

## Fordham University Annual Report & Strategic Planning 2015-16

This annual report template has been streamlined to assist assessment and strategic planning for the entire University - all provost and vice presidential areas.

The annual reports are due back to the school dean by 30 May 2016, to the vice president by 30 June 2016, and to the president by 31 July 2016.

**(Note: The text boxes below each section header will expand to accommodate your content. Please type within the box.)**

**Unit:** Graduate School of Education

**Reporting Individual:** Virginia Roach

### **Section 1: Executive Summary**

This has been a transition year in the Graduate School of Education (GSE). Major outcomes were:

- GSE completed the transition to a new dean, interim associate dean for academic affairs, and new division chairs in all three major divisions of the school and completed a national search for an associate dean for academic affairs to succeed the current interim associate dean for academic affairs.
- GSE developed a set of specific GSE-wide goals and plans aligned with the CUSP framework. Progress is documented in each of the nine goal areas in the spring 2016.
- The school successfully submitted the NCATE/CAEP Institutional Report, hosted the external review team, and received a very positive report from the review team.
- The school rose 14 slots on the U.S. News and World, to a national ranking of 45<sup>th</sup> among graduate schools of education.
- Searches for a visiting assistant professor in mathematics education, two clinical assistant professors in educational administration, a tenure track educational administration assistant professor and associate director for the Center for Catholic School Leadership and Faith Based Education completed.
- The Center for Educational Partnerships (CEP) secured tuition-based grants for GSE divisions and supported the development of off-site certificate cohorts. CEP once again led the university in generating external funding.
- GSE returned to the Westchester market, developing an EdD cohort program in K-12 Educational Administration and Supervision and recruiting a cohort to begin in fall 2016.
- The Center for Catholic School Leadership and Faith Based Education was distinguished as a Scholas Chair, the only designation in the United States to implement the educational initiatives of Pope Francis.

Challenges in the past year include:

- Declining enrollment, particularly in the Division of Curriculum and Teaching;
- Loss of faculty due to retirement, resignation and death which caused significant personnel shortages in the Division of Educational Leadership and Policy; and
- Continued focus on research productivity in the face of accreditation demands.

## **Section 2: Assessment**

### *A) Major accomplishments*

List major accomplishments of the past year. Indicate the results of goals that were set in last year's annual report.

#### Transition in Leadership

The new dean began her tenure July 1, 2015. Prior to her arrival, extensive transition planning took place with the prior dean as well as input from members of the faculty, administrators and staff. These individual interviews continued throughout the summer as part of the internal scanning process in preparation for developing a three to five year plan. After extended internal discussions, it was determined that an external candidate would need to be hired for the position of associate dean for academic affairs. As such, Dr. Nancy Gropper was hired as interim associate dean for the year. Not only did Dr. Gropper serve as the academic leader of the GSE, she successfully chaired the internal search committee for the permanent associate dean for academic affairs. After an extensive national search, Dr. Lori Wolff was hired and will assume the position of associate dean for academic affairs August 1, 2016. The GSE has three main divisions that act in many respects as academic departments. All three divisions were lead by new chairs this year. Faculty in two of the divisions, Curriculum and Teaching and Psychological and Educational Services elected new chairs in the spring of 2016. An interim division chair was identified and appointed for the third division, Educational Leadership and Policy.

#### GSE-Specific Goals and Plans, Addressing Declining Enrollment

GSE has experienced declining enrollment over the past several years, consistent with significant declines in teacher education programs across the country. Extensive planning efforts during fall 2015 relied on five-year enrollment trend data across each program in the school, comparison enrollment and tuition data from other New York metropolitan teacher preparation schools, and faculty and staff input. The planning process was focused on developing new markets and new programs to support enrollment coupled with a renewed focus on research to attract students to the school. Planning groups were created and plans established in the following area: a) extending to the community, b) expanding fifth year program options, c) reestablishing programs at the Westchester campus, d) developing online and hybrid programs, e) strengthening the external voice of GSE, f) creating professional development courses that award participants continuing education units for maintaining state licensure, g) integrating and coordinating faculty into more of the work of the Center for Educational Partnerships, h) expanding international programs, faculty and student exchange, and increasing enrollment of international students in GSE programs, and i) fostering a culture of research in the school.

Several key initiatives have been started as a result of this planning effort. Further, these initiatives dovetail with the accreditation efforts of the year.

#### *Extending to the Community*

The three divisions are developing comprehensive spreadsheets of community partners with which they place students for field and clinical experience. Semi-annual meetings with

community partners were established to enhance communication, receive input on program improvement, and ensure that candidate preparation is a strong collaborative effort between the community and the school.

