

Vincent Rinaldo

Business
Gacioch Family Center Room 317
Niagara University, NY, 14109
Telephone: (716) 286-8459
Email: vjr@niagara.edu

Home
150 McNeilly Road,
Stoney Creek Ontario, L8E 5J1
Cell: (716) 245-1533

Career Profile

Director for Ontario Administration, Academic Affairs, holding the rank of Professor with over 15 years of postsecondary leadership experience in a U.S university with specific expertise in strategic planning, curriculum development, and program and institutional assessment. Strong academic credentials and successful career experiences ranging from the Canadian music industry to a U.S. University with a bi-national presence. Proven record of leadership, linking mission, vision and outcomes through the empowerment and development of people and processes. A strong motivator and team member with effective leadership, communication, data-based decision making, problem solving and interpersonal skills, with a goal-oriented focus.

EDUCATION

MASTERS IN BUSINESS ADMINISTRATION | 2015 | NIAGARA UNIVERISTY

- Major: Strategic Management

DOCTOR OF PHILOSPHY | 2001 | OISE UNIVERSITY OF TORONTO

- Curriculum, Teaching and Learning

MASTERS IN EDUCATION | 1996 | OISE UNIVERSITY OF TORONTO

- Curriculum, Teaching and Learning

MASTERS OF SCIENCE IN EDUCATION | 1993 | NIAGARA UNIVERSITY

- Secondary Teaching

HONOURS BACHELOR OF ARTS | 1992 | MCMASTER UNIVERSITY

- English

BACHELOR OF ARTS | 1985 | MCMASTER UNIVERSITY

- English

EMPLOYMENT EXPERIENCE:

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| 2017 – present | Director of Ontario Administration, Academic Affairs |
| 2016-2017 | Associate Dean for Niagara University Ontario Programs |
| 2015-2017 | Professor Doctoral Studies, Leadership and Policy, Niagara University
(Organizational Structure, Advanced Qualitative Research) |
| 2011-2015 | Professor of Education, Niagara University (Introduction to Educational |

	Research; Human Development, Learning, and Motivation; Assessment of Learning; Methods of Teaching Secondary)
2006-2011	Associate Professor of Education, Niagara University (Introduction to Educational Research; Human Development, Learning, and Motivation; Assessment of Learning; Methods of Teaching Secondary)
2002-2006	Assistant Professor of Education, Niagara University (Introduction to Educational Research; Human Development, Learning, and Motivation; Assessment of Learning; Methods of Teaching Secondary)
2003 (spring)	Adjunct Professor D'Youville College
1999-2002	Secondary school teacher (English 9 –OAC, Religion 11) Hamilton-Wentworth Catholic District School Board
1994-1999	Secondary school teacher (Music 9-OAC, Religion 9-10, Geography 9) Halton Catholic District School Board
1993-1994	Elementary school teacher (Music K-8 and English 7)
1990-1993	Occasional teacher (K-OAC) Halton Catholic District School Board and Hamilton-Wentworth Catholic District School Board
1985-1992	Band Member, and Road Manager Spy/A&M Records Recording Artists Ray Lyell and The Storm

UNIVERSITY LEADERSHIP

Vice-Chair, University Senate Graduate Sub-Committee

2015- 2017

- Created policies including: Doctoral Policy Handbook; grade repeat policy, international language qualifications;

Vice-Chair University Planning Council

2014-2015

- Coordinated and developed the key initiatives of the University Planning Council and its connection with all university sectors;
- Recommended long-term strategic planning priorities for the University that included the establishment of SMART goals as an integral part of the University's strategic plan;
- Assessed and summarized annual progress of the operational plan through activities at various levels that support the operational and strategic plan;
- Engaged in routine internal data analysis and external environmental scanning to identify trends and patterns that support the formulation of strategic priorities;

Chair/Vice-Chair, Institutional Review Board (IRB)

2014 - 2016

- Created the University policy and guidelines for the Board to ensure that the University remains in compliance with 45 CFR 46.101 for research involving human subjects conducted in the United States and the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (2010) in Canada;

Vice-Chair, MSCHE Collaborative Implementation Project

2014-2017

- Representative for my institution which was one of 15 charged with piloting the newly revised standards for Middle States accreditation - in-serviced 8 new institutions on the process;
- Served as a panel member for plenary presentations and as a mentor for institutions;

Vice-Chair, University Middle States Review**2014-2017**

- Responsible for the completion and submission of University Compliance with and Verification of Federal regulations;
- Worked closely with key sectors including but not limited to the offices of the: Registrar, Student Affairs, International Relations, Provost, Executive Vice-President, Niagara University Lay Teachers' Association, and legal counsel in the creation of new policies and procedures that document our compliance;

Vice-Chair, University Enrolment, Stabilization and Growth Task Force **2013**

- Worked in concert with the Vice-President for Student Affairs to lead the group that was charged with conducting an environmental scan that resulted in several recommendations to the President and his cabinet concerning the development of both current and new markets that included international and bi-national expansion into Asian markets and the Province of Ontario;

Chair/Vice-Chair, Academic Grade Appeal Board**2012-2017**

- This Board has the final decision in grade appeals. As the Chair, I adjudicated appeals ensuring that the policy and due process were followed and upon completion, reported findings of the committee on appeals to the Provost, the complainant, and the Registrar;

DEPARTMENT LEADERSHIP**Associate Dean****2016 - 2017**

- In charge of daily operations of department that currently houses one undergraduate program, one graduate program and 33 Additional Qualification courses equating to four full-time faculty, four administrators and enrolments of more than 350 students. Responsible for all programs and courses offered by Niagara University in Ontario;
- Created a five-year growth plan aligned with the University Strategic Plan that will result in a new physical facility for Niagara University in Ontario and grow: programs offerings, faculty, and the number of students who will attend;
- Redesigned the operational structure to work more efficiently and effectively with University processes and policies;
- Worked closely with the department chair and coordinators, in the revision and development of programs and courses, to ensure that they remain current, relevant and in compliance with accreditation and consent requirements;
- Currently developing 4 new AQ courses, and revising our Master's program to better fit the needs of the profession, the University and prospective students;
- Maintained relationships with, OCT, PEQAB, CAEP, the Ministries of Education and Advanced Education and Skills Development;

Department Chair**2009-2015**

- Responsible for seven full-time faculty twenty undergraduate programs and twenty-one graduate programs with a total annual enrolment in excess of 400 students;
- Maintained relationships with, OCT, PEQAB, CAEP, the Ministries of Education and Advanced Education and Skills Development and New York State Department of Education to ensure that all programs remained accredited;
- Revised 7-12 program in Special Education in accordance with the new 2012 guidelines and received New York State accreditation;
- Changed 7-12 Special Education program to an online format that increased the number of students in the program and, coupled with a higher contribution margin, increased revenues to the University;
- Created two new programs in Developmental Disabilities (B.A. Developmental Disabilities; M.A. Specialist in Developmental Disabilities). These were the first programs of their kind to be approved by New York State Department of Education;
- Both programs met their enrolment targets of 15 students from their first semester of being offered. In addition, these programs were responsible for new mutually beneficial partnerships with a variety of local and national agencies;

Coordinator of Ontario Programs

2003-2008

- Established and maintained relationships with, OCT, PEQAB, CAEP, the Ministries of Education and Advanced Education and Skills Development and New York State Department of Education;
- Created a Bachelor of Professional Studies program, gained consent from Ministry of Training Colleges and Universities (former name), and PEQAB and accreditation from the Ontario College of Teacher, and New York State Department of Education, making Niagara University the first U.S. institution to offer teacher education programs in Ontario;
- The program was delivered from two sites with the first cohort beginning in Spring 2007, the second in fall 2007 and each fall thereafter. The revenues for this program in the first year of operation were in excess of \$5 million for the College of Education with increases in both enrolment and revenues until 2015 when the Ministry of Education capped the number of spots at each institution;
- Niagara University has the highest caps of all independent programs in Ontario (139 students);

Professor

2002-2017

- Held the rank of Professor since 2011, the rank of Associate Professor from 2007 – 2011 and the rank of Assistant Professor from 2002-2007. Received tenure in 2008, one year after promotion to Associate;
- Taught Undergraduate and Master's courses in Educational Research and Statistics; Human Development, Learning, and Motivation; Assessment of Learning; Methods of Teaching Secondary;
- Currently teach doctoral courses in Organizational Structure, and Advanced Qualitative Research
- Coordinated and graded comprehensive exams, chaired dissertations;
- Revised policy for the doctoral program, as well and the comprehensive examination;

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS:

- University Representative for Middle States Accreditation CIP (2014-2017)
- Member of Advisory Board for Educating All Students (EAS) cut score team (2013)
- Ontario College of Teachers (OCT)
- American Educational Research Association (AERA)
 - Dewey Sig
 - Music Sig
 - Constructivist Sig
 - Law Sig
 - Spirituality Sig
 - Large Scale Assessment Sig
- American Association of Colleges of Teacher Educators (AACTE)
- American Association of University Professors (AAUP)

INTERNATIONAL AWARDS

- Augustyniak, K., Brooks, M., **Rinaldo, V.**, Bogner, R., & Hodges, S. (2009). Emotional regulation: Considerations for school-based behavioral interventions. *Journal for Specialists in Group Work*, 34(4), 326-350.

The publication was selected as the "Best Article" in the *Journal for Specialists in Group Work* for 2009. The *Journal for Specialists in Group Work* is the flagship publication of the Association for Specialists in Group Work, a division of the American Counseling Association dedicated to extending counseling services through the use of group process and providing a forum for advancing innovative practices in group work. In addition to the aforementioned journal-based award, the article also received the prestigious recognition of "Research Article of the Year" by the Association for Specialists in Group Work Research Committee. This

distinction was based on the Association's evaluation of the strength of the research purpose, design, and implementation, among all for group work related research published in all journals representing the 19 divisions of the American Counseling Association for 2009.

PUBLICATIONS:

Refereed Journals

- **Rinaldo, V.**, & Branker, M. (2017). Higher education: Loss of identity, *International Journal of Humanities and Social Science Review*, 3(1), 1-7
- Choong, P., & **Rinaldo, V.** (2017). Assessment as an integral part of instructional planning, *International Journal of Education and Culture*, 5(3-4), 55-70.
- Choong, P., Hutton, E., Richardson, P. S., & **Rinaldo, V.** (2016). Evaluating the cost of security breach from a marketer's perspective, *Journal of Marketing Development and Competitiveness*, 10(2).
- **Rinaldo, V.** (in press). Ethical issues in research history. *The SAGE Encyclopedia of Intellectual and Developmental Disorders*.
- Choong, P., Hutton, E., Richardson, P., & **Rinaldo, V.** (2016). Assessing the cost of security breach: A marketer's perspective, *Allied Academies International Conference. Academy of Marketing Studies. Proceedings* 21(1), 1-6.
- Sheeran, T. J., **Rinaldo, V.**, Polka, W., & Smith, R. M. (2015). Dispositional discipline: The challenge to institutional prerogative. In J. Sun, S. Bon, & K. Miksch (Eds.). *Law & Educational Inequality: Removing Barriers to Educational Opportunities* (pp. 159-171).
- **Rinaldo, V.** (2013). Teachers as researchers and the necessity for a paradigmatic shift in education. *Leadership and Policy Quarterly*, 2(3), 117-125.
- Brooks, M., Romeo, M., **Rinaldo, V.**, Denig, S., Kuntz, C. (2013). Factors associated with personality disorders in college populations. *International Journal of Education and Culture*, 2(1), 35-50.
- Sheeran, T.J., **Rinaldo, V.**, Blokhuis, Smith, R. M., J., Polka, W., Valentin, S. (2013). Dispositional discipline in teacher preparation programs: Problems, pitfalls and practices, *Leadership and Policy Quarterly*, 2(1), 32-41.
- Schwarzmuller, G., & **Rinaldo, V.** (2013). The Importance of Self-Directed Play in Early to Mid-Childhood Education, *Kappa Delta Pi Record*, 49(1), 37-41.
- Gallo, M., & **Rinaldo, V.** (2012). Towards a mastery understanding of critical reading in biology: The use of highlighting by students to assess their value judgment of the importance of primary literature. *The Journal of Microbiology and Biology Education* 13(2), 142-149.
- Fernandes, A. C., Huang, J., & **Rinaldo, V.** (2011). Does where a student sits really matter? The impact of seating locations on student classroom learning. *International Journal of Applied Educational Studies*, 10(1), 66-77.
- Gallo, M., & **Rinaldo, V.** (2010). Intrinsic versus extrinsic motivation: A study of undergraduate student motivation in science, *Teaching and Learning*, 6(1), 95-106.
- Kilanowski-Press, L., Foote, C. J., & **Rinaldo, V.** (2010). Inclusion classrooms and teachers: A survey of current practices. *International Journal of Special Education*, 25(3), 43-56.
- **Rinaldo, V.**, Denig, S., Sheeran, T. J., Vermette, P. J., & Smith, R. M. (2009). Validly and reliably assessing teacher candidate dispositions toward teaching, *Teacher Education and Practice*, 22(2), 165-179.

- Augustyniak, K., Brooks, M., **Rinaldo, V.**, Bogner, R., & Hodges, S. (2009). Emotional regulation: Considerations for school-based behavioral interventions. *Journal for Specialists in Group Work, 34*(4), 326-350.
- **Rinaldo, V.**, Denig, S. (2009). A constructivist approach to learning music: What role, if any, does active engagement play in the learning process? *Journal for the Practical Application of Constructivist Practice in Education, 4*(1), 1-20.
- **Rinaldo, V.**, Denig, S., Sheeran, T., Cramer-Benjamin, R., Vermette, P., Foote, C., & Smith, R. M. (2009). Developing the intangible qualities of good teaching: A self-study. *Education, 130*(1), 42-52.
- Huang, J. & **Rinaldo, V.** (2009). Factors affecting Chinese graduate students' cross-cultural learning. *International Journal of Applied Educational Studies, 4*(1), 1-13.
- **Rinaldo, V.**, Kester Phillips, D., & Erwin, R. (2008). Improving the writing scores of at-risk students through arts-based instruction. *Journal for the Practical Application of Constructivist Practice in Education, 3*(2), 1-17.
- **Rinaldo, V.**, Sheeran, T., Vermette, P., Smith, R. M., Heaggans, R. (2006). Active learning: A hybrid approach. *Journal for the Practical Application of Constructivist Practice in Education 1*(2), 1-24.
- Murphy, J., Augustyniak, K., & **Rinaldo, V.** (2006) Students with neuromuscular disorders: A survey of parental satisfaction with school-based services. *International Journal of Special Education 21*(1), 68-76.
- **Rinaldo, V.** (2005). Today's practitioner is both qualitative and quantitative researcher. *The High School Journal, 89*(1), 72-77.
- **Rinaldo, V.** (2004). Improvisation: A process of making meaning. *Music Educators Journal, 16*-19.
- **Rinaldo, V.** (2004). Subject matter is the vehicle and not the focus of learning. *Music Educators Journal, 45*(3), 31-34.
- **Rinaldo, V.** (2003). A fragmentary view of education. Toronto: *Canadian Music Educators Journal, 44*(3), 23-25.
- **Rinaldo, V.**, (2002). John Dewey: A contemporary argument for progressive education. *Journal of NYACTE, 18.* 37-41.

Refereed Books

- **Rinaldo, V.** (2010). Step-by-step2 music: Grade 1. emc notes Inc: Hamilton Ontario, Canada
- **Rinaldo, V.** (2010). Step-by-step2 music: Grade 2. emc notes Inc: Hamilton Ontario, Canada
- **Rinaldo, V.** (2010). Step-by-step2 music: Grade 3. emc notes Inc: Hamilton Ontario, Canada
- **Rinaldo, V.** (2010). Step-by-step2 music: Grade 4. emc notes Inc: Hamilton Ontario, Canada
- **Rinaldo, V.** (2010). Step-by-step2 music: Grade 5. emc notes Inc: Hamilton Ontario, Canada
- **Rinaldo, V.** (2010). Step-by-step2 music: Grade 6. emc notes Inc: Hamilton Ontario, Canada
- **Rinaldo, V.** (2010). Step-by-step2 music: Grade 7. emc notes Inc: Hamilton Ontario, Canada
- **Rinaldo, V.** (2010). Step-by-step2 music: Grade 8. emc notes Inc: Hamilton Ontario, Canada
- **Rinaldo, V.**, Grosso, C., & Thorne, M. (2008). *Step-by-step music: Grade 1* (2nd Edition). emc notes inc: Hamilton, Ontario, Canada

- **Rinaldo, V.**, Grosso, C., & Thorne, M. (2008). *Step-by-step music: Grade 2* (2nd Edition). emc notes inc: Hamilton, Ontario, Canada
- **Rinaldo, V.**, Grosso, C., & Thorne, M. (2008). *Step-by-step music: Grade 3* (2nd Edition). emc notes inc: Hamilton, Ontario, Canada
- **Rinaldo, V.**, Grosso, C., & Thorne, M. (2008). *Step-by-step music: Grade 4* (2nd Edition). emc notes inc: Hamilton, Ontario, Canada
- **Rinaldo, V.**, Grosso, C., & Thorne, M. (2008). *Step-by-step music: Grade 5 v.* emc notes inc: Hamilton, Ontario, Canada
- **Rinaldo, V.**, Grosso, C., & Thorne, M. (2008). *Step-by-step music: Grade 6* (2nd Edition). emc notes inc: Hamilton, Ontario, Canada
- **Rinaldo, V.**, Grosso, C., & Thorne, M. (2008). *Step-by-step music: Grade 7* (2nd Edition). emc notes inc: Hamilton, Ontario, Canada
- **Rinaldo, V.**, Grosso, C., & Thorne, M. (2008). *Step-by-step music: Grade 8* (2nd Edition). emc notes inc: Hamilton, Ontario, Canada
- **Rinaldo, V.**, Grosso, C., & Thorne, M. (2004). *Teachers' Choice music program grade 1*. Toronto: emc notes Inc. ISBN 0-9689130-0-8 (Student Workbook ISBN 0-9689143-0-6)
- **Rinaldo, V.**, Grosso, C., & Thorne, M. (2004). *Teachers' Choice music program grade 2*. Toronto: emc notes Inc. ISBN 0-9689130-1-6 (Student Workbook ISBN 0-9689143-1-4)
- **Rinaldo, V.**, Grosso, C., & Thorne, M. (2004). *Teachers' Choice music program grade 3*. Toronto: emc notes Inc. ISBN 0-9689130-2-4 (Student Workbook ISBN 0-9689143-2-2)
- **Rinaldo, V.**, Grosso, C., & Thorne, M. (2004). *Teachers' Choice music program grade 4*. Toronto: emc notes Inc. ISBN 0-9689130-3-2 (Student Workbook ISBN 0-9689143-3-0)
- **Rinaldo, V.**, Grosso, C., & Thorne, M. (2004). *Teacher's Choice music program grade 5*. Toronto: emc notes Inc. ISBN 0-9689130-4-0 (Student Workbook ISBN 0-9689143-4-9)
- **Rinaldo, V.**, Grosso, C., & Thorne, M. (2004). *Teachers' Choice music program grade 6*. Toronto: emc notes Inc. ISBN 0-9689130-5-9 (Student Workbook ISBN 0-9689143-5-7)
- **Rinaldo, V.**, Grosso, C., & Thorne, M. (2004). *Teachers' Choice music program grade 7*. Toronto: emc notes Inc. ISBN 0-9689130-6-7 (Student Workbook ISBN 0-9689143-6-5)
- **Rinaldo, V.**, Grosso, C., & Thorne, M. (2004). *Teachers' Choice music program grade 8*. Toronto: emc notes Inc. ISBN 0-9689130-7-5 (Student Workbook ISBN 0-9689143-7-3)
- **Rinaldo, V.**, Grosso, C., & Thorne, M. (2004). *Teachers' Choice primary songs 1*. Toronto: emc notes Inc. ISBN 0-9689130-8-3

Newsletters

- Kilanowski-Press, L, Augustyniak, K, Murphy, J., & **Rinaldo, V.** (2009). Parental satisfaction with school based service provision to students with neuromuscular disorders. *Today's School Psychologist*.

Book Chapters

- Sheeran, T., **Rinaldo, V.**, Smith, R. M., & Polka, W. (2016). Dispositional discipline: The challenge to institutional prerogative.

- Valentin, S., & Rinaldo, V. (2013). "Assessing Cultural Sensitivity in Elementary Education Preservice Teachers" in Empirical Culture Research – Letting the Data Speak for Themselves (Ed. Krishna Bista). Untested Ideas Research Center: Niagara Falls New York, ISBN: 978-1- 62520-006-8.

Publications Prior to Appointment at Niagara

- Rinaldo, V., Thorne, M. (2000). Primary poems (for ITP Nelson Language Program). Toronto: ITP Nelson Inc.
- Rinaldo, V., Grosso, C., & Thorne, M. (1999). *Teachers' Choice music program grade 1*. Toronto: emc notes Inc. ISBN 0-9689130-0-8 (Student Workbook ISBN 0-9689143-0-6)
- Rinaldo, V., Grosso, C., & Thorne, M. (1999). *Teachers' Choice music program grade 2*. Toronto: emc notes Inc. ISBN 0-9689130-1-6 (Student Workbook ISBN 0-9689143-1-4)
- Rinaldo, V., Grosso, C., & Thorne, M. (1999). *Teachers' Choice music program grade 3*. Toronto: emc notes Inc. ISBN 0-9689130-2-4 (Student Workbook ISBN 0-9689143-2-2)
- Rinaldo, V., Grosso, C., & Thorne, M. (1999). *Teachers' Choice music program grade 4*. Toronto: emc notes Inc. ISBN 0-9689130-3-2 (Student Workbook ISBN 0-9689143-3-0)
- Rinaldo, V., Grosso, C., & Thorne, M. (1999). *Teacher's Choice music program grade 5*. Toronto: emc notes Inc. ISBN 0-9689130-4-0 (Student Workbook ISBN 0-9689143-4-9)
- Rinaldo, V., Grosso, C., & Thorne, M. (1999). *Teachers' Choice music program grade 6*. Toronto: emc notes Inc. ISBN 0-9689130-5-9 (Student Workbook ISBN 0-9689143-5-7)
- Rinaldo, V., Grosso, C., & Thorne, M. (1999). *Teachers' Choice music program grade 7*. Toronto: emc notes Inc. ISBN 0-9689130-6-7 (Student Workbook ISBN 0-9689143-6-5)
- Rinaldo, V., Grosso, C., & Thorne, M. (1999). *Teachers' Choice music program grade 8*. Toronto: emc notes Inc. ISBN 0-9689130-7-5 (Student Workbook ISBN 0-9689143-7-3)
- Rinaldo, V., Grosso, C., & Thorne, M. (2000). *Teachers' Choice primary songs 1*. Toronto: emc notes Inc. ISBN 0-9689130-8-3
- Rinaldo, V., Grosso, C., & Thorne, M. (1998). *Teachers' choice music program grades 1 - 4*. Toronto: emc notes Inc.
- CCSB (Catholic Consortium of School Boards) Curriculum Guide (1996)

Refereed Presentations

- Rinaldo, V., & Sheeran, T. (2017). Teacher candidate dispositions: Assessing the Intangible. AERA: San Antonio, Tx.
- Sheeran, T., & Rinaldo, V. (2017). Measuring and evaluating dispositional affect: Addressing the elephant in the room. AERA: San Antonio, Tx.
- Rinaldo, V., & Branker, M. (2017). Identity Loss: Achieving the Promise of Equal Education Through an Understanding of Institutional Purpose. AERA: San Antonio, Tx.
- Rinaldo, V., Horn, P., & Sheeran, T. (2017). Dispositional Assessment: A two institution evaluation of inferences based on the design and redesign of an instrument and process. AACTE: Tampa FL.
- Sheeran, T., Rinaldo, V., & Smith, R. M. (2017). Dispositional orientation to practice: Legal and Ethical obligations. AACTE: Tampa FL.

- **Rinaldo, V., Sheeran, T. (2016). Dispositional assessment: Reliably predicting pre-service candidates' suitability to become teachers. AACTE: Las Vegas, NV.**
- Sheeran, T., **Rinaldo, V. (2016). Legal constraints upon institutional authority and the ability to act. AACTE: Las Vegas, NV.**
- **Rinaldo, V., Sheeran, T. (2015). Teacher candidate dispositions: Measuring the impact of preparation. AACTE : Atlanta GA.**
- Sheeran, T., **Rinaldo, V. (2015). Teacher candidate dispositions: Identifying and evaluating. A legal framework. AACTE : Atlanta GA.**
- Sheeran, T., **Rinaldo, V. (2015). Visioning the Instructional Future; Active Engagement in the Acquisition of Knowledge. AACTE : Atlanta GA.**
- **Rinaldo, V., Sheeran, T. (2015). Teacher candidate dispositions: Measuring the impact of preparation. AACTE : Atlanta GA.**
- **Rinaldo, V. (2014). Candidate dispositions: Preparing caring teachers. AACTE: Indianapolis, IN.**
- **Rinaldo, V. (2013). Keynote Address. 1st Untested Ideas International Research Conference, held on June 28-30, 2013 in Niagara Falls, New York, USA.**
- **Rinaldo, V. (2013). "Planning for smart phones in the classroom: The beginning of an architectural redesign" International Society for Education Planning (ISEP), Niagara Falls, NY.**
- **Rinaldo, V., Denig, S., Sheeran, T., & Smith, R.M. (2013). Dispositional Discipline: The Challenge to Institutional Prerogative. AERA: San Francisco, CA**
- **Rinaldo, V., & Denig, S. (2013). Thirty pieces of silver: The evaluation of teacher candidates. AERA: San Francisco, CA**
- Sheeran, T. **Rinaldo, V., & Denig, S. (2013). Measuring Dispositions of Teacher Candidates at a Mission-Driven University. AERA: San Francisco, CA**
- **Rinaldo, V., Sheeran, T., Denig, S., & Smith, R.M. (2013). Assessing teacher candidate dispositions as a predictor of student teaching success. AACTE: Orlando FL.**
- Smith, R.M., Sheeran, T., & **Rinaldo, V., (2013). A Three-Year Case Study of a University/Pre-K-6 Partnership to Support Student Achievement, Improve On-site Communication, and Facilitate Service Learning.. AACTE: Orlando FL.**
- **Rinaldo, V., & Slepko, H. (2012). Measuring teacher dispositional performance in a three-semester program. A Paper for Presentation at the Canadian Society for the Study of Education, May 27, 2012-May 30, 2012 Waterloo, Ontario Canada**
- Sheeran, T, **Rinaldo, V., Smith, R. M., & Polka, W. (2012). Dispositional Discipline: Fact or Fairy Tale...The Third Rail of Teacher Preparation, AERA: Vancouver, BC.**
- Sheeran, T, **Rinaldo, V., & Smith, R. M. (2012). The Four Day School Week: Policies, Practices and Pitfalls, AACTE: Chicago.**
- Sheeran, T, **Rinaldo, V., & Smith, R. M (2012). Dispositional Discipline: A Focus on Developing Legally Defensible Policies and Practices, AACTE: Chicago.**
- **Rinaldo, V., Sheeran, T. J., Smith, Denig, S., & Vermette, P. (2012). Formative assessment of teacher candidate dispositions: A five year study. AACTE: Chicago.**

- **Rinaldo, V.**, Sheeran, T. J., Smith, Denig, S., & Slepkov, H. (2011). Mentor Connector Program: Ensuring student success through IHE partnerships. AERA: New Orleans, La.
- Sheeran, T.J., **Rinaldo, V.**, Smith, R. M. & Huang, J. (2011). An analysis of the four day school week. ATE: Orlando
- Sheeran, T. J., **Rinaldo, V.**, & Smith, R. M. (2011). Evaluating dispositions; legal concerns and legal constraints. ATE: Orlando
- **Rinaldo, V.**, Sheeran, T. J., Smith, R. M., Figg, C., Mete, P., & Sharpe, G. (2011). The Mentor Connector Program: Mentoring at-risk students through an online environment. ATE: Orlando.
- **Rinaldo, V.**, Sheeran, T. J., Denig, S., Smith, R. M. & Foote, C. J. (2011). Preparing Effective Teachers: Qualifying and Quantifying Dispositions in a Pre-service Program. ATE: Orlando.
- Foote, C. J., & **Rinaldo, V.** (2011). Administering the Attitude Adjustment: How teacher preparation programs might best address candidate dispositional concerns. ATE: Orlando.
- **Rinaldo, V.**, Sheeran, T. J., Denig, S., Smith, R. M. (2011). Preparing Effective Teachers: Qualifying and Quantifying Dispositions in a Preservice Program. AACTE: San Diego.
- **Rinaldo, V.**, Sheeran, T. J., Smith, R. M., Figg, C., Mete, P., & Sharpe, G. (2011). Preparing Effective Teachers: Connecting students and future teachers through an online environment. AACTE: San Diego.
- Huang, J., Sheeran, T.J., & **Rinaldo, V.** (2011). The Hidden Face of Communication: Assessing Pragmatic Competence. AACTE San Diego.
- **Rinaldo, V.**, & Denig, S. (2010). Music Education in Private Schools: Can We Save It? AERA: Denver.
- Figg, C., **Rinaldo, V.**, Jaipal, K., Mete, P., Sheeran, T., & Smith, M. (2010). Mentor Connector: 21st-Century Learners and e-Mentors for Student Success, AERA: Denver.
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