The Graduate School of Education had six major goals in 2014-2015; each of the major divisions, programs, and centers had its own goals which are detailed below. The six School goals were:

- Search for a dean
- Enrollment growth of 5%, especially in certificate programs in teacher education
- Prepare the institutional self-study in anticipation of NCATE/CAEP reaccreditation
- Produce a report that guides strategic planning as GSE moves toward 2020.
- Support continuous program development and improvement, and support international initiatives.
- Plan to celebrate 100 years of Education in the City, the GSE centennial year 2015-2016

Two of the goals, the search for a dean and the preparation of accreditation reports, were accomplished successfully. One, the support of continuous program development and improvement, remains in progress. The remaining three were not accomplished. Enrollment, especially in teacher education, continued to decline; the 2020 advisory Committee dissolved itself without producing a report; the University decided to focus its support on the 175th anniversary of the founding of St. John’s College, not on the centennial of the founding of GSE.

All programs that were reviewed for accreditation or recognition were successful in being accredited or recognized.

The Center for Educational Partnerships submitted proposals to city, state, federal, and philanthropic agencies throughout the year (approximately 12). New awards were received by CEP to operate the Regional Bilingual/ESL Regional Network, to serve as a partner with four high needs-low performing city schools designated as community schools by DOE, and to provide school building leadership preparation to teachers in faith-based schools. The awards will generate approximately $4 million dollars annually and $17 million of the life of the grants. The Center once again led the University in the generation of external funding.

The Executive Director of the Center for Catholic School Leadership and Faith-based Education was invited to membership on the European Council for Catholic Education, was invited to present by the Hole See at conference in UNESCO, and was invited to participate in the World Congress, Educating Today and Tomorrow in Vatican City.
Section 2: Assessment of 2014-2015

A.) Assessment process

What tools (reports, documents, metrics, etc.) did you use in the past year to evaluate the effectiveness of your area's activities? Describe the usefulness and effectiveness of each tool in shaping future actions.

GSE engages in a continuous improvement review process of its academic programs. The evaluation of effectiveness utilizes a variety of “tools”, some developed locally, others provided by external accreditors and regulators. Detailed descriptions of the review processes can be found on the GSE website under the “About” tab, where policies and procedures that guide the reviews, and the reports from accreditors and regulators, can be found. The mission and vision statements of GSE, with its Conceptual Foundation, which provide the foundation upon which GSE academic programs rest and upon which the indicators of quality and effectiveness are derived, also can be found on the website.

Each of the GSE professional preparation programs that lead to state certification is evaluated periodically by a Specialty Professional Association (SPA) to determine whether the program meets the SPA standards. Over the past two years, GSE has submitted evaluation reports to 22 SPAs for its teacher education, leadership preparation, and advanced certificate school psychology programs. Those SPA reports are on the website. All of the reviews yielded positive results, referred to as “national recognition” by the SPAs. Achieving those recognitions is a prerequisite for the next major evaluation, unit accreditation.

GSE is accredited as a single, complex “unit” by the Council on Educator Preparation Programs (CAEP), formerly known as the National Council for the Accreditation of Teacher Education (NCATE). In 2015-2016 CAEP will visit GSE to determine its eligibility for continued accreditation. During the current academic year, an NCATE work group has been preparing the Institutional Report (IR) that must be submitted to CAEP in August, 2015. The preparation of the electronically-submitted IR is guided by a template provided by CAEP that requires detailed evidence that demonstrates how the unit is meeting the several CAEP/NCATE standards. The evidence comes from the numerous sources of data collected from students, field supervisors, cooperating professionals, the State Education Department, and the city Department of Education. All of the evidence is stored in a complex database that utilizes the Tk-20 platform and Blackboard.

The two professional psychology doctoral programs in GSE are accredited by the American Psychological Association (APA). The Counseling Psychology program was reviewed by APA in 2013-2014 and was awarded a full seven year reaccreditation. The School Psychology program submitted a self-study to APA in August, 2014 and had a site visit in April 2015, the outcome of which is pending. Preparation of the accreditation reports and of the yearly Annual Reports requires the presentation of evidence of accomplishment, not aspirational statements. The evidence is provided by the numerous data gathering “tools” used by the programs and stored in Tk-20 and Blackboard.

The master’s programs in Mental Health and School Counseling engaged in intensive evaluations as they prepared applications for accreditation from the Masters in Counseling Accreditation Council (MCAC); those applications were submitted in Spring, 2014. Following a site visit last Fall, the programs were awarded accreditation by MCAC. Again, numerous sources of evidence were aggregated in the preparation of the report.

GSE submits reports to federal and state agencies, all of which require data that are collected from student records, faculty evaluations of student progress, faculty activity reports, surveys of cooperating field professionals and employers, and performance results on the many certification exams our students take. All of the data sources are stored in Tk-20, Blackboard and/or Banner and allow for the preparation Title II, PEDS, USNWR, and assorted SED reports.
GSE is a member of the Eduventures Schools of Education Collaborative and participates in surveys that develop benchmarks against which “operational” effectiveness can be gauged. Eduventures provides reports that focus on operations such as marketing, recruitment, website, resource allocation, and community involvement.

The GSE “tool box” is large and contains numerous tools used for data gathering and evaluation. The most comprehensive guide to those tools is the GSE Assessment Handbook, retrievable at:


**Section 2: Assessment of 2014-2015**

**B.) Major accomplishments**

List major accomplishments of the past year, including the results of goals for 2014-2015.
Goals for 2014-15

Goal 1: Search for a dean

The primary goal for 2014-2015 was to search for a dean who would take office in July, 2015.

A search committee, chaired by the Dean of the Law School, conducted the search during the Fall semester. In January, the President and Provost announced the appointment of a dean, Virginia Roach. A successful transition to a new dean was made as of 7/1/15.

Goal 2: Enrollment growth of 5%, especially in certificate programs in teacher education

The actions taken to accomplish the goal included meetings with superintendents in Yonkers, BOCES, and other Westchester districts to discuss the new certificate programs in bilingual and special education needed by teachers in those districts. While school officials recognize the need to increase the number of teachers with appropriate certificates, the districts do not have funding to support a tuition-sharing agreement. Separate discussions have been held with representatives of the city DOE, whose needs for properly credentialed teachers is the subject of federal scrutiny. As of the time of writing, negotiations are still underway that might lead to several cohorts of DOE teachers enrolling in GSE certificate programs in bilingual and special education in the fall, 2015.

Continued support for the evolution of the Doctor of Education program to a CPED recognized degree in professional practice was provided at a School level. The dean served on the CPED Executive Board during the academic year and encouraged faculty to continue the redesign of the program. The School also provided support to the School and Mental Health Counseling programs as they successfully sought national accreditation.