#### *Expanding Fifth Year Programs*

GSE currently operates the Five-Year Integrated Teacher Education Track program with Fordham College at Rose Hill and Lincoln Center. Discussions have begun with the dean of Fordham College at Rose Hill about ways to focus more specifically on the recruitment of undergraduate students interested in the fields of science, technology, engineering, and mathematics (STEM), and more broadly, how to attract more Fordham College undergraduates into the program overall. These discussions will continue in the coming year.

Building on the concept of a fifth year program leading to a teaching credential, partnerships have been discussed with Purchase College of the State University of New York and Sarah Lawrence College. The goal is to establish memoranda of understanding (MOUs) that would recognize specific courses completed during the undergraduate degree as fulfilling requirements of the Master's of Science in Teaching degree, that would be completed at GSE during one year of graduate study. The goal is to complete the two MOUs by fall 2016 so that juniors and seniors at those two schools would be able to register for the required courses and apply for conditional admission to GSE in the 2017-2018 academic year.

#### *Reestablish programs at the Westchester Campus*

This initiative has three primary thrusts. Throughout the spring 2016 semester Dean Roach met with a number of district superintendents in Westchester County to introduce herself as the new dean of GSE, gather input on the needs of the districts, and discuss which programs superintendents would like GSE to offer at the Westchester campus. Based on the information gathered from these interviews, the existing EdD in Administration and Supervision was offered for potential candidates who were already leaders in primary and secondary education (K-12). A cohort has been recruited and will begin in fall of 2016. Other areas of need expressed by Westchester superintendents was for teachers of English as a new language (ENL) and special education, with a particular focus on offering 15-credit certificate programs that lead to an additional licensure endorsement, offered in close proximity to schools and in hybrid formats.

In order to expand recruitment in Westchester County, GSE will need to focus scarce marketing and advertising resources on that market. Further, feedback from community partners suggests that tuition discounts and expanding scholarship opportunities are likely to lead to increased enrollments in Westchester.

In an effort to create a greater presence in Westchester County and to foster stronger community partnership, the Center for Educational Partnerships took the lead on developing a federal grant proposal in collaboration with the Yale Center for Emotional Intelligence and five school districts in Westchester County. The school will be notified on the outcome of that grant competition during the summer 2016.

Extending the concept of new markets, GSE signed a MOU with West Point, the army academy, to support up to five army officers a year appointed as West Point military science instructors to

attend a one-year, full time course leading to a Master's of Science in Education (MSE) degree. The first cohort of students under this MOU was enrolled in the first summer session, 2016. Fifteen-credit certificate programs for Teachers of English as a Second Language (TESOL) are also being developed and offered in Staten Island and Brooklyn. Marketing these cohort-based certificate extension programs is being currently led by Dr. Anita Batisti as part of the effort to create greater synergy between GSE's Center for Educational Partnerships and the faculty (another of the GSE plan goals).

#### *Developing Online and Hybrid Programs*

GSE received approval from the New York State Department of Education (NYSED) for a fully online program during spring 2016. The program is a 15-credit certificate in Adolescent Special Education, the completion of which leads to endorsement on an existing New York state teacher license. Through grant funding the five online courses are being developed during summer 2016 so that recruitment into this new program can begin fall 2016 for a potential start in spring 2017. As part of the international initiative, the Center for Catholic School Leadership and Faith-Based Education in GSE will be proposing a fully online version of its MSE degree in Catholic School Leadership in the coming year. This program, offered domestically and as part of the GSE international initiative is scheduled to launch in fall 2017. Program pricing will be sensitive to the international markets in which the school is recruiting.

#### *Strengthening the External Voice of GSE*

This goal has been supported in spring 2016 with the development of a sixteen-minute film of the school, as depicted through the GSE conceptual framework that defines the school's approach to academic programming and the student experience. Already instrumental in framing the site visit of the school's major accreditor, the film and its "out takes" will be utilized as part of a strong marketing strategy, paired with more op-ed, news, and web placements to enhance the visibility of the GSE. This visibility, in turn, drives up peer recognition in the field, a key driver in the education school *U.S. News and World Report* rankings.

#### *Professional Development Courses that Award Participants Continuing Education Units (CEUs)*

These courses will be offered through the Center for Educational Partnerships and often will be developed and taught by faculty. The goal is to offer many of these courses online as part of the extensive professional development currently offered by the center. Two such courses are being offered summer 2016 in a face-to-face format. In order to expand this work further additional personnel will be needed to supplement the marketing and advertising by the center.

