

# WCSU's Education & 6th Instructional Leadership Conference:

**Creating and Sustaining Happy/Healthy Schools**

**Co-sponsored by WCSU's:** School of Professional Studies, Department of Education and Educational Psychology, Chapter of Phi Delta Kappa

**Saturday May 4, 2019, 8 a.m. – 4 p.m.**  
**WCSU Middtown Campus, Science Building**  
**Dr. James Roach Ave., Danbury, CT**

Conference presenters will share best practices to improve social and emotional learning, promote mindfulness and spark curiosity, leading to an enhanced school culture and climate. Individual and combined session topics include:

- Social and emotional learning (SEL)
- Closing the achievement gap
- STEM applications
- Multicultural students and families
- Schools with a specific focus: magnet schools, charter schools, alternative schools
- Curricular innovations
- Professional development
- Talent development and differentiation
- Inquiry-based learning
- Creativity in the classroom
- School counseling and mental health counseling
- Strategies for inclusive classrooms
- Applications of behaviorally based strategies in the classroom and beyond

## Keynote speakers

### Morning Panel: Happy/Healthy Schools Through Social and Emotional Learning

*Moderators: Marcia A. B. Delcourt, Erin Birden, Elizabeth Kennedy*



**Peter Camp**  
Principal  
Uncas Elementary School  
Norwich Public Schools  
Norwich, CT



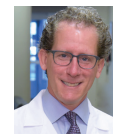
**Patricia Cosentino, EdD**  
Superintendent of Schools  
New Fairfield Public Schools  
New Fairfield, CT



**Gabriel I. Lomas, PhD**  
Professor of Counseling  
WCSU, Danbury, CT

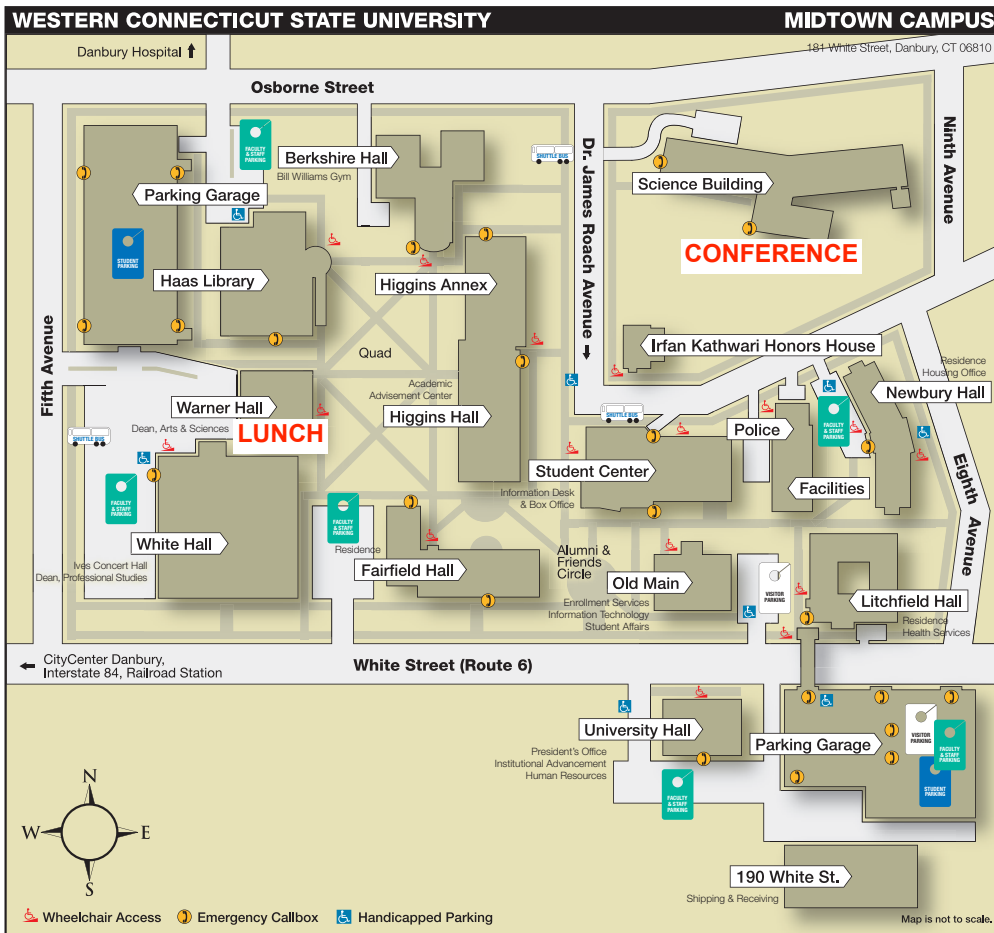


**Melissa Jenkins, EdD**  
Director of Early Childhood & Literacy PreK-12  
Bridgeport Public Schools  
Bridgeport, CT



**Richard Stumacher, MD, FCCP**  
Chief, Division of Pulmonary and Critical Care Medicine  
Northern Westchester Hospital  
Mount Kisco, NY

# Campus Maps & Directions



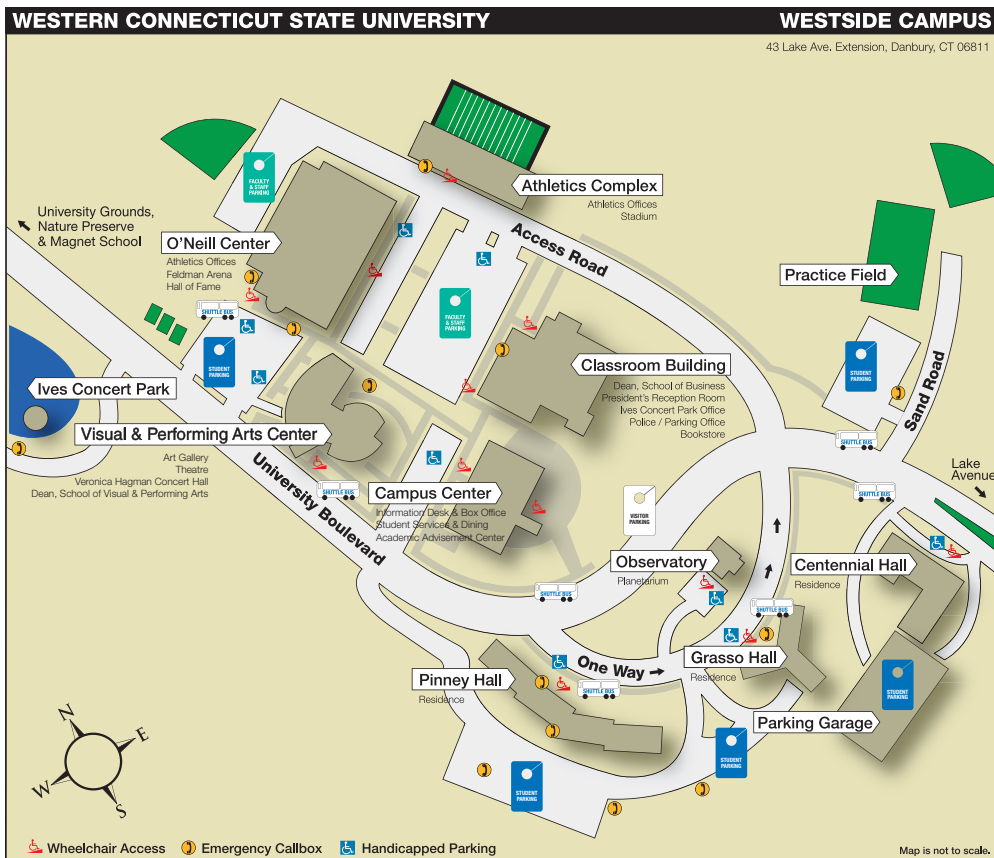
## To Midtown campus (181 White Street)

*From the East:* Take Exit 5 off I-84 to first traffic light (Clapboard Ridge Road); turn right and continue on Main Street to White Street (fifth traffic light); turn left onto White Street and continue one half mile to campus on left.

*From the West:* Take Exit 5 off I-84 to first traffic light (Main Street); turn right and continue on Main Street to White Street (fourth traffic light); turn left onto White Street and continue one half mile to campus on left. Visitor parking is available in the lot adjacent to Old Main on the Midtown campus.

## To Westside campus (43 Lake Ave. Extension)

Take Exit 4 off I-84; turn right onto Lake Avenue. Travel approximately one mile to campus entrance on right.



## Campus-to-Campus

*Midtown to Westside:* Follow White Street and take a right onto Main Street (third traffic light). Follow Main Street to third traffic light (Main Street becomes Clapboard Ridge). Turn left onto I-84 West. Take Exit 4 off I-84. Turn right onto Lake Avenue. Travel approximately one mile. Campus entrance is on the directly across from Stop & Shop. General parking is available along University Boulevard.

*Westside to Midtown:* Turn left onto Lake Avenue for approximately one mile. Turn left onto I-84 East (third traffic light). Take Exit 5 off I-84 to first traffic light (Main Street). Turn right and continue on Main Street to White Street (fourth traffic light). Turn left onto White Street and continue one half mile. The campus is on the left.

May 4, 2019

Dear Colleagues,

It is with much excitement that we welcome you to Western Connecticut State University's Education & 6th Instructional Leadership Conference!

*Conference premise:  
Creating and Sustaining Happy/Healthy Schools*

This conference was developed when members of WCSU's Department of Education and Educational Psychology joined with the EdD in Instructional Leadership program to create a departmental-wide conference. The department includes the following program areas  
<http://www.wcsu.edu/education/>:

### **Undergraduate**

- 1) Elementary Education (Grades 1-6)
- 2) Secondary Education (Grades 7-12)

### **Graduate**

- 3) Master of Arts in Teaching
- 4) Master of Science in Applied Behavior Analysis
- 5) Master of Science in Counselor Education
  - a) Master of Science in School Counseling
  - b) Master of Science in Clinical Mental Health Counseling
- 6) Master of Science in Education
  - a) Literacy and Language Arts
  - b) Special Education
- 7) Doctor of Education in Instructional Leadership

Faculty members in the Education, Nursing and Social Work departments are represented to bring cutting-edge practices to our faculty members, students and greater community.

The sessions at this conference are designed to assist educators in making school-based activities more tangible to improve social and emotional learning for students and educators from diverse settings and cultures.

We look forward to sharing ideas that will enrich our personal and professional lives.

Sincerely,



Marcia A. B. Delcourt, PhD  
Coordinator, EdD in Instructional Leadership Program  
Committee Member, WCSU's Education and 6th Instructional Leadership Conference  
Western Connecticut State University  
[delcourtm@wcsu.edu](mailto:delcourtm@wcsu.edu)

# Department of Education and Educational Psychology

<http://www.wcsu.edu/education/>

The Education and Educational Psychology Department seeks to prepare innovative and creative teachers and leaders to join us in our work to improve K-12 education in the state and region. Our programs, which address education professions including teaching, counseling, applied behavior analysis and instructional leadership, are known in the region for their standard of excellence. Our graduates currently serve as teachers, school principals, counselors and superintendents throughout Connecticut, New York and the northeast region. The E & EPY Department works closely with many local school districts to provide multiple opportunities for our students to teach, tutor, mentor and collaborate with P-12 students in field settings. We hope you will use this site to explore our nationally recognized programs as we strive to create teachers, counselors and leaders for the 21st century.

## **Vision Statement**

**WCSU will lead the region in preparing education and counseling professionals who lead, innovate and create environments where all students can learn for today's diverse classroom.**

## **Mission Statement**

The mission of the Education and Educational Psychology Department is to prepare candidates for careers as teachers, counselors and specialized professionals committed to the continuous support and development of collaborative projects with area schools and community agencies. We embrace the broader mission of Western Connecticut State University by providing our students with a quality education by fostering their growth as individuals, scholars, professionals and leaders in a global society. To achieve this mission, students will:

- Participate in field experiences and service in the community
- Demonstrate academic competence in their selected fields
- Value and infuse cultural diversity
- Demonstrate a spirit of inquiry, the use of critical thinking skills, and the habits of the reflective practitioner
- Demonstrate the ability to incorporate appropriately the use of technology in instructional practice

The department includes the following program areas:

### **Undergraduate** <http://www.wcsu.edu/education/undergraduate/>

1. Elementary Education (Grades 1-6)
2. Secondary Education (Grades 7-12)

### **Graduate**

3. Master of Arts in Teaching <http://catalogs.wcsu.edu/grad1819/sps/programs/master-of-arts-in-teaching/>
4. Master of Science in Applied Behavior Analysis <http://www.wcsu.edu/education/graduate/bacb/>
5. Master of Science in Counselor Education <http://www.wcsu.edu/education/graduate/ms-counselor/>
  - a. Master of Science in School Counseling
  - b. Master of Science in Clinical Mental Health Counseling
6. Master of Science in Education <http://www.wcsu.edu/catalogs/graduate/sps/programs/master-of-science-degree-program-in-education/>
  - a. Literacy and Language Arts
  - b. Special Education
7. Doctor of Education in Instructional Leadership [www.wcsu.edu/edd](http://www.wcsu.edu/edd)

# Doctor of Education in Instructional Leadership Program

[www.wcsu.edu/edd](http://www.wcsu.edu/edd)

## Program Description

WestConn's EdD program in Instructional Leadership is the only doctorate of its kind in Connecticut and is one of only 15 doctoral programs in the country to focus on instructional leadership. The dynamic curriculum prepares educators such as teachers, curriculum specialists, counselors, school psychologists and administrators to create innovative learning environments; to respond to reform at the national, state and local levels; and to transform educational organizations. Therefore, program experiences are designed to strengthen the knowledge, skills and dispositions of candidates as they lead educational reform efforts.

The EdD Program is organized to accept a new cohort of students every other year. The cohort model provides a peer group for students as they progress through the program together. With approximately 20 participants per cohort, the first graduates received their doctorates in May 2008. The program faculty members also strive to maintain a strong commitment to both the community and to the students by consistently examining and updating the program where appropriate.

Candidates in the program also have the opportunity to pursue the Certificate for Intermediate Administration and Supervision (Endorsement #092). This is an optional program available only to individuals accepted to the EdD in Instructional Leadership program and is offered through WCSU in collaboration with Central Connecticut State University.

*This Doctor of Education in Instructional Leadership is approved by the Connecticut State Department of Education (CSDE), the New England Association of Schools and Colleges (NEASC), and the National Council for Accreditation of Teacher Education (NCATE). The program to obtain a Certificate in Intermediate Administration and Supervision (Endorsement #092), which is available for students who are admitted to the EdD in Instructional Leadership, is accredited by the CSDE and has received national accreditation from the Educational Leader Constituent Council (ELCC) of the National Policy Board for Educational Administrators (NPBEA).*

## Three Major Components

**Leadership Theory and Foundation.** In one of our first courses of the program, students participate in a leadership exercise and construct an individualized Leadership Development Plan. This plan acts as a blueprint for the acquisition and enrichment of leadership behaviors and skills. Additionally, students develop individual, group and organizational competencies through planned study in these areas.

**Area of Specialization in Curriculum and Instruction.** Students investigate cognitive-developmental and socio-cultural theories and data-based strategies to design and modify classroom curricula as well as to create professional development experiences in schools.

**Inquiry Strategies and Dissertation Sequence.** Doctoral students interpret and apply a full complement of in-depth research strategies to educational settings. Students develop skill and knowledge in the areas of evaluation, interpretation, and research implementation.

**Numerous presentations at this conference are products of the candidates involved in the program.** Student and graduate presentations at this conference are the result of course projects, areas of interest or dissertation research. Most sessions represent either completed studies or research in progress. The variety of projects and depth of study attest to the diversity of interests by our candidates. All projects are related to improving educational services in local schools and districts.

# Counselor Education

<http://www.wcsu.edu/education/graduate/ms-counselor/>

## Program Mission, Goals and Objectives

We are committed to standards of excellence in the counseling profession. The graduate program in counselor education acknowledges a commitment to the students who will pursue professional preparation as community and school counselors and to the larger public served by these graduates. We believe in the inherent worth, respect and dignity of each person. Our preparation program incorporates the need to develop throughout the life span a greater sense of self-realization with a commitment to serve a diverse society. We are committed to the service of others for the prevention and remediation of life's problems. We seek to meet the larger goals of Western Connecticut State University, which serves as an accessible, responsive and creative intellectual resource for the people and the institutions of Connecticut. We strive to meet the needs of a diversified student body through instruction, scholarship and public service.

- 1) Students will be exposed to a wide range of theoretical perspectives with an appreciation of students' own belief systems.
- 2) Students will be prepared to understand human developmental issues from cognitive, affective, behavioral and contextual perspectives.
- 3) Students will be educated to view human issues from a multicultural perspective.
- 4) Students will demonstrate the ability to facilitate interpersonal and intrapersonal growth in both individual and group process.
- 5) Students will be educated to a life-span developmental model for viewing human behavior, including career development.
- 6) Students will be educated in methods of contextual evaluation, appraisal and goal setting.
- 7) Students will demonstrate their ability to research and develop interventions for counseling issues.
- 8) Students will be encouraged to develop a strong identity with the counseling profession, including an understanding of its history and philosophy, and its present manifestations, through the American Counseling Association.
- 9) Students will be educated to the ethical and legal parameters of the counseling profession.
- 10) Students will be encouraged to view professional development as a career-long process that includes continuing education and involvement with professional organizations beyond the attainment of the master's degree.
- 11) Students will attain the knowledge and skills necessary to be successful entry-level counselors within their specific majors.

7:45-8:30 a.m.	Registration/Refreshments			
<b>WELCOME &amp; KEYNOTE PANEL ROOM 125</b>				
8:30-9:45 a.m.	<b>Welcome to WCSU</b> Joan Palladino, Interim Dean, School of Professional Studies Katie O'Callaghan, Chair of the Department of Education and Educational Psychology <b>Keynote Panel: Happy/Healthy Schools Through Social and Emotional Learning</b> <b>Panel Members:</b> Peter Camp, Patricia Cosentino, Gabriel Lomas, Melissa Jenkins <b>Moderators:</b> Marcia A. B. Delcourt, Erin Birden, Elizabeth Kennedy			
<b>SESSION STRAND</b>	<b>INSTRUCTIONAL STRATEGIES</b>	<b>SEL STRATEGIES IN THE CLASSROOM</b>	<b>SCHOOL COUNSELING INITIATIVES</b>	<b>STRATEGIES TO IMPROVE HEALTH AND WELL-BEING</b>
<b>SESSION 1</b>	<b>ROOM 121</b>	<b>ROOM 122</b>	<b>ROOM 124</b>	<b>ROOM 164</b>
9:55-10:55 a.m.	<b>Using Avatars in Mixed Reality Simulations in Educator Preparation Programs: An Update of Practice and Research at WCSU</b> Jody Piro Catherine O'Callaghan Wes DeSantis Erik Gundel Gloria Rosati Peterson Parvin Taraz	<b>Implementing the RULER Approach to Support Social and Emotional Learning</b> Laura Main	<b>Inquiry-Based School Counseling</b> Deborah Hardy	<b>Psychological Artificial Intelligence: Future Implications in Health Studies</b> Davide Mariotti
<b>POSTERS ATRIUM HALL</b>				
10:55-11:20 a.m.				
<b>SESSION 2</b>	<b>ROOM 121</b>	<b>ROOM 122</b>	<b>ROOM 124</b>	<b>ROOM 164</b>
11:30 a.m. - 12:30 p.m.	<b>Developing Science Process Skills Using a Mindset Program in Career/Technical High Schools</b> John Ryan Marcia A. B. Delcourt Reine Issa Kathleen Murphy	<i>Combined Session</i> <b>Stress Management</b> Christina Connors Nicole Monaco <b>The Relationship between Mindfulness and Self-Compassion</b> Hector Huertas Joseph Sullivan	<b>Lessons that Make Sense: Supporting the School Counseling Curriculum</b> Deborah Hardy	<b>Polarity Management for Pesky Paradoxes: A Workshop for More Integral Approaches to Dilemmas in Instructional Leadership</b> Jody Piro
<b>LUNCH WARNER HALL</b>				
12:30-1:20 p.m.				
<b>SESSION 3</b>	<b>ROOM 121</b>	<b>ROOM 122</b>	<b>ROOM 124</b>	<b>ROOM 164</b>
1:30-2:30 p.m.	<b>Creativity in the Classroom: Theatre of the Oppressed Techniques</b> Eva Lopez	<i>Combined Session</i> <b>Using Emotional Intelligence Toward Meaningful Collaboration</b> Ashley Brooksbank Emily Kilbourn Britany Kuslis Mykal Kuslis <b>Creating a Culture of Care: Integrating Care Ethics into Feedback and Curriculum</b> Tom Fox Eric Mendelson Lauren Moyer	<b>Combining SEL Programs for the Highest Impact: Using Second Step and Zones of Regulation</b> Marcia A. B. Delcourt Rachel Moczarski Christina Del Pilar	<b>Self-help for Professionals</b> Deneen Harris
<b>SESSION 4 - KEYNOTE ROOM 125 Vaping, E-cigs and the Health of Our Youth</b>				
2:40-3:40 p.m.	<b>VAPING, E-CIGS AND THE HEALTH OF OUR YOUTH</b> Richard Stumacher, MD, FCCP			
3:40-4:00 p.m.	<b>Closing Remarks</b>			



**HAPPY/HEALTHY SCHOOLS THROUGH SOCIAL AND EMOTIONAL LEARNING**

<b>Peter Camp</b>	<p><b>Principal, Uncas Elementary School, Norwich Public Schools, Norwich, CT</b>  <a href="mailto:pcamp@norwichpublicschools.org">pcamp@norwichpublicschools.org</a></p> <p>Peter Camp received a bachelor's degree in Physical Education (Lyndon State College, VT), master's degree in Special Education (Southern Connecticut State University), and 6th Year Certificate in Educational Leadership (Sacred Heart University, CT). He began his career as a special education teacher (Kelly Middle School, Norwich, CT) and continued in that role for over 12 years before entering administration. He was an Assistant Principal at the Teachers Memorial Middle School for three years and currently serves as Principal of the Uncas Elementary School (part of State of Connecticut Commissioner's Network of Schools), a position he has held since 2016. Mr. Camp resides in Norwich with wife Amanda (also a special education teacher) and two children, Andrew and Keegan.</p>
<b>Patricia Cosentino</b>	<p><b>Superintendent, New Fairfield Public Schools, New Fairfield, CT; Adjunct Faculty, Department of Education and Educational Psychology, WCSU, Danbury, CT</b>  <a href="mailto:consentinop@wcsu.edu">consentinop@wcsu.edu</a></p> <p>Patricia Cosentino, Ed.D. is the Superintendent of New Fairfield Public Schools. Dr. Cosentino is an adjunct professor at Western Connecticut State University teaching in the Instructional Leadership doctoral program. She is the President of WCSU's Phi Delta Kappa and is an advocate and role model for educators, one who demonstrates integrity in words and deeds. Dr. C. loves her job and has a passion for public education. She aspires to represent what is best about the profession and leads by example, putting the children she serves first. Dr. C. understands the importance of "practicing an attitude of gratitude."</p>
<b>Gabriel I. Lomas</b>	<p><b>Registered Play Therapist-Supervisor; President, New York Association for Play Therapy; Project Director, Behavioral Health Workforce Grant (2017-2021); Professor of Counseling, WCSU, Danbury, CT</b>  <a href="mailto:lomasg@wcsu.edu">lomasg@wcsu.edu</a></p> <p>Dr. Gabriel Lomas is a professor of counseling in the Education and Educational Psychology Department at WCSU. He has significant experience in crisis response and trauma treatment. He has worked in both school and clinical settings. Lomas is the author of many publications including books, book chapters, journal articles and publications in trade magazines. He is currently the project director of a nearly \$2 million federal grant which focuses on integrated primary care and trauma training. Lomas is the chair of the Western Connecticut Regional Crisis Team, a group of school-based mental health experts who are trained to respond to crisis situations and disasters.</p>
<b>Melissa Jenkins</b>	<p><b>Director of Early Childhood and Literacy, PreK-12, Bridgeport Public Schools, Bridgeport, CT</b>  <a href="mailto:mjenkins@bridgeportedu.net">mjenkins@bridgeportedu.net</a></p> <p>Dr. Jenkins currently serves as the Director of Literacy and Early Childhood for the Bridgeport Public Schools for grades Pre-K through 12. She was the principal at a High Horizons Magnet, a K-8 elementary and middle school in Bridgeport, for eight years. She also taught first and second grade, and has served children, parents and teachers as a literacy coach, assistant principal, and Language Arts Instructional Specialist, principal and director. Earning a doctorate in Instructional Leadership from Western Connecticut State University, Dr. Jenkins' dissertation focused on eighth grade African American students' perceptions of their learning, instruction and relations in the classroom. Dr. Jenkins has a desire to understand how students' experience school, and to use information from students to change teaching and learning. She is an eternal student and strives to understand how to make high-quality instruction and supporting learning environments available to all students.</p>
<b>Moderators:</b>	
<b>Marcia A. B. Delcourt</b>	<p><b>Professor, Department of Education and Education Psychology, Coordinator of EdD in Instructional Leadership Program, WCSU, Danbury, CT</b> <a href="mailto:delcourtm@wcsu.edu">delcourtm@wcsu.edu</a></p>
<b>Erin Birden</b>	<p><b>Grade 2 Classroom Teacher, Region 15 Schools, Middlebury, CT</b> <a href="mailto:birden005@connect.wcsu.edu">birden005@connect.wcsu.edu</a></p>
<b>Elizabeth Kennedy</b>	<p><b>Director of Pupil Personnel Services, Brewster Central School District, Brewster, NY</b>  <a href="mailto:lizkennedy5925@gmail.com">lizkennedy5925@gmail.com</a></p>



### USING AVATARS IN MIXED REALITY SIMULATIONS IN EDUCATOR PREPARATION PROGRAMS: AN UPDATE OF PRACTICE AND RESEARCH AT WCSU

Jody Piro, EdD	Professor, Department of Education and Educational Psychology, Coordinator of Certificate Program in Administration and Supervision, WCSU, Danbury, CT <a href="mailto:piroj@wcsu.edu">piroj@wcsu.edu</a>
Catherine O'Callaghan, PhD	Professor, Chair of Department of Education and Educational Psychology, WCSU, Danbury, CT <a href="mailto:ocallaghanc@wcsu.edu">ocallaghanc@wcsu.edu</a>
Wes DeSantis, EdD	Physics Teacher, Ridgefield High School, Ridgefield, CT; Adjunct Professor, Web Designer and Mursion Simulation Coordinator, Department of Education and Educational Psychology, WCSU, Danbury, CT <a href="mailto:desantisw@wcsu.edu">desantisw@wcsu.edu</a>
Erik Gundel, EdD	Mathematics Teacher, Greenwich High School, Greenwich, CT; Adjunct Professor and Mursion Simulation Coordinator, Department of Education and Educational Psychology, WCSU, Danbury, CT <a href="mailto:gundele@wcsu.edu">gundele@wcsu.edu</a>
Gloria Rosati Peterson	Library Media Teacher, Glenham Elementary School, Beacon, NY <a href="mailto:rosati005@connect.wcsu.edu">rosati005@connect.wcsu.edu</a>
Parvin Taraz	Assistant Director of Teacher Learning, Wooster School, Danbury, CT <a href="mailto:taraz001@connect.wcsu.edu">taraz001@connect.wcsu.edu</a>

Join us as we immerse ourselves in discussion of embodied learning at WCSU! This session will provide an update to the current practices of the simulation laboratory and to the research being conducted by present and past doctoral students in the EdD in Instructional Leadership program related to the simulation lab. Come prepared to discuss how avatars in the classroom might inform educator education and professionals in context. Participants will: (a) Understand the uses of mixed reality simulations in practice-based educator training. (b) Discuss the ways that the WCSU simulation lab is being used with students to target specific teaching and leadership skills. (c) Understand how doctoral candidates developed a research proposal and conducted research within the simulation laboratory. (d) Discuss the research process and specific research inquiries with doctoral students and graduates.

## ROOM 122

### IMPLEMENTING THE RULER APPROACH TO SUPPORT SOCIAL AND EMOTIONAL LEARNING

Laura Main, EdD	Principal/Chief Academic Officer, Booker T. Washington Academy, New Haven, CT <a href="mailto:laura.main@btwacs.org">laura.main@btwacs.org</a>
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This session will detail the process one charter school took in implementing the RULER approach as a framework for social/emotional learning. The process described will include collecting data on the social/emotional needs of the students, the research behind the approach chosen, the steps taken to implement the approach and an analysis of the discipline data after the implementation. A full explanation of the RULER approach will be offered including its components as well as its benefits for supporting students with social and emotional language skills which link to the academic curriculum.

