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The Doctoral Program in Educational Administration and Supervision





Director: Center For Educational Leadership and Accountability









Carrier of the Torch My Journey



Every day we live is a new journey. Each experience is an opportunity for continued growth. I have traveled far and learned many things, however the journey is not yet over.

I now have embarked on my most challenging mission, to complete my Doctoral degree in Education, a journey not taken lightly and the beginning of a goal I intend to accomplish.

As in the tradition of the light of the Olympic Flame which represents "the light of spirit, knowledge, and life," I begin my journey as the temporary keeper of the flame to be passed to others. By doing so I hope to enlighten those individuals who remain in the darkness due to the absence of knowledge and understanding and in turn to extend the light so that others may also see and share to continue their journey as well.







My name is John Karahalis. I am the proud father of three children, two in college and my youngest in elementary school. I have been actively involved in the field of Education and Psychology with experience working with children, adolescents and adults with a multitude of challenges including physical disabilities, mental illness, and emotional and learning handicaps for over 25 years.

Within the past 15 years I have been employed as a School Psychologist for BOCES on Long Island specializing in assisting emotionally disturbed children, adolescents and their families in an academic setting.

In addition I am an adjunct Professor of Psychology at two colleges in Suffolk County. As a educator and Psychologist I feel the multitude of experiences I have had are beneficial in enlightening my students both within their social and academic environment



Education



St. John's University

- Ed. D. Educational Administration and Supervision St. John's University
 Class of 2010 Cohort 8
- P. D. Professional Child Psychology 2/81
- M. S. School Psychology 1/79
- B. A. Psychology 6/77

Clinical Experiences

- Eastern Suffolk BOCES
 School Psychologist
 10/92 Present
- Pilgrim Psychiatric Center
 Staff Psychologist 9/85 10/92
- Long Island Developmental Center
 Staff Psychologist 8/83 9/85

United Cerebral Palsy
 School Psychologist 11/80 - 8/83

Federation of Puerto Rican Orgs.
 Residence Director 6/79 - 11/80



Credentials



New York State Certified School Psychologist

 New York State Licensed Mental Health Counselor

Professional Affiliations

New York Mental Health Counselors
Association (NYMHCA)

New York State Association of School Psychologists (NYASP)

New York State United Teachers Association (NYSUT)

Policy Politics

A theory of Policy Politics must start with a model of political society, that is a model of the simplest version of society that retains the essential elements of politics".

"The project of making public policy rational rests on three pillars:

- a model of reasoning
- a model of society
- a model of policy making".

Deborah Stone (1988)

Policy Paradox

Policy Politics

- EDU 5103
- EDU 5420
- <u>EDU 5721</u>
- EDU 5741

Organizational Theory

"Very few of us are superior to our fellow workers in every way. As long as we cling to our organizational roles, we can maintain the fiction that we are indeed superior in every way. But if we engage these people in social intercourse, the fiction is dispelled"

> William G. Ouchi (1981) Theory Z

Organizational Theory

■ <u>EDU 5419</u>

Leadership

"Level 5 leaders are differentiated from other levels of leaders in that they have a wonderful blend of personal humility combined with extraordinary professional will. Understand that they are very ambitious; but their ambition, first and foremost, is for the company's success. They realize that the most important step they must make to become a Level 5 leader is to subjugate their ego to the company's performance. When asked for interviews, these leaders will agree only if it's about the company and not about them".

