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From the Desk of the Executive Director

It is with great pride that we celebrate the 25th Anniversary of SCOPE's peer reviewed research journal, The Journal for Leadership and Instruction. From its earliest beginnings as the Long Island Education Review to the respected publication it is today, the Journal has remained steadfast in its mission to advance educational leadership and instructional practice through rigorous scholarship and thoughtful inquiry.

This special anniversary edition reflects a quarter-century of commitment to excellence, collaboration, and the sharing of knowledge that strengthens our schools and communities. We are deeply grateful to our Editor-in-Chief, Dr. Richard Bernato, as well as to our dedicated Editorial Board and Peer Reviewers whose expertise, time, and commitment make this outstanding work possible.

Thank you to all who have contributed to and supported the Journal over these 25 years. We are proud to share this milestone edition with our readers.

*George L. Duffy
Executive Director
SCOPE Education Services*



Editor's Note - Silver Anniversary

I am thrilled that our Long Island Education Review published for the first time in December of 2000 has evolved into the peer reviewed, international, and ERIC listed Journal for Leadership and Instruction (JLI). Also, I am grateful to the Editorial Board, George Duffy, Executive Director of SCOPE and Coordinating Publisher, and Dr. Richard Bernato, Editor-in-Chief, for the opportunity to introduce six previously published articles representing highly engaged topics in diverse thematic groupings.

Dr. Bernato used several options in artificial intelligence (AI) to contrast approximately 400 articles for their number of citations and number of downloads and then, to place them in thematic categories before selecting the highest usage article in each category. The six articles that I am introducing represent just a smattering of the diversity and quality that we have published.

When I introduced the proposal to publish an educational review in the fall of 1999 to the SCOPE Board of Directors, I had in my mind the

impact of the Paris Review on literature and the arts as well as my conversations with our son, Michael, who was Editor-in-Chief for the Fordham University Entertainment, Media & Intellectual Property Law Forum who advised me to begin with a peer review process for publication and an editorial board. I hoped that our publication would influence faculty and school leaders and help them to ensure that all students were learning how to read, write, calculate and be citizens in a democracy.

Today, we celebrate 25 years of publishing outstanding authors. We celebrate the people who have served as peer reviewers, members of the Editorial Board, Co-Associate Editors, our Editors-in-Chief: Dr. Kevin McGuire, Dr. Carl Bonuso, Dr. Richard Swanby, Dr. Rene Parmar and Dr. Richard Bernato, our publishing staff: Judy Coffey, Layout Editor, Dr. Amy Eckelmann, Editorial and Reference Editor, Christine Cosme, Liaison Representative, and Ann Nuzzo, Publication Reviewer.



From the Archives

TAXONOMY OF KINDERGARTEN INTERVENTION PROGRAM IN NEW YORK STATE

Thomas E. Mangano, Ed.D.
Dowling College
Fall 2000

Abstract

This study identified the characteristics of kindergarten early intervention programs in New York State with an eye toward the development of a taxonomy which would be useful in program implementation and enhancement. The common components of early intervention include language development, spatial relationships and concepts, readiness skills, transitions between pre-kindergarten and kindergarten, and kindergarten and first grade, and parent participation in the screening, assessment and implementation of intervention services.

Introduction

Children enter kindergarten with a variety of readiness behaviors, many of which are consistent with developmental expectations. Others enter kindergarten with behaviors that indicate that they may be academically at-risk. Kindergarten early intervention programs identify children who are academically at-risk and provide opportunities for the children to develop the skills they will need to prevent future difficulties from occurring. Early intervention programs attempt to ensure that children are not given the opportunity to fail (Slavin, 1996).

Children at-risk may demonstrate a variety of difficulties in the area of speech and language development, which would include phonemic awareness, the ability to follow directions and the ability to understand spatial relationships. These children may also demonstrate negative socio-emotional behaviors that may or may not be related to cognitive deficits. Even though they may not

have been identified as having special needs, these children may still be at risk of not achieving success in future school years (Slavin, Karweit, and Wasik, 1993). Without intervention, such deficits are likely to predetermine failure in the early school grades and beyond. Ensuring that every child enters school ready to learn is a basic tenet of good education and early intervention is a means by which children at-risk can be provided with the opportunity to develop essential language and reading readiness skills. While a variety of kindergarten intervention programs have evolved and the components of these programs are diverse, many similarities exist among the programs as well. The taxonomy presented in this article serves to illustrate diverse elements of intervention programs and provides an opportunity to identify those core elements integrated within these programs. Research questions included: Which schools in New York State report that they are currently offering kindergarten intervention programs for at-risk children?, What are the characteristics of the various types of kindergarten intervention programs currently offered in New York State?, Do the ten regions of New York State differ in the approach to kindergarten interventions for at-risk children?, What are the elements of kindergarten intervention programs that could be included in a taxonomy?

Genesis of the Intervention Taxonomy

Ramey and Ramey (1992) and McClean & Cripe (1997) identify characteristics consistent with kindergarten early intervention programs currently being offered. These characteristics



EFFECTS OF MENTORSHIP ON ASSISTANT SUPERINTENDENTS AND THEIR EMOTIONAL INTELLIGENCE, CHALLENGES, AND THE DESIRE TO BECOME A SUPERINTENDENT

Latoya Y. Key, Stephanie P. Thomas, Tanesha N. Hunter, Ed.D., Elsa-Sofia Morote, Ed.D., Ph.D. and Stephanie L. Tatum, Ph.D.
Dowling College
Spring 2015

Abstract

The purpose of this study was to examine mentorship and its effect on assistant superintendents' emotional intelligence, challenges, and the desire to become a superintendent. The 149 participants surveyed in this study were assistant superintendents in Nassau and Suffolk Counties in Long Island, New York and Westchester County, New York. An independent sample t-test between assistant superintendents who have a mentor that were superintendents versus assistant superintendents that do not have a mentor was performed, followed by an item by item frequency analysis. The results show that assistant superintendents who have a mentor are more willing to take on the challenge to be a superintendent. An item by item analysis shows that assistant superintendents have 20% more value in the importance of items challenge and social networking.

Introduction

Future superintendents will benefit from receiving mentoring. For example, assistant superintendents can receive emotional and intellectual support to successfully navigate work related challenges by being mentored. The Council of School Superintendents Snapshot (2012) discussed three trends with the superintendent's position: Expanding performance expectations driven by economic and global considerations, pattern shifts in the educational delivery system driven by opportunities granted by

technologies and new models reflecting new ideologies and constraints driven episodically by the recession. The influence of each of these trends on the public education system is at the center of the added constraints of the leaders in education. To better understand the leaders, the pressures they face, the environment in which they work – examination of the literature suggests that mentoring from fellow professionals provide preparation and the confidence and motivation to apply for a superintendent's position (Fale, 2012).

The purpose of this study was to learn if and how mentorship affects assistant superintendents' emotional intelligence, challenge of the position, and their desire to be a superintendent. Emotional support centers on balancing professional and personal domains, which align with their emotional intelligence (self-confidence, self-image, fear of failure). Intellectual support is centered upon professional goal setting, constructive criticism, and strategies for improvement and reflection that are on par with the challenge of the position (personal challenge, professional challenge). The desire to be a superintendent (willing to be in a social network and willing to become a superintendent) lends to support given by the superintendent to the assistant superintendent which leads to an increase in confidence and ultimately aspiring to lead a school district.