The projected increase in applications of 10% was not achieved. The number of applications received was only slightly greater than in the previous year. The projected 5% increase in the number of credits also was not achieved. Credits attempted were down by approximately 1% from the previous year. The anticipated growth of certificate programs in bilingual and special education did not occur, largely because the City and other area school districts did not provide tuition support for teachers needing one of those certificates.

Goal 3: Prepare the institutional self-study in anticipation of NCATE/CAEP reaccreditation

The actions taken included creating a taskforce of faculty and administrators that developed the self-study document according to the guidelines issued by NCATE/CAEP. The draft report was completed in mid-June and was made available for review and approval by the new dean. The report will be submitted electronically to NCATE/CAEP by the 8/21/15 deadline.

Goal 4: The 2020 Advisory Committee will produce a report that guides strategic planning as GSE moves toward 2020.

The 2020 Committee submitted a brief report on June 26, 2014, as it dissolved itself, that included these recommendations:

“Following careful deliberations during the final meeting of the 2020 Task Force (spring 2014), a set of recommendations were constructed for presentation to the Dean. These recommendations … are designed to move our work, along with the intents and purposes of the Dean, forward. Firstly, the Task Force recommends
that, in early fall 2014, a group of GSE faculty representatives resume the task initiated by the current task force. Secondly, the Task Force recommends that the next group charged with continuing and building upon the work of the current task force be assembled from, and authorized by, the broader body of the School Council. And thirdly, the Task Force recommends that this report be shared with members of the GSE School Council with the expectation that, in doing so, the transparency of our work before the larger body is ensured. In closing, the Task Force was unanimous in expressions of gratitude toward the Dean for the space and support he provided the group as we attempted to respond to the challenge and charge laid before the group.”

As requested by the Committee the report was shared with faculty and staff; its other recommendations were deferred until 2015-2016, when a new dean will lead the School forward.

Goal 5: Support continuous program development and improvement, and support international initiatives.

The dean’s office provide support to programs seeking accreditation (Mental Health and School Counseling; Counseling Psychology; School Psychology) and unconditional national recognition. All of those programs, except School Psychology whose status is pending at the American Psychological Association, achieved either full accreditation or “national recognition” by Specialty Professional Associations.

Considerable support was provided to assist the Center for Catholic School Leadership in its effort to extend its partnership with the Archdiocese of Vienna Catholic Teachers College (KPH) and to establish a joint degree program in Catholic School Leadership with the University of Glasgow. The second phase of the emerging leaders program in Vienna was completed in March and a Memorandum of Agreement between the University and the University of Glasgow has been developed and is under review by the Provost.

Goal 6: Plan to celebrate 100 years of Education in the City, the GSE centennial year 2015-2016

A decision was made by the University to defer the centennial celebration as it prepares to celebrate the 175 anniversary of the founding of St. John’s College, a founding wholly unrelated to the establishment of the School of Education. Locally planned events honoring the centennial anniversary will be announced during the anniversary year 2015-2016.

Division and Major Program Accomplishment

Division of Curriculum & Teaching

2014-2015 Goals

Goal 1

Programs that received conditional or probationary status in the 2013-14 NCATE cycle will collect the necessary data and submit a response to conditions/response to probation report with the goal of receiving unconditional national recognition.

Progress, Accomplishments, and Outcomes

The Science Education 7-12 programs collected the necessary data and submitted a response to probation report in September. All programs in Biology, Chemistry, Physics, and Earth Science (traditional and Trans-B) were granted unconditional national recognition.
The Math Education 7-12, Social Studies Education 7-12, Childhood Education 1-6, Early Childhood Education Birth-2, and Early Childhood Special Education Birth-2 programs all revised their assessments and collected a year’s worth of data to include in their reports. In March, each of these programs submitted their response to conditions reports. Results of these submissions are expected from NCATE (CAEP) in August of 2015.

Goal 2

Seek and gain approval from SED for major program modifications in the adolescence education program areas of English Education 7-12, Social Studies Education 7-12, Math Education 7-12, Earth Science Education 7-12, Physics Education 7-12, Chemistry Education 7-12, Biology Education 7-12, Teaching Students with Disabilities 7-12: Generalist, Teaching Students with Disabilities 7-12: Generalist with Subject Area Extensions, and Teaching General and Exceptional Adolescents 7-12 (traditional programs only). While seeking SED approval, pilot new courses, new assessments, and new field experience evaluations in preparation for full implementation. In addition, other programs across the division will pilot new assessments and field experience evaluations.

Progress, Accomplishments, and Outcomes

Program modification paperwork has been submitted to SED for all 10 adolescence education programs. SED approval has been granted for the seven general education programs and is expected for the three special education programs in June. A number of the new courses were piloted in the spring semester of 2015. Likewise, several of the new major assessments and field experience assessments were piloted this year in adolescence programs, as well as in TESOL, Early Childhood Education, Childhood Education, Childhood Special Education, and Early Childhood Special Education.

Goal 3

The division will work towards developing and codifying consistent policies and procedures related to the capstone/exit projects, field experiences, student teaching requirements, and field experience/student teaching supervision.

Progress, Accomplishments, and Outcomes

Progress was made in this area. While there are still programmatic nuances related to the capstone/exit projects, all will be aligned to INTASC/CAEP standards as well as the EdTPA in all initial teacher education programs. Progress in making field experiences and student teaching more consistent was made, with TESOL implementing the same two-semester model as all other programs. Programs are piloting slight adjustments to the configuration of field experiences and student teaching (some having 3 full days in the fall, others 5 half days). After a year of these pilots, discussions will be held to evaluate the various models and agree upon a shared model.

Goal 4

Faculty will work to improve recruitment efforts in order to build program enrollments. Emphasis will be placed on programs leading to advanced certificates and advance level certification.

Progress, Accomplishments, and Outcomes

The division has made attempts to meet this goal. More than five meetings were held with NYCDOE about
developing a partnership that would allow teachers in the city schools to complete the extension and advanced
certificate programs in TESOL, Bilingual, and Special Education. These conversations are ongoing. In addition,
a plan was developed for current students in the TFA program to take some coursework towards getting
advanced certificates during their time in the Trans-B program. About 10 students thus far have taken
advantage of this opportunity. Nevertheless, enrollment in these advanced certificate programs did not increase
this year.

Adolescence Cluster

2014-2015 Goals

Goal 1: Status for programs that received conditional or probationary approval in the 2013-14 NCATE review
cycle will receive unconditional national recognition.

Actions: Program directors in each of these programs collected the necessary data and submitted a response to
conditions/response to probation report during the academic year. Where necessary, new assessments were
developed, administered, and analyzed for these response-to-condition reports.

Results: All teacher preparation programs in the Division of Curriculum and Teaching will have nationally
recognized status before our next NCATE/CAEP site visit in Spring 2016.