Jim Collins *Good To Great*

Leadership

- EDU 5105
- EDU 5415
- **EDU 5571**
- **EDU 5743**
- <u>EDU 7701</u>

Management Science

"Simplicity is elegance"
"Frame the problem, find the model"

Dr. Jonathan T. Hughes

Management Science

■ <u>EDU 7801</u>

Research Methodology

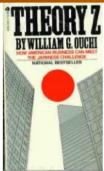
"If we knew what we were doing, it wouldn't be called research"

Albert Einstein

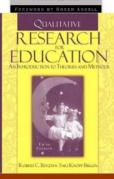
Research Methodology

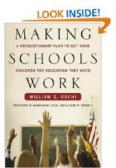
- EDU 5655
- **EDU 5890**
- **EDU 5990**
- **EDU 7211**
- **EDU** 7800
- **EDU 7900**

Required and Recommended Readings

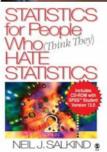


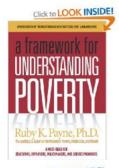


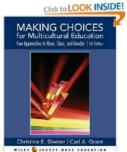


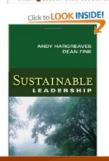


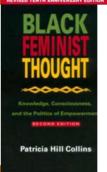


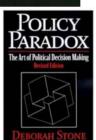
















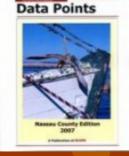
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CASE

Robert K. Yin

RESEARCH
Design and Methods
Third Edition



Additional Readings



INFLUENCES

Of the multitude of researchers and experts I have read and absorbed to the best of my ability I found myself gravitating to the works of Popkewitz particularly his work on the framework of educational reform. as it relates to the implementations of Transition Planning.

PERSONAL INTERESTS

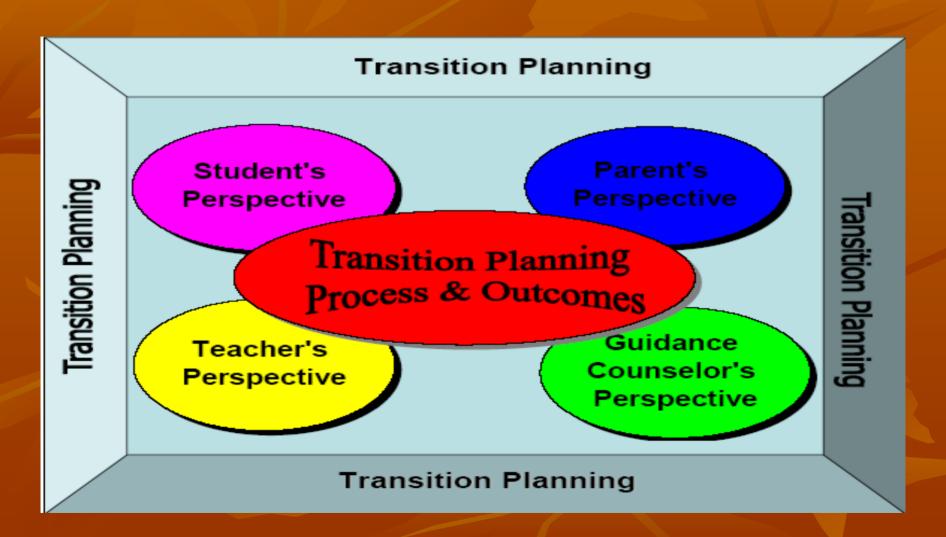
As a working School Psychologist with my greatest experiences in special education and adjunct professor of Psychology for future teachers at St. Joseph's College I have always been fascinated in the emphasis and need for Transition Planning for students with special needs. These students, many of whom have cognitive ability comparable to district based students seem to falter during as well as postgraduation.

Although Transition Planning is the attempt to find the appropriate formula for success the process appears far from perfect.

Popkewitz presents a model that categorizes schools as either technical, illusory, or constructivist in their approach to educating students.

It is with this foundation that my dissertation proposal begins.

Conceptual Framework



POPKEWITZ MODEL

What does it mean to know?

- Technical Culture
- Illusory Culture
- Constructivist Culture

What does it mean to work?

- Technical Culture
- Illusory Culture
- Constructivist Culture

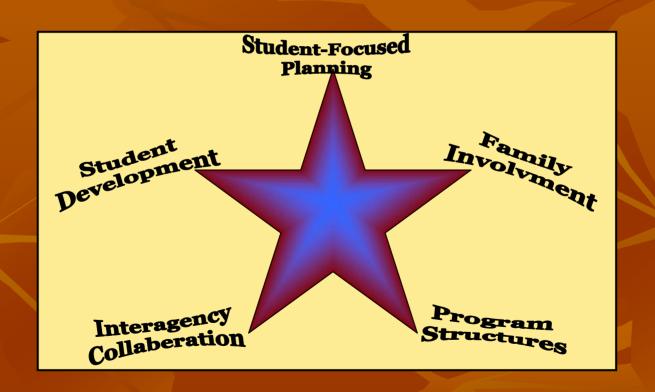
What is the nature of authority?

- **■** Technical Culture
- Illusory Culture
- Constructivist Culture

RESEARCH DESIGN MODEL

Kohler describes the Transition Planning Inventory (T.P.I.) as a planning tool for students with disabilities. For purposes of this study Kohler's concepts of Transition-Focused Education will be utilized to drive data analysis. The research to follow will incorporate the aforementioned foundations of Popkewitz concepts in concert with Kohler's model.

KOHLER MODEL FOR SUCCESSFUL TRANSITION PLANNING



Present Dissertation Proposal



Problem Statement



Commonly faced issues for students with disabilities nearing graduation include pursuing vocational training or academic education, getting a job and living independently. In the case with students with disabilities the choices may be more complex and require a great deal of planning. Special education students are graduating high school with documentation on the completion of Transition Planning however production of student outcomes have not been effectively evaluated. Stakeholder's perceptions of successful student outcomes often fail to meet the expectations of written post secondary Transition Planning that was intended to successfully transition students into society.

Conceptual Rationale

- For the purposes of this study, I will be using Popkewitz's (1982) framework of educational reform as it relates to the implementations of Transition Planning. Popkewitz uses a model that categorizes schools as either technical, illusory, or constructivist in an approach to educating students. In this approach, students learn through the consideration of three main questions:
- What does it mean to know?
- What does it mean to work?
- What is the nature of authority?
- In addition, Kohler's concepts of Transition-Focused Education will be utilized to drive data analysis.

Research Questions

The following research questions are to be addressed:

- Is the transition planning process being implemented as directed in accordance with federal mandates of IDEA?
- What is the perception of special education teachers in regards to the effectiveness of the Transition Planning process?
- What is the perception of parents of special education students in regards to the effectiveness of the Transition Planning process?
- What is the perception of Guidance Counselors in regards to the effectiveness of the Transition Planning process?
- What is the perception of special education students in regards to the effectiveness of the Transition Planning process?
- How and to what extent is the Transition Planning being implemented as directed by the students Individual Education Plan?

How will this question be answered?

In investigating the above each researcher will need to extensively look into each of the various stakeholders and their interpretation that address the research questions. Through this study we intend to illicit the responses from students, parents, teachers, and guidance counselors pertaining to the effectiveness as well as the intrinsic value of the program. Participants will be asked a series of questions using a qualitative approach regarding each stakeholder's personal experiences and attitudes on a variety of topics related to Transition Planning. Questions will include the following areas:

- 1. Personal experience in securing Transition Planning
- 2. How each respondent learned about Transition Planning and from whom?
- 3. The ease or difficulty in completing the process including dealing with local and State Government agencies
- 4. How do individual sections of the process fit with NYS practice and how familiar are you with them?
- 5. Are there other considerations that have been overlooked?
- 6. Suggestions (if any) for changes or area(s) in need or improvement in the Transition Process.

Limitations

I will be limited to the special class population of a single specific school district. For purposes of this study the subjects will be limited to individuals who are classified as Emotionally Disturbed, Learning Disabled or Other Health Impaired.

ACKNOWLEDGEMENTS

I would like to thank all the Professors and staff at St. John's University that has made this continuing journey possible.

With a special thank you to Dr. Jonathan T. Hughes, Dr. Korynne Taylor-Dunlop and my mentor Dr. Frank Smith.





