**Jennifer Pankowski**

**School of Education**

**Pace University**

**Contact Information**

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516-287-4636

**Education (Post-Secondary degrees)**

September, 2013 Educational Doctoral Degree, Long Island University/ C.W. Post, Brookville, NY. *Dissertation:* Comparing Treatment Intensity in the Development of Spontaneous Communication in Students with Autism Spectrum Disorders

January, 2009 Master of Science in Childhood and Special Education, Long Island University/ C.W. Post, Brentwood, NY.

May, 2002 Bachelor of Arts/ Philosophy, Politics and Law. Binghamton University, Vestal, NY

**Academic Appointments**

September, 2023-present-Associate Professor/ Faculty School of Education

September, 2022-August, 2023-Clinical Associate Professor/Faculty School of Education

September, 2013 –August, 2022-Clinical Assistant Professor/Faculty School of Education,

 June, 2014 –December 2015 Clinical Assistant Professor/Faculty iPace,

**Teaching Certifications**

June 2023 New York State Professional Certification in Teaching Students with Disabilities All Grades (P-12)

February 2013 New York State Professional Certification in Teaching Childhood Education (1-6)

February 2009 New York State Initial Certification in Teaching Childhood Education (1-6)

February 2013 New York State Professional Certification in Teaching Students with Disabilities (1-6)

February 2009 New York State Initial Certification in Teaching Students with Disabilities (1-6)

**Additional Certifications**

March 2015-present New York State Certified Dignity for All Students (DASA) Facilitator

# SCHOLARSHIP

**Peer Reviewed Publications**

Walker, A., Yoon, B., Pankowski, J. (2024). Advancing middle grade research on critical pedagogy: Research synthesis. Educ. Sci. **2024**,14, 997. <https://doi.org/10.3390/educsci14090997>

Pankowski J. (2024). Educating students with emotional/behavioral disorders through a response to intervention model of developing behavior intervention plans in a multiple case study model. *Open Access Journal of Behavioural Science and Psychology*, 7(1): 180082. <https://academicstrive.com/OAJBSP/OAJBSP180082.pdf>

Pankowski, J. & Falk-Ross, F., (2024). Inclusive pedagogies. In Brinegar K.B., Moulton, M., Falbe, K., Rintamaa, M., and Ellerbrock, C. (Eds.). Navigating Opportunities for Middle Level Education: A Research Agenda. *Research in Middle Level Education (RMLE) Online*

Walker, JMT, Pankowski, J. & Rivera. N. (2022). Beginning teachers’ thinking about fairness in classroom management: Cross-sectional results from an online case study. American Educational Research Association, NP

Pankowski, J. & Charles, M. (Fall, 2018)Using kinesthetic movement to increase skill development for students with disabilities. *Council for Exceptional Children, Np.*

Guirguis, R. & Pankowski. (2017). Potential impact on strategies teaching under Trump. *Journal of Education and Training Studies, (5)*4.

Kim, S., Rubino, M., Falk-Ross, F., & Pankowski, J. (2017). Engaging students in learning: Interpreting emotions through their drawings. *New York Academy of Public Education, 6(1-6).*

Pankowski, J. (2017, January 10). A systematic approach to understanding learning styles in students with learning disabilities. PsychCentral, Np. <https://psychcentral.com/lib/a-systematic-approach-to-understanding-learning-styles-in-students-with-disabilities/>

 Pankowski, J., & Walker, J.M.T. (2016). Using simulation to support novice teacher’s classroom management skills: Comparing Traditional and Alternative Certification Groups*.* *Journal of National Association for Alternative Certification*, *11*(1), 3-17.

**Books**

Pankowski, J. (2017). Developing Spontaneous Communication for Students with Autism. New York, New York: Lambert Academic Publishing.

**Book Chapters**

Pankowski, J. (2023) Chapter: Impact of COVID-19 on Young Students with Disabilities in the United States in The Effects of COVID-19 on Early Childhood Education: Research and Implications. *Ethics International Press*

Walker, J.M.T. & Pankowski (2022). Chapter 15: Why effective classroom management depends on teachers’ abilities with engage families. Handbook of Classroom Management, 3rd Ed, Routledge, NY.