## ROOM 124

### INQUIRY-BASED SCHOOL COUNSELING

Deborah Hardy, EdD	Educational and School Counseling Consultant, GuidED Consulting, LLC, Mahopac, NY <a href="mailto:drhardy384@gmail.com">drhardy384@gmail.com</a>
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Inquiry-based learning gives school counselors the opportunity to reflect on case scenarios and ask questions to help problem-solve situations or enhance current practice. Inquiry-based learning supports whole team collaboration in achieving student success. Using school counseling data and information, learn to utilize inquiry-based learning to drive the school counseling program management, delivery and accountability components. Identify root causes to help students succeed and systems develop resources.

## ROOM 164

### PSYCHOLOGICAL ARTIFICIAL INTELLIGENCE: FUTURE IMPLICATIONS IN HEALTH STUDIES

Davide Mariotti	Professor, Department of Education and Educational Psychology, WCSU, Danbury, CT <a href="mailto:mariottid@wcsu.edu">mariottid@wcsu.edu</a>
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Artificial Intelligence is challenging concepts about what it means to be human, and new technologies that are blending the physical, digital and biological worlds are impacting the health studies. Some steps need to be addressed in our field when thinking about future work with A.I., including the ethical implications in using A.I. in the health field. A better understanding of how health studies will be impacted by this new "era" while facing its challenges is the main goal of this single session.

**Poster #1**

**SUPPORTING SEXUALITY AND GENDER ACCEPTANCE (SAGA) THROUGH THE CURRICULUM: THE ROLE OF LIBRARY MEDIA SPECIALISTS**

<b>Kristin Baningoso</b>	<b>Special Education Teacher, Shelton High School, Shelton, CT</b> <a href="mailto:baningoso001@connect.wcsu.edu">baningoso001@connect.wcsu.edu</a>
<b>Primary Advisor:</b> <b>Tricia J. Stewart, PhD</b>	<b>Associate Professor, Department of Education and Educational Psychology, WCSU, Danbury, CT</b> <a href="mailto:stewartt@wcsu.edu">stewartt@wcsu.edu</a>
<b>Secondary Advisor:</b> <b>Jessica J. Eckstein, PhD</b>	<b>Professor, Department of Communication and Media Arts, WCSU, Danbury, CT</b> <a href="mailto:ecksteinj@wcsu.edu">ecksteinj@wcsu.edu</a>
<b>Secondary Advisor: Christopher Schaffer, EdD</b>	<b>Dean of University Libraries, Troy University, Troy, AL</b> <a href="mailto:Shafferc@troy.edu">Shafferc@troy.edu</a>

Students who identify as lesbian, gay, bisexual, transgender, queer or questioning (LGBTQ) face many challenges at school. This qualitative study seeks to understand the ways that library media specialists define inclusive curriculum, how they perceive their role for supporting a SaGA-inclusive curriculum, and the ways in which SaGA-inclusive resources are available in secondary schools' library collections. Using a multiple case study design, data will be collected from three to six public middle schools and three to six public high schools that have a dedicated library space. Semi-structured interviews will be conducted with the full-time school library media specialists at each school. Additional data will include an analysis of each schools' library collection and existing relevant documents. The findings will be used to develop an understanding of the ways the library media specialists support SaGA through an inclusive curriculum, as well as the ways that curriculum resources are made available.

**Poster #2**

**COURAGE IN THE CLASSROOM: THE IMPACT OF SOCIAL EMOTIONAL PROGRAMMING ON STUDENT PERCEPTIONS OF COURAGE**

<b>Erin Birden</b>	<b>Grade 2 Classroom Teacher, Region 15 Schools, Middlebury, CT</b> <a href="mailto:birden005@connect.wcsu.edu">birden005@connect.wcsu.edu</a>
<b>Primary Advisor:</b> <b>Marcia A. B. Delcourt, PhD</b>	<b>Professor, Department of Education and Educational Psychology, Coordinator of EdD in Instructional Leadership Program, WCSU, Danbury, CT,</b> <a href="mailto:delcourtm@wcsu.edu">delcourtm@wcsu.edu</a>
<b>Secondary Advisor:</b> <b>Pauline Goolkasian, EdD</b>	<b>Coordinator of MS in Special Education, Department of Education and Educational Psychology, WCSU, Danbury, CT,</b> <a href="mailto:goolkasianp@wcsu.edu">goolkasianp@wcsu.edu</a>
<b>Secondary Advisor:</b> <b>Patricia Cosentino, EdD</b>	<b>Superintendent, New Fairfield Public Schools, New Fairfield, CT; Adjunct Faculty, Department of Education and Educational Psychology, WCSU, Danbury, CT</b> <a href="mailto:consentinop@wcsu.edu">consentinop@wcsu.edu</a>

This study will be used to investigate the nature of courage according to upper elementary-aged students as well as explore the impact of involvement in a social-emotional learning program on the development of courage. Although research indicates that there are various types of courage and acknowledges that courage is a universal virtue, there is limited research in the field of education that characterizes courage, the ways in which it shows up in daily life in classrooms, and the implications for classrooms that explicitly focus on cultivating courage. Therefore, this study will be used to attempt to determine factors that facilitate the development of courage among children and begin to outline qualities of classroom environments that may make courageous action more likely.

**Poster #3**

**PROBLEM SOLVING AMONG TEACHERS AND STUDENTS IN MULTIPLE HIGH SCHOOL SETTINGS**

<b>Donna Bolner</b>	<b>Assistant Principal, Walter Panas High School, Cortlandt Manor, NY</b> <a href="mailto:bolner@connect.wcsu.edu">bolner@connect.wcsu.edu</a>
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**(Poster #3 Continued)**

The purpose of the study is to explore problem solving confidence and problem solving style of students and teachers in different high school settings, including a regional career technical school; a high school with career technical courses; and a high school without career technical courses. In this study, data from will be collected one time from students and teachers from a researcher-created demographic survey; from the VIEW: An Assessment of Problem Solving Style; and from the Problem Solving Inventory (PSI). A multivariate analysis of variance (MANOVA) will be utilized to explain the subscales of problem solving confidence and style. A linear multiple regression (MLR) will be used to predict problem solving confidence using data collected from the demographic surveys and the VIEW.

**Poster #4**

**URBAN SPECIAL EDUCATORS' PERCEPTIONS OF PREPAREDNESS AND SELF-EFFICACY TO TEACH STUDENTS WITH LEARNING DISABILITIES**

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The purpose of this study is to understand special education teachers' perceptions of their preparedness to teach students with learning disabilities in urban schools, particularly in relation to their expectations based on their teacher preparation programs. This study will also examine special educators' perceptions of self-efficacy to teach students with learning disabilities, in addition to experiences they identify as rewarding and challenging in their urban settings. The proposed multiple case study will take place in a large urban school district in Connecticut in 2019. Participants will consist of special education teachers who work primarily with students who have learning disabilities. Qualitative coding methods will be used to analyze semi-structured interviews and open-ended reflective prompts for themes related to teachers' preparedness, self-efficacy, and experiences reflecting the rewards and challenges of teaching students with learning disabilities in urban schools. The Teaching Students with Disabilities Efficacy Scale will be used for descriptive purposes.

**Poster #5**

**MONOLINGUAL LATINO PARENTS' PERCEPTIONS OF THE SERVICES AND SUPPORTS FOR ELEMENTARY AND MIDDLE SCHOOL CHILDREN WITH AUTISM**

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Parents of children with autism face many challenges with their child's schooling. For non-English speaking parents, working successfully with schools on behalf of their children can be even more daunting. Cultural and linguistic differences, personal obstacles and technical processes can limit the participation of monolingual Latino parents of a child with autism during the IEP process. Even though school district personnel attempt to provide supports for families to aid in participation during the IEP process, parents may not feel welcomed as active participants on the IEP team. Additionally, they may not understand the important role that they play as their child's primary advocate. Therefore, this qualitative study seeks to understand the ways in which monolingual Latino parents perceive the IEP process and services for their child with autism through demographic surveys and interviews.

<b>Poster #6</b>	
<b>MUSIC TEACHER PERCEPTIONS OF INQUIRY-BASED LEARNING IN THE SECONDARY SCHOOL MUSIC ENSEMBLE CLASSROOM</b>	
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<p>The National Coalition for Core Arts Standards (NCCSA) adopted new standards for theatre, dance, media arts, visual arts and music in 2014, which emphasized that music teachers expand teaching styles and pedagogy beyond rehearsal techniques, and asked teachers and students to make connections beyond merely creating sound with instruments or voices. This is a departure from how most music teachers were trained. In a discipline that has traditionally been teacher-centered, there is a resistance to constructivist instructional approaches, such as inquiry-based learning and allowing time and psychological space for students to ask questions, during class time, that go beyond the realm of pure musical technique. Other academic disciplines have moved beyond teacher-centered, didactic instruction as a best practice and have embraced problem-solving approaches to learning. Music education has lagged behind. This qualitative multiple case study will examine perceptions and implementation strategies of educators striving to instruct with an inquiry approach.</p>	

<b>Poster #7</b>	
<b>A MULTIPLE CASE STUDY OF EDUCATIONAL SERVANT LEADERSHIP AND PERSONAL GROWTH</b>	
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<p>The purpose of this multiple case study is to explore how servant leader superintendents and principals in public schools, understand and facilitate the personal growth of those whom they serve. The study will sample approximately 20 participants by utilizing two phases of sampling: a purposeful servant leader self-identification sample with a population of 802 national award-winning superintendents and principals, and a chain sampling of other-identified servant leader nominations from local leaders and experts in the field. Participants were administered a researcher-created Servant Leader- Personal Growth (SL-PG) questionnaire. An approximately 30-minute semi-structured interview was conducted with the individuals who chose to participate. The questionnaire data was analyzed using basic descriptive statics as well as coding one open-ended questionnaire response. Semi-structured interviews were analyzed using both inductive and deductive frameworks. Additionally, content analysis protocol was conducted on documents collected from participants in order to triangulate data which emerged through interviews.</p>	

