education**

Upper Elementary, N-6 (Permanent)
English, Grades 7-12 (Permanent)
English, Grades 9-12 (Permanent)
School Administrator & Supervisor (Permanent)
School District Administrator & Supervisor (Permanent)

**New York City Department of Education**

Common Branches, Grades K-6
English- High School 9-12
Education Administrator- Senior Curriculum Development and Coordination-
Instruction Specialist (Levels III and IV)
Education Administrator- Senior Staff Development (Levels III and IV)

## D. Professional Practice
## New York City Public Schools
## Grades K- 12

**School District 24 Queens**
**Glendale NY 11385**

**1988-2003**
**District Program Administrator, Curriculum Specialist, Teacher Trainer, Grant Writer**

***Selected Responsibilities***
***Curriculum and Professional Development***
Developed Internet-based project management program for district-wide initiatives; Worked with representatives from the New York City Public Schools and the New York State Education Department to design teacher training programs to build institutional capacity; Facilitated professional development symposia, institutes, conferences, and workshops for diverse population of educators to enhance teacher practice; Developed measures of standards-based assessment e.g., portfolio and performance assessment, and evaluation rubrics to evaluate core curriculum subjects

***Cultural Arts***
Directed implementation of Project ARTS in district's elementary and intermediate schools to restore arts teaching and learning; Directed policy initiatives to restructure education through the arts with the Annenberg III Foundation; Coordinated activities and developed cultural literacy partnerships with government agencies, cultural institutions, and business organizations in New York City, including the Lincoln Center Institute, Carnegie Hall, The Asia Society, Music and the Brain Project, Metropolitan Museum of Art, The Frick Collection, The New York City Opera, The New York City Ballet, Ballet Hispanico, Teachers and Writers Collaborative, Young Audiences, IBM, and Apple; Produced interdisciplinary instructional guides promoting multiple literacies through the arts

***Gifted and Talented Education***
Designed, coordinated and evaluated district-wide initiatives in Enrichment Education for at-risk student population; Coordinated The Beacon Program, a model program for gifted and talented students including application, testing and admissions, teacher training, curriculum differentiation, and parent involvement components; Promoted opportunities for computer education and literacy programs supporting classroom Internet linkages to establish best practices in digital learning

***Grant Writing & Funding Initiatives***
Researched, organized, and directed district-wide Reading Excellence Initiative and wrote *Reading Excellence Act* (REA) grants that used scientifically-based research evidence to improve reading and literacy programs for at-risk populations; Provided technical assistance and training for schools participating in *Comprehensive School Reform* (CSR) and additional Title I Projects; Researched, organized, and wrote district wide *No Child Left Behind (*NCLB) grant for Supplemental Educational Services (SES) for at-risk population; Provided technical assistance in writing the *Annenberg Foundation* grants for school reform though the arts; Created District Professional Research Library; Organized and directed after school 21st Century Community Learning Centers (21CCLC) to enhance literacy and core curriculum skills for at- risk students and promote school reform

***1986-1988***
***District Teacher Trainer***

***Selected Responsibilities***
Established Professional Development Academy providing collegial staff development practices in teaching methodologies; Coordinated district-wide teacher education program for beginning teachers in collaboration with representatives from the City University of New York; Provided peer and cognitive coaching and demonstration lessons for new teachers in core curriculum subjects

***1982-1986***
***District Teacher of the Gifted***

***Selected Responsibilities***
Served as itinerant teacher of the gifted in grades 1-6; Designed school wide, district wide, and citywide programs for the implementation of The Enrichment Triad and Talents Unlimited Model; Identified talent pool of students from underserved populations for inclusion in district-wide program; Conducted staff development workshops on instruction in multi-grade/ multi-age settings; Planned an annual cultural exchange program between New York City schools and the Japanese School of New York

***1970-1982***
***Public School 89 Queens***
***Elmhurst NY 11373***
***Teacher of Common Branches and Music***

***Selected Responsibilities***
Served as classroom teacher, grades 4-5 and Music Specialist, grades K- 5; Teacher of intellectually gifted classes; Served as grade leader (six years) of teams responsible for developing, planning and evaluating schoolwide curricula