List your results accordingly:

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<thead>
<tr>
<th>Program</th>
<th>Spa</th>
<th>Status</th>
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<tr>
<td>BIOB</td>
<td>National Science Teachers Association</td>
<td>Nationally Recognized</td>
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<td>Present - 2021</td>
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<td>ABI0</td>
<td>National Science Teachers Association</td>
<td>Nationally Recognized</td>
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<td>Present - 2021</td>
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<td>CHEMB</td>
<td>National Science Teachers Association</td>
<td>Nationally Recognized</td>
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<td>ACHEM</td>
<td>National Science Teachers Association</td>
<td>Nationally Recognized</td>
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<td>PHYSB</td>
<td>National Science Teachers Association</td>
<td>Nationally Recognized</td>
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<td>AENG</td>
<td>National Council of Teachers of English</td>
<td>Nationally Recognized during 2013-14 review cycle</td>
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<td>ENEB</td>
<td>National Council of Teachers of English</td>
<td>Nationally Recognized during 2013-14 review cycle</td>
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<td>AMAT</td>
<td>National Council of Teachers of Mathematics</td>
<td>Nationally Recognized with Conditions 2013-14 review cycl. Response to conditions submitted Feb 2015 and are under review.</td>
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Goal 2: Modified courses, assessments, and evaluations will be piloted and or partially implemented during the 2014-15 school year in order to be prepared to fully implement them in 2015-2016.

Actions: Adolescence education program modifications were sent to SED for approval. The Adolescence ELA program was approved by SED. Faculty began piloting new courses, new course level assessments, and new field experience evaluations before full implementation. Likewise, faculty in other programs piloted new assessments. Faculty reflected on the pilots and make needed adjustments before full implementation for the 2015-2016 academic year.

Results: Approvals are pending.

Goal 3: Programs across the division will implement consistent policies and procedures related to capstone/exit projects, field experience/student teaching requirements, and field experience/student teaching supervision.

Actions: Division meetings as well as cluster meetings and retreats were used to provide faculty members with opportunities to discuss the disparate policies and procedures related to capstone/exit projects, field experience/student teaching requirements, and field experience/student teaching supervision and determine what the best practices are for each of these issues. Consensus was reached on the need to revamp policy and procedure documents and placed in updated student handbooks.

Results: The many programs in the Division of Curriculum and Teaching have begun the revamping of policies and procedures and will have them codified in a divisional document.

Goal 4. Faculty will work to improve recruitment efforts in order to build program enrollments. Emphasis will be placed on programs leading to advanced certificates and advanced level certification.

Actions: Faculty spent time during division and program meetings, in collaboration with staff from the admissions office, to consider ways of improving recruitment and yield for all programs. In addition, faculty were trained on the new admissions system, SLATE.

Results: Analyses Pending.

Childhood/Early Childhood Cluster

Goals 2014-2015

Goal 1: Revisit edTPA

Faculty revisited approaches used to support teacher candidates in preparing their edTPA including:

- Discussion of TK20 shells and elements of edTPA in the student teaching seminars.
- Continued support for ELA Tasks in CTGE 5548 classes.
- Continued support for Math Tasks in CTGE 5227 and in student teaching seminars. In spring 2015, a math adjunct professor provided support in student teaching seminar classes and online.
- Inviting candidates who successfully completed edTPA to meet with student teaching seminar candidates.
- Sharing exemplary lesson plan examples with candidates.
Informing beginning TFA cohorts about the edTPA process.

Goal 2: Revisit the Capstone Project
Faculty adopted a Revised Capstone Project and Rubrics to replace the Portfolio as a culminating project for graduation.
- Each program (EC, CH and CHSE) aligned the capstone to the SPA specific standards. Guidelines for capstone projects and rubrics are posted on the Childhood Cluster BlackBoard site.
- In Fall 2014 the revised capstone projects were piloted.
- In Spring 2015 the revised capstone projects were implemented for May and August 2015 graduates.

Goal 3: Review of field evaluation forms used by Field Specialists
- Faculty reviewed field evaluation forms developed the Adolescent Cluster. These forms are aligned with the Danielson Frameworks.
- Faculty adopted nine (9) items from the Adolescent Forms which will comprise Part I of field evaluation form in the EC and Childhood Programs.
- Part II of the field evaluation form will be developed by SPA writers to align with SPA specific standards.
- New Field Evaluation Forms will be ready for implementation in September 2015.
- Faculty piloted collecting field evaluation forms on tk20. Met with Teresa Colmenares to determine how to best set up data collection on tk20.
- Our goal is to collect field specialist data on tk20 in Fall 2015.

Goal 4: Review New York State Certification exams for EC and Childhood programs
- Faculty reviewed the specific requirements of the ALST, EAS, CST in Multi-Subjects and CST in Students with Disabilities.
- Faculty discussed strategies to support candidates within teacher education coursework.
- Arlene Moliterno provided a workshop on the ALST for teacher candidates in Spring 2015.
- EdTPA workshops were provided on Saturdays for teacher candidates. Marilyn Bisberg coordinated the workshops.

Continuing Activities:
1. Maintain an updated version of the Student Handbook for Childhood Programs and distribute to teacher candidates each fall.
2. Rowe Scholarship: Monitor student admissions and current candidates to identify those eligible for the award.
3. CAEP: Continue to monitor changes in SPA requirements in order to stay current and adjust childhood programs according.
4. NAEP Exam. Continue to administer the exam to childhood teacher candidates each fall semester.

Advanced Literacy Programs B-6 and 5-12

Goal 1: To align the Literacy program to New York State Proposed Changes in CST Literacy Testing

Actions:
- Faculty reviewed New Frameworks for CST Literacy Examinations
- Literacy faculty revised syllabi to address all components tested
- CST Literacy Review workshop was offered in January 2015 to support candidates on the new CST exam in Literacy.
- In December 2014, Arlene Moliterno attended the scoring workshop for the CST Literacy Exam in Albany. Workshop was sponsored by NYSED and Pearson.

Result: First administration of new examination was scheduled for September 2014.
- The current CST in Literacy pass rate is 100%. The final paper/pencil version of the exam was administered in July 2014. Candidates who were nearing program completion were encouraged to take the old examination.
- As of April 29, 2015, two candidates received their scores on the new exam. Passing score is 520. One candidate passed with a score of 536. Another failed with a score of 519 out of 520.
- Interviews with candidates were conducted. Both candidates described the difficulty in adjusting to the computerized exams. The writing of the essay at the very end was particularly an area of concern and having adequate time to complete the tasks was noted.

Goal 2: To review feedback from IRA SPA report submitted September 2013.

Actions:
- Faculty continued to collect data as specified in IRA SPA reports
- Faculty reviewed feedback and confer to determine program revisions

Result: Advanced Literacy Programs received National Recognition but continue to seek ways to further improve academic performance.

Goal 3: To strategize ways to support literacy candidates in a program with declining enrollments.

Action:
- Carefully monitor students’ coursework in order to offer a sequence of courses that will have sufficient enrollment.
- Determine appropriate course substitutions when necessary so that candidates can complete the program in a timely manner.
- Meet with new admits (4 since February 2015) and with interested candidates (3 who are registered for May 6th information session.

Result: Course offerings for the fall semester are expected to be sufficiently subscribed.
Multilingual Education Programs

Goals 2014-2015

I. Goals for 2014-2015

1. Work on revising the program of study of TESOL Tracks 1 and 2; Childhood Bilingual Dual Education; and the Advance Certificate and Extension programs in bilingual education, ESL, bilingual special education, and ESL special education.

2. Design English language supports for international students in the TESOL and Childhood Bilingual Dual Education programs.


4. Strengthen relationships with schools to enhance clinical experiences; both student teaching and field work.

Goal 1: Work on Revising Programs of Study

Proposals were submitted to and approved by the Curriculum and Teaching Division and the School Council. Modifications proposed reflect contemporary research-based understandings about language, communication, and language education in multilingual school settings.

A. TESOL Track 1

   a. Change name of program to TESOL
   b. Add pre-requisite in Linguistics
   c. Reduce number of credits from 36 to 33
   d. Change title of one course
   e. Add elective course
   f. Expand student teaching experience from one to two semesters; from one to two courses

B. TESOL Track 2

   a. Change name of program to English as a World Language
   b. Add pre-requisite in Linguistics
   c. Reduce number of credits from 33 to 36
   d. Change title of one course
   e. Add elective course and reactivate a course
   f. Develop a new course
   g. Change program exit evaluation from a Portfolio to Comprehensive Exams
C. Childhood Bilingual Dual Education
   a. Reduce number of credits from 45 to 42
   b. Change titles of courses

D. Advanced Certificate in ESL and ESL Special Education
   a. Reduce number of credits from 15 to 12
   b. Change titles of courses

E. Extension Programs in Bilingual Education and Bilingual Special Education
   a. Reduce number of credits from 15 to 12
   b. Change titles of courses

Goal 2: Design English language supports
   A. Requested the Institute of American Language and Culture to provide English Placement test to international students.
   B. Created syllabi of new course in English Composition and Literature to satisfy English pre-requirements for international students.
   C. Provided guidance to adjunct in adapting syllabus and in teaching the new course.

Goal 3: Review Pilot of TESOL EdTPA
   A. Worked with adjunct teaching CTGE 5848 in revising steps of implementation of EdTPA and support strategies for candidates taking EdTPA.

Goal 4: Strengthen Relationships with Schools
   A. Increased the number of schools with ESL and bilingual education programs that are willing to host TESOL and bilingual education candidates for field work and student teaching.
   B. Enhanced the written information given to cooperating teachers related to the field work and student teaching expectations, roles and responsibilities.
Goals 2014-2015

- Make significant progress towards revamping our Ed.D. Program to align more with CPED principles.
- To advocate for a tenured track line position.
- ELAP is still committed to having over 90% of our students pass the School Building Leadership (SBL) exam.
- Align the coursework and internship courses so that they are aligned with the Interstate School Leaders Licensure Consortium (ISLLC) standards.
- Established working relationships and partnerships with principals in the greater metropolitan NYC area.
- Support prior graduates as they move into leadership positions.

Action: ELAP’s goals are aligned with the initiatives Towards 2016 and our on strategic plan. The following initiatives Towards 2016 are aligned with ELAP’s goals: Building a Distinguished Faculty; Enhancing the mission, visibility and partnerships; and enhancing communication and the university image.

Results: ELAP has move very deliberately in ensuring that our Ed.D. is becoming more aligned with the Carnegie Project on the Education Doctorate (CPED) criteria.

With regard to our goal of recruiting a distinguished individual to fill our visiting professor position, this was accomplished with the hiring of Dr. Tiedan Huang.

With regard to our goal of having over 90% of our students pass their School Building Leadership certification exams, we are still in the process of collecting the data.

Currently, ELAP is in the process of continuing to align our master’s coursework with the Interstate School Leaders Licensure Consortium (ISLLC) standards.

ELAP is also continuing to establish working relationships and partnerships with principals in the greater metropolitan NYC area.

ELAP is working with adjunct faculty members to help support prior graduates as they move into leadership positions.

Division of Psychological and Educational Services

Goals for 2014-15:

1. During the 2014-15 academic year, plans were to continue to compile, edit, and distribute the PES Friday Newsflash via email to the PES and GSE communities.
   - Communication was enhanced via 27 issues of the weekly compiled, edited, and distributed PES Friday Newsflash (issues no. 47-73, archived in Blackboard: PES Central).

2. Continued support will be provided for excellence and development of PES programs in accreditation and certification.
Following a successful site visit, accreditation by Masters in Counseling Accreditation Council (MCAC) was awarded to the Master’s programs in School Counseling and Mental Health Counseling.

A self-study was submitted to the American Psychological Association by the PhD program in School Psychology for reaccreditation. The response from APA was reviewed, and a supplemental report was submitted to APA. A site visit by APA was made in April.

3. The evolving competency-based strategic plan for the Division as a whole was used to work towards more integration and collaboration of faculty across programs, particularly in supporting each other’s efforts to continually build on strengths and constructively address limitations toward providing excellent education and training that so aptly demonstrate the missions of GSE and Fordham University.
   - Progress was made by both programs in documenting competency-based assessments and outcomes, particularly in relation to accreditation, certification, and PREC processes.
   - The HRSA training grant awarded to Dr. Amelio D’Ofrio and administered by the Psychological Services Institute, “Structured Interventions Program for Inner City (NYC) Students and Parents Exposed to Chronic Stress” is an apt example of integrating excellent education, scholarship, and service to underserved communities consistent with the missions of GSE and Fordham University.

4. Future plans for scholarly debates of alternative perspectives with faculty and students on compelling issues in the science and practice of psychology will be considered.
   - Throughout the spring semester, PES division meetings were devoted to scholarly debates of alternative perspectives with faculty and students were held on the substantial, foundational, debatable question of "What is scientific research in psychology?" These discussions were founded on the following three articles selected by the faculty:


   These discussions have provided a more informed basis, shared understanding, and apt recommendations for next practical steps to modify our curriculum and training in scientific research.

5. Future plans for informal get-togethers for PES social, cultural, and academic community-building will be considered.
   - Semester-end PES events were held, and several program events were held during the year.

6. Requests for additional needed support will be promoted for the PhD program in School Psychology in the process of the review of its current self-study and anticipated site visit for APA re-accreditation.
   - GA requests were made and supported. Visiting faculty requests were made and denied.

7. Requests for additional needed support was promoted for the Master’s programs in School and Mental Health Counseling in the process of its upcoming site visit for initial accreditation by MCAC.
• GA requests were made and supported.

Programs in Counseling and Counseling Psychology

Goal 1: Continue to meet APA accreditation standards for our doctoral program.

Actions: Develop specific competencies for all doctoral program objectives and create and implement new assessment tools to document student and alumni performance. Compliance with APA implementing regulations was successful.

Goal 2: Continue to pursue accreditation for our Masters programs in mental health counseling and school counseling.

Actions: Planned and prepared for the September site visit and implemented suggestions from the MCAC review team. As a result, MCAC accreditation was received for both the School Counseling and Mental Health Counseling programs.

Goal 3: Continue collaboration with School Psychology faculty in PES to maximize program quality and efficiency, and reduce costs.

Actions: Use Division meetings for collaborating across programs in the following training areas: Research/Scholarship, Assessment, and Clinical Practice. The desired results were to maximize quality of both school and counseling psychology programs while increasing efficiency and reducing costs. The work is still in progress.

School Psychology Programs Annual Report

2014-2015 Goals

Goal 1 - To review the counseling strand to determine if adequate knowledge, skills, experiences and dispositions are taught to those doctoral candidates who do not choose therapeutic interventions as a specialty.

Progress/Actions. This is a continuing goal. This year the program received further input from students about their thoughts regarding the counseling strand. That survey indicated that the counseling sequence is an area of continued concern. The program held a one-day retreat with Program faculty and students to further discuss options for strengthening the doctoral sequence. The counseling faculty was approached about incorporating their introductory modules into the School Psychology schedule; however, it has proven difficult to find ways to do so given shortage of faculty to teach those courses and the already packed course schedule.

Results/Data. School Psychology Program Minutes include a summary of discussions pertaining to this goal. Faculty are in the process of examining how the modules could be incorporated into the current curriculum and have begun discussions with adjunct faculty who teach the counseling courses about specific ways to improve those courses.

Goal 2 - Improve data collection and data management systems to facilitate accreditation processes, particularly the move toward competency-based assessments. This goal was created partly in response to receiving
conditional approval by National Association of School Psychologists (NASP) for our advanced certification level program, as well as in anticipation of reaccreditation by APA.

Progress/Actions. The program has made significant strides in this area and now has consolidated all program materials on two wikis: one for use by faculty (fordhamschoolpsychology.wikispaces.com); the other for use by students (spfordham.wikispaces.com). Rather than use disparate Blackboard sites (e.g., PES central, PREC, etc.), all program-related materials, data, resources can be found on these two sites. The wikis are private and are only accessible by the school psychology community. The faculty wiki contains information related to the following:

- Adjunct listing
- Admissions Data
- Advising information
- Meeting Agendas and Minutes
- Listing of Alumni
- APA-related information (e.g., ARO, previous self-studies)
- Comprehensive Exam info
- Course syllabi
- Curriculum Committee proposals
- Accreditation-related Data
- Field Experiences Information
- NASP-related information (e.g., previous NASP SPA reports and correspondences)
- PREC reports
- Program Coordinator Responsibilities
- Rubrics
- Student Directory Information
- School Psychology Student Dissertations
- Annual Student Review Information

The student wiki contains the following information:

- Alumni Resources
- Competency Benchmark Training Models
- Information related to Dissertation and Research Apprenticeship
- Faculty Contact and Research Interests
- Field Experiences Information
- GSE Academic Policies
- MSE, PD, PhD Comps information
- Newsletters
- Advising Information
- Archival of PES Newsflash
- Post Doctoral Information
- Program Meeting Minutes
- Resources and Tools
- Tuition/Financial Aid information
Results/Data. During the recent APA site visit, the site visitors were granted access to these wikis. This led, in part, to a mostly favorable review. The site visitors were able to access all program resources easily and most of what they needed to write their report was on the wikis (e.g., student dissertations, handbooks, etc.).

Goal 3 - To improve the culture of the program so that students perceive it to be more inclusive and supportive. This new goal was created based on data from the exit surveys noting a relatively lower score on this issue (approximately 3.0 out of 5.0).

Progress/Actions

- In coordination with faculty, a student-led diversity committee was created to examine ways of better infusing a multicultural emphasis into the program.
- Students designed and administered a survey intended to assess current students’ perceptions of the program.
- Students were invited to present the results of the survey at the retreat held in December of 2015. Much of the conversation focused on how the program could better improve communication between students and faculty.

Data

- Student wiki was created. All students invited to join the wiki (currently there are 115 members of the student wiki)
- An email blast reminding students of important program-related information was sent to all students once per semester.

Goal 4 - To maintain NASP and APA accreditation.

Progress/Actions

- The program received NASP national recognition with conditions. A revised NASP report was submitted to NASP in February of 2015.
- The APA self-study was submitted in September 2014 and approved for the site visit. The site visit was held on April 30 and May 1, 2015.

Data

- The NASP reports were submitted.
- The site visitors oral report was positive and a written report is expected before the end of June.

Goal 5 - In addition to the counseling goal (Goal 1 above), a major goal of the program is to increase faculty lines allocated to the program. With the recent departure of Dr. Vincent Alfonso, the retirement of Dr. Giselle Esquivel, the election of Dr. Anthony Cancelli as the next PES Chair, and two core faculty members on faculty fellowship leave (Zusho – Fall; Harris- Spring), the school psychology program will be down considerably in terms of faculty. The site visitors, who will be recommending to APA an increase in faculty by two lines, noted this shortage, specifically of licensed psychologists.
Action Steps. A request for a visiting line for the next academic year will be submitted. In addition, a request for a tenure-track line, in anticipation of the APA report also will be made. That tenure-track line will be instrumental in maintaining accreditation.

Contemporary Learning and Interdisciplinary Research

2014-2014 Goals

Goal 1: Select students who are committed to designing innovative solutions that address the multi-faceted challenges of education in a technologically complex, globalized world and who are willing to work collaboratively.

Desired results: To create a student body who are collaborative, creative, and committed to education.

Assessment: The CLAIR faculty conducted an internal review of the program, collecting data from students and faculty members. At a mid-year retreat, the faculty used the data to revise the program, making it more student-centered and allowing for more interdisciplinary connections.

Goal 2: To continue to develop the CLAIR degree as a vehicle for developing innovative solutions that address the multi-faceted challenges of education in a technologically complex, globalized world across the Graduate School of Education and Fordham University.

Desired results: To create a network of faculty and students from differing backgrounds and programs who can collaborate to create innovative solutions to learning in the 21st century.

Assessment: The program has taken several steps to reaching the desired results, including the development of faculty run research teams and the implementation of Capstone Committees for student residency projects.

Goal 3: Establish a Center for Contemporary Learning and Interdisciplinary Research (C-CLAIR). C-CLAIR is envisioned as vehicle for supporting the research, professional development, and community outreach as related to the CLAIR doctoral program and the Graduate of School of Education in general.

Desired results: The long-term goals for C-CLAIR are to aid in submitting and administering private and federally-funded research and training grants awarded to CLAIR faculty; to be self-supporting for the majority of its programming budget; to act as a venue for receiving contracts for the analysis of small-scale program efficacy data and needs assessments; and to develop into a think tank dedicated to issues pertaining to interdisciplinary education.

Assessment: Though faculty followed through on proposals for C-CLAIR, which included an initial no-cost structure to the university, our request was denied. Individual faculty have continued to create programming and receive small donations and corporate support that could be housed under C-CLAIR (e.g., Developing Digital Literacies Summer Conference). These projects are currently without a home in GSE’s structure.
### Section 2: Assessment of 2014-2015

**C.) Underachieved areas**

List areas that did not meet metrics in 2014-2015, obstacles encountered, and the plans to either continue or disengage from the undertaking.

The most critical “underachieved area” was enrollment. Both the number of students enrolled and the number of credits taken were below the goal and the budgeted gross tuition revenue. The shortfalls result almost entirely from the continuing declines in the initial teacher education programs that were once the largest programs in GSE. The declines are similar to those reported at most teacher education institutions locally, regionally, and nationally. Soft signs from local and state sources suggest the declines may be bottoming out and some slight upward trends may begin to be noticed. Given the University’s one hundred year commitment to providing highly qualified educators to schools both public and private in the city and surrounds, it is inconceivable to consider closing the under-enrolled teacher education programs. Teacher preparation is deeply embedded in the mission of the University, not just in GSE. As the School celebrates, quietly, its one hundredth year, consideration should be given at the University level to investment in GSE by allowing for the redevelopment of its alumni association, by restoring the position of director of marketing and communication, and by providing funds to market the University’s presence in the northern suburbs.

A second area of underachievement is the redesign of the EdD degree, which currently is focused on educational administration and leadership. GSE has been involved in the Carnegie Project on the Education Doctorate (CPED) project for three years, yet the faculty has made little progress in the redesign of the degree program to one that incorporates strands in higher education and teacher leadership, and that focuses on the development of “doctors of practice”. The market for a CPED-recognized program is large both in the city and in the suburban areas north and east of the city. Encouraging greater and faster progress in redesign may help off-set lowered enrollments in teacher education programs.

A third area of underachievement was in the unrealized growth in the several advanced certification programs developed over the past three years in special education and in bilingual education. The meager support to market the programs in the budget, coupled with the absence of funding available from school districts to provide tuition support to teachers, may account for the underachievement experienced this year.

A fourth area of underachievement was in planning for the celebration of the School’s centennial anniversary. The decision to ignore the anniversary made at the University level reflects the ambivalence of the University regarding the place of graduate, professional education in the institution. A golden (or perhaps diamond) opportunity to highlight the great contributions of GSE to the University and the extended metropolitan area unfortunately has been ignored. There may yet be time to correct this, were there the will to do so.

### Section 3: Environmental Status

Going forward, what are the top inherent risks within your area or department, as well as in the surrounding environment? Please indicate the plan to mitigate them.

What are the top opportunities within your area or department? Please indicate the plan to achieve them. In addition, address succession planning, if applicable, as it might relate to your area, division, or department.
On July 1, 2015 a new dean will take over leadership of the Graduate School of Education. During the Spring semester the current and new deans met regularly to ease the transition in leadership. The new dean also met with many members of the faculty and administrative staff and was provided with detailed information and documentation of School and University policies, procedures, and practices. The greatest opportunity for GSE is to have new leadership coming from outside the institution that has the potential to move the School forward academically and administratively, with new programs and sustainable enrollment.

Almost the entire leadership in GSE will change going into the 2015-2016 academic year. In addition to the new dean, there will be changes in the office of the Associate Dean for Academic Affairs and in the chairs’ offices in the three divisions. New associate chairs also will be appointed. The scope of the changes in academic leadership is the greatest in the School’s history and will have a potentially positive impact on the School.

The School will go into the next academic year with the fewest instructional staff lines in almost two decades. Two senior professors went into full retirement and one resigned to take a position elsewhere. As of this point in time, no decisions have been made about continuing the appointments of a visiting assistant professor in ELAP, about the continuing appointment of an instructor to support the TFA cohorts, and about the reappointment of the Research scholar who teaches advanced psychometrics and statistics courses and serves as the expert methodologist on dissertation committees across the several doctoral programs.

The final major risk was alluded to above. Absent a clear and visible commitment by the University, the weakened condition of GSE may worsen, leading to a further reduction in support at a time when there are opportunities to improve that condition.

Section 4: Goals for 2015-2016

List goals for 2015-2016 and the strategies to succeed in reaching them.

The primary goal for GSE in 2015-2016 is to make a successful transition in leadership that allows for the development of a set of specific GSE-wide goals. Clearly, enrollment growth is a primary goal but the strategies and tactics needed to reach that goal are in the domain of the dean and the new leadership team to decide. The specific goals presented below were put forward by the divisions and programs.

Division of Curriculum and Teaching

Goal 1. Identify and organize needed SPA report data to prepare for NCATE visit in spring 2016

Intended Actions: Faculty will work with NCATE site visit planning committee and the Dean’s Office to organize program, division and school-wide data.

Intended Results (Expected by the completion of the 2015-2016 Academic Year): A successful NCATE site visit with accreditation awarded by CAEP for the maximum amount of time.

Goal 2. Engage in curriculum-mapping activities to identify curriculum strengths and gaps based on data from certification exams, program assessment data, and input from field-based partners.

Intended Actions: Faculty will review assessment rubrics in terms of their alignment with GSE and SPA standards and will revise as needed.
Intended Results (Expected by the completion of the 2015/16 Academic Year): Current and new assessments will be aligned to GSE standards and SPA standards.

Goal 3. Implement newly modified programs approved by NYSED in all areas of adolescence education and will submit program modifications for multilingual programs (TESOL and Bilingual).

Intended Actions: Faculty in the adolescence cluster will fully implement the newly revised programs. For mid-cycle candidates, cross-walks and substitutions will be developed and utilized.

Intended Results (Expected by the completion of the 2015/16 Academic Year): Courses that include modifications will have assessments in place for the next NCATE/CAEP data collection.

Goal 4. Develop two-year schedules of course offerings for all cluster/program areas in order to maximize faculty resources and to consolidate course offerings when possible.

Intended Actions: Faculty will use current and projected enrollments to develop a 2-year sequence of course offering for full-time and part-time candidates in all teacher education programs.

Intended Results (Expected by the completion of the 2015/16 Academic Year): Matrices of 2-year course offerings will be developed for each program/cluster area.

Goal 5. Continue to strategize ways to increase enrollments in all areas.

Intended Actions: Faculty will discuss and identify program growth areas and work with the Admissions Office and the Dean’s Office to create effective marketing and recruitment plans

Intended Results (Expected by the completion of the 2015/16 Academic Year): Overall enrollment in C & T will increase by 5% to 10%.

Adolescence Programs

Goal 1. Identify needed SPA report data from new adolescence common assignments

Intended Actions: Faculty will align assignment rubrics with SPA standards.

Intended Results (Expected by the completion of the 2015/16 Academic Year):
New assessments will be aligned to GSE standards

Goal 2. Develop/identify SPA assignments to account for additional data needed

Intended Actions: Faculty will align assignment rubrics with SPA standards and conduct a gap-analysis for data needs.

Intended Results (Expected by the completion of the 2015-2016 Academic Year): New assessments will be aligned to GSE standards

Goal 3. Implement newly modified programs approved by SED

Intended Actions: Upon approval, new programs faculty will be implement new programs. For mid-cycle candidates, cross-walks and substitutions will be developed.
Intended Results (Expected by the completion of the 2015-2016 Academic Year): Data needs gap will be eliminated. A Data Needs Matrix will be developed.

Goal 4. Capstone Assessments will be finalized

Intended Actions: Faculty will work in early fall to finalize plans for the Capstone Assessments

Intended Results (Expected by the completion of the 2015-2016 Academic Year): Capstone assessments will be piloted Spring 2016.

Goal 5. Two-year schedules of course offerings will be developed.

Intended Actions: Faculty will use current and projected enrollments to develop a 2-year sequence of course offering for full-time and part-time candidates in all adolescence education programs.

Intended Results (Expected by the completion of the 2015-2016 Academic Year): Matrices of 2-year course offerings will be developed for each program in the Cluster.

Childhood/Early Childhood Programs

Goal 1. Revisit the NAEP exam. Analyze candidate data to inform program decisions.
   a. NYS Certification exams: Analyze candidate data to inform program decisions.
   b. EC/Childhood Capstone Projects: Analyze candidate data to inform program decisions.
   c. Field evaluation forms: Monitor process of data collection on tk20.
   d. Curriculum Mapping for Childhood Program
   e. Preparing for NCATE visits

Literacy Programs Goal 2015-2016

1. Follow-up on teacher candidate performance scores on CST in Literacy. Review of frameworks by faculty to consider possible course revisions.

2. Continue to collect data on SPA assessments. Analyze data to inform program decisions.

3. Continue to strategize on how to increase enrollments in the Advanced Literacy programs.

Multilingual Programs Goals 2015-2016

1. Write and submit proposals of changes to Multilingual Education programs to NYSDOE.

2. Pilot implementation of new courses.

3. Revise orientation for incoming students for all programs.

4. Collaborate with other programs in C&T Division to integrate issues of language diversity and working
with emergent bilingual across courses in the division and to increase the number of candidates interested in adding advance certificates and extensions to their current IT certification program.

Division of Educational Administration and Policy

In the year 2015-2016, ELAP will continue to monitor each of the goals and results listed above to determine whether effective progress has been made. With regard to the visiting professor who started in the fall of 2015, it is the goal to provide the necessary resources for her to succeed while she is at Fordham University.

Goals:

- To continue to revamp our Ed.D. program, while aligning the program to CPED principles. The goal is to have the Ed.D. program aligned with CPED by 2017.

- Secure a tenured track line and bring in a distinguished faculty member.

Proposed actions: ELAP plans to continue to meet at the CPED conferences, which are held twice a year. ELAP also plans to reach out to other CPED universities who are redesigning their doctoral programs in an effort to enhance its own program designed.

With regard to bringing in a distinguished faculty member on a tenure track line, ELAP plans to make a strong case as to why we need a new tenure track line position.

Desired results:

- To continue to redesign our Ed.D. program undergirded by CPED principles by 2016.

- A tenured track line secured for 2016.

- A new faculty member on a tenure line by August 2016.

Division of Psychological and Educational Services

Goals 2015-2016

1. Support for education and training in psychological and educational assessment.
   - Follow-up is needed to the agreement made in spring 2014 to charge lab fees to students to help fund updated and sufficient numbers of test kits to provide ethical required training in fall 2015.
   - Critically needed is additional support for faculty with expertise in education and training in psychological and educational assessment, which has been depleted with faculty attrition and budget cuts and which is vital to PES students’ eligibility for externship and internship practicum placements requirements in schools, colleges, clinics, and hospitals.

2. Scientific Research curriculum and training to be modified, following progress on Goal 4 from 2014-15.

3. To be determined by incoming leadership in collaboration with faculty.
Programs in Counseling and Counseling Psychology

Goal 1: Revise PSGE 6601 Counseling Program Development and Evaluation to align it with our university, GSE, PES, and program social justice mission. The revisions to this course will address MCAC recommendations to highlight and enhance our social justice mission and to focus on consultation, systems, and advocacy. The revised course will be implemented in Spring 2016. The program will plan for a 100-hour social justice practicum component to the course and develop relationships with specific local institutions to provide volunteer experiences for our students. Implement of the course with the 100-hour practicum requirement will be in Spring 2017. This practicum also will satisfy the anticipated revisions in NYS regulations for school counseling programs.

Goal 2: Develop the first hybrid online course

Goal 3: Institute minimal research competencies for doctoral students and include those in the doctoral program handbook.

School Psychology Program

In addition to continuing goals of 2014-2015, a major goal of the program is to increase faculty lines allocated to the program. With the recent departure of Dr. Vincent Alfonso, the retirement of Dr. Giselle Esquivel, the election of Dr. Anthony Cancelli as the next PES Chair, and two core faculty members on faculty fellowship leave (Zusho – Fall; Harris- Spring), the school psychology program will be down considerably in terms of faculty. The site visitors, who will be recommending to APA an increase in faculty by two lines, noted this shortage, specifically of licensed psychologists. A request for a visiting line for the next academic year will be submitted. In addition, a request for a tenure-track line, in anticipation of the APA report also will be made. That tenure-track line will be instrumental in maintaining accreditation.

Contemporary Learning and Interdisciplinary Research

2015-2016 Goals: Assessment of Progress

Goal 1: To assess the expertise of the current CLAIR faculty and identify gaps in expertise needed to advance the program.

Actions

- Create and administer a faculty survey that collects (1) individual expertise and (2) individual beliefs about the expertise the faculty is lacking in order to move the program forward.
- Meet with the new dean to share the results of the survey and to identify gaps in faculty expertise that may inhibit the forward movement of the program.
- Identify faculty outside of GSE who may be able to fill the gaps.

Goal 2: To continue to develop innovative solutions that address the multi-faceted challenges of education in a technologically complex, globalized world across the Graduate School of Education and Fordham University.
Actions

- Complete faculty expertise assessment noted in Goal 1.
- Promote CLAIR faculty and student successes with regular updates on the CLAIR blog and through GSE and Fordham communication networks.
- Meet with the new dean to revise the CLAIR vision statement, looking at both short term and long term goals.
- Identify funding opportunities and teams of faculty who can pursue CLAIR specific funding.

Goal 3: Pilot program changes, conduct internal review, and submit any necessary changes to the curriculum committee.

Actions

- Disseminate student survey in January.
- Hold faculty retreat in the spring semester.
- Prepare and submit needed documents.
Section 5: Budget for 2015-2016

List any extraordinary budget requests for 2015-2016, as well as areas where savings can be realized.

To be determined by the dean and her advisors.

Resources needed as indicated in division and program reports:

There is an urgent need for a faculty member in math education is to improve quality of math education across programs and to meet NCATE and NYSED requirements.

A faculty member with backgrounds in early literacy/ESL/Bilingual programs is needed due to needs and the growth of Early Childhood field in New York State, and teacher shortages in Early Childhood Education, ESL and Bilingual Education.

A tenured track line secured for 2016 in ELAP.

A new faculty member on a tenure line by 2016 in ELAP.

A request for a visiting line for the next academic year will be submitted by School Psychology. In addition, a request for a tenure-track line, in anticipation of the APA report also will be made. That tenure-track line will be instrumental in maintaining accreditation.

Section 6: Faculty and Staff Engagement

Please list all scholarly publications, presentations at national conferences, substantial professional service, offices held at regional or national organizations, and all other engagements with both internal and external communities.
Books


Edited Books


Chapters in Books


Journal Publications


of social work (7 pp.; http://socialwork.oxfordre.com).


http://scholarworks.wmich.edu/reading_horizons/vol53/iss2/2


Conference Presentations


George, M.A. & Moliterno, A. (2014, October). It takes a village: Responding to the NYSED reform agenda. Presentation at the Annual Meeting of New York State Association of Teacher Educators, Saratoga Springs,


Turner, K. H. (2014, featured speaker). Teachers as digital writers. Literacy for All, Providence, RI.


Grant and Contract Proposals and Awards

Batisti, Anita. Eight Community School Program applications were submitted to the New York City Division of Youth and NYCDOE. Partnership agreements have been approved and funded with three schools for a three year period:

<table>
<thead>
<tr>
<th>School</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>MS 331X</td>
<td>1,327,653</td>
</tr>
<tr>
<td>MS 324X</td>
<td>1,606,045</td>
</tr>
<tr>
<td>438 X</td>
<td>1,680,731</td>
</tr>
</tbody>
</table>

Contracts are pending for two schools:

<table>
<thead>
<tr>
<th>School</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS 85 X</td>
<td>2,064,000</td>
</tr>
<tr>
<td>PS 112 X</td>
<td>1,179,009</td>
</tr>
</tbody>
</table>
The three approved contracts will yield $4,614,429 over three years ($1,538,143 annually). If the remaining two are approved the yield over three years will be $7,857,438 ($2,619,146 annually).

Batisti, A. A proposal for a new five-year contract to operate the Regional Bilingual /ESL Resource Network was submitted to SED and the grant was approved. The award was $7,050,000 for the five year period ($1,410,000 annually).

Batisti, A. A new contract was approved by the city DOE to continue to fund the Title IIA Non Public Schools Vendor Contract that provides tuition and fees for employees of faith-based schools seeking certification as school building leaders. DOE approved the contract $500,000 yearly for five years

Batisti, A. Educational Leadership Preparation Enhancement Project ELPEP –(Administration Supervision) Leadership Masters NYSED- Pending - $709,500 (3 years).

Batisti, A. Multi Ethnic Teacher Leadership Academy- Brooklyn Diocese- pending ($350,000 over 2 years).


D’Onofrio, A.. HRSA Grant #: D40HP26911 ($134,111) -- Structured Interventions Program for Inner City (NYC) Students and Parents Exposed to Chronic Stress.


Rodriguez, D., Cho, S., & Zhang, C. (2014). PROJECT Bilingual Inclusive Generation for All Learners (BIG) in Special Education Leadership: Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel (CFDA 84.325D, Type A). Office of Special Education Programs ($1,250,000.00) (Doctoral Training Grant) (not funded)

Zhang, C. (2014). Training Teacher Leaders and Improving Program Capacity to Serve Young Children in Universal Preschools through a Teacher Coaching Model (TCM) (Combination Priority for Personnel Preparation) (CFDA 84.325K: Focus Area A). Office of Special Education Programs ($1,250,000.00) (submitted)
Community and Organizational Leadership
Cattaro, G. Editorial Board member Education and Urban Society, Corwin Press
Cattaro, G. Editorial Board member Journal of Catholic Education, Loyola Marymount University
Cattaro, G. Editorial Board member International Journal of Educational Reform, Rowan& Littlefield
Cattaro, G. Board Member Catholic Higher Education Council of NCEA
Cattaro, G. Board Member Rockville Center Diocesan Education Commission
Cattaro, G. Board Member European Council of Catholic Education
Cattaro, G. Board Member St. Joseph School, New York
Cattaro, G. Board Member Cabrini Board
Cattaro, G. Board Member Dominican Education Board
Cattaro, G. Board Member Catholic School Accreditation Association
George, M. and Turner, K. Co-editors of Contemporary Issues in Technology and Teacher Education
George, M. Executive Committee of Adolescent Literature Assembly of National Council of Teachers of English
Harris, Abigail, Council of Directors of School Psychology Program (CDSPP) Executive Board
Hennessy, J. Board member of the Catholic School Accreditation Association.
Hennessy, J, Board member of the Carnegie Project on the Education Doctorate.
Hennessy, J. Board member of the National Board of Professional Teaching Standards Teaching and Learning Conference, Washington, D.C.
Hennessy, J. Board member (past president) of the AJCU Education Conference.
Jackson, M. A. Steering Committee/Summits, Council of Counseling Psychology Training Programs, Alliance for Professional Counselors.
Jackson, M. A. Master’s Educational Guidelines Task Force, Board of Educational Affairs, APA.
Nevarez-La Torre, A. Senior editor of the Journal of Multilingual Education Research (open access international journal)
Nevarez-La Torre, A. Developer and author of the Professional Standards for Bilingual Educators (New York State Association for Bilingual Education)
Turner, K. Co-chair, Commission on Writing Teacher Education, Conference on English Education, National Council of Teachers of English

Turner, K. Teachers, Profs, Parents: Writer’s Who Care, editorial board and blog manager (a project of the Commission on Writing Teacher Education)

Turner, K. National Council Teachers of English Editorial Board

Turner, K. Co-editor, Contemporary Issues in Technology and Teacher Education - General (CITE-General)