ARE ALL SCHOOLS GETTING FAIR TREATMENT UNDER NEW YORK STATE EDUCATION LAW?

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Fall 2023

Abstract

This article examines the needs in New York State for public policy to address disparities in educational outcomes, opportunities to learn and appropriate evaluations that assess student readiness to advance in their education or work opportunities. Several proposals for educational public policy changes and practices are offered in the conclusion of this article.

Introduction

Federal education law under Every Student Succeeds Act (ESSA) requires state education systems to include high-stakes accountability policies and multiple indicators of success, such as growth scores from standardized tests, English Language Proficiency, and absenteeism, to determine the accountability status of schools and districts for rewards or sanctions. In New York State, high-stakes accountability policies do not hold schools accountable for student progress related to learning standards. Instead, they use comparative measures to rank schools against each other to determine their proficiency levels, annual yearly progress, and accountability status. Critics argued against using comparative measures, stating that it would make the accountability system inherently unfair (Koretz et al., 1992; NYSED, 2018; Williams, 2021). Research has shown that these policies promote uniform learning outcomes, control of educator behaviors, and test-driven learning cultures that do not align with the reality of instruction and learning in public schools with predominantly minoritized

student populations. Instruction and learning are dynamic because educators and students have diverse sets of skills, talents, cognitive processes, and various levels of access to resources within the learning environment. This makes uniform learning conditions challenging to establish as school leaders and teachers work under restrictive policies to prepare students for the high-stakes exams and diploma requirements (Williams, 2021).

Historical Overview of NYS Education Assessment Policy and Accountability

The New York Board of Regents has been at the forefront in the design of policies to influence the direction of schooling using assessments as they sought to institute statewide uniform learning standards to expand educational opportunities for its diverse student population. For example, in November 1865, the New York State Board of Regents created a uniform high school entrance examination to determine the most qualified elementary school students to continue their education. Students were awarded a certificate at graduation, and this influenced educators to prepare students for the test (Bishop et al., 2000). During the 1870s, there was a strong national movement for uniform high school graduation standards and college admissions requirements that was led by the National Educational Association (NEA), whose members were primarily college presidents and state superintendents (Williams, 2021). In June 1878, New York took the lead and administered its first curriculum-based assessment for high school Regent's credit (Bishop et al., 2000; The



SYSTEMS THINKING AS AN APPROACH TO TECHNOLOGY INTEGRATION AT THE K-12 SCHOOL LEVEL

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East Meadow UFSD and St. John's University
Fall 2023

Abstract

Amid the pedagogical and leadership shifts that the COVID pandemic placed on the K-12 educational landscape, the pandemic itself brought to light the systems that need to be in place for technology to be effectively integrated in classrooms and school buildings. The COVID transition period has produced a technology rebirth in K-12 schools across the country. This article provides a theoretical framework for K12 leaders to utilize as a guide to establishing a technology integration system in schools that is effective and sustainable. This comparative case study examined two school districts and utilized multiple methods to formulate an actionable framework for technology leaders. Through the combined theoretical lens of Peter Senge's learning organizations and Hargreaves & Fullan's professional capital model, researchers highlight the need and value of current instructional technology measuring and evaluative tools, and how they resourcefully support and guide technology leaders. Findings revealed leadership practices and systems thinking matter, and that they have a prominent impact on technology implementation and adaptation within the fabric of K-12 schooling.

Keywords: K-12, technology, systems, post-pandemic

Introduction

There is a new technology era within the K-12 educational arena. The COVID pandemic

disrupted education in the United States and the world; first closing schools and then pushing them to pivot to distance learning (Alvarez, 2020; McLeod, 2020). K-12 teachers and leaders have become more resilient to change and equipped and confident to leverage technology within their practices. Leading schools and teaching learners amid a pandemic have taught leaders a great deal. Success and missteps during the COVID transitional period have brought to light the systems and personnel infrastructure that need to be in place for effective technology practices in K-12 schools. As this study highlights, in order to achieve the kinds of instructional technology effectiveness required for 21st-century teaching and learning, a systems thinking approach is needed by leaders.

The International Society for Technology in Education, or ISTE, identified key roles of leaders in effectively leading the integration of instructional technology. The new standards identify essential components of technology leadership and have been adopted by many school districts to guide technology integration initiatives and serve as a technology accountability tool (ISTE, 2018; Christensen et al., 2018). Most recently as a response to the pandemic, Congress has increased funding to the Emergency Connectivity Fund, which provides monetary funds to selected elementary schools, secondary schools, or libraries to purchase equipment or services (e.g., Wi-Fi hotspots, modems, and routers) for use by students and

necessary for technology leaders to set the path and structure for all the essential components of the system to be established and implemented within the dynamics of a school system. Lastly, ISTE contends that it is important for technology leaders to implement evaluative procedures that allow for the technological growth of teachers (2016). Two current commonly utilized and researched evaluative tools for instructional technology include the Substitution, Augmentation, Modification, Redefinition model (SAMR) and the Technological Pedagogical Content Knowledge model (TPACK). Technology leaders need technology evaluative and reflective tools along-side them to create and sustain a system of technology integration accountability within their building or district. In an evolving educational technology landscape, it is essential that technology leaders approach technology integration in a systematic and reflective way.

Methodology

The researchers conducted a comparative case study to capture the lived experiences of participants as they navigated technology in their diverse school contexts within a real-life, contemporary context (Creswell & Poth, 2018) - K-12 technology integration during a time of change (e.g., COVID). Purposeful sampling was used to select two high-achieving suburban school districts in opposite counties in Long Island, New York (Nassau and Suffolk). Data collection spanned the 2020-2021 school year. Open-ended, semi-structured interview questions were utilized during both individual and focus group interviews. Each case (school district) within the study provided insight from various stakeholder perspectives (administrators and teachers), which facilitated understanding of their district's technology integration system design during a time of change. Participants included elementary and secondary level principals and teachers, and district-level technology directors and building-level leaders for this study. Additionally, district documents, archived documents (e.g., technology integration plans; Smart School Plan; teacher contracts) and district website were analyzed to gain further input on technology initiatives, budgetary allocations, or contractual

language regarding technology integration efforts. The researchers triangulated the data by utilizing not only three methods of data collection (individual interviews, focus group interviews, document analysis), but also three sources of data from divergent stakeholder voices (leader perspectives, teacher perspectives, varying grade levels) to confirm this study's findings.

Findings

Three pertinent overarching themes emerged from the study:

- Technology Leadership;
- Systems infrastructure; and
- Accountability.