#### *Integrating Faculty into the work of the Center for Educational Partnerships*

The Center for Educational Partnerships (CEP) is completely self-sustaining. Beginning each fiscal year with a zero based budget. The annual budget is approximately \$4,000,000 each year and operates primarily with full time staff and consultants who work in schools and school districts. Given the nature and timing of work, often faculty members are not able to participate in the work of CEP. Through this goal, particular effort is being made to integrate faculty more into the CEP. Faculty have participated in the Pre-K for All project operated through CEP. Conversely, CEP has been instrumental in acting as the internal sponsored research office for the school. CEP has assisted in developing proposals for tuition assistance for federal, state and New York City funding. Similarly, CEP was instrumental in early marketing of the TESOL extension

programs in Staten Island and Brooklyn. In order to enhance coordination between CEP and the faculty, representatives from each division are meeting regularly with the CEP leadership. This process can lead to greater integration as well as spur new ideas for program development.

#### *Expand International Programs, Faculty and Student Exchange and International Student Enrollment*

The Center for Catholic School Leadership and Faith-Based Education has the most developed international relationships of any programmatic area within the school. The Center, as represented by Dr. Jerry Cattaro, engages in international presentations at conferences and meetings, and teaches intensive institutes abroad. Most notably this year Dr. Cattaro organized a 90 member delegation to participate in a study tour of sacred spaces in Italy, culminating in attendance at the World Congress of Catholic education. GSE generally enrolls international students individually, but also has a collaborative relationship with the University of Pretoria. This year, GSE hosted six students and a faculty member from the University of Pretoria for summer 2015 study. In fall 2016 GSE will host the former dean of education from that institution as a visiting scholar. In addition, the school hosted two international delegations that came to visit the school and will host a study group of approximately 24 students from Central Normal China University this summer. In the coming year, GSE will work with the Provost's office to develop institutional relationships with Chinese universities related to degree programs in the areas of bilingual education and teaching English as a new language.

#### *Foster a Culture of Research in the School*

In fall 2015 planning sessions faculty identified the need to foster a culture of research in GSE. Activities this year have focused primarily on creating greater visibility for the research that is currently underway. Locked display cases were installed in the GSE halls of Lowenstein so that student research posters could be safely displayed over the course of the year. Students were encouraged to participate in research conferences related to their respective fields. The GSE student aid was redeployed by developing research-based graduate assistantships that were not time- or place-based. Thus, more graduate students could be engaged in research-related work rather than administrative work. Further, by creating flexible research opportunities, a broader diversity of graduate students in GSE was able to participate in this type of student aid.

Faculty developed a brown bag research presentation series. The first was held in spring 2016. Extensive discussions have been held within the PhD program Contemporary Learning and Integrated Research (CLAIR) to clarify the purpose of this relatively new doctoral program and the target student audience. And, a discussion of doctoral study in GSE was scheduled for the annual school retreat, June 2016. Finally, in collaboration with the Development Office, a dean's advisory council is being established to provide input, feedback, and advice to GSE for continuous improvement purposes. Membership on the council also requires a donation to a discretionary research fund that the council will utilize to provide research support to teachers. Next year, GSE will focus more specifically on expanding our research capacity and practice.

In addition to pursuing the goals of the fall 2015 plan, GSE financial aid was realigned to establish a diversity scholarship for students who self-identify as a member of one of the five major racial/ethnic groups identified by the federal government. This scholarship was first

awarded in summer 2016 and will be expanded in fall 2016 to support the University diversity goals.

Although the GSE plan was created in fall 2015 as one of the key goals identified for the year, many facets of the plan are already under development and being executed. Further, while the Continuous University Strategic Planning (CUSP) document is still under revision, these plans will advance the priorities identified in that framework. In the coming year, GSE will be able to evaluate the outcomes of these plans in terms of enrollment, number and types of grants and contracts obtained by the school, student and partner satisfaction, and national ranking.

### Successfully Complete Seven-Year Accreditation

GSE's major accreditor, CAEP, formerly known as the National Council for the Accreditation of Teacher Education (NCATE), conducts a full review of the school or "unit" every seven years. By state law, GSE must be accredited by CAEP to remain open. The main GSE accreditation report, the IR, was successfully submitted, along with approximately 60-70 exhibits by the August 2016 deadline. GSE, with support from the Provost's office then embarked on a protracted audit of all programs registered with NYSED to eliminate hundreds of programs that were defunct and clarify the status of the remaining programs. In April GSE hosted the External Review team who conducted interviews and focus groups with over 150 people, reviewed documents and determined the status of the school to be recommended to the main accrediting body. GSE went into this review with one Area for Improvement (AFI), which was removed as a result of the visit. GSE was found to have met all the standards, received special commendation for the work of the CEP in reaching out and maintaining strong ties to the community and for the Center for Catholic School Education and Faith-Based Leadership's work and support of the mission of Fordham University. GSE has been recommended for NCATE/CAEP accreditation renewal. In addition, the school was in the final stages of APA accreditation renewal in fall 2016, having hosted the external review team spring 2016. GSE was notified of full approval until 2020 late fall 2016.