**Long Island University**
**Center for Gifted Youth**
**C.W. Post Campus**
**Brookville, NY 11548**

***1982- present***
***Consultant, Humanities and Social Sciences Faculty, Curriculum Specialist, Teacher Trainer***
Developed and implemented original, inquiry-based enrichment curricula for gifted students in the humanities and social sciences; Served as Mentor Teacher for Master's and post-Master's level students in Long Island University School of Education providing a laboratory environment for teacher education; Provided in-service teacher education in curriculum and instructional techniques for teachers of gifted students from diverse circumstances

## E. Publications

Link to **Amazon Author Page**
Link to **Google Scholar**

**Books**

Piro, J. (2025). *Gifted in Gotham: The New York City Public School's Equity- Quest for Gifted Students. (in progress)*

Piro, J. (2019). *The Primacy of PISA: The world's most important test and how it' s changing education globally.* Bloomsbury.

Piro, J. (2016). *Revolutionizing global higher education policy: Innovation and the Bologna Process*. New York : Routledge/Taylor & Francis.

**Book Chapters**

Levitt, R., & Piro, J. (2016). Innovation in education through web-based instruction: Digital and cross-platform storytelling. In M. Raisinghini (Ed). *Revolutionizing education through web-based instruction*. Hershey, PA: IGI Global.

Piro, J. & Marksbury, N. (2012).Technologizing teaching: Using the WebQuest to enhance pre-service education. In Ronau, R., Rakes, C., & Niess, M. *Educational technology, teacher knowledge, and classroom impact: A research handbook on frameworks and approaches.* Hershey, PA: IGI Global.

**Scholarly Publications**

Piro, J. M. (2026). Is giftedness a risk factor for sleep disorders in young children? (manuscript in preparation)

Piro, J.M. (2026). 'Unbounded applause': The child prodigy in the eighteenth century. (manuscript to be submitted for publication).

Piro, J., Ortiz, C., & Manouvrier, L. (2021). Sleep behaviors and handedness in gifted and non-gifted children. *Developmental Neuropsychology*. doi: 10.1080/87565641.2021.1973473

Piro, J. (2016) Building an innovation culture via the Bologna Process. *University World News, 441.* http://www.universityworldnews.com/article.php?story=20161213135414 38

Levitt, R., & Piro, J. (2014). Game changer: Operationalizing the CCLS using WebQuests and gamification in teacher education. *The International Journal of Web-Based Learning and Teaching Technologies, 19(3),* 53- 71.

Sanacore, J., & Piro, J. M. (2014). Multimodalities, neuroenhancement, and literacy learning. *International Journal of Progressive Education, 10*(2), 56- 72.

Levitt, R., & Piro, J. (2012).Time, space, and culture: Diversifying and globalizing 'minds.' *Journal of Curriculum and Instruction*, *6*(11), 55-72.

Piro, J.M. (January, 2011). Charting a better course for business and education. *Education Week.*

Piro, J.M. & Ortiz, C. (2010). No association between music ability and hand preference in children. *Journal of Motor Behavior*, *42*(5), 269-275.

Piro, J.M. (March, 2010). Going from STEM to STEAM. *Education Week*.

Piro, J.M. (2009). Music training and literacy development. *Literacy Today*, *59*, 32-34.

Choi. H., & Piro, J. (2009). Expanding arts education in a digital age. *Arts Education Policy Review, 110*, 27-34.

Piro, J.M. & Ortiz, C. (2009). The role of music training on the vocabulary and verbal sequencing skills of elementary school students. *Psychology of Music*, *37*, 325-34.

Piro, J. (2008). Foucault and the architecture of surveillance: Creating regimes of power in schools, shrines, and society. *Educational Studies*, *44 (1),* 30-46.

Piro, J. (2008). Rembrandt and collections of his art in America: An NEH Curriculum Project. *Journal of Aesthetic Education*, *42*(2), 1-18.

Piro, J. (2007). Teaching Rembrandt. *Humanities*, *28*(6), 14-20.

Piro, J. & Ahmad, I. (2005). Mosque and mausoleum: Understanding Islam in India through architecture. *Education about Asia*, *10*(1), 28-33.

Piro, J.M. (2005). The Rhode Island "Washington:" Meaning making in social studies through art history. *The History Teacher, 38*(4), 483-498.

Piro, J.M. (Spring, 2003). Thinking neurally: What brain science can teach gifted education. *GEMS-Association for Gifted and Talented Education*. *27*(2), 10-11.

Piro, J.M. (2002). The picture of reading: Deriving meaning in literacy through image. *The Reading Teacher*, *56*(2), 126-134.

Piro, J.M. (2001). The Rembrandt project: Promoting multiple literacies in teaching and learning. *Art Education, 54*, 12-17.

Piro, J.M. (1998). Handedness and intelligence: Patterns of hand preference in gifted and nongifted students. *Developmental Neuropsychology*, *14*, 619-630.

Piro, J.M, (1997). School-Museum collaboration: A passage to Asian study. *Education About Asia*. *2(*2), 14-20.

Piro, J.M. (1997). Approaching social studies through a school-museum collaboration, *Association of Teachers of Social Studies*, *VII*(*2)*, 7-11.

Szeszko, P.R., Madden, G.M., & Piro, J.M. (1997). Factor analyses of handedness items in left and right-handed intellectually gifted and nongifted children. *Cortex*, *33*, 579- 584.

Piro, J.M. (1996). Mozart, Thomas Linley the Younger, and prodigies in the age of the Enlightenment. Paper prepared for the National Endowment for the Humanities Summer Seminar.

Piro, J.M. (1994). Research reports and teaching materials prepared by the participants of the Department of Education- Fulbright-Hays Summer Seminar, Cairo, Egypt/ Amman, Jordan, June-July, 1990, Resources in Education, ED 372 176- 373 138, December, 1994, 29:12.

Piro, J.M. (1993). Talent, special ability, and hemispheric processing. *Perceptual and Motor Skills*, 77, 701-2.

Piro, J.M. (1993). Laterality for music perception among differentially gifted adolescents, *Perceptual and Motor Skills*, *76*, 499-514.

Piro, Joseph M. (1991). *Laterality for music problem solving among adolescents gifted in music, mathematics and dance*. ERIC Document ED327544.

Piro, J.M. & Iorio, J.E. (1991). Fusing school restructure and staff development: A school district experiments. *Education*, *112*(1), 107-118.

Piro, J.M. (1990). Cross-cultural attitudes toward achievement: Accommodating gifted students in Japan and the United States. Paper prepared for the New York City Public Schools: Division of Curriculum and Instruction.

Piro, J.M. & Iorio, J.E. (1990). A comprehensive critical thinking skills program for an urban school district. *Thinking*. 4, 24-27.

Piro, J.M. (1990). Laterality effects for music perception. *The Clinical Neuropsychologist*. Abstract of 1990 APA Conference Papers. Boston, MA.

Piro, J.M. & Iorio, J.E. (1990). Rationale and responsibilities in the teaching of critical thinking to American schoolchildren. *Journal of Instructional Psychology*, *17*(1), 3-10.

Piro, J.M. (1986). Laterality for music perception and problem solving among adolescents gifted in music, mathematics and dance. Unpublished doctoral dissertation, Columbia University, New York.

Piro, J. M. (1982).The effects of mode of test item presentation and subject grouping on the aural attention skills of intellectually and musically gifted fifth and sixth grade students. Unpublished manuscript, Teachers College, Columbia University, New York.

Piro, J.M. (1978). Broadway/ Kabuki: Crafting the 'Oriental' musical *Pacific Overtures*. Unpublished master's thesis, City University of New York, Queens College, New York.

**Book Reviews**

Piro, J. M. Invited Book Review of Tatto, M. T. & Menter, I. (2020). *Knowledge, policy and practice in teacher education: A cross-national study*. London: Bloomsbury Academic. In *Teachers College Record,* January 6, 2020.

Piro, J.M. (Fall, 2009). *Book review: Teaching for intellectual and emotional learning* (TIEL). *GEMS- Association for Gifted and Talented Education*. *33*(3), 7.

**Brief Commentaries (Letters to Editors)**

Piro, J.M. (2015, August 27). Raising the underperforming at the cost of the talented, *The Wall Street Journal,* Letter to the Editor, p. A14

Piro, J.M. (2014, June 29). Admissions criteria to top city schools, *The New York Times*, Letter to the Editor, p. A15.

Piro, J.M. (2012, April 2). Strong schools boost our national security, *The Wall Street Journal*, Letter to the Editor, p. A15.

Piro, J.M. (2005, August 25). Gifted, yes---but also underchallenged, *The Wall Street Journal*, Letter to the Editor, p. A14.

**Curriculum Publications and Teaching Guides**

**New York City Cultural Institutions**

New York City Opera Teaching Guide, Teaching *Hansel and Gretl* (2006)

New York City Opera Teaching Guide, Teaching Rodgers and Hammerstein's *Cinderella* (2005)

New York City Opera Teaching Guide, *The Little Prince* (2004)

New York City Opera Teaching Guide Teaching Donizetti's *Don Pasquale*: An Interdisciplinary Approach to Classroom Instruction (2003)

The Rembrandt Teaching Project, *From the Brush of Rembrandt: Discoveries through Discipline-Based Art Education*, School District 24 Curriculum Project. (2003)

*Asian Art Outlook*, The Asia Society. Teacher Resource based on the Mr. & Mrs. John D. Rockefeller 3d Collection of Asian Art. (2000)

**Long Island University**

*From the Land of the Pharaoh: An Enrichment Activities Unit,* Long Island University, Center for Gifted Youth, Brookville, NY
*Ancient Greece: An Enrichment Activities Unit*, Long Island University, Center for Gifted Youth, Brookville, NY
*Buildings that Changed the World: An Enrichment Activities Unit*, Long Island University, Center for Gifted Youth, Brookville, NY

## F. Selected Media Coverage

*Daily Herald,* Music pays off in other areas, March 17, 2014.

*Men's Health*. "Become a Better Dad in 2013." January 2013.
http://www.menshealth.com/best-life/better-dad

The Art of Building STEM Professionals, *US News & World Report.* June 28, 2012

Music can boost learning in children, *Glam Australia*, June 26, 2012.

Music will make your kids smarter, *Great Dads* web site, February 2011.

Sirius XM Satellite Radio, Guest on 'Doctor Radio Show'
December, 2015, March 2013, November, 2011, October, 2010,
http://www.sirius.com/doctorradio

http://www.drbarzvi.com/2011/03/01/parenting-gifted-children/

STEAM Whitepaper, November, 2010, http://steam-notstem.com/articles/whitepaper/

*Arts Smarts Parents Magazine*, September, 2010

Music Lessons, *Psychology Today*, June 1, 2010.
http://dad.menshealth.com/babies/Why_Music_Makes_Kids_Smarter.php

Tuned into success, *The National: UAE,* http://www.jowadham.com/?page_id=280

Art, music programs struggle to survive, *The Chattanooga Times Free Press*, September 18, 2009.

Learning music improves reading skills in children, *Mumbai Mirror*, March 18, 2009.http://www.mumbaimirror.com/index.aspx?page=search&keyword=%22Joseph%20M%20Piro%22&from=0

Music education improves literacy in second graders, Pacific Standard, March 19, 2009.
http://www.psmag.com/blogs/news-blog/music-education-improves-literacy-of-second-graders-3877/

Music can enhance kids' reading skills", *The Hindustan Times*, March 17, 2009.

Music enhances the brain's capacity, *Swedish Daily (Svenska Dagbladet)*, March 30, 2009.

"Music Education Can Help Children Improve Reading Skills" *Science Daily*, March 16, 2009
http://www.indiaedunews.net/International/Children_tutored_in_music_have_superior_reading_skills_7729/

## G. Selected Academic & Conference Presentations

Piro, J. Invited presentation at the 10th Annual CESTL, *Sleep and your well- being*. LIU Post, December, 2012.

Piro, J. Invited address to South Korean Educators Group, *FAQs about education in the US*, LIU Post, July, 2012.

Piro, J. STEM Innovators in arts and entertainment. Moderator, Invited Panel Discussion, *U.S. News & World Report* STEM Summit, Dallas, TX, June, 2012.

Piro. J.M. Invited presentation at the 8th CESTL Conference, *Thoughts on the art of teaching*. LIU Post, December, 2010.

Conference Chair, October, 2009, *World of promise: Gifted students as global citizens.* Annual Statewide AGATE Conference on Gifted Education, Long Island University.

Schneiderman, B., Heim, S., & Piro, J., *Social Studies and the arts*. Presentation at the Eleventh Annual ASSET Technology Conference, Huntington, NY, March, 2009.

Piro, J. *Dare the school build a new social order: Globalism in education.* Paper presented at the 18th Annual Meeting of the Northeastern Educational Research Association, Rocky Hill, CT, October 2008.http://www.nera-education.org/NERA-06Program-Abridged.pdf

Piro, J. *The life and art of Rembrandt*. Presentation at the Hutton House Lecture Series, Long Island University, March, 2008.

Schneiderman, B., & Piro, J. *Technology, Rembrandt, Social Studies and the arts*. Presentation at the Tenth Annual ASSET Technology Conference, Huntington, NY, March, 2008.

Piro, J. *Gifted Children in a brave- and grave- new world*. Presentation at C.W. Post Forum, Brookville, NY, December, 2007.

Piro, J. & Ortiz, C. The effects of piano lessons on the vocabulary and verbal sequencing skills of early childhood students. Poster presented at the Cognitive Neuroscience Society Conference, New York, NY, May, 2007.

Piro, J., & Blume, N. Reading, Writing, 'n Rembrandt. Paper presented at the National Art Education Association Conference, New York, NY, March, 2007.

Piro, J. The Arts and cognition. PDK Chapter 1524, Long Island University, Brookville, NY, October, 2006.

Piro, J. & Amin, N. Radiant Suns: Foucault and the archaeology of visual resistance. Paper presented at the Northeastern Educational Research Association (NERA), Hudson Valley, NY, October, 2006.

Piro, J., & Ortiz, C. Hand preference in musically trained and untrained children, Poster presented at the 18th Annual Convention, Association for Psychological Science, New York, NY, May, 2006.

Piro, J.M., The importance of sleep to cognition. PDK Chapter 1524, Long Island University, Brookville, NY, April, 2006.

Conference Chair, October, 2005, *Preparing to lead: Building talent in school and society*, Annual Statewide AGATE Conference on Gifted Education, Long Island University.

Piro, J.M. Technology and teaching. C.W. Post Campus, Long Island University. March, 2005.

Piro, J.M. Music and the gifted brain. Paper presented at the World Conference for Gifted, Talented, and Creative. Barcelona, Spain, August, 2001.

Piro, J.M., & Brody, A. Keyboard instruction and spatial task competence in learning disabled students. Poster presented at the Learning and the Brain Conference. Washington, DC, May, 2001.

Piro, J.M., & Conn, M. From the Brush of Rembrandt: The role of painting in document-based learning. National Art Education Association (NAEA) Conference, New York, March 2001.

Piro, J.M., & Blume, N. Artful journeys: Designing a school-museum collaboration for integrated social studies teaching. Teaching Clinic presented at the Northeast Regional Council on Social Studies Conference, Yale University, New Haven, CT, March, 2000.

Piro, J.M. The Mozart effect: What does it mean for the classroom teacher? Paper presented at the learning brain: A National Conference, St. Louis, MO, October, 1999.

Piro, J.M. Enlightened eyes: Visual intelligence for the new millennium. Paper presented at the World Conference on Gifted, Talented and Creative Children, Istanbul, Turkey, August, 1999.

Piro, J.M. Toward cultural intelligence. Paper presented at the Fifth Annual Teaching for Intelligences Conference, San Francisco, CA, April, 1999.

Piro, J.M. In the year of the tiger: Using Museum education to extend curriculum. Paper presented at the World Conference on Gifted, Talented and Creative, Seattle, WA, July, 1997.

Szeszko. P., Madden, G., & Piro, J. Factor analyses of handedness items in left and right-handed intellectually gifted and nongifted children. Paper presented at the 104th Annual Meeting of the American Psychological Association, Toronto, Canada, August, 1996.

Piro, J.M. Handedness preference and intelligence: An associational study. Poster presented at the Annual Meeting of the National Academy of Neuropsychology, San Francisco, CA, November, 1995.

Piro, J.M. Handedness and cognitive style, Paper presented at the Annual Meeting of the American Education Research Association, New Orleans, LA, April, 1994.

Piro, J.M. Patterns of hand preference among gifted students, Paper presented at the World Conference on Gifted, Talented and Creative, Toronto, Canada, August, 1993.

Piro, J.M. Symposium on the psychology of music, Presented at the World Conference on Gifted, Talented and Creative, The Hague, The Netherlands, August, 1991.

Piro, J.M. Laterality for music perception, Poster presentation at the Annual American Psychological Association Convention, Division 40, Boston, MA, August, 1990.

Piro, J.M. Smart Listening: Laterality for music perception among differentially gifted adolescents. Paper presented at the Annual Meeting of the American Education Research Association, San Francisco, CA, April, 1989. (ED327544- ERIC Document).

## H. Academic Fellowships, Grants, Awards, and Special Programs

Fulbright-Schuman Fellow (European Union) to conduct a research project on The Bologna Process (2014-2015)

Phi Delta Kappan, PDK Chapter 1524- "Distinguished Researcher" Award (May, 2011),

Long Island University, Faculty Research Award for "Smart sleeping: A comparison of sleep patterns in gifted and non-gifted children." (2008)

Long Island University, Faculty Research Award "Parent expectancies for gifted children." (2006)

Project Director, National Endowment for the Humanities, Curriculum Materials Development Grant, The *Rembrandt Project: Collections of Rembrandt's art in America*, (2005-2009)

Long Island University, Faculty Research Award for "The role of music keyboard training on vocabulary and verbal sequencing skills of second grade students" (2005)

Fulbright Grant: Group Projects Abroad- *The Arts as a Window into India*- US Department of Education (2003)

NYCASCD- New York City Association for Supervision and Curriculum Development (2003), 'Educator of the Year 'Award

New York State Department of Education, Sharing Success: Promising Practices in Education- Program Developer of *The Rembrandt Project* (2002). http://www.sharingsucces.org/

Gilder- Lehrman Institute for American History, Teacher Seminar Award, Brown University (2001)

Yale Center for International and Area Studies: Summer Institute in International Studies, Yale University, New Haven CT (1997)

Fellowship, National Endowment for the Arts and the Getty Foundation (1997)

Fellowship, National Endowment for the Humanities, Summer Seminar for Teachers (1996)

Who's Who in American Education (1994)

Fulbright Grant: Fulbright- Hays Award to the Middle East, US Department of Education (1990 )

New York State Education Department (1989-1990)
National Diffusion Network (NDN) Grant

Fellowship, The Japan Foundation (1989) for a study tour of schools in Japan

National Association for Gifted Children, Gowan Award for Graduate Study in Gifted Education: *Best Dissertation (1987)*

Columbia University Dissertation Research Scholarship, (1984 -1985)

Exxon Education Foundation (1984-1985)
IMPACT II GRANT PROGRAM: Journalism in Elementary Schools

Fellow, Graduate Leadership Education Program- (GLEP) (1980- 82)
Teachers College, Columbia University

University Scholarship for Graduate Studies (1979)
Teachers College, Columbia University

College Scholarship (1966-1970), St. Francis College

## I. University Service

Member, Institutional Review Board (IRB) 2023- present
Post-Tenure Review Committee member 2025-2026
Departmental Personnel Committee- 2025-2026
Member, Search Committee, Chair, Department of Education Leadership, 2023
Dissertation Coordinator, 2020- present
Member, Campus-Wide Search Committee, Dean, CEIT, 2020
Co-Director, Doctoral Program in Transformational Leadership, 2018- 2020
Chair, Department of Curriculum & Instruction, 2015- 2018
Member, Executive Committee, EdD Program in Interdisciplinary Educational Studies, 2011-present
Speaker, Information Session on Fulbright Awards, LIU-Post, February, 2016
Member, CAEP Committee, 2014-2018
Acting Director, EdD Program in Interdisciplinary Studies, Fall, 2013 & Summer, 2014
Member, Campus-wide Research Committee, 2011-2013, 2014- 2016

Acting Director, LIU Center for Gifted Youth, 2011- 2012
Consultant, LIU Center for Gifted Youth, 2003- present
Member, C&I Department Personnel Committee, 2009- 2013
Member, University Search Committee, Dean of the School of the Visual and Performing Arts, 2010- 2011
Member, C&I Outcomes Assessment Committee, 2008- 2013
Member, Curriculum Committee, 2009- 2012
Member, Student Activities Committee, 2003-2005
Writer, TEAC Report, 2004-2005
Faculty Technology Research Center, Workshop Participant
Speaker, Library Reference Services

**Doctoral (EdD) Program in Transformational Leadership**
**Dissertation Supervision- Committee Chair**
**Degree Awarded**

Yolanda Gardner- (2026) "Examining teacher perception on RTI implementation in secondary general education middle school classrooms"
Michael Prayor (2025)- "Transformative superintendents and their use of corporate social responsibility in education"
Tesfa Stewart (2025)- "Days of Future Past: The Legacy and Self-Efficacy of Black and Hispanic Educators in in Predominantly White School Districts"
Julie Milner (2023)- "Heaven education: Utilizing mixed methods to analyze why gifted education is culturally relevant for Chinese- Americans"
Chad Walerstein (2023)- "Teachers' perceptions on the role of parent involvement and its effects on professional capital"
Joseph Yogarajah (2022)- "The effects of student-level and classroom-level factors on high school students' biology achievement in nonpublic high schools: A multilevel modeling (MLM) analysis"
Sarah Farsijany (2022)- "Conditions which affect a positive co-teaching model"
Matthew Coleman (2020)- "Interpersonal trust among novice teachers in mentorship dyads: A transcendental phenomenological study"
Cheryl Halliburton (2016)- "Re-engaging the dis-engaged student through dance"
Samantha Lacy (2013)- "Teacher attitudes about bilingual education on Long Island"
Truett Vaigneur (2013)- "Self-identification of gay college male athletes"

**Dissertation Supervision- Committee Chair**
**Degree in progress**

Michael Hartman- "Parent alienation syndrome: A case study"
Cheryl McKenzie- "Economic Disparity in the selection process in NYC gifted education"
Amanda Barney- "High school students' perceptions of school belonging: The influence of teachers"
Alisha Marriott- "The Role of Social Capital and De-Connectedness in Fostering Innovation Among Adolescents"
Matthew Blackstone- "Grit"
Orly Polatov- "Self-contained teacher self-efficacy on teaching STEM to SWD: A mixed methods approach"
Jackie Batista- "Unveiling the potential: Leveraging artificial intelligence to empower English language learners"
William Rockensies- "Impact of Smart Phone Usage on the Relationship between Parents and Children"

**Dissertation Supervision- Committee Member**
**Degree in progress**

Kevin Heathwood- "Finding the Authenticity: Participation in Community Performing Groups as Professional Development"
Joseph Leavy- "Teaching for Wisdom Using Mutual Heritage Learning with Early Adolescent Students: Suburban Social Studies Teachers' Mindsets"
Elizbeth Olanganu- "Experiences of Nigerian Immigrant Women in the United States and the Effect on their Children's Education
Joel Rehmat- "Promotion of intolerance through official curriculum: Pakistan as a case study"
Lorin Wirth- "Teachers' Perceptions of Students' Adaptive Resilience and Its Connection to Cognitive Flexibility in Grades 8 Through 11: A Mixed Methods Study"

**Dissertation Supervision- Committee Member**
**Degree Awarded**

Lauren Maher- (2026)."Grading Practices In Secondary Classrooms: A Mixed-Methods Study Exploring Teacher Decision-Making, Student Outcomes, and Implications For Educational Equity"
Vasken Kazandjian (2024)- "Analyzing teachers' perceptions of the value of instructional technology's role on adolescent executive functioning skills"
April Barnes- (2023) - "Faculty perceptions and beliefs about utilizing social media as a teaching tool in higher education"
Jeannette Borisquot- (2023)- "School choice - Decision making among minority parents: A multiple case study"

Alia Khan- (2021)- "Digital technologies and the barriers K-12 teachers face: A phenomenological study during a global pandemic"
Naima Robinson- (2021)- "High school teacher attitudes towards talking about racism with students"
David Weiss- (2020)-"A quantitative study of the factors contributing to the success and failure of International Baccalaureate programs In U.S. public schools"
Colleen Walsh (2020)- "Perceptions of novice special educators teaching adolescents who have experienced trauma"
Ronald Bennett- (2020)- "A comparative study of critical thinking scores in teacher evaluations"
Brian Dussel- (2020)- "A historical research study of school field trips to museums from the 1960's to the Present"
Michelle Maltempi- (2018)- "Principals' perceptions of distributed leadership and trust within the context of heightened accountability"
Guillermina Garcia- (2018)- "Teachers' attitudes and beliefs about adolescents' use of digital technology and the effect on copresence face-to-face social skills: An exploratory study using Q-Methodology"
Donna McLean-Grant- (2018)- "Impact of e-blended learning on non-traditional adult learners in vocational medical assistant training"
Melissa Glaser- (2016) "New York City Universal Pre-K teachers' beliefs regarding school readiness"
Teresa Augustyniak (2014) "An investigation into the effects of leader communication on subordinates' feelings of powerlessness as a variant of alienation"
Fran Calleo- (2014)- "ELL Latino family practices and perceptions of literacy in the home"
Stacey Bernstein- (2014)- "The impact of teacher isolation on the leader-member exchange relationships between elementary school principals and their teachers"
Lynne Manouvrier (2013)- "Attitudes of Hispanic elementary school parents toward the visual arts and cognition in a multicultural suburban school district"

## J. Organization Boards & Advisory Panels

Heckscher Museum of Art, Education Advisory Committee 2007- 2010

New York State Education Department, Teacher Certification Examinations:
Member, Content Advisory Committee (Field 64) 2001- 2007

New York City Department of Education, Curriculum Reviewer, Blueprints for the Arts , 2005

Member, Board of Directors, AGATE (New York State Association for Gifted and Talented Education) 2001-2009.

Advisory Board, Friends of Asian Art, Seattle, WA 2016- 2023

Advisory Group, Harvard University Project Zero, Project ARTS SURVIVE 1998- 2000
http://www.pz.harvard.edu/projects/arts-survive

Education Advisory Committee Member, The New York City Opera, 1993- 2006

Education Advisory Committee Member, Asia Society, 1992- 2003

Director, Cultural Exchange Program between The Japanese School of New York and School District 24Q, 1983- 1990

Project Director, *The Treasures of Tutankhamen* Project with the Metropolitan Museum of Art, 1979

## K. Manuscript Reviewer

Journals

**Review Editor**, *Frontiers in Educational Psychology*

**Ad hoc Journal Reviewing**:
*Brain and Cognition*
*Education Sciences*
*Frontiers in Psychology*
*International Journal of Web-Based Learning and Teaching Technologies*
*Journal of Aesthetic Education*
*Journal of Applied Developmental Psychology*
*Journal of Architecture*
*Journal of Common Market Studies*
*Journal of the International Neuropsychological Society (JINS)*
*International Journal of Educational Research*
*Learning and Individual Differences*
*Perceptual and Motor Skills*
*Psychology of Music*
*Psychological Reports*
*Teachers College Record*

**Ad hoc Grant Reviewing**:
Fulbright U.S. Student Program, Member, National Screening Committee, 2020-2023
Fulbright Scholar Peer Reviewer, 2017-2018; 2018- 2019
**Conference Program Committee (2009):**
AGATE (Association for Gifted and Talented Education)

Book Publishers

Allyn & Bacon Publishers
Pearson Publications
Sage Publications
Wiley Publications

## L. Past/Present Membership in Professional Organizations (past and present)

American Psychological Association: Subdivisions: Neuropsychology, The Arts and Psychology
Association for Supervision and Curriculum Development
Cognitive Neuroscience Society
Sleep Research Society