Technology Leadership

The analysis of the interview data found that technology leadership requires a specific set of interpersonal skills to be able to influence teachers' instructional technology usage. In essence, people skills allow technology leaders to build trust and communicate change efforts more effectively. Across both cases, most teacher and leader participants emphasized that technology leaders need patience. Patience to listen and value their perspectives. Patience to understand and acknowledge that teachers have diverse levels of technology proficiency. Both leader and teacher participants across both cases also expressed that technology leaders must have humility to accept assistance from others when needed, and humility to not be afraid to learn along with teachers. Among the main practices identified by most leader and teacher participants included, modeling expectations, allocating time for teachers to learn and practice instructional technology along with colleagues, listening to understand, and practicing a continuous learning mindset. As expressed by many teacher participants from both districts, time is also an essential consideration technology leaders must consider if they want teachers to successfully incorporate technology. Lastly, most district leaders expressed the importance of technology leaders consistently practicing being life-long learners by staying current with best practices, collaborating with other leaders, and seeking learning opportunities.

- **A Known/Unknown Future (Cultural Intelligence):** In *Beyond Bilingualism*, Dr. Ann Macaluso's research suggests that students' level of Cultural Intelligence is affected by language proficiency and clearly lays out the rationale for expanding language education requirements to promote these attributes. Were we to make room for this premise we are more likely to be part of the global fabric.
- **Greasing the components, (Sustaining the Engine):** Transformational leadership and grit on the actions of principals in secondary schools, co-authored by Dr. Michael Doria and Eustace Thompson's qualitative study examine the qualities of persistence and grit as embedded in characteristics of transformational practice that more nearly assure effective schools. Their findings suggest that leaders that are gritty and transformational have higher instances of retention in their leadership role.
Editor's Note: We wish to point out that this article is co-authored by Dr. Eustace Thompson whose passing is a true loss to educational leadership development for this Journal and for prospective administrator students!
- **The Ultimate Goal (The Unknown Future), Our Think Tank Feature:** We're Preparing for a World That Doesn't Exist Yet serves as the thesis statement for the whole collection. It highlights why all the above changes—funding, agency, cultural responsiveness—are urgently necessary; Dr. Gabriella Franza (Administrative Writer), Morgan Jackson (Student Writer), Brianna Horneck (Student Writer), Bruce Revels III (Student Writer), and Kylee Hopkins (Student Writer) provide unique and refreshing perspectives.
- **Letter to the Editor:** Dr. John Coverdale's *Letter to the Editor* in reference to Dr. Robert Manley's Fall 25 piece about innovative

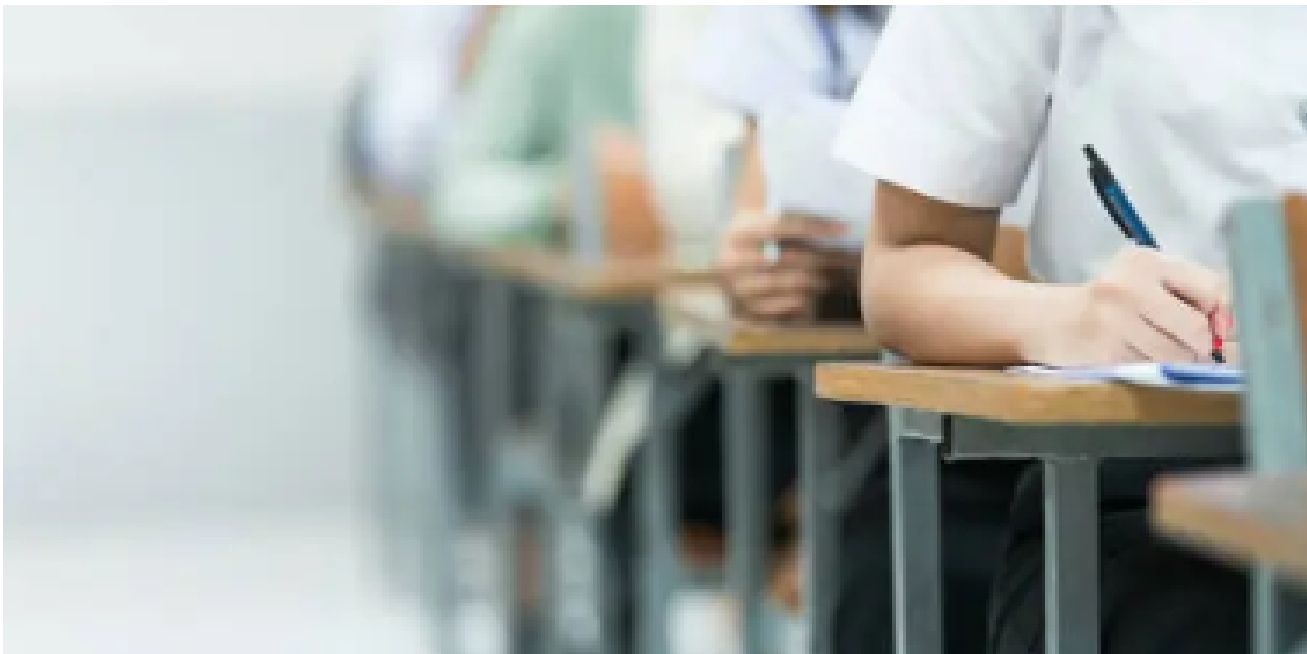
hiring practices within the DEI conversation is terrific material for continuing dialogue in our newest feature where we invite commentary about our publication choices.

- **Book Review, The Several C's and the Ultimate C:** Dr. Bernato reviews Dr. Kevin Perks latest book, *School Leader's Guide to VITAL Collaboration*, building and sustaining PLC Systems that improve teaching and learning by advocating a thoughtful and comprehensive process based strategy – set to assure rapid, effective, and sustainable ends.

Together, this issue looks backwards to recognize how this journal has evolved and looks forward to a future that seems poised to ask: *Do we have the resources, the empowered educators, and the cultural awareness necessary to propel ourselves into an entirely unknown future?*



*Richard Bernato, Ed.D.
Editor-in-Chief
Journal for Leadership and
Instruction*



see a lived experience reflected in assessments and learn how to address conflict with supportive accountability as modeled by the main character. Parents and teachers stated the importance of providing specific details to not detract from the major themes around forgiveness, accountability, and grace.

Updating the Development Process and Future Topics

When writing passages or items that are culturally responsive, it is important to consider incorporating qualities of CRA throughout the process, particularly during brainstorming and the writing process of items and passages (Hamdani et al., 2026). The intentional use of the qualities of CRA in assessment development has a positive impact on both student emotions and engagement when implemented effectively. This positive impact is apparent in all passages, where each passage was written to a CRA quality and students expressed the intended effect.

Limitations

There are several limitations. One limitation was time constraints (e.g., insufficient interview time, the time of day interviews

occurred, parent/guardian pick-up time). Additionally, students' independent reading levels were unaccounted for. This means that the assessment, while written on grade level, could have been on, above, or below a student's independent reading level, influencing engagement and emotions. Also, both reading levels and previous assessment experiences may have contributed to a student's assessment experience, including feelings of testing anxiety or boredom. Testing anxiety can affect emotional responses and engagement. These feelings can manifest in various ways (e.g., task avoidance, excessive talking during the assessment, and focus) but were not measured. Lastly, while participant sizes typically for generalizable studies are larger, these key considerations shared by a historically marginalized group often not included in research (Randall, 2021) are necessary in disrupting processes of marginalization. This study contributes to the growing body of research in studying participant responses to CRA content (e.g. Patterson, 2025, Randall, 2025) rather than prescriptive, causal, or universally generalizable conclusions. These insights are recommended to be viewed as starting points for practice and future research with key considerations rather than definitive recommendations in CRAs.

THE REALITY OF FUNDING QUALITY SCHOOLS: A 2025 QUANTITATIVE EXAMINATION OF STATE AID AND LOCAL REVENUE STRUCTURES OF LONG ISLAND PUBLIC SCHOOL DISTRICTS

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Sachem Central School District

Abstract

This study investigates how revenue structures affect the ability of educational leaders and boards of education to sustain high quality public school systems while fulfilling mandated service obligations in Long Island school districts. Employing a quantitative analysis of recent fiscal data, including revenue composition, student enrollment, and per-pupil state aid allocations, this research offers an updated empirical assessment of the financial conditions influencing school district leadership decision making. Building on the conceptual framework and findings of a 2017 analysis of Long Island school district finances, the study revisits the same districts and incorporates insights from a 2025 longitudinal review of four decades of recession-recovery policies and the impact of New York State's Property Tax Cap on regional school funding. Focusing on twelve districts within a single suburban township, the analysis reveals significant variation in total revenue capacity and in the balance between state aid and locally generated property taxes. These findings highlight the persistence of heterogeneous fiscal structures among districts in similar regional, geographic, and economic contexts, raising critical questions about fiscal equity, policy design, and long-term financial sustainability.

Keywords: Foundation Aid, School Finance, Long Island Schools, New York Public Education Funding, New York Tax Cap, New York School District Revenue

Literature Synthesis: Economic Policy Impacts on School District Fiscal Stability

As educational standards evolve and service expectations accentuate, school districts are increasingly required to deliver broader and more complex programs within fiscally constrained revenue frameworks. In New York State, suburban school districts, many of which are consistently identified as high performing based on state accountability data and national comparative rankings, operate within an education finance structure in which district revenue capacity is closely tied to local property wealth, resulting in differences in fiscal capacity among districts and increased reliance on locally generated revenue to support instructional programs and mandated services (Comesanas, 2024; New York State Education Department [NYSED], 2024; Niche, 2025; U.S. News & World Report, 2024).

Historically, Long Island's school districts and other downstate suburban regions have experienced myriad financial pressures, including economic downturns and policy shifts that have had lasting impacts. Over the past two decades, overlapping state and federal tax policies, including regulatory measures established under New York State's 2011 2% Property Tax Cap and the federal limitation on State and Local Tax (SALT) deductions imposed between 2017 and 2025 through the Tax Cuts and Jobs Act, have been associated with constrained local revenue capacity in suburban school districts, contributing to persistent challenges in

- Despite similar enrollment levels, these districts show markedly different revenue structures. District C (ranked first in total enrollment) receives 72% of operating revenue from New York State aid; 28% from local sources while District I (ranked second in total enrollment) receives 62% of operating revenue from local sources; 38% from state aid.
- Significant fiscal structure differences persist even among similarly sized districts, underscoring structural inequities in state aid dependence within the same region.

Table 4
Top Three Districts Ranked by Student Enrollment and Revenue Composition (2025)

School District	Student Enrollment	Enrollment Rank	Total Revenue (\$)	Local Revenue (% of Total)	NYS State Aid (\$)	NYS Aid (% of Total)
District C	17,842	1	684,358,478	28%	492,925,275	72%
District I	11,553	2	385,535,798	62%	148,288,622	38%
District D	7,660	3	337,948,534	38%	208,304,184	62%

Note. This data was retrieved from both the Office of the New York State Comptroller's website at <https://www.osc.ny.gov/open-book-new-york> and the New York State Education Department's website at <https://data.nysed.gov/>. Table presents the three largest school districts within a single township, ranked by total student enrollment. Percentages reflect the proportion of total district revenue derived from local sources and New York State aid for the 2025 fiscal year. Dollar values are rounded to the nearest whole dollar.

Analysis of the Findings of the Research Questions

This section synthesizes the empirical results across the three research questions, highlighting patterns in revenue composition, enrollment-related scale effects, and per-pupil aid disparities among school districts operating within a shared suburban Long Island context.

Revenue Composition and State Aid Reliance (RQ1).

The analysis reveals substantial heterogeneity in the proportion of New York State aid versus locally generated revenue across districts within the same township. Despite comparable regional cost structures and geographic proximity, districts display markedly different funding profiles, ranging from heavy dependence on state aid to pronounced reliance on local property taxation. This dispersion underscores the persistence of structural inequities embedded

in the state aid system and suggests that formula-driven allocations interact unevenly with local fiscal capacity.

Enrollment, Scale, and Total Revenue Capacity (RQ2).

Findings indicate that student enrollment is associated with differences in total operating revenue, but scale alone does not explain variation in state aid reliance. When revenue composition data are examined alongside district enrollment (see Tables 1, 2, and 4), no consistent relationship emerges between student population size and its allocation of New York State aid. Larger districts tend to command greater total revenues; however, their dependence on state aid varies widely. Some high-enrollment districts receive a substantial share of revenue from state sources, while others rely predominantly on local revenue. This pattern suggests that enrollment size amplifies fiscal capacity without standardizing aid dependence, reflecting the continued influence of historical aid provisions and district-specific fiscal characteristics.

Per-Pupil State Aid Disparities (RQ3).

Per-pupil state aid allocations show considerable variation among districts that serve similar student populations within the same township. These disparities remain even after accounting for enrollment size, indicating that the current state funding formula may not distribute resources equitably on a per-student basis. Such variation brings attention to horizontal equity, as students in neighboring districts with comparable demographic and economic profiles may receive substantially different levels of state financial support. This inconsistency suggests possible structural limitations within the aid allocation formula and underscores the need for a systematic evaluation of how state resources are distributed among districts with shared local economic characteristics.

Findings

The results of this analysis reveal substantial fiscal variation among public school districts within a single Long Island township. This variation is primarily attributable to differences in reliance on state

aid, enrollment-driven revenue capacity, and per-pupil expenditure allocations. Consistent with prior research (Galligan & Annunziato, 2017; Galligan & Dragone, 2025), these findings suggest that policies and funding mechanisms implemented during the post-recession recovery era have produced enduring inequities. These fiscal imbalances continue to constrain districts' capacity to address mandate-driven cost pressures and to sustain equitable, high-quality educational services across communities.

Despite operating within similar cost environments, particularly with respect to mandated service provision, districts exhibit differing capacities to generate revenue. Although total revenue levels are influenced by enrollment size, the composition of revenue sources, including reliance on New York State aid, varies independently of district scale. As shown in Tables 1, 2, and 4, districts differ in both total operating revenue and the proportion of funding derived from state aid across enrollment levels. These patterns indicate that structural and formula-based factors, rather than enrollment size alone, are associated with observed differences in fiscal capacity.

Suggestions for Future Research

Future research may examine New York State's Foundation Aid formula, including regional cost indices and the methods used to measure community fiscal capacity, particularly as they relate to mandated district expenditures. Additional comparative analysis of tax cap frameworks in economically similar neighboring states, such as New Jersey and Massachusetts, may further document how differing policy structures correspond with district-level revenue capacity. Such analyses would extend the empirical record on the relationship between state aid formulas, tax limitations, and school district fiscal outcomes.

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TRANSFORMATIONAL LEADERSHIP AND GRIT ON THE ACTIONS OF PRINCIPALS IN SECONDARY SCHOOLS

Michael Doria, Ed.D. and Eustace Thompson, Ph.D.
Hofstra University

Abstract

The outcomes are presented from a qualitative study exploring the qualities that make school leaders effective in secondary schools, i.e. transformational leadership and grit, which leads to attrition in their position. A total of thirteen secondary school principals were interviewed regarding grit and transformational leadership. Our findings suggest that leaders that are gritty and transformational have higher instances of retention in their leadership role. These leaders embody vision, trust, and transparency, along with being intrinsically motivated to serve their community

Keywords: transformational leadership, grit, secondary schools, principal retention.

Review of Literature

Previous research has not analyzed transformational leadership and grit together within secondary-level educational leadership, despite the potential synergy between these constructs. Grit, defined as perseverance of effort and consistency of interests, has been linked to long-term achievement and sustained professional commitment (Duckworth, 2007).

Transformational leadership promotes trust, collaboration, and vision development, fostering a positive school climate and improving teacher engagement while reducing turnover (Francisco, 2019; Serin & Akkaya, 2019; Urick, 2020).

Research on principal retention highlights that high turnover disrupts school improvement efforts and negatively impacts

student achievement (Beckett, 2018; United States Department of Education, 2018). Transformational leaders who embody grit may be more resilient and committed to sustained leadership roles, potentially reducing attrition rates. Prior studies show that transformational leadership practices: including fostering collaboration, shared decision-making, and transparent communication contribute to organizational stability and staff satisfaction (Browning, 2014; Hoy & Moran, 1999).

The interplay of grit and transformational leadership in secondary education remains underexplored. Duckworth's Grit-O Scale (2007) offers a framework to measure perseverance of effort and consistency of interests. Applying this framework in the context of transformational leadership enables examination of how these traits collectively influence principal effectiveness and retention.

This study addresses a gap in the literature by investigating whether secondary principals with higher grit demonstrate transformational leadership qualities, and whether these characteristics influence their decision to remain in leadership roles. Understanding this relationship can help inform leadership development programs and strategies to reduce principal turnover.

Grit

A popular definition of grit encompasses two subparts to determine success, i.e., consistency of interests and perseverance of passion (Duckworth, 2007). This study used the

Grit-O Scale's questions and analyzed the secondary school leader from a qualitative lens to determine if leaders who engage in transformational leadership practices have higher instances of grit, and have higher instances of principal attrition.

Transformational Leadership

Transformational leadership as a model for leadership promotes a positive school climate, enhances collaboration among staff members, decreases teacher turnover in schools, and enhances engagement/motivation of staff, along with transformational leaders being less likely to leave their school and seek other professional opportunities (Francisco, 2019; Serin & Akkaya, 2019; & Urick, 2020.) This research explored if grit and transformational leadership exists with leaders at the secondary level, along with determining if these leaders are successful because they are transformational and have higher instances of grit in their practice, along with suggesting that these characteristics lead to high instances of principal attrition.

Principal Retention

Principal retention has been a major concern in the field of education. Each new academic school year leaves schools with a new principal replacing the former leaders (United States Department of Education, 2018). Regular turnover of principals is detrimental to student learning, coupled with lack of providing meaningful time for initiatives to occur in an organization (Beckett, 2018).

Transformational Leadership and Grit in Secondary School Leadership

This conceptual frame is specific in analyzing whether the behavioral constructs of grit and transformational leadership coexist and lead school leaders to attribute these characteristics to higher instances of retention as a school leader. This conceptual frame is suggesting that secondary level principals who exhibit higher instances of grit will be more transformational in their leadership style, which will make them an effective leader, along with grit and transformational leadership being factors that influence higher rates of retention.

Figure 1
Conceptual Framework



This study was guided by the following research questions:

- What are the transformational leadership actions of the 7-12 secondary school principal that also embody characteristics of grit?
- How is 7-12 principal retention influenced by aspects of transformational leadership and grit?

Method

Participants

The field settings for this research were public and private 7-12 secondary schools in which the participants are employed. To be a participant in this study, the principals interviewed had to be a secondary level leader in a public or private school with a minimum of having served two years at their current principal position. Utilizing the superintendent, assistant superintendent, and professors of education as a panel of experts allowed for the most qualified principals to be chosen to effectively answer the research questions (Brady, 2015).

Design

Thirteen principals at the secondary level were interviewed. The interview questions

focused on aspects of grit, i.e., perseverance of effort and consistency of interest, under the Duckworth definition of the Grit-O survey instrument (Duckworth, 2007). The interview questions were categorized under theoretical concepts, which are transformational leadership and grit, along with principal attrition, to further categorize themes under these theoretical frameworks, which was analyzed in previous research. (Browning, 2014; Crede, Tynan, & Harms, 2017; Hoy & Moran, 1999).

Results

The subcategories of grit defined by the research of Duckworth, which were consistency of interests and perseverance of passions, were used to classify actions of transformational leadership qualities of the principals interviewed during the study. (Duckworth, 2007).

Grit Definition Subcategory: Consistency of Interests

Decisions Being Made Based on Needs of the Community

When asked about grit, principals focused on their initiatives, and how they focused on the needs of the community during their decision-making process.

Further, Phil uses the feedback from the entire school community to determine the direction of his initiatives. In response to challenging issues, such as race, gun laws, and violence the leader stated, "So in the wake of that, we decided, listening to students who really wanted a chance to talk because they were upset, talking about their concerns about their fears, related to gun violence, we started as Student Centered Forum," so they can be involved in having conversations. ' Initiatives highlighted in this study from the principals also included: social emotional learning, restorative practice, school climate, and college/career readiness.

Equity and Access

Paul's is consistent with his interests based on equity and access. He explained that he wants students to have equitable access to learning opportunities. He explained this idea in his, "schools course catalog," specifically, for an array of elective courses that meet the

needs of his students. Further, he explained that every student regardless of their aptitude should have access to college level and Advanced placement coursework. The leader stated, "I'm not gonna be the principal, that's going to say, we're not gonna give that kid a chance."

Promoting Buy-In

A key interest for the leaders in terms of having successful initiatives is creating buy-in from the team. Ann and Lisa explain their approaches to building buy-in. Lisa explained that her school's advisory initiative took years to be successful, but buy-in from the staff was essential for the initiatives' success. Lisa stated that, "Based on assessment I knew that we needed something to help us connect to students and to connect to each other. So I think the buy-in would be what keeps things going, connecting it to the needs of the building."

Grit Definition Subcategory: Perseverance of Passions

Managing Setbacks

The majority of the leaders identified how they cope with setbacks in their leadership practice. The leader Phil stated, "You've got to weigh your pros and cons and sometimes you retreat on one initiative. It makes you stronger for the next one, because it builds confidence. It builds faith in your leadership."

Hard Work and Diligence

The leaders explained that being a hard worker and being diligent is modeled through their interactions with their team, along with being part of who they are as individuals. Phil explained that he has always been hardworking and diligent since a young boy and these traits are part of his "mindset." He stated, "If you're not hard working, you'll quickly get overwhelmed and swamped. Jack stated that his hard work and diligence is modeled through him showing that he is, "invested in the school before and after school hours."

Other Transformational Leadership Themes of Gritty Leaders

Other transformational leadership themes, that a gritty leader would embody, emerged during research were: vision, trust, collaboration, shared leadership, professional

development, and transparency.

Vision

The leaders explained how they crafted their vision for their schools using two approaches. When explaining how to cultivate a vision for his school the leader Jack stated, "start with a small group, make sure it's the vision of the entire building and not just you." Jack furthered this idea of creating a vision and stated, "whether it's starting in leadership, influential teachers in the building, whatever it is, that's most important, make sure it's not just the vision of you, make sure it's a vision of a large group of people."

Trust

The leader Tina stated that she builds trust by trying, "to be present in every interaction," and allows her team to "be empowered to solve problems." Further, Tina places an emphasis on "being present" and explained, "I really try to let my teachers know that I have their backs and I support them. When you've built that friendship, and relationships, first, they're a little bit more trusting for the other part." Tina explained that, "We've set up community circles within our faculty meetings, and we often just run circles that are fun and joyful where people are sharing good laughs."

Shared Leadership

Jack stated that, "We need staff to take leadership," when explaining the need for shared leadership. Further, Jack stated, "You have to get teachers to be on committees and have them take leadership roles in those committees." Tina explained that she "engages members of the team in various committees." Tina stated, "I really empower my teachers, guidance staff, team members that sit on them and to be part of the decisions that are made for the school community," when discussing the importance of committees.

Professional Development

Ann discussed how professional development is a key aspect of her leadership. Ann stated that, "Every new teacher, every new hire, does four hours of staff development, where we immerse the staff members in the essential elements of middle level focused and middle level education," along with ensuring that, "ed-tech experts are required," to engage in professional development to continue to learn about how learning

applications can be implemented into the classroom.

Transparency

The leader Jerry explained that he is transparent with his staff regarding, "challenges with initiatives from central administration," along with making sure that teachers are given an explanation to how they can be more "effective in the classroom." Jerry stated, "Maybe I'm not going to write that one up, maybe we're going to talk about why it was terrible, and figure out a way to fix it," when he discussed how he behaves in a transparent manner regarding feedback he gives to a teacher.

Transformational Leadership and Grit on Principal Retention

The research question analyzed perceived reasons for lack of principal retention among the secondary-level high school principals in this study by analyzing the leaders' transformational leadership and grit on their capacity to remain in their principal positions. Themes that emerged from the data collection included total years of leadership experience and motivation to serve the community.

Total Years of Leadership Experience

It could be suggested that consistent leadership is a factor that allows a leader to have a higher instance of principal retention. Phil stated that, "my predecessor was here for thirteen years. To have thirteen years, and then fourteen years is remarkable," along with expressing, "without a doubt there are definite benefits to having somebody in place, knowing the history, understanding the families, and having a relationship with families."

Motivation to Serve The Community

The principals highlighted that they remain in the position because they stay motivated, "to serve the kids and community." Jack stated, "The kids are the number one reason that keeps me motivated to do what we do and to continue to improve." In terms of the community, Matt stated, "I find a certain charge of excitement from working with people who teach me about different aspects of their culture, literature, and art."

Discussion

Being able to understand/assess the rationale from these leaders, through interview questions, could allow researchers to understand the definition of grit across different constructs by allowing more themes to arise. This research suggests that principals who have higher retention embody transformational leadership and grit as part of their leadership style. This research showed that the leaders interviewed created school communities that have a clear vision, developed support networks, created opportunities for collaboration, and provided ongoing professional development for staff. This study showed that transformational leaders who embody grit were motivated to serve their school community, ultimately, remaining in their position with higher rates of retention.

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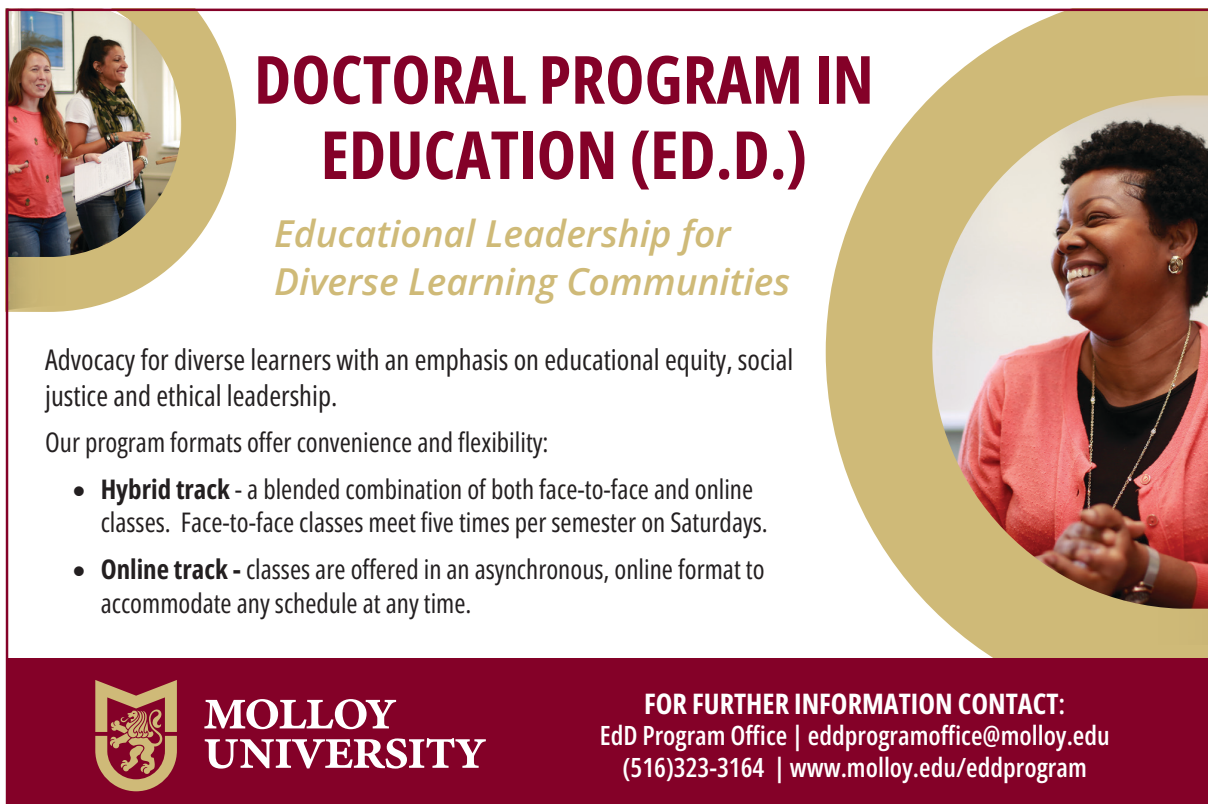
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Editor's Note: Please contact the author for appendices.




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BEYOND BILINGUALISM

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Abstract

In an increasingly interconnected and culturally diverse post-pandemic world, students' capacity to effectively engage across cultures is critical for global citizenship and participation in the global economy. This study explored the relationship between student immigrant generational status, linguistic background, and cultural intelligence, with a specific focus on differences among multilingual, bilingual, and monolingual students. Situated within global education priorities articulated by national and international organizations, the research examined multilingualism relative to a student's cultural intelligence. Employing a non-experimental research design, data were collected from students enrolled in a large, diverse suburban public high school in the northeastern United States. Cultural intelligence (CQ) was measured using Earley and Ang's (2003) Cultural Intelligence Scale (CQS). Results reveal that multilingual students demonstrate significantly higher levels of cultural intelligence compared to their bilingual and monolingual peers. These findings suggest that multilingualism, frequently accompanied by sustained cross-cultural engagement via authentic immigrant experiences, supports the development of the knowledge, skills, values, and attitudes necessary for meaningful participation in a global society. Moreover, the study challenges deficit-based perspectives of immigrant students by emphasizing their strengths as culturally intelligent individuals well-positioned to contribute to increasingly diverse communities and economies.

Introduction

Global interconnectedness is no longer an aspirational ideal but a defining feature of contemporary life. The COVID-19 pandemic accelerated this reality by rapidly transforming how individuals work, learn, and meet daily needs (Vyas, 2022). School systems adopted remote learning models (Garlinska et al., 2023), workplaces shifted to virtual collaboration, and everyday activities such as shopping, gift giving, and food access became increasingly mediated through digital platforms (Adibfar et al., 2022). As a result, goods, services, and professional interactions now routinely cross national boundaries with unprecedented ease (International Trade Administration, 2024).

As societies emerged from the pandemic, many of these shifts have endured (Vyas, 2022). Organizations and individuals recognized the benefits of remote work, including increased flexibility and improved work-life balance (Bello et al., 2024). Similarly, e-commerce growth that surged during the pandemic has remained well above pre-pandemic levels (Popescu et al., 2025). These developments have further reduced physical and cultural barriers, enabling individuals to pursue personal and professional opportunities beyond their countries of origin (Reuil, 2022).

Consequently, global migration has reached historically high levels, increasing the frequency and significance of cross-cultural interactions (OECD, 2025). In this context, education systems bear a critical responsibility to prepare students for meaningful engagement in a globally interconnected society. The growing international demand for globally competent

and culturally responsive individuals underscores the need for educational leaders and policymakers to prioritize the development of linguistic and cultural intelligence as central components of twenty-first-century learning (Boix Mansilla & Jackson, 2022; UNESCO, 2025).

Purpose

The purpose of this study was to examine the relationship between a student's linguistic proficiency and their level of cultural intelligence. Specifically, this study investigated whether multilingual students (speaking three or more languages) demonstrated higher cultural intelligence than their bilingual and monolingual peers and if these students were more likely to be first-generation immigrants.

Literature Review

Cultural Intelligence and Multilingualism

Cultural Intelligence

Intelligence scales have a long history of use. As stated in Becker (2003), in 1908, Binet and Simon created an instrument designed to measure a child's level of cognitive intelligence compared to their chronological age. This test was modified by Stanford professor Lewis Terman who in 1916 developed what is now known as the Stanford-Binet Intelligence Scale. This test provides an individual with an intelligence quotient or IQ score (Becker, 2003). In addition to the Stanford-Binet IQ score or quotient, there are other established measures of intelligence. The Social Intelligence Quotient (SQ) measures how an individual understands and interacts with others in social situations (Thorndike & Stein, 1937). The Emotional Intelligence Quotient (EQ) is the ability of an individual to evaluate, express, and manage their own emotions as well as the emotions of others (Salovey & Mayer, 1990). The Adversity Quotient (AQ) measures an individual's resiliency regarding challenges they may face (Effendi & Khairani, 2016). The current research investigates Cultural Intelligence (CQ) which is an individual's capability to interact seamlessly in culturally diverse situations (Earley & Ang, 2003).

As societies become increasingly globalized, the ability to engage effectively

across cultural contexts has emerged as a critical educational outcome. Earley and Ang (2003) provide a useful framework for examining how linguistic experiences shape global competence. CQ is conceptualized as a multidimensional construct encompassing metacognitive, cognitive, motivational, and behavioral dimensions, all of which may be influenced by sustained multilingual and cross-cultural engagement (Van Dyne et al., 2012).

Metacognitive CQ involves planning, awareness, and checking (Van Dyne et al., 2012). Students with high metacognitive CQ continuously question their own assumptions about individuals who are from a different cultural background than themselves. They are able to quickly adjust their behavior during interactions based upon these assumptions. For example, if a student is participating in a group project with peers they identify as being from a collectivist cultural background, they would adjust their behavior recognizing that these participants may prefer to have full group discussions and come up with an amenable solution for all participants. If the student identified the group members as possibly having individualistic cultural values, they may anticipate that the group may have members working independently and coming up with solutions quickly on their own and not take the time to seek the input of others (Hofstede, 2011; Van Dyne et al., 2012).

Cognitive CQ is the knowledge or the awareness an individual has about different cultural institutions, values, customs, and practices (Van Dyne et al., 2012). Knowledge that students gain in a classroom from text that teach about other cultures and religions would be classified as Cognitive CQ. For example, if a student is participating in an afterschool program with peers that are Muslim, they would be aware that during Ramadan, these peers may be fasting.

Motivational CQ is the desire or interest of an individual to learn about cultural differences. This includes intrinsic and extrinsic motivation as well as self-efficacy to adjust behavior (Van Dyne et al., 2012). For example, during group projects, a student may actively choose to engage with peers from diverse cultural backgrounds and may collaborate with a recently arrived immigrant classmate. The intrinsic value would be to genuinely learn

about that person's cultural traditions, asking thoughtful questions and to learn more about their culture beyond any class assignment. The extrinsic interest would be reflected in the marketability of improving their own interpersonal skills for future college or career purposes. The self-efficacy to adjust is demonstrated in the students ability to communicate effectively despite possible language or cultural barriers. If a misunderstanding occurs, the student would rephrase and adapt their behavior to ensure mutual understanding (Van Dyne et al., 2012).

Behavioral CQ refers to an individual's ability to utilize a wide variety of both verbal and nonverbal behaviors when interacting with individuals from a variety of cultural backgrounds (Van Dyne et al., 2012). Verbal behaviors could include the use of words and nonverbal behaviors including eye gaze, physical contact, and personal space (Busa et al., 2023; Remland et al., 1994). Remland et al. (1994) identified that individuals from certain northern European cultures maintained larger personal space parameters than individuals from other cultures. For example, a new exchange student from Germany is approached by another student and welcomed with a warm embrace. That student may pull away or feel uncomfortable. A student with a high Behavioral CQ would maintain space when welcoming the new student from a country with a larger personal distance zone.

Multilingualism

While bilingual education has been widely studied, there is a gap in the relevant literature when it comes to students who are proficient in three or more languages when compared to those who are bilingual. According to Macaluso (2019), there is a statistically significant difference between how multilingual individuals navigate multicultural norms and practices as measured by the Cultural Intelligence Scale (CQS) when compared with bilingual and monolingual individuals.

Linguistic Background and Cultural Intelligence

Empirical studies consistently demonstrate a positive relationship between language

proficiency and cultural intelligence. Cui (2016) examined student teachers using the CQS and found that foreign language proficiency and frequent interaction with individuals from diverse cultural backgrounds were significant predictors of CQ. Multilingual participants demonstrated higher overall CQ scores, suggesting that sustained engagement with multiple languages enhances cultural awareness and adaptability.

Similarly, Shannon and Begley (2008) investigated whether multilingualism predicted differences in CQ among undergraduate and graduate business students at a large university in Ireland and found that multilingual individuals scored significantly higher on cognitive CQ, which reflects knowledge of cultural norms, values, and practices. Although multilingualism was not significantly associated with behavioral CQ, the findings indicate that linguistic diversity contributes meaningfully to cultural understanding. These results are echoed by Kurpis and Hunter (2016), who compared international students enrolled in an English as a Second Language (ESL) program with domestic students in an international marketing course. International students, who were more likely to be multilingual, scored significantly higher on cognitive CQ, though differences across other CQ dimensions were not statistically significant.

Multilingual Learning Contexts and Global Competence

Research conducted in language learning environments further supports the relationship between multilingualism and cultural intelligence. Ghonsooly et al. (2013) examined students enrolled in an English as a Foreign Language (EFL) at institutes in Iran. Students were of varying language ability and the number of languages spoken was not established. Eighty-seven students were administered the Cultural Intelligence Survey (CQS) and the International English Language Testing System (IELTS) exam. The IELTS measures language proficiency based upon listening comprehension. Students with higher listening comprehension scores were associated with higher overall CQ. These students also revealed a significant positive result in the sub-components of metacognitive and motivational CQ.

THINK TANK: WE'RE PREPARING FOR A WORLD THAT DOESN'T EXIST YET: STUDENT PERSPECTIVES ON FUTURE-DRIVEN EDUCATION

Gabriella Franza, Ed.D., and Student Authors Morgan Jackson, Brianna Horneck, Bruce Revels III, and Kylee Hopkins
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Abstract

In an era of rapid technological, vocational and societal change, education systems must reorient their priorities to prepare students for careers that do not yet exist. This article presents a collaborative, student-led exploration of future-ready education, grounded in the experiences of participants in the Future Innovators Challenge at a suburban high school. Through the development of potential career prototypes, students critically assessed the extent to which their education equips them with the competencies, mindsets, and opportunities needed for a complex and evolving future workforce. Structured thematically across four reflective student essays, this piece highlights the misalignment between current curricular models and emergent skill demands, the importance of experiential and real-world learning, the inequitable distribution of future-ready resources, and the imperative for student inclusion in educational decision-making. These findings come together in a set of evidence-based recommendations for reimagining secondary education through innovation and student partnership.

Introduction

As educational stakeholders grapple with the implications of automation, climate instability, and an increasingly interconnected digital economy, one truth becomes strikingly evident: we are preparing young people for a world that does not yet exist. Rapid advances

in artificial intelligence, shifting labor market demands, and the accelerating pace of global change create conditions in which the fundamental skills needed for future success are continuously evolving. Reports from international organizations highlight that many of the jobs today's students will hold have not yet been created, underscoring the urgency for schools to cultivate adaptable, creative, and technologically fluent learners (World Economic Forum, 2020). The traditional paradigms that have long shaped K-12 education, rooted in rote memorization and standardized assessment, are increasingly incongruent with the flexible and interdisciplinary problem-solving that tomorrow's careers will require (Noguera, 2007; Nathenson & Henderson, 2018).

This article draws on the experiences of high school students who participated in the Future Innovators Challenge. This is a research-centered competition in which student teams conceptualize an original career field they believe could emerge within the next 10 to 50 years. Participants draw on current technological, societal, and environmental developments to articulate the role's purpose, responsibilities, qualifications, and potential impact on future communities, supported by evidence from reputable sources. Their work is communicated through thoughtfully crafted presentations that may include videos, prototypes, interactive media, or live pitches to a panel of judges. As a hybrid of design thinking and entrepreneurial presentation, the Challenge allowed students

| Letter to the Editor

I read with great interest Dr. Robert Manley's recent review of the Harvard Business Review's July-August 2025 article, "Achieve DEI Goals without DEI Programs." The HBR article observed that DEI programs have been rolled back in both private and public sector organizations, as a result of political and social tensions rooted in history, and at times, a narrow definition of DEI, which is often viewed as an outgrowth of Affirmative Action, or an intersect for race and ethnicity. The broader definition of DEI can be summarized as respect for individuals of all backgrounds. It is in this context that the HBR article offers valuable guidance, advocating a shift away from divisive rhetoric and toward practical, people-centered approaches that foster more inclusive workplaces.

While I appreciate HBR's encouragement for organizations to continue pursuing DEI goals, I believe the article missed a crucial point by failing to assert that reframing DEI, both in theory and practice, is essential to future-focused leadership. Justice Sandra Day O'Connor's 2002 hope that racial preferences would become unnecessary was once seen by some as a "moonshot." Today, while some progress is evident, significant work remains if we are to achieve sustainable inclusivity. I hoped the article would discuss more fully how emotionally intelligent leaders foster stability through civility and purpose, and how these skills are vital to building the organizational trust described in the article. Such competencies also drive creative engagement, deeper understanding, and conflict resolution, all of which are fundamental for actual DEI progress.

It must be acknowledged that for some, the acronym "DEI" causes, as proffered by Socrates, "tension of the mind." However, rather than focusing on conflict, I propose that, as leaders, regardless of whether we are supporters of DEI, we turn our attention to recognizing and addressing the polarization in our society, which also affects our workplaces and I contend, ultimately isn't good for anybody. Instead, by prioritizing trust-building and shared purpose, we better prepare people for an increasingly diverse future that in so many ways is already here.

A key takeaway from the HBR article, in my view, is that investing in people and fostering organizational trust creates a foundation for lasting progress, in organizations and society. Fair-minded, reflective leaders play a pivotal role in this process by modeling inclusive behaviors and initiating cycles of engagement that can transform not just workplaces but also communities. Imagine the impact if we rejected the status quo and intentionally built workplace cultures that are Dynamic, Intuitive, and Engaged. Such progress would benefit everyone, no matter our background or beliefs.

Respectfully submitted,

Dr. John W. Coverdale



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SCOPE SERVICES INCLUDE:

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- ◆ Enrichment Programs
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- ◆ Outdoor Education Programs & Camps
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- ◆ Services for Employment and Certification
- ◆ Conferences
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- ◆ Mediation Services
- ◆ Workshops/Speakers Bureau
- ◆ Professional Development/Inservice Courses
- ◆ Publications:
 - Directory of Suffolk County Public Schools
 - Directory of L.I. Private & Parochial Schools
 - Directory of Mid-Hudson Public Schools
 - Journal for Leadership and Instruction
 - SCOPE Education Forum