Walker, J.M.T. & Pankowski (invited 2019). Chapter: Active and engaging K-12 classrooms: A practical exploration. *AERA book series, Contemporary perspectives on curricular interactions, behavior, and classroom management*

**Invited Works**

Pankowski, J. (12/20/2017). *Using Kinesthetic Movement to Enhance Student Outcomes and Generalization of Specific Skill Sets Kinems Learning Games,* White Paper, posted 12/2017, kinems.com

Pankowski, J. (9/21/2017). *Analyzing the Use of Kinems Movement Based Games for Skill Development and Maintenance,* White Paper, posted 10/2017, kinems.com

# Professional Conference Presentations

# AERA Annual Symposium 2024

Pankowski, J. & Falk-Ross, F., (accepted 2023). Inclusive Pedagogies. In Brinegar, K., & Falbe, K.N., *Contributions & Connections: Establishing a Comprehensive Agenda for Middle Level Education Research.* [Symposium].  Annual conference of the American Education Research Association, Philadelphia, PA.

# Literacy and Reading Association Conference Paper Presentation 2022

Falk-Ross, F. & Pankowski, J. (2022). Perceptions of Program and Mentor Support for Intensive Literacy Interventions, Literacy and Reading Association, Az

American Educational Research Association (AERA) Conference: Paper Presentation 2022

Walker, JMT, Pankowski, J. & Rivera, N. (2022). Beginning teachers’ thinking about fairness in classroom management: Cross-sectional results from an online case study. American Educational Research Association, San Diego, CA

New York Council for Exceptional Children Annual Conference Paper Presentation, 2018

Pankowski, J. & Charles, M. (2018). *Using kinesthetic movement to increase skill development for students with disabilities,* Albany, NY New York State, Council for Exceptional Children (CEC) October 2018 Annual Conference, Paper Presentation

Eastern Educational Research Association, February 2018 Conference, Paper Presentation

Pankowski, J. *Using Kinesthetics to Increase Skill Development for Students with Disabilities*, Clearwater, FL

 OLC Collaborate: Emerging Learning Designs, June 2017: Conference Presentation

 Pankowski, J., & Medow, S. (2018). Innovative Project Based Teaching and Learning Experiences Infusing Literacy, Monclair, NJ

Florida CASE, June 2017: Invited Special Speaker, and Presentation of Specific Research

Pankowski, J. (2017). Using Innovative Kinesthetic Movement Based Academic Software for Students with Disabilities.

Atlantic Center for Learning Communities Conference, October 2016: Presentation

Pankowski, J. & Amper, B. (2016). *Using Total Collaboration Strategies for the Induction of New Alternative Certification Teachers,* West Hartford, CT

Atlantic Center for Learning Communities Conference, October 2016: Presentation

Pankowski, J. & Medow, S. *Using Innovative Assignments and Collaboration to Engage Students' Literacy Development in Any Course Work*, West Hartford, CT

NAAC Annual Conference, 2015: Roundtable Discussion

Pankowski, J., & Walker, J.M.T. *Improving Novice Teacher Effectiveness Through Simulated and Traditional Instruction.* Paper submitted for the 2015 2015 National Association for Alternative Certification (NAAC) Annual Conference, Chicago, IL, USA.

AERA Conference, 2015: Panel Discussion

Walker, J.M.T., & Pankowski, J. *Blending Simulation and Traditional Instruction to Support Novice Teachers’ Classroom Management Skills.* 2015 Annual Meeting of the American Educational Research Association (AERA), Chicago, IL, USA.

Pacific Rim International Conference on Disability and Diversity, 2014

 Pankowski, J. (2014). *Using Video Modeling to Develop Functional Community Based Social Skills for Students with Autism Spectrum Disorders* Honolulu, Hawaii Convention Center.

14th International Roundtable (INET) on School, Family, and Community Partnerships, 2009

Along with Dr. Joan Walker, presented research entitled, “Teacher Beliefs as a Foundation for Parent Involvement Practices” at Columbia University.

**MEDIA APPEARANCES AND SPOTLIGH ARTICLES**

January 18, 2024, Expanding Supports for Neurodiverse Students <https://www.pace.edu/news/expanding-support-neurodiverse-students>

January 19, 2023, Getting Ahead of the Teacher Shortage <https://www.pace.edu/news/getting-ahead-of-teacher-shortage>

May 5, 2020, Learning in the Google Classroom: <https://www.pace.edu/mypace/teachable-opportunity-0>

# September 2, 2020: The NJ Star Ledger, How to prepare a remote learning space for kids at home, beyond the screen <https://www.nj.com/education/2020/09/how-to-prepare-a-remote-learning-space-for-kids-at-home-beyond-the-screen.html>

September 2, 2020: NEWS12 FEATURED SCHOOL OF EDUCATION PROFESSOR JENNIFER PANKOWSKI IN "EDUCATOR OFFERS ADVICE TO RETURNING K-12 STUDENTS, FAMILIES" <https://www.facebook.com/watch/?v=767078514119679>

<https://www.pace.edu/news-release-topics/jennifer-pankowski>

January 12, 2018; Riverdale Press: High Hopes for the New Chancellor: <http://riverdalepress.com/search_mode/keyword/browse.html?search_filter=%20Jennifer%20Pankowski>

November 17, 2017; Riverdale Press: Clinton DeWitt Safe for Now:

<http://riverdalepress.com/search_mode/keyword/browse.html?search_filter=%20Jennifer%20Pankowski>

**GRANTS**

* Not Funded: Primary Investigator. Education Workforce Investment: Alternative Teacher Certification Program. Seeking 1.25 million dollars to increase and retain the alternative certification program at Pace University in the wake of budget cuts and other policy changes that will impact retaining diverse teacher candidates.
* FUNDED-PI for the NYSED-Enhancing Supports and Services for Students with Disabilities for Postsecondary Success (SWDPS) grant awarded $153,143 for the 2024-2025 Academic year.
* FUNDED-PI for the NYSED-Enhancing Supports and Services for Students with Disabilities for Postsecondary Success (SWDPS) grant awarded $48,008 for the 2023-2024 Academic year.
* FUNDED-PI for the NYSED- Enhancing Supports and Services for Students with Disabilities for Postsecondary Success (SWDPS) grant awarded $15,007 for the 2022-2023 Academic year. These are funds previously lost that I recouped.
* FUNDE: August 11, 2021: Major contributor; Teacher Opportunity Corps II TOC II). Awarded 1.2 million dollars for the support and development of teachers from diverse and underrepresented socio-economic and racial groups.
* Not Funded: Co-Primary Investigator. NSF Noyce Grant. Seeking 1.2 million dollars for the development and support of STEM teachers from diverse and underrepresented socio-economic and racial groups in the NYC metropolitan area.
* FUNDED- 2020-2026-Degree and Certification Services for Teachers and Teacher Candidates: Primary Investigator and Director of Alternative Certification Programs: Providing certification and Master of Science in teaching degrees for alternative certification candidates in the NYCDOE via the NYC Teaching Fellows program and Partner Teachers Collaborative.

**ACADEMIC CITATIONS**

* Pankowski, J., & Walker, J.M.T. (2016). Improving novice teacher effectiveness through simulated and traditional instruction*.* *Journal of National Association for Alternative Certification*, *11*(1), 3-17. (cited 53 times)
* Walker, J.M.T., (2018). [Recognizing Family Engagement as a Core Practice: Using Situated Pedagogies to Advance Candidates' Readiness to Invite Families](https://onlinelibrary.wiley.com/doi/abs/10.1002/9781119083054.ch29), *Whiley Handbook of Family, School, and Community Relationships in Education, Chapter 29. (cited 19 times)*
* Guirguis, R. & Pankowski. (April 2017). Meta-analysis on potential impact on strategies teaching under Trump. *Journal of Education and Training Studies, (5)*4. (cited 19 times)
* <http://www.academia.edu/28900090/Management_Skills_Gaining_Organizational_Effectiveness>
* Laughter, (2017). [The Relationship between Teacher Self-Efficacy and Student Discipline Referrals Written by Secondary Teachers from a Rural School District in a Southern State](http://digitalcommons.liberty.edu/doctoral/1605/), Doctoral Dissertations and Projects. 1605. <https://digitalcommons.liberty.edu/doctoral/1605>
* Walker, H. (2018). [Preparing future teachers to manage classroom behavior: evaluation of an instructional package utilizing mixed reality simulation](https://ubir.buffalo.edu/xmlui/handle/10477/78129). *Doctoral Dissertations*

### Walker, J.M.T. (2018). [Parent-teacher conference communication: a guide to integrating family engagement through simulated conversations about student academic progress](https://www.tandfonline.com/doi/abs/10.1080/02607476.2018.1465661). Journal of Education for Teaching, 44:3, 366-380, DOI: [10.1080/02607476.2018.1465661](https://doi.org/10.1080/02607476.2018.1465661)

### Gundel, E.M., (2018).[Understanding the Effects of Mixed Reality Simulation on Pre-Service Teacher Self-Efficacy](https://repository.wcsu.edu/educationdis/85/). Education Dissertations. 85. https://repository.wcsu.edu/educationdis/85

### Hogan-Chapman, Lewis, B. et al. (2017). [Using Culturally Responsive Simulation Activities to Prepare Teachers.](http://search.ebscohost.com/login.aspx?direct=true&profile=ehost&scope=site&authtype=crawler&jrnl=21570590&AN=128857585&h=mpg4eBPijHsfHIe74MUFEHnBxXX%2BIFj%2BYvWfBQSQgnIVkPT5UEC2U5qlxNy9nM6R66sGymVz0LMeBw%2BzVSuqEQ%3D%3D&crl=c) National Teacher Education Journal, 10(*1*), 67-74.