Though the efforts of the faculty, administrators, and staff, the school has successfully transitioned to new leadership, developed and begun to implement a school plan that is consistent with the University CUSP framework, and proudly is ranked 45<sup>th</sup> among graduate schools of education by the *U.S. News and World Report*.

### Division Accomplishments

#### **Curriculum and Teaching**

##### Goal 1

Identify and organize needed SPA report data to prepare for NCATE/CAEP visit in spring 2016

##### Actions:

Faculty worked with NCATE/CAEP site visit planning committee and the Dean's Office to

organize program, division and school-wide data.

Results:

A successful NCATE/CAEP site visit with accreditation was awarded 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.

Actions:

Faculty reviewed assessment rubrics in terms of their alignment with GSE and SPA standards and revised them as needed. For example, the student teaching rubrics was evaluated by faculty across programs to make sure that Danielson's Framework data was consistently collected across all programs.

Results:

Current and new assessments were aligned to GSE standards and SPA standards and data will be collected via TK20 consistently across programs.

Goal 3

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

Actions:

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

Results:

Due to the low enrollment of adolescence programs, the curriculum for adolescence programs need to be aligned with the Childhood programs. Course scheduling has been modified due to this situation. Courses that include modifications used assessments and collected data for the next NCATE/CAEP cycle. TESOL and Bilingual program modifications still under development.

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.

Actions:

Faculty used 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. Faculty brainstormed common courses for all teacher education programs, courses that were parallel across programs, and worked collaboratively to develop a 2-year schedule sequence. In the summer of 2016, the adolescence programs faculty will examine the 2-year schedule sequence for Early Childhood (EC) and Childhood Programs and try to map out their schedules based on the 2-year schedule sequence of the EC and Childhood programs, in order to offer classes that have an enrollment of at least 10 students.

Results:

A 2-year schedule sequence for EC/Childhood Programs was developed. In Fall 2016, Adolescence programs will use this schedule sequence to map out their course offerings by aligning common courses and parallel courses with those programs, so that individual course enrollments will be healthy.

Goal 5

Continue to strategize ways to increase enrollments in all areas.

Actions:

Faculty invited the Admissions Office and discussed and identified program growth areas. We brainstormed ideas with staff members from the Admissions Office. We will work with the Dean's Office to create effective marketing and recruitment plans starting from Fall 2016.

Results:

Gaps and yield rates were identified, and efforts need to intensify to generate better enrollment outcomes. Overall enrollment in C & T needs to be monitored consistently.

**Psychological and Educational Services**

In the beginning of the fall 2015 semester, the Division of Psychological and Educational Services (PES) discussed several challenges it faced for the coming academic year. Paramount among the challenges discussed was providing quality education to our students in the face of dwindling faculty resources. With this challenge in mind, the faculty set about identifying issues that we needed to accomplish as a division. Four goals were identified.

- Work on developing a 5 year undergraduate – Masters program for the School Counseling program.
- Work on developing a plan to encourage more grant writing within the division.

- Work on restructuring the statistics sequence for the Ph.D. students.
- Work on getting the Ph.D. students involved in research earlier in their program.

From a list of issues identified by the division faculty in the fall 2015, the need to restructure the timing and research experiences of beginning PES doctoral students was identified as the highest priority. Over the course of the past year, the division faculty had fruitful discussions on how to restructure the pro-seminar, research core, and apprenticeship culminating in general agreement on a way to proceed. Details on implementing the changes that will be made will be addressed in the 2016-2017 academic year.

- The division came close to developing a model and plan to restructure statistics and research courses and to develop a system where all PhD students get involved in research earlier in their program. The division will continue to work on this during the next academic year.
- A sub-component of this goal is to work toward more integration and collaboration of faculty across programs as it relates to the research training of the Ph.D. students.
- The counseling program accomplished implementation of minimal research competencies for first year doctoral students; revision of doctoral comprehensive exam procedures and compilation of publications and presentations for current students and recent graduates.
- As a division PES has been very successful in reference to our goal of advancing the frontiers of knowledge as indicated in the number of publications and conference presentations by faculty as well as graduate students, as noted later in this report.
- As a division PES recommitted to the goal of social justice as evident by the community work and service by faculty and graduate students. See Section 3.
  - PES implemented a new Counseling Program Development and Evaluation course that incorporates consultation and social justice
- PES continued efforts at communicating accomplishments within the Division by publishing the PES Friday newsflash via email to the PES and GSE community.
- The Counseling and School Psychology program directors worked on aligning program goals and key assessments with the new APA Standards of Accreditation (SoA). As part of this effort, they identified ways to improve and systematize assessments across the two programs, as well as ways to increase rigor in the research sequence.
- The School Psychology program, in collaboration with the Dean's office and Frank Simio from the President's Office, are in the process of developing a 5-year business plan for the Rosa Hagin Center. This business plan will be finalized this summer and presