

## William Ellery Samuels, Ph.D.

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### EDUCATION

- 2004, Ph.D., Psychometrics & Experimental Psychology, University of Texas at Arlington  
Dissertation: *Development of a non-intellective measure of academic success: Structure and item-level analyses across populations.*  
Dissertation Chair: Ira H. Bernstein, Ph.D.
- 2000, MS, Experimental Psychology, University of Texas at Arlington
- 1992, BS, Juniata College, Applied Mathematics

### REPRESENTATIVE, RECENT, PEER-REVIEWED PUBLICATIONS

- Samuels, W. E.**, Blackman, S., Sacks, S., Sacks, J., Tournaki, N., & Zilinski, C. (accepted). Executive functions demonstrate differential rates of growth among disadvantaged adolescents. *Journal of Applied Developmental Psychology*.
- Samuels, W. E.**, Bernstein, I., Woo, A., & Gigliotti, E. (accepted). Type I and II error rates of the Mantel-Haenszel  $\chi^2$  and separate calibration *t* statistics across many sample sizes. *Journal of Applied Measurement*.
- Samuels, W. E.**, Tournaki, N., Blackman, S., Sacks, J., Sacks, S., Sudhalter, V., & Zilinski, C. (in press). Predicting middle and early high school GPAs with executive functioning assessed by teachers and by the students themselves. *Educational Psychology*.
- Samuels, W. E.**, Tournaki, N., Blackman, S., & Zilinski, C. (2016). Executive functioning predicts academic achievement in middle school: A 4-year longitudinal study. *The Journal of Educational Research*, 109(5), 478 – 490. doi: 10.1080/00220671.2014.97991.
- Samuels, W. E.**, Meers, L., Normando, S. (2016). Improving upper elementary students' humane attitudes and prosocial behaviors through an in-class humane education program. *Anthrozoös*, 29(4), 597 – 610. doi: 10.1080/08927936.2016.1228751
- Bernstein, I., **Samuels, E.**, Woo, A., & Hagge, S. (2013). Assessing DIF among small samples with separate calibration *t* and Mantel-Haenszel  $\chi^2$  statistics in the Rasch model. *Journal of Applied Measurement*, 14(4), 389 – 399. PMID: 24064579.

## Currently under Review

1. **Samuels, W. E.**, Blackman, S., Tournaki, E., Sacks, S., Sacks, J., Byalin, K., & Zilinski, C. Confirmatory analysis of the factor structure of the Behavior Rating Inventory of Executive Function among disadvantaged adolescents. *Journal of Psychoeducational Assessment*.
2. **Samuels, W. E.** Effects of a prosocial education curriculum on urban, Chinese elementary students' behaviors and attitudes across multiple schools. *American Educational Research Journal*.

## GRANTS AND FUNDING

1. **\$120,000**, with ACTAsia, from the Dalian Committee for the Next Generation to implement and evaluate holistic education programs in urban, Chinese elementary schools (2015 – 2025).
2. **\$35,000** from the City University of New York (CUNY); given success of previous Writing Across the Curriculum project, below, was awarded an unprecedented second grant to further develop and expand the project both in scope and evaluative rigor through a second grant (2012 – 2013).
3. **\$35,000** from CUNY to implement a Writing Across the Curriculum grant to create and assess a research-based program to support undergraduate student development (2011 – 2012).
4. **\$75,000** from the Marian and Robert Kilbreth Foundation for conducting socially conscious, field-based research in adolescent development (2010).
5. **\$100,000** from the Peter Jay Sharp Foundation, teaches animal care through interactive visits to the American Society for the Prevention of Cruelty to Animal's shelter facility (2005).
6. **\$160,000** from the Kenneth A. Scott Charitable Trust for the creation of *Living science: Humane, student-inquiry science projects for middle and high schools* (2002).

## INSTRUCTION

1. 2016, **Applied Statistical Thinking and Methods in Health Research** (NRS 706/MTH 706), prepares Master's and dissertation students to interpret and apply statistical analyses common to health research. Synthesizes relevant theories, studies, cases, and datasets to foster statistical thinking in various health settings and with diverse populations; ethical issues and multi-cultural implications are interwoven throughout the course (16 students, College of Staten Island and CUNY Graduate Center).
2. 2008 – present, **Educational Research** (EDD 630 and EDD 631), a two-semester graduate course sequence in which graduate education students research, design, conduct, and interpret quantitative research relevant to classroom and education-related practice. Taught in person and as a hybrid (at least half online) course (16 – 22 students, College of Staten Island).
3. 2007 – present, **Statistics in Psychology** (PSY 266), covered statistical methods most commonly used in psychology, including probability/Bayesian statistics, descriptives statistics, and para-

metric and nonparametric inferential techniques. Taught in person and as a hybrid course (14 – 44 students, College of Staten Island).

4. 2007 – 2012, **Developmental Psychology** (PSY 242), a survey of psychological growth and development during childhood, adolescence, young adulthood, middle age, and old age. Emphasis is placed on developmental tasks as distinguishing features of successive life stages. Patterns of intellectual growth, psychological growth under different social-cultural conditions, personality, and social development are considered (27 – 34 students, College of Staten Island).
5. 2005 – 2011, **Topics in Field-Based Research and Evaluation**, co-designed and -taught professional development, online course for occupational and physical therapists, mental health counselors, nurses, doctors, social workers, educators, and other service practitioners (13 – 21 students, DePaul University).
6. 2002, **Behavior and Motivation** (PSYC 3320), an undergraduate course (32 students, University of Texas at Arlington).
7. 1999 – 2002, **Introduction to Probability** (MATH 3313), a comprehensive study of basic statistical methods. Co-designed lectures and content for lecture and laboratory sections, oversaw laboratory sections, and taught lecture section for undergraduate course (18 – 33 students, University of Texas at Arlington).
8. 1998 – 2001, **Introductory Psychology** (PSYC 1315), an undergraduate course (57 – 89 students, The University of Texas at Arlington).
9. 1996 – 1997, **Experimental Analysis of Behavior** (PSYC 2310), Taught laboratory section; covered experimental procedures and statistical analyses for operant and conditioned learning (23 – 27 students, University of Texas at Arlington).

#### **REPRESENTATIVE, RECENT SCHOLARLY PRESENTATIONS**

1. Pei, S.-F., **Samuels, W. E.** (May 22, 2016). Helping left-behind children get ahead: A in-class humane education improves the prosociality of lower elementary students in several regions of China. Green Templeton Human Welfare Conference: Inequalities and Human Welfare. Oxford University, Oxford, England.
2. **Samuels, W. E.** (October 7, 2015). Report on multi-city evaluation of caring-for-life education and recommendations for future practice. Presentation made to Ministry of Education officials and school district superintendents in Dalian, People’s Republic of China.
3. **Samuels, W. E.** (October 10, 2015). Recommendations for developing prosocial behavior through pedagogy. Panel discussion conducted with the Ministry of Education, Heping, People’s Republic of China.

4. Winter, H., Pei, S.-F., & **Samuels, W. E.** (May 2, 2015). Managing conflict through the process of humane education in schools. Green Templeton Human Welfare Conference: Human Welfare in Conflict. Oxford University, Oxford, England.
5. **Samuels, W. E.**, Tournaki, N., Blackman, S., & Zilinski, C. (May 1, 2014). Executive functioning ratings by paraprofessionals predict academic success in a middle school. Poster presented at 46th annual conference of the New England Educational Research Organization (NEERO), West Dover, Vermont.
6. **Samuels, W. E.** (November 24, 2014). Pedagogical strategies for improving character and humane education: Recommendations and results from the 2013 – 2014 program evaluation. Presentation made to Ministry of Education officials, school administrators, school teachers, and non-profit organization leaders in Xiamen, People’s Republic of China.
7. **Samuels, W. E.**, Tournaki, N., Blackman, S., & Zilinski, C. (May 1, 2014). Executive functioning ratings by paraprofessionals predict academic success in a middle school. Poster presented at 46th annual conference of the New England Educational Research Organization, West Dover, Vermont.
8. **Samuels, W. E.**, Blackman, S., Tournaki, N., & Zilinski, C. (March 15, 2014). BRIEF and BRIEF-SR scores as predictors of academic success in a middle school: Initial findings. Presentation given to the 85th annual meeting of the Eastern Psychological Association (EPA), Boston, Massachusetts.
9. Chiriboga, L., Korona, K., Parrucci, C., & **Samuels, W. E.** (September 21, 2013). Character education in elementary schools. Presentation and break-out session conducted at the Educating for a Just, Peaceful, & Sustainable Future conference, New York: New York University School of Law.

## OTHER REPRESENTATIVE PROFESSIONAL ACTIVITIES

### Representative Consultations

1. 2015 – present, **Statistical consultant**, finite mixture models/structural equation modeling for dissertation research evaluating the construct, content, predictive aspects of the validity of the Genetics and Genomics in Nursing Practice Survey.
2. 2014 – present, **Evaluation consultant**, “30,000 Degrees,” a joint program conducted by St. John’s University, Wagner College, & the College of Staten Island with area P – 12 schools to increase number of college degrees earned by Staten Island residents.
3. 2014 – 2015, **Program evaluator**, “EAGER: Participatory Cyber Security Learning through Dramatic Role Playing,” a cyber-security education program for college students
4. 2013 – 2015, **Statistical consultant**, analysis (primarily structural equation modeling) for dissertation research on patients’ perceptions of experiences with health care providers.

5. 2013 – present, **Research consultant and program evaluation**, design & analysis (including longitudinal randomized control trials) of state-sanctioned program implemented in dozens of Chinese elementary schools with thousands of students over several years.
6. 2013 – 2016, **Statistical and research consultant**, discrete and longitudinal investigation of the suicidality of orphaned children in Guyana.
7. 2011 – 2013, **Research consultant**, discrete and longitudinal evaluation of education programs conducted by the Detroit Zoological Society.
8. 2011 – 2012, **Lead statistician** (overseeing a Ph.D. and an M.D. statistician), prevalence and demographics predictors of metabolic syndrome with the Richmond University Medical Center.
9. 2009 – 2012, **Statistical and research consultant**, evaluations of medical, counseling, and educational programs conducted by the Society for the Study of Human-Animals Relations.
10. 2009 – present, **Statistical and research consultant**, program evaluation for Yourou, the Japanese Society for Animal-Assisted Education and Therapy, and the Society for the Study of Human-Animals Relations.
11. 2005 – 2006, **Program evaluator**, all aspects of school-based technology program in all sixth grades classes in 22 New York City middle schools; assessed program for scalability to all grades in all New York City middle schools; project included integrating data from online, self-report surveys and naturalistic observations.
12. 2004 – 2006, **Statistical and research consultant**, field- and school-based education program evaluations for Japan SPCA.
13. 2003, **Program evaluator**, efficacy of the New York City Pet Care Outreach Program in eight classes at Title 1 and private elementary schools in New York City.

### **Representative Trainings and Workshops**

1. **Samuels, W. E.** (October 13 – 16, 2015). State-sanctioned teacher professional development workshops on educational research and intervention evaluation; conducted with about 100 teachers and administrators in Dalian, People’s Republic of China.
2. **Samuels, W. E.** (November 21 – 23, 2014). School-wide discipline programs to encourage pro-social behavior among elementary students. Conducted with Ministry of Education officials and school administrators in Xiamen, People’s Republic of China.
3. **Samuels, W. E.,** Chiriboga, L., Korona, K., & Parrucci, C. (September 23 & 24, 2013). Humane education in elementary schools. Lawyer professional development workshops conducted at the Educating for a Just, Peaceful, & Sustainable Future conference, New York: New York University School of Law.

4. **Samuels, W. E.**, Matoba, M., Izawa, M., Arai, S., & Yamamoto, N. (August 2, 2009). Professional development module on supporting holistic development among children and adolescents. The featured event of the 8th Annual Education Conference, Azabu University, Sagamihara, Japan.
5. **Samuels, W. E.**, Yamamoto, N., Meers L., Normando S., & Ödberg F. O. (July 29, 2009). Workshop on conducting quantitative evaluation of education programs. Featured guest speaker at Shujitsu Women's University, Sendai, Japan.

### **Representative Reviews**

1. 2014 – present, **Peer reviewer**, *Journal of Educational Psychology*.
2. 2014 – present, **Peer reviewer**, *Journal of Nursing Measurement*.
3. 2012 – present, **Peer reviewer**, *Journal of School Health*.
4. 2010 – 2015, **Peer reviewer**, *Human-Animal Interaction Bulletin*.
5. 2011, **Methodology reviewer**, Medication Aides/Assistant Knowledge Survey for the National Council for State Boards of Nursing (NCSBN).
6. 2011, **Textbook reviewer**, third edition of *Research Methods: Learning to Become a Critical Research Consumer* by Martella, Nelson, & Marchand-Martella; SAGE Publications.
7. 2011, **Methodology reviewer**, Medication Aides/Assistant Job Analysis Study for NCSBN.
8. 2010, **Methodology reviewer**, Nurse Aide Knowledge Survey for NCSBN.
9. 2009, **Textbook reviewer**, second edition of *Research Methods: Learning to Become a Critical Research Consumer* by Martella, Nelson, & Marchand-Martella; SAGE Publications.

### **Representative Committees & Positions**

1. 2014 – 2017, Member, Ph.D. dissertation committee for Alexandra Plavskin, CUNY Graduate Center.
2. 2012 – 2015, Co-director, Teacher Performance Assessment task force, College of Staten Island.
3. 2013 – 2015, Chair, Ph.D. dissertation committee for Tien Nguyen, CUNY Graduate Center.
4. 2012 - 2014, Appointed by the president to the “Foundations of Excellence” college evaluation initiative investigating first-year students’ experiences to increase retention and graduation rates.
5. 2010 – 2013, Founding Chair, Campus-Wide Academic Outcomes Assessment Committee, College of Staten Island; also Member (2014 – present).
6. 2010 – 2013, Member, Ph.D. dissertation committee for Donna McPherson, CUNY Graduate Center.
7. 2005 – 2009, Member, Ph.D. dissertation committee for Lieve Meers, Ghent University.

8. 2008 – 2010, Member, Master’s thesis committee for Femke Lambrecht, Ghent University.
9. 2008 – present, Chair, Educational Outcomes Assessment Committee, College of Staten Island.

### **STATISTICAL ANALYSIS PLATFORMS**

R (current); SPSS v. 24.0; SAS v. 9.1; MPLUS v. 7.4; LISREL v. 9.2; WINSTEPS v3.72.3; IRTPRO v. 2.1; HLM v. 7.

### **CERTIFICATIONS, AWARDS, & ACADEMIC HONORS**

1. 2015, Phi Beta Delta Honor Society
2. 2009, 2011, & 2012, Presidential Outstanding Research Award
3. 2000, Academic Excellence Award
4. 1997, Sigma Zeta Honor Society

### **REPRESENTATIVE ORGANIZATION MEMBERSHIPS**

1. American Education Research Association
2. American Evaluation Association
3. American Statistical Association
4. Eastern Psychological Association
5. New England Educational Research Organization
6. Psychometric Society