### Bell, A.R. (2018). [Effectiveness of First-Year Teachers in Texas by Type of Certification Program](http://search.proquest.com/openview/c4f4f25804b839aada3cd71fb617f54a/1?pq-origsite=gscholar&cbl=18750&diss=y). Tarleton State University, ProQuest Dissertations Publishing.

**HONORS AND AWARDS**

March 13, 2024, Pace University **YES I Make It Happen-Collaboration**

**2024 Nomination for the Jefferson Award**

**2024 Nomination for the Pace University Kenan Award for Teaching Excellence**

**October 23, 2023, Pace University YES I Make It Happen Recognition**

2023 Scholarly Research Award

June 20, 2023, Pace University, YES Make It Happen Recognition-Carrer Supports

May 25, 2023, Pace University, YES Make It Happen Recognition-ITL+SSS

May 23, 2023, Pace University, YES Make It Happen Recognition-Neurodiversity Workshops

June 2017 New York Academy of Public Education, Outstanding Paper

# TEACHING

**Undergraduate Coursework Taught**

* TCH 211D: Dignity for All Students in Education Act Workshop (NYS Certified Provider)
* TCH 301: Education II: Understanding Learning and Teaching
* TCH 302/475: Introduction to Special Education

 **Graduate Coursework Taught**

* EDG 511D: Dignity for All Students in Education Act Workshop (NYS Certified Provider)
* EDG 605: General Assessment
* EDG 606: Learning Environments
* EDG 610: (formally ED 620/640: Elementary and Secondary Methods: Learning to Teach
* EDG 616: Cross Disciplinary Instruction
* ED 670: Trends and Issues in Special Education
* ED 671: Diagnosis, Assessment & Education Planning for Students with Disabilities
* EDG 607: (formerly ED 687/684) Positive Behavior Supports and Autonomy
* ED 675: Students with Severe Disabilities
* ED 677: Teaching Literacy to Children with Special Needs
* ED 679: Practicum in Special Education/Student Teaching Seminar

**Course Created**

* TCH 222: Hollywood’s Representation of Schooling

**Workshops for Pace University Faculty and Staff**

* Neurodiverse Workshop series presented at Faculty Council as well as during ITL

**Course Evaluations for past 5 year**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Semester Year | Prefix & Number | Enrollment | Avg. Rating | Course Title |
| Spring 2021, Summer 2021, Fall 2021, Spring 2022, Fall 2022, Spring 2023 | EDG 607 | Average 25-30 | 4.72 | Supporting Positive Behaviors and Autonomy |
| Spring 2019, Fall 2020, Fall 2021, Fall 2022, Fall 2023 | ED 677 | Average 20-25 | 4.69 | Literacy for Students with Special Needs |
| Fall 2020 | ED 672 | 27 | 4.77 | Differentiating Curriculum and Instruction |
| Summer 1 2019, Summer 1 2020, Summer 1 2021, Summer 1 2023 (2 sections) | ED 605 | Average 30 | 4.23 | General Assessment |
| Fall 2020, Fall 2022 | ED 671 | Average 20-25 | 4.78 | Assessment, Diagnosis, Evaluation and Instructional Planning |
| Spring 2019, Summer 2020 | ED 679 | Average 3-5 | 4.99 | Practicum in Special Education |
| Spring 2020 (2 sections) | EDG 616 | Average 30 | 4.72 | Cross Disciplinary Instruction |
| Summer 2 2020 (2), Summer 2 2021, Spring 2022, Summer 2 2022 (2), Sumer 2 2023 | ED 675 | Average 30 | 4.67 | Students with Severe Disabilities |
| Spring 2019 | TCH 301 | 20 | 4.83 | Education II: Understanding Learning and Teaching |
| Spring 2019 | TCH 490 | 20 | 4.9 | Language Arts and Children’s Literature |

**TEACHING EXPERIENCE**

**University Level**

**Graduate Education and Undergraduate Education-School of Education**

 **Pace University, New York, NY**

 **Associate Professor September 2023 to Present**

* Conducting course classes regularly and properly.
* Implementation of various teaching methods and procedures to maintain the standard of academic excellence.
* Conducting assessment exams and giving assignments to grade the student learning.
* Provide consultation to the student regarding their course objectives and career related matters.
* Organize workshops and arrange guest lecturer for providing additional knowledge for students.

**Graduate Education and Undergraduate Education-School of Education**

 **Pace University, New York, NY**

 **Clinical Assistant Professor September 2013 to August 2023**

* Conducting course classes regularly and properly.
* Implementation of various teaching methods and procedures to maintain the standard of academic excellence.
* Conducting assessment exams and giving assignments to grade the student learning.
* Provide consultation to the student regarding their course objectives and career related matters.
* Organize workshops and arrange guest lecturer for providing additional knowledge for students.

**Pace University, New York, NY**

 **Clinical Assistant Professor – iPace June 2014 to December 2015**

* Conducting course classes regularly and properly.
* Implementation of various teaching methods and procedures to maintain the standard of academic excellence.
* Conducting assessment exams and giving assignments to grade the student learning.
* Provide consultation to the student regarding their course objectives and career related matters.
* Organize workshops and arrange guest lecturer for providing additional knowledge for students.

**Binghamton University, Binghamton, NY**

**Binghamton University Curriculum Developer/ Facilitator August 2000 to May 2002**

* Created and taught a course focused on personal wellness and community development.
* Responsible for developing the course curriculum, planning and teaching lectures, and scheduling guest lecturers.

**K-12 Classroom Teaching**

**Special Education Teacher/Behavior Trainer**

Brooklyn Blue Feather Elementary School, AHRC NYC, Brooklyn, NY

 **May, 2010 to October 2013**

* Responsible for providing full-time instruction to students with developmental disabilities, whose disabilities are significant enough to require a non-public school setting.
* Develop curriculum and lesson planning, individual education plan (IEP) development as well as all faculty responsibilities.
* Create and implement individual behavioral support plans and classroom management plans. The use of differentiated instruction daily to support learners of all levels both behaviorally and academically.

**Additional Related Work Experience**

**Pace University, New York, NY**

**Program Coordinator: Special Education** **September 2013 to Present**

* Responsible for overseeing the proper functioning and quality of the special education program at the New York City Campus.
* Assist the School of Education Chair in the scheduling of full time and adjunct faculty teaching assignments including communicating syllabus and assessment requirements and scheduling observations for the purpose of determining teaching quality.
* Assisting Directors of School Partnerships and student Support Services with program related needs for students; student teaching, program requirements and teaching certification requirements.

**Pace University, New York, NY**

**Director: Alternative Certification Programs** **July 2020 to Present**

* Responsible for overseeing the proper functioning and quality of the alternative certification programs at the New York City Campus.
* Serve as the liaison between all NYCDOE alternative programs and successfully tripling the size of the NYC Teaching Fellows cohorts, while also increasing the types of certification areas.
* Assist the School of Education Chair in the scheduling of full time and adjunct faculty teaching assignments including communicating syllabus and assessment requirements and scheduling observations for the purpose of determining teaching quality.
* Supervisor to the Alternative Certification Officer who assigns clinical supervision by creating systems for support of all students.
* Collaborates with the Student Support Services for program related needs for students; internship requirements, program requirements and teaching certification requirements via NYSED.

**Pace University, New York, NY**

**Senior Faculty Teaching Fellow December 2020 to Present**

# Working regularly with the Faculty Center and the Provost’s Office to identify and communicate School of Education teaching and learning priorities, showcase teaching accomplishments of faculty, and inform and promote Faculty Center events, programming, and services.

# Conducting informal peer observations of teaching and fostering a culture of peer review of teaching within their home schools

# Developing a curriculum of professional development initiatives that support faculty’s success in the areas of teaching, scholarship, and service/leadership across their career milestones (hiring, annual reviews, promotion and tenure)

# Providing 1:1 and small group consultations in their respective areas of expertise

# Developing internal grant initiatives keyed to faculty career milestones and institutional priorities.

**Pace University, New York, NY**

**Dignity for All Students Act (DASA) Workshop Facilitator** **March 2015 to Present**

* Responsible for providing students with workshop to fulfill the DASA requirement for NYS Teacher Certification. Students complete a 6-hour workshop including both in-person and online curriculum on bullying, cyber bullying, and harassment prevention in the k-12 school setting
* Responsible for maintaining Pace University accreditation as a workshop provider to both Pace students and outside students.
* Responsible for reporting workshop completers to New York State as per certification requirement
* Responsible for maintaining all records for the state to confirm workshop completion and passing of all required components.

**Pace University, New York, NY**

**Student Teaching Supervisor/ Clinical Field Supervisor May 2016 to Present**

* Provide observations and feedback to both traditional student teachers (graduate and undergraduate) as well as Transitional B (NYC Teaching Fellows) in accordance with New York State Teacher Certification requirements.
* Assist students will the development of their teaching skills through working with students in the early adolescent (grades 7-9) and adolescent (grades 10-12) classrooms, integrating theories of development, learning, collaboration, language and literacy acquisition, curriculum development, using technology, assessment and differentiating instruction in their discipline with actual teaching practice.

**Commissioner’s Advisory Panel, Albany, NY**

**Commissioner’s Advisory Panel for Special Education**

**New York State CAP Co-Chair for School Age November 2021 to Present**

* This is an elected position
* The Panel functions in an advisory capacity to the Office of Special Education and advises the Governor, Legislature and Commissioner on unmet needs in the education of children with disabilities.
* Its responsibilities are prescribed by section 4403 (6) of the State Education Law in accordance with section 612 of the Individuals with Disabilities Education Act (IDEA).

**Pace University, New York, NY**

**School of Education Student Affairs Chair September 2016 to September 2021**

* Elected position
* Develop, along with the committee members, a new School of Education student handbook.
* Develop along with the committee members a protocol for student teaching, program requirements and teaching certification requirements set forth by the Pace University School of Education and CAEP
* Lead team to develop a new measurement tool for student dispositions along with a policy and protocol for implementation as it meets the new CAEP accreditation requirements.

**Kinems, New York, NY, and Athens Greece**

**Lead Researcher United States Operations/Independent Consultant June 2017 to Present**

* Speak about current personal research in the field of kinesthetics and the use of innovative technology in the special education classroom.
* Actively analysis statistical evidence collected in both my own research and through teachers using the software.
* Providing expert consult towards the development of new technology and other directions for the software and data collection for the purpose of supporting students and teachers.
* <https://blog.kinems.com/talk-with-experts-series-jennifer-pankowski/>

**Journal of National Association for Alternative Certification, national**

**Section Editor for Journal November 2013-May 2021**

* Responsible to reviewing journal submissions and assigning reviewers for review
* Responsible for determining final acceptance for the journal
* Responsible for communicating with the editor and summiting necessary revisions and feedback on all reviewers and journal submissions

**National Association for Alternative Certification, national**

**Board of Directors-Directors for Region 5 November 2019-May 2021**

* Responsible to maintaining correspondence with current members in the mid-Atlantic and New England regions of the NAAC network
* Expanding and marketing to increase membership in region 5
* Attend monthly board meetings and contribute to the continued growth on the NAAC community in both membership and research in the field of alternative certification

**Monroe College, School of Education, New York, NY**

**Independent, Outside Reviewer September 2016-December 2016**

* Responsible for reviewing documents for the process of New York State new program review for several graduate and undergraduate programs in Childhood, Early childhood and special education
* Provided support and feedback for revisions prior to full submission to the state for the purpose of registration of a new teacher education program.

**SCO Family of Services, Brentwood, NY**

**Day Habilitation Specialist** **September 2009 to August 2009**

* Responsible for the instruction of children and adults with disabilities various community integration skills while working on individual goals to develop independence.
* Worked with children to develop and implement ABA (Applied Behavior Analysis) early intervention programs for children ages birth to second grade.

# SERVICE, LEADERSHIP AND PROFESSIONAL DEVELOPMENT

School of Education Affiliations

# 2023-2024 Serve on Steering for Pace University School of Education

# 2023 to present Successfully re-registered the following NYSED programs, Special Education to All Grades, Special Education to online distance learning

# 2023 to present Serving on Pace University School of Education Curriculum Committee

# 2022 to present Serve on the Teacher Performance Assessment (TPA) Committee to develop and implement the newly NYSED required for graduation of all SOE students as of Fall 2023.

# 2022 to present Serve on the School of Education Task Force Committee

# 2022-2023 Serve on Pace University School of Education Faculty Affairs Committee

# 2021 to present Created and now run a series of systematic supports for SOE students who struggle to pass the New York State Teacher Certification Exams (NYSTCE), in collaboration with both Global Pathways and the Learning Commons, procuring sample exams and training tutors in the formatting to office both one on one and small group tutoring sessions focused on these high-stake exams.

# 2021 to present Serve on the School of Education Teacher Educators Advisory Board (TEAB)

2021 to present Work for approval for Special Education Badging program with Pace Online

# 2021-2022 Appointed to the NYS Commissioners Advisory Board for Special Education

# 2020 to present Service as NYC DOE Alternative Certification Mentor for Fordham and Adelphi to support their new partnerships with the NYCDOE, received Award from Adelphi

# 2020 to present Spearheaded the moving of all key assessments and SPA assessments from the outdated Livetext into the new Classes platform, this is a $20,000 annual savings from the Livetext fee.