<b>Poster #8</b>	
<b>THE SOCIAL CONSTRUCTION OF WOMEN LEADERS' GENDER FRAMES</b>	
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<p>This proposed study will explore the social construction of women's leadership identity and its intersection with gender frames, through the lived experiences of six females in top-tier executive-level positions within diverse professions in the private and public sectors. The forging of workplace identity is complex in that leaders adopt specific traits that will be rewarded or sanctioned by individuals and organizations in accordance with societal expectations for gendered stereotypes.</p>	

<b>Poster #9</b>	
<b>PERCEPTIONS OF STANDARDS-BASED GRADING AMONG MIDDLE SCHOOL MATHEMATICS TEACHERS</b>	
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<p>This study focuses on the perceptions of middle school mathematics teachers on the implementation of standards-based grading. There is a lack of studies focused on standards-based grading in general and the perception of mathematics teachers in particular, and this study attempts to fill this gap in the research. The study employs a multiple case design using four Connecticut middle schools where standards-based grading is in the process of being implemented. In each school, three mathematics teachers will be interviewed using a semi-structured interview protocol, and triangulation of the collected data will include interviews with one administrator at each location and public documents on standards-based grading implementation in the school. The interviews will be coded in multiple iterations, developing categories and themes in order to build theory.</p>	

<b>Poster #10</b>	
<b>(DIS)CONNECTED: A CASE STUDY OF SCHOOL-HOME COMMUNICATION IN THE AGE OF SOCIAL MEDIA</b>	
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<p>The advent of social media has, in many ways, changed the way people communicate with one another as it has added a real-time component and multiple platforms from which people can communicate. School districts are not exempt from the evolution of communication into the digital realm. Districts have an obligation to maximize their stakeholder communication in positive ways that seek to build rapport and trust with community members. However, most school districts rely on individuals who are already within the school organization, and who are not specifically trained for providing social media-based community communication. Therefore, this case study seeks to understand the ways that stakeholders including school district administrators, Board of Education members and parents utilize social media to communicate policy and procedures, both formally and informally. Of particular interest are the types of topics that are raised by parents on social media and how these become manifest as issues that the school district must address.</p>	

<b>Poster #11</b>	
<b>THE IMPACT OF TEACHER SELF-EFFICACY BELIEFS ON INSTRUCTIONAL PRACTICES FOR ENGLISH LANGUAGE LEARNERS</b>	
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<p>The purpose of this proposed mixed methods study is to gain insight regarding teachers' Self-Efficacy (SE) beliefs when teaching English Language Learners (ELLs), and to investigate if teacher SE has an impact on teachers' ELL instructional practices, strategies and supports. This investigation will focus on a target population of K-12 teachers who instruct ELLs and are enrolled in an educational doctorate program in Connecticut. Using a sequential, explanatory design, quantitative data will be collected before qualitative data, with a purposeful sampling of an estimated 200 participants. Quantitative data will be gathered using (a) a demographic survey; (b) the Teachers' Sense of Self-Efficacy Survey; and (c) the Classroom Strategy Scale for Teachers. Subsequently, qualitative data will be collected using semi-structured interviews with 10 participants who rate themselves as having high SE in order to more comprehensively investigate the instructional practices, strategies and supports that teachers provide to ELLs in the general education classroom setting.</p>	



<b>Poster #12</b> <b>RURAL, WHITE AND FIRST-GENERATION: CATHOLIC COLLEGE EXPERIENCE</b>	
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<p>While much is researched about students of color being recruited to and retained at colleges, less is known about rural, white, first-generation college students and what supports them in attending and persisting in college. Specifically, this dissertation seeks to understand participant experiences for those who attend Catholic universities near rural areas in New York State. Qualitative interviews to be conducted will help identify what aspects of these students' high school experiences and home life enabled them to enter into higher education, for students who have completed a minimum one year of college. The study also seeks to identify factors and experiences that contribute to their persistence in higher education. The results will help to inform future practice at both the high school and college levels around ways that rural students can be assisted to attend and complete college.</p>	

<b>Poster #13</b> <b>TEACHER VOICES ON ENHANCING TEACHING AND LEARNING THROUGH COLLABORATION</b>	
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<p>This proposed qualitative research study has been designed to explore the ways in which teachers engage with one another in an effort to improve their practice. The purpose of this study is to extend the conversation about the benefits of teacher collaboration, inclusive of dialogue and reflection, and the influence it has on teaching and learning within a K-12 learning environment. The researcher plans to examine the roles and share the voices of teachers who effectively collaborate as a means to better themselves as educators. Ultimately, the perspectives of the teachers who are immersed in a culture of collaboration can help to illustrate and illuminate the essence and impact of their collaborative experiences. To that end, this study will use a phenomenological research design to explore how and why collaborative practices can influence teaching and learning. Methods of data collection will include a teacher questionnaire, non-participant observation and teacher interviews. Information derived from this work is hoped to serve as a guide to help aid schools in purposeful and productive teacher growth.</p>	

<b>Poster #14</b> <b>EXAMINING UNDERGRADUATE URBAN PRESERVICE TEACHER RESIDENCY:          PERCEPTIONS OF CLASSROOM ENVIRONMENT</b>	
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**(Poster #14 Continued)**

In 2010, the National Council for Accreditation of Teacher Education (NCATE) released a blue-ribbon report calling for the restructuring of teacher education by focusing on clinical practice. This clinical practice ideally would be structured through teacher residencies in school settings and focused on supporting teacher candidates' learning while increasing student achievement. The purposes of this study are to (a) investigate undergraduate resident candidates' perceptions of their ability to create a positive learning environment in the classroom, (b) understand mentors' and university supervisors' perceptions of the resident candidates' ability to create a positive learning environment in the classroom, and (c) determine what challenges residency candidates, mentors and university supervisors encounter during the residency. The research will take place from January 2019 to May 2019. Purposeful sampling will be used with each case bound by a resident candidate, mentor and university supervisor for a total of 20 participants.

**Poster #15**

### **THE IMPACT OF VIRTUAL MATH GAMES ON STUDENT ACHIEVEMENT IN MATHEMATICS AND STUDENT ENGAGEMENT IN THE CLASSROOM**

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**(Poster #15 Continued)**

The purpose of this study is to investigate the impact of a virtual mathematics game program on student achievement and mathematics classroom engagement. This study will allow the researcher to examine how different program types (traditional mathematics program enhanced by a virtual game and traditional mathematics program only) as well as gender (male, female) and grade level (7, 8) affect student achievement and mathematics class engagement. The study will be used to examine two different populations within a school district, the general education students and intervention students. This study will take place at two urban middle schools. This quantitative study will be quasi-experimental, with a treatment and a comparison group using intact classrooms of students. Student data will be collected using five tools: the STAR mathematics assessment, student mathematics grades, Student Engagement in Mathematics Scale Partial Credit Model (SEMS-PCM), Student Demographic Survey and data from the virtual game program, Prodigy.

**Poster #16**

### **A CORRELATIONAL STUDY OF THE RELATIONSHIP BETWEEN STUDENT WRITING PERFORMANCE USING A SINGLE-POINT RUBRIC AND STUDENT WRITING PERFORMANCE USING AN ANALYTIC RUBRIC**

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Rubrics have become a widely accepted instructional and evaluation tool in contemporary classrooms. As a mechanism for formative assessment, rubrics have been found to clarify task criteria, increase motivation and self-efficacy, and provide greater efficiency and objectivity to the grading process. But little research exists regarding rubric structure despite the widely held belief that the scaled analytic rubric, most often modeled after the holistic rubrics utilized on standardized assessments, is the most effective rubric structure. Proponents of scaled rubrics arguably conflate teachers' and students' abilities to differentiate degrees of proficiency to improve student performance. This quantitative study utilizing a convenience sample seeks to correlate student performance using single-point rubrics with student performance using analytic scaled rubrics, as well as gender, course enrollment, GPA, self-reported use and student perceptions of the efficacy of single-point rubrics. Student scores from single-point rubrics will also be utilized to determine intra- and inter-rater reliability of single-point rubrics.

<b>Poster #17</b>	
<b>EFFECT OF VIDEO FEEDBACK AND COACHING ON NONVERBAL IMMEDIACY BEHAVIORS OF PRE-SERVICE TEACHERS UTILIZING A MIXED REALITY SIMULATION ENVIRONMENT</b>	
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<p>This study explores the impact of video feedback and coaching in affecting outcomes in the use of nonverbal immediacy behaviors. Teacher nonverbal immediacy behaviors are actions such as use of proximity, smiling and vocal intonation that may decrease teacher-student psychological distance and may lead to positive student learning outcomes. A convenience sample of approximately 30 pre-service teachers (PSTs) enrolled in a practice-based teacher preparation course that uses mixed reality simulations will serve as the treatment group. The comparison group consists of student participants who had experienced the same mixed reality simulation-enhanced educational preparation course in the previous semester. A mixed-methods embedded research design will be used to examine the impact of a video feedback and coaching treatment on PSTs nonverbal immediacy behaviors. At the end of the semester, exit interviews will be conducted to explore the PSTs' perceptions of the treatment and coaching on their nonverbal immediacy behaviors while experiencing the simulation environment.</p>	

<b>Poster #18</b>	
<b>THE PATH TO AP MATH: A MIXED METHODS STUDY IN AN URBAN OPEN ENROLLMENT DISTRICT</b>	
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<p>The purpose of this study is to investigate the mathematical pathways students take that result in students enrolling in AP math courses during their junior or senior year of high school. The study will also allow the researcher to analyze any differences in student achievement (STAR Assessment, SAT Math test, PSAT Math test, and AP tests) between mathematics path (students who were in an accelerated math course beginning in seventh grade, students who were not) and gender (male, female). The study will take place in an urban district with an open enrollment policy for AP courses. The researcher will utilize a sample of convenience of which all 187 juniors and seniors enrolled in AP math classes will be invited to participate. This mixed methods study will include causal comparative and case study methods. Approximately 20 follow-up interviews will be conducted to gain insight into why students chose to take AP math courses. A chi-square test will be used to analyze the student enrollment data and a 2x2 MANOVA will be used in the analysis of assessment scores. In Vivo coding will be used to evaluate the data obtained through the interview responses.</p>	

<b>Poster #19</b>	
<b>THE EFFECT OF MINDFULNESS COACHING ON PRESERVICE TEACHERS' SELF-EFFICACY AND MINDFULNESS UTILIZING A MIXED-REALITY SIMULATION ENVIRONMENT</b>	
<b>Parvin Taraz</b>	<b>Assistant Director of Teacher Learning, Wooster School, Danbury, CT</b> <a href="mailto:taraz001@connect.wcsu.edu">taraz001@connect.wcsu.edu</a>
<b>Primary Advisor:</b> <b>Catherine O'Callaghan, PhD</b>	<b>Professor, Chair of Department of Education and Educational Psychology, WCSU, Danbury, CT</b> <a href="mailto:ocallaghanc@wcsu.edu">ocallaghanc@wcsu.edu</a>
<b>Secondary Advisor:</b> <b>Jody Piro, EdD</b>	<b>Professor, Department of Education and Educational Psychology, Coordinator of Certificate Program in Administration and Supervision, WCSU, Danbury, CT</b> <a href="mailto:piroj@wcsu.edu">piroj@wcsu.edu</a>
<b>Secondary Advisor:</b> <b>Laila Richman, PhD</b>	<b>Associate Dean, Towson University, Towson, MD</b> <a href="mailto:lrichman@towson.edu">lrichman@towson.edu</a>

**(Poster #19 Continued)**

This study explores the effect of mindfulness coaching on preservice teachers' self-efficacy and mindfulness, utilizing a mixed-reality simulation environment. Teacher self-efficacy is related to a range of outcomes influencing instructional practices, motivation styles and pedagogical beliefs, that ultimately affect student achievement and motivation. Teachers with high self-efficacy for teaching are more satisfied with their job and less prone to burnout. This study will use a concurrent embedded mixed methods design. While utilizing mixed-reality simulations, a treatment group will receive mindfulness coaching and a comparison group will not. Data will be collected using a pretest/posttest method. Each preservice teacher will complete the MAAS to measure mindfulness and the TSES to measure self-efficacy. After completion of the posttest, preservice teachers will be interviewed in order to better understand the finding from the quantitative data. Findings will then be analyzed to determine whether mindfulness coaching affects preservice teachers' self-efficacy and mindfulness.

**Poster #20**

### **HABITS OF MIND TO ADVANCE STUDENTS' CRITICAL AND CREATIVE THINKING AND PROBLEM SOLVING: AN EXPLORATORY STUDY**

<b>Julio Vazquez</b>	<b>Director of Instruction and Human Resources, North Salem Central School District, North Salem, NY</b> <a href="mailto:jvazquez@northsalemschools.org">jvazquez@northsalemschools.org</a>
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<b>Secondary Advisor:</b> <b>Melissa Abramo, EdD</b>	<b>Department Chair for Fine and Practical Arts &amp; Gifted and Talented, North Salem Central School District, North Salem, NY</b> <a href="mailto:mabramo@northsalemschools.org">mabramo@northsalemschools.org</a>
<b>Secondary Advisor:</b> <b>Kevin Smith, PhD</b>	<b>Superintendent of Schools, Wilton Public Schools, Wilton, CT</b> <a href="mailto:kevin.smith@wiltonps.org">kevin.smith@wiltonps.org</a>

This session will present a study that explores the perceptions of teacher-participants and high school student-participants on Habits of Mind and its impact on their critical and creative thinking and problem solving in various academic subjects. Being able to think critically and creatively and applying this thinking to problem-solving does not occur without having basic dispositions, Habits of Mind, which enable students to surmount problems that require an application of knowledge. This exploratory, multiple-case study examines how teacher and student-participants perceive the role that Habits of Mind has on critical, creative thinking and problem-solving. Multiple data sources such as documents (student work reflections), focus group interviews from teacher-participants and student-participants, and in-depth one-on-one interviews with student-participants and teacher-participants will inform the themes and document. Further, the data will be analyzed within each case and then across cases to gain a thorough understanding of the phenomenon of Habits of Mind.

**Poster #21**

### **EXPLORATORY STUDY OF MIDDLE SCHOOL TEACHERS' IMPLEMENTATION OF THE NEXT GENERATION SCIENCE STANDARDS**

<b>David Watson</b>	<b>Science Teacher, Broadview Middle School, Danbury, CT</b> <a href="mailto:watsod@danbury.k12.ct.us">watsod@danbury.k12.ct.us</a>
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<b>Secondary Advisor:</b> <b>Susan M. Baum, PhD</b>	<b>Director of 2e Center for Research and Professional Development, Bridges Graduate School for Cognitive Diversity in Education, Studio City, CA</b> <a href="mailto:subeebaum@yahoo.com">subeebaum@yahoo.com</a>

This is a qualitative, descriptive and exploratory study, which the researcher will use to investigate the perceptions of middle school teachers who are adopting and implementing the Next Generation Science Standards into their instructional practices. The participants are middle school teachers who work in three urban middle schools in western Connecticut. Data will be gathered from 12 middle school teachers using semi-structured interviews, the EQUIP rubric version 2.0, survey data with 12 middle school teachers, district documents and observations of professional development sessions. Each participant will be asked to complete an online survey assessing teacher levels of comfort implementing the Next Generation Science Standards using a ratings scale. The research questions will be: What do middle school teachers believe is important for the teaching of science, when implementing the Next Generation Science Standards? What are the perceptions of middle school teachers regarding the strengths and weaknesses of the science curriculum before and after the adoption of the Next Generation Science Standards? How should professional development support middle school teachers' implementing the Next Generation Science Standards?

<b>Poster #22</b>	
<b>EDUCATORS' PERSPECTIVES AND INSTRUCTION: FACTORS THAT INFLUENCE STUDENTS' SELF-DETERMINATION SKILLS</b>	
<b>Stephanie Wozniak</b>	<b>Transition Specialist, Putnam/Northern Westchester BOCES, Yorktown Heights, NY</b> <a href="mailto:wozniak004@connect.wcsu.edu">wozniak004@connect.wcsu.edu</a>
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<b>Secondary Advisor:</b> <b>Kelly Clark, PhD</b>	<b>Director of Transition and Educational Achievement, Yang-Tan Institute of Employment and Educational Achievement, Cornell University, Ithaca, NY</b> <a href="mailto:kac383@cornell.edu">kac383@cornell.edu</a>
<p>Self-determination is an important component of students' post-secondary success. Educators provide the instruction and promotion of this key skill. The proposed study seeks to understand the factors that influence educators' perceptions and frequency of instruction to promote student self-determination skills. A mixed methods correlational design will be utilized to study these factors. A survey of educators will be used to investigate the manner and degree to which demographic characteristics (student population, certification type and experience level) predict educators' instruction of self-determination. Additional qualitative analyses will examine educators' perspectives of self-determination.</p>	

<b>Poster #23</b>	
<b>VETERAN TEACHERS WHO THRIVE AMID THE CHALLENGES OF THE MODERN EDUCATIONAL SYSTEM: UNDERSTANDING THEIR JOURNEY</b>	
<b>Wendy Youngblood</b>	<b>Humanities Teacher, Shepaug Valley School, Washington, CT</b> <a href="mailto:youngblood003@wcsu.edu">youngblood003@wcsu.edu</a>
<b>Primary Advisor:</b> <b>Susan M. Baum, PhD</b>	<b>Director of 2e Center for Research and Professional Development, Bridges Graduate School for Cognitive Diversity in Education, Studio City, CA</b> <a href="mailto:subeebaum@yahoo.com">subeebaum@yahoo.com</a>
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<p>The demands on the American public school teacher have become increasingly sharp since the adoption of a spate of policies from federal and state governments. While teachers overwhelmingly support the goals of higher standards for all students, the unintended consequences of some of these initiatives have had a deleterious effect on the stability of the nation's teaching corps. Attrition and turnover rates undermine good teaching and healthy school cultures. However, some veteran teachers manage to ride the tide of change with no diminishment of personal investment or love for their work. This study seeks to understand how and why some veteran teachers continue to thrive despite changes to the world of teaching since they entered the profession.</p>	

<b>Poster #24</b>	
<b>NURSING FACULTY PERSPECTIVES ABOUT TEACHING PAIN MANAGEMENT</b>	
<b>Eileen Campbell</b>	<b>Assistant Professor of Nursing, WCSU, Danbury, CT</b> <a href="mailto:campbelle@wcsu.edu">campbelle@wcsu.edu</a>
<p>Pain management education is threaded into courses in pre-licensure nursing programs but the perspective of faculty teaching pain management, especially in the context of the current opioid epidemic, is relatively unexplored in the nursing literature. Pain management is a complex process and requires critical thinking and clinical reasoning. The changing paradigm of pain management and the current opioid crisis are of concern to nursing. The qualitative descriptive approach allowed for a rich, detailed exploration of faculty perspectives. Content analysis of the participant narratives indicated the need to approach pain management education from a perspective of relieving suffering and preventing harm to patients rather than focusing on the opioid crisis.</p>	

SESSION 2

11:30 a.m.-12:30 p.m.