2020-2021 Developed a new collaboration with NYC Men Teach to become a provider of Alternative Certification for men of color throughout NYC via the NYC Mayors’ Office and the Young Men’s Initiative

2020-2021 Developed a new partnership with the NYCDOE called the Substitute to Teacher Pipeline in which current Substitute Teachers will have the opportunity to have a pathway to teacher certification via Alternative Certification.

2019-2020 Successfully submitted new Programs to NYS, Literacy/Special Education MST and new HVA collaborative Adolescent Generalist Alternative Certification MST- both approved

2019 to present Serve as Director of Alternative Certification Programs Pace University School of Education successfully increasing previous numbers of students, areas of certification and graduation rates for each cohort.

2017 to 2018 Student Research Mentor-Pelham High School

2015 to 2021 Pace University School of Education-Student Affairs Committee Chair

2013 to present Special Education Committee

2013 to present Bi-Laws Committee: Successfully rewrote and presented new bi-law amendment which has been passed and revised formally.

2013 to present Special Education Program Coordinator: In the process of rewriting the SPA assessments to reflect the new CEC standards for special education which are scheduled to go into effect in the Spring of 2015.

Pace University Affiliations

2024 Keynote Speaker: Instructional Development Day: Experiential Learning Pedagogy

2024-present Created proposal draft for Neurodiversity Training micro-credentialing/badging

2024-present Presenter/Facilitator of Academic Portfolio Workshop Clinical Promotion Supports

2023-present Co-Chair for the Pace University Experiential Learning Network (ELN)

2023-present Created and worked with Pace online to offer the Kinesthetic Gaming in the Classroom course for Continuing Teacher Learning Experiences (CTLE) credits.

2023-present Developed MOA/MOU and collaboration with Dean (Dyson) and Associate Dean (SOE) for Just Say Hi! Non-profit organization

2023-present Developing and implementing various workshops for Understanding by Design and Supporting Neurodiversity (faculty council, Institute for Teaching and Learning, Student Affairs retreat, Campus Activities, New Student Orientation Leadership)

2023-present Developed and implemented the return of in person new faculty orientations that include a week’s long series of events, with the Faculty Center and Associate Provost for Academic Affairs

2023-present Working with Career Services to develop a hiring event to support Neurodiverse students and Allies in the job market, providing supports in looking for employment, interviewing supports and access to a support networking group (Paula King and Anthony Martino)

2023-2024 Panelist for the Neurodiversity in Theater spotlighting Neurodiversity in Broadway's How to Dance in Ohio and the importance of this work. <https://www.pace.edu/news/winter-2024-10-things-inspire-you>

# 2023-2024 Supporting the Avatar Mursion Lab. Developed a partnership using the Mursion Software Lab with Standford University and Denver University to study implicit bias.

# 2023-2024 Served on search committee for Director of Retention for Pace University

2022-present Developed a neurodiversity training series for faculty and staff at Pace University to support students, faculty and staff who are neurodiverse.

2022-2023 Served on the Provost Retention Task Force

2022-2023 Created a strategic partnership with Miami-Dade Schools to create avatar simulations for Temporary teachers to understand classroom management and implicit bias.

2022-2022 Presented research on implicit bias for Social Justice Week

2022-present Served as Academic Portfolio Workshop (APW) Mentor for clinical faculty.

2019-present Faculty Center-Senior Faculty fellow

2018-present Faculty Teaching Techniques Bootcamp Instructor and developer

2015-present University Faculty Hour Presenter

2013-present Teaching Circles (responsible to developing and planning programs with small committee for the New York City Campus)

2015-2018 4PD Lecture Series Presenter for freshman (Pace Path)

**Pace University Faculty Center Work**

* Co-Development of the new Teaching Technique Workshop
* Co-Development of the New Faculty, Chair and Adjunct Orientation
* Co-Developer of the newly created combined Institute for Teaching and Learning + Student Success Summitt beginning 2023-present
* Information Session: Faculty Center Avatar Innovation Grants October 23, 2023
* New Adjunct Faculty Orientations August 22-23, 2023
* Understanding Neurodiversity and Understanding UDL (PPTX)
* New Adjunct Faculty Orientations August 22-23, 2023-developed and ran.
* Empathy in Action: Building an Inclusive Community at Pace May 23-24, 2023
* My Sabbatical: Faculty Share Their Sabbatical Experience, December 5, 2022
* The Faculty Center Presents: Teaching Fellows Week, November 8, 9, 10, 12, 2021
* Syllabus Writing Workshop, August 18, 2021
* Pace University Teaching Techniques Workshop, 2016-present
* Pace University Instructional Resources Days, August 2016: Workshop
* Pankowski, J. *Syllabus Building,* New York, NY and Pleasantville, NY
* **Teaching Circles: February 2016: Faculty Presentations**
* Pankowski, J., and McDermott, P. Understanding Engagement, Pace University, New York, NY
* **Pace Path 4PD Lecture Series: Spring 2016 (Continued for Global Pathways to present)**
* Pankowski, J. Understanding Your Own Learning Style; What Every Freshman Needs to Be Successful. Pace University, New York and Pleasantville, NY
* **Pace University Faculty Hour, September 2015: Presentation**
* Pankowski, J. *Beyond the basics of blackboard: Faculty perspective.* Pace University, New York, NY and Pleasantville, NY videoconference
* **Teaching Circles (4-part series): Spring 2015: Faculty Presentations**
* Pankowski, J., McDermott, P., & Evans, B., Teaching Circles: Innovative Pedagogy, New York, NY
* **Teaching Circles (4-part series): Spring 2014: Faculty Presentations**
* Pankowski, J., McDermott, P., & Evans, B., Teaching Circles for Innovative Pedagogy, New York, NY

**Institute for Teaching and Learning + Student Success Summitt, May 2024**

Building Trust and Community Through Experiential Learning: Enhancing Pace University’s Liberal Arts Curriculum

**Institute for Teaching and Learning + Student Success Summitt, May 2023:** Empathy in Action: Building an Inclusive Community at Pace May 23-24, 2023

Pankowski, J. [*Understanding the Policy of Accommodations and Supports for All Students*](https://pace.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=acfc29fd-9217-417b-9281-b00d00df9c79)

Pankowski, J.[*Embracing Empathy, Understanding Neurodiversity in Our Community*](https://pace.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=0f58b01b-aa96-4341-bdb4-b00d00dfa112)

**Pace University Faculty Institute, May 2016: Faculty Presentation**

Pankowski, J. & Medow, S. *Using Innovative Assignments and Collaboration to Engage Students' Literacy Development in Any Course Work*

**Pace University Faculty Institute, May 2015: Faculty Presentation**

Pankowski, J., Evans, B., Falk-Ross, F., McDermott, P., & Walker, J. Using Peer Support to Achieve Our Teaching Goals: What do we want to achieve and how can we get there? New York, NY

Larger Community Service

# 2023-present Serve as the Chair for the Commissioners Advisory Panel for Special Education-Sub Committee for school grades supports and policies.

2020-presentMember of Commissioner’s Advisory Panel (CAP) for Special Education NYS

2020-present Mentor for NYCDOE Alternative Certification Programs to other Institutes of Higher Education who support the Teaching Fellows and Partner Teachers

2015-present DASA workshop provider, NYS Department of Education and Teach contact/ workshop developer.

2023-present Editorial Board Member, Journal of Behavioural Science, international peer review journal

2015-2018 EDTPA workshop lead instructor and online module developer

2013-2017 Volunteer and support coach at Kubemas a non-probit tutoring and rec center <https://peko146.web.fc2.com/partnerships.html>

**PROFESSIONAL PRODUCTIONS**

Through Fisher’s Eyes: An Autism Adventure, Audiobook Producer, June 2018

Dark Spectrum: Fisher’s Autism Trilogy Book 2: Audio Book Producer

A Problem with the Moon: Fisher’s Autism Trilogy Book 3: Audiobook Producer

*Responsible for developing a protocol for cast, schedule and timeline, ensuring quality review and bringing the book trilogy to market the trilogy is now available on audible: <https://www.audible.com/pd/Through-Fishers-Eyes-An-Autism-Adventure-Audiobook/B086P7KSQ5>*

**PROFESSIONAL AFFILIATIONS**

Editor, Journal of Behavioural Science, international peer review journal 2023-present

Academic Peer Review Journal Reviewer for Academic Strive-Psychology

Board of Directors National Association for Alternative Certification-Director of Region 5 November 2019-2020

Section Editor for Journal for National Association for Alternative Certification 2015-2020

Section Editor for Journal of the National Association for Alternative Certification (JNAAC)

Member of Council for Exceptional Children (CEC) 2009 to present

Sub-Committee Chair and Member of Commissioner’s Advisory Panel (CAP) for Special Education NYS 2020 to present