ROOM 121

### DEVELOPING SCIENCE PROCESS SKILLS USING A MINDSET PROGRAM IN CAREER/TECHNICAL HIGH SCHOOLS

<b>John Ryan</b>	<b>Assistant Principal, Vinal High School, Middletown, CT</b> <a href="mailto:John.P.Ryan@ct.gov">John.P.Ryan@ct.gov</a>
<b>Marcia A. B. Delcourt, PhD</b>	<b>Professor, Department of Education and Educational Psychology, Coordinator of EdD in Instructional Leadership Program, WCSU, Danbury, CT</b> <a href="mailto:delcourtm@wcsu.edu">delcourtm@wcsu.edu</a>
<b>Reine Issa, EdD</b>	<b>Mathematics Teacher and Testing Coordinator, Bethel High School, Bethel, CT</b> <a href="mailto:issar@bethel.k12.ct.us">issar@bethel.k12.ct.us</a>
<b>Kathleen Murphy, EdD</b>	<b>Assistant Principal, North Salem Middle and High School, North Salem, NY</b> <a href="mailto:kmurphy@northsalemschools.org">kmurphy@northsalemschools.org</a>

The movement to incorporate 21st century skills into the four specific disciplines of science, technology, engineering and mathematics (STEM) is not new to education. However, there is increasing attention about how these skills and programs are equitably implemented in schools. A changing economy and the need for students to acquire specific skills to be competitive on a global scale are shaping the way teaching and learning occur in public schools. What does the future hold for STEM education? The researchers examined the influence of a Mindset program entitled Brainology on students' perceptions of their own intelligence, creative productivity and science process skills. Results and implications will be reported regarding the impact of a Mindset program at a STEM Academy in two technical high schools.

ROOM 122

COMBINED SESSION

### STRESS MANAGEMENT

<b>Christina Connors</b>	<b>FACS Teacher, LCBMS Yorktown Heights, NY</b> <a href="mailto:connors031@connect.wcsu.edu">connors031@connect.wcsu.edu</a>
<b>Nicole Monaco</b>	<b>Carmel Science Research Coordinator, Biology Teacher, Carmel High School, Carmel, NY</b> <a href="mailto:monaco015@connect.wcsu.edu">monaco015@connect.wcsu.edu</a>

Mental, physical and emotional stress are experienced by both teachers and students. Symptoms of stress include low productivity, increased absenteeism, high employee turnover rates and serious health concerns (Sorenson, 2007). Sorenson (2007) reveals that there is no shortage of factors within schools that can cause stress. Pressures to complete tasks, and not make mistakes, work overloads, high-stakes testing, a demanding supervisor, or an irate parent are some factors that can result in stressed teachers (Sorenson, 2007). It is critically important to manage stress levels. Studies have shown that teachers' stress levels are linked to student achievement and motivation (Tran & Le, 2015). When teachers are stressed, students don't perform as well, which only compounds teacher stress in a vicious cycle (Collie, Shapka, & Perry, 2012). The presenters will provide the audience with an opportunity to practice with stress management tips and techniques.

This session will provide an explanation of the types of stress, identify common examples of stress experienced by teachers and students, describe how stress can impact the school environment and provide stress management tips and techniques. With respect to learning outcomes, participants will be able to:

1. Identify the types of mental, physical and emotional stress.
2. Understand common stress experienced by teachers and students.
3. Understand the impacts of stress.
4. Practice ways to mitigate stress.

### THE RELATIONSHIP BETWEEN MINDFULNESS AND SELF-COMPASSION

<b>Hector Huertas</b>	<b>English Teacher, Norwalk High School, Norwalk, CT</b> <a href="mailto:hectorwcsu@gmail.com">hectorwcsu@gmail.com</a>
<b>Joseph Sullivan</b>	<b>Assistant Principal, F.D. Roosevelt High School, Hyde Park, NY</b> <a href="mailto:sullivan.joseph2050@gmail.com">sullivan.joseph2050@gmail.com</a>

To understand happiness, one must mindfully accept its opposite—suffering (Nhāt Hanh, 1987). Similarly, according to Chris Germer (2009), mindfulness is a way of openly relating to both positive and negative experiences, while self-compassion consists of (a) mindfulness, (b) common humanity and (c) self-kindness; it is compassion directed inwardly in times when an individual is experiencing a painful moment.

This presentation will discuss mindfulness and how to apply it in the classroom/workplace and also how to mindfully approach the "I am my own worst critic" idea. Understanding mindfulness through exercises, the audience will learn to incorporate attitudes that invite more happiness into their lives. By learning and practicing self-compassion, the audience members will engage with cognitive and emotional tools to navigate through difficulties and return to the sanctum of self. With respect to learning outcomes, participants will be able to:

1. Learn the differences between mindfulness and self-compassion.
2. Learn and participate in mindfulness exercises.
3. Learn and participate in self-compassion exercises.



### LESSONS THAT MAKE SENSE: SUPPORTING THE SCHOOL COUNSELING CURRICULUM

Deborah Hardy, EdD

Educational and School Counseling Consultant, GuidED Consulting, LLC, Mahopac, NY  
[drhardy384@gmail.com](mailto:drhardy384@gmail.com)

Have some great ideas for a lesson? Want to organize current lessons the school counselors have been delivering for a while? Develop a curriculum for school counseling aligned to ASCA's Mindset and Behavior standards, focused on the key concepts that students will learn, activities to engage and motivate the learner, and methods of obtaining data. School counselors will develop a curriculum map aligned to the academic, social-emotional, career and college domains. Let's walk through a lesson idea and get some tips on putting your ideas together!

### POLARITY MANAGEMENT FOR PESKY PARADOXES: A WORKSHOP FOR MORE INTEGRAL APPROACHES TO DILEMMAS IN INSTRUCTIONAL LEADERSHIP

Jody Piro, EdD

Professor, Department of Education and Educational Psychology, Coordinator of Certificate Program in Administration and Supervision, WCSU, Danbury, CT  
[piroj@wcsu.edu](mailto:piroj@wcsu.edu)

*Polarity management focuses on sustaining contradictions rather than avoiding ambiguity by **valuing** the paradoxes, rather than ignoring or downplaying them. Experience how instructional leaders can manage ongoing dilemmas in their daily work.*

There are inherent tensions in instructional leadership: long-term versus short term; student self-determination versus helpful hierarchy; individual versus group needs; creativity versus rigor; product versus process; change versus stability; uniqueness versus uniformity; directive versus democratic; academic versus care.

These contradictions may be met with a problem-solving stance leading to an either/or consequence, choosing one instructional leadership goal over another. Yet the paradoxical outcomes and choices in instructional leadership, though opposing, are mutually desirable. In fact, each side of the dilemma relies on the other. These types of **problems** are not really problems. They are instructional leadership paradoxes, and paradoxes simply need management.

Come prepared to engage in the polarity management mapping of various instructional leadership paradoxes:

1. Understand instructional leadership paradoxes and polarity management as a system to leverage those paradoxes.
2. Engage in polarity management mapping on an instructional leadership dilemma.
3. Exit with a more integral approach to managing ongoing paradoxes in your professional life.

## LUNCH

12:30-1:20 p.m.

WARNER HALL



**ACT4CHANGE: IMAGE THEATER FOR THE CLASSROOM****Eva Lopez, EdD****Adjunct Assistant Professor, John Jay College of Criminal Justice, New York City, NY**  
[ELopez@jjay.cuny.edu](mailto:ELopez@jjay.cuny.edu)

This interactive and experiential workshop uses Image Theater, a Brazilian theatrical technique, as a creative engagement strategy to foster social and emotional learning. Participants in this workshop will work in small groups to explore various questions such as: "What does creativity in the classroom look like? How can creativity be used to advance social justice and equity? What was a time that you used creativity to spark youth interest in community change?" Participants will then create image theater presentations as a means of introducing social-emotional learning in their classrooms and communities.

COMBINED SESSION

**USING EMOTIONAL INTELLIGENCE TOWARD MEANINGFUL COLLABORATION****Ashley Brooksbank****Social Studies Teacher, Ridgefield High School, Ridgefield, CT; Cohort 8**  
[sullivan268@connect.wcsu](mailto:sullivan268@connect.wcsu)**Emily Kilbourn****English Teacher, Ridgefield High School, Ridgefield, CT; Cohort 8**  
[kilbourn004@connect.wcsu.edu](mailto:kilbourn004@connect.wcsu.edu)**Britany Kuslis****English Teacher, Oliver Wolcott Technical High School, Torrington, CT; Cohort 8**  
[kuslis002@connect.wcsu.edu](mailto:kuslis002@connect.wcsu.edu)**Mykal Kuslis****Health/Physical Education Teacher, Ridgefield High School, Ridgefield, CT; Cohort 8**  
[kuslis001@connect.wcsu.edu](mailto:kuslis001@connect.wcsu.edu)

The principles of emotional intelligence guide our interactions as educators, whether we are conscious of their influence or not. This session will provide an introduction to the basic principles of emotional intelligence as outlined by Daniel Goleman. Further, this session will provide a more in-depth examination of three strategies, grounded in the theoretical framework provided by Goleman, for improving collaboration at your school. Through these strategies, educators will have opportunities to engage with scenario-based examples of how emotional intelligence can be utilized to improve the collaborative culture in your school.

Participants will be able to:

- 1) Identify and explain the basic principles underlying the theory of emotional intelligence.
- 2) Identify and explore strategies that help to create a truly collaborative space.
- 3) Identify processes for integrating more emotionally intelligent practices into collaboration.

**CREATING A CULTURE OF CARE: INTEGRATING CARE ETHICS INTO FEEDBACK AND CURRICULUM****Thomas Fox****Science Teacher, Bethel High School, Bethel, CT; Cohort 8** [fox094@wcsu.edu](mailto:fox094@wcsu.edu)**Eric Mendelson****English Teacher, Wilton High School, Wilton, CT; Cohort 8** [mendelson003@wcsu.edu](mailto:mendelson003@wcsu.edu)**Lauren Moyer****Social Studies Teacher, Fairfield Ward High School; Cohort 8** [moyer008@connect.wcsu.edu](mailto:moyer008@connect.wcsu.edu)

The purpose of this workshop is to present strategies for creating a culture of care by integrating care into student feedback and instructional resources. In the first part of the workshop, the audience will be introduced to Nel Noddings' phenomenological framework, including the language of care ethics—attention, empathy, response, reciprocity and receptivity. In part two, the audience will be presented with creative and pragmatic ways to incorporate "the caring relationship" into feedback. This will include a demonstration involving the audience as to what caring feedback might look like across multiple disciplines. This part of the presentation will focus on attention (engrossment), addressing student needs and the importance of reciprocity to move past "gestures of interference" towards "an ongoing relation of care and trust" (Noddings, 2005, p. 5). The third part of this presentation will be used to demonstrate ways for teachers and students, using nonfiction resources in the classroom, to "take a relational view and ask what the other is going through, not simply focus on how we ourselves might react if we were in the other's position" (Noddings, 2012, p. 55). The audience will be presented with ways in which nonfiction texts can be used in the classroom to "educate to enhance the capacity for empathy" (Noddings, 2012, p. 55).

Participants will be able to:

- 1) Understand significant elements of Noddings' framework of Care Ethics
- 2) Apply strategies for integrating Care Ethics into student feedback.
- 3) Learn how nonfiction resources can be used in the classroom as tools to enhance empathy.

## SESSION 3

ROOM 124

### COMBINING SEL PROGRAMS FOR THE HIGHEST IMPACT: USING SECOND STEP AND ZONES OF REGULATION

Marcia A. B. Delcourt, PhD	Professor, Department of Education and Educational Psychology, Coordinator of EdD in Instructional Leadership Program, WCSU, Danbury, CT <a href="mailto:delcourtm@wcsu.edu">delcourtm@wcsu.edu</a>
Rachel Moczarski	School Counselor, Oakside Elementary School, Peekskill, NY <a href="mailto:RMoczarski@peekskillschools.org">RMoczarski@peekskillschools.org</a>
Christina Del Pilar	School Counselor, Hillcrest Elementary School, Peekskill, NY <a href="mailto:cdelpilar@peekskillschools.org">cdelpilar@peekskillschools.org</a>

The Peekskill Student Counseling Initiative (PSCI) serves low-income/high needs elementary students who live in a culturally diverse and economically distressed community. Counselors use the Second Step program in grades 2-5 to engage students in practicing such skills as listening, managing anger, standing up for themselves and others, and negotiating for win-win solutions. Adding the Zones of Regulation helps students give language to their thoughts and feelings. Watch demonstration activities and learn how to use data to support the claim that SEL improves student performance!

ROOM 164

### SELF-HELP FOR PROFESSIONALS

Deneen Harris	Assistant Professor, Chair of the Department of Social Work, WCSU, Danbury, CT <a href="mailto:harrisd@wcsu.edu">harrisd@wcsu.edu</a>
TBA	

## KEYNOTE

## SESSION 4

SESSION 4

2:40-3:40 p.m.

ROOM 125

### VAPING, E-CIGS AND THE HEALTH OF OUR YOUTH

Richard Stumacher, MD, FCCP	<p>Chief, Division of Pulmonary and Critical Care Medicine, Northern Westchester Hospital, Northwell Health; Assistant Professor of Medicine at the Donald and Barbara Zucker School of Medicine at Hofstra/Northwell</p> <p><a href="mailto:rstumacher@northwell.edu">rstumacher@northwell.edu</a></p> <p>Dr. Stumacher is a triple board-certified Internal Medicine, Pulmonary Medicine and Critical Care Medicine specialist, who joined Northern Westchester Hospital in 2015. He currently serves as the Chief of Pulmonary and Critical Care Division, Medical Director of the Step Down Unit and Perioperative Consultative Services. Prior to his employment at NWH, Dr. Stumacher spent 13 years on the faculty of St. Barnabas Hospital in the Bronx where he was tasked with making St. Barnabas Hospital a Smoke Free Campus. In 2008, he created and implemented policy, provided smoking cessation for employees, and created and ran a Smoking Cessation Clinic in English and Spanish until his departure. Dr. Stumacher continues to provide Smoking Cessation at Northern Westchester Hospital's Smoking Cessation Program.</p>
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This presentation includes information about the health risks associated with vaping, nicotine addiction, nicotine's effect on the adolescent brain, as well as what vaping, Juuls and e-cigs actually are. Audience members will understand the concepts of vaping THC, why Juul is so successful, some legislative efforts, and how to talk to children about vaping and addiction.

CLOSING REMARKS

3:40-4:00 p.m.

ROOM 121

**Appreciation and Thanks to the People Who Contributed to this Event**

**Conference Committee:**

**Marcia Delcourt, Coordinator, EdD in Instructional Leadership**

**Gabriel Lomas, Counseling Program, Department of Education and Educational Psychology**

**Katie O'Callaghan, Chair, Department of Education and Educational Psychology**

**Melissa McVeigh, Graduate Assistant, EdD in Instructional Leadership and Candidate for  
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**Western Connecticut State University:**

**John Clark, President, Western Connecticut State University**

**Missy Alexander, Vice President of Academic Affairs and Provost**

***WCSU School of Professional Studies***

**Joan Palladino, Interim Dean**

**Maryann Rossi, Associate Dean**

***Department of Education and Educational Psychology***

**Special Thanks to:**

**Christine Laedke, Assistant Director, Event and Conference Management**

**Jeffrey Talbot, Director, WCSU Publications and Design**

**Ellen Myhill, Assistant Director, WCSU Publications and Design**

**Peggy Stewart, Photography**

**WCSU University Computing**

**And the Cohort Members**

**WCSU's Chapter of Phi Delta Kappa**

**Patricia E. Cosentino, PDK President**

**Pauline E. Goolkasian, PDK Treasurer**

**Annmarie B. Spatola, PDK Secretary**

**Roberta Ilardo, VP Programming**

**Marcia A. B. Delcourt, Research Chair**

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Patricia Cosentino, EdD  
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Nicholas Kowgios, EdD  
Frank LaBanca, EdD  
Joan McGettigan, EdD  
Jennifer Mitchell, EdD  
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Raina Kor, EdD  
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Laura Mead, EdD  
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Susan Guertin, EdD  
Patrick Higgins, EdD  
Jennifer LeFevre, EdD  
Christopher Longo, EdD  
Floria Mallozzi, EdD  
Jason McKinnon, EdD  
Deborah Mumford, EdD  
John Priest, EdD  
Emily Ramos, EdD  
Amy Reynolds, EdD  
Christopher Ruggiero  
Merle Rumble, EdD  
Michelle Sands, EdD  
Stacy Ewings, EdD

### **Cohort 4**

Jennifer Anaclerio, EdD  
Philip Campbell  
Gerard Doble, EdD  
Jessica Galbraith, EdD  
Josef Graham, EdD  
Reine Issa, EdD  
Tracey Kurjiaka  
Laura Main, EdD  
Suzanne Marsan, EdD  
David Mirto, EdD  
Natalie Morales, EdD  
Kathleen Murphy, EdD  
Helena Nitowski, EdD  
Robert O'Donnell, EdD  
Anna Rocco, EdD  
Doreen Squillace  
Mathew Swerdloff, EdD  
Kristy Zaleta, EdD  
Patricia Zangle, EdD  
Justin Zerega, EdD

### **Cohort 5**

David Bozzuto, EdD  
Mathew Correia, EdD  
Cassandra Cosentino, EdD  
Jennifer Eraca, EdD  
Mary Fernand, EdD  
Karen Fildes, EdD  
Kristina Eide Hislop, EdD  
Damien Holst, EdD  
Helen Knudsen  
Kara Kunst, EdD  
Raymond Manka  
Emily Rhew, EdD  
John Ryan

### **Cohort 6**

Antoine Billy  
Richard Carroll, EdD  
Jean Davila  
Tylon Davis  
Jennifer Delaney  
Wes DeSantis, EdD  
Beth Greico  
Erik Gundel, EdD  
Paul Jones, EdD  
Elizabeth Kennedy  
James Mackin  
Stephanie Metz, EdD  
Jeanette Moore Ritch, EdD  
Elizabeth Spencer-  
Johnson, EdD  
Ann Tucci, EdD

### **Cohort 7**

Steven Anton  
Kristin Baningoso  
Erin Birden  
Donna Bolner  
Amy Carroll  
Aimee Clavette  
Douglas Coates  
Steven D'Ascoli  
Keegan Finlayson  
Samantha Gati-Tisi  
Anne Heath  
David Hill  
David Kimball  
Krystina Occhicone  
Kristina Paradise  
Amanda Peterson  
David Popken  
Gloria Rosati Peterson  
Rachel Saunders  
Paul Stellacci  
Parvin Taraz  
Julio Vazquez  
David Watson  
Stephanie Wozniak  
Wendy Youngblood

### **Cohort 8**

Christina Connors  
Thomas Fox  
Jennifer Hengen-Chason  
Hector Huertas Chalecki  
Emily Kilbourn  
Britany Kuslis  
Mykal Kuslis  
Eric Mendelson  
Nicole Monaco  
Lauren Moyer  
Sheri Prendergast  
Ashley Sullivan  
Joseph Sullivan  
Scott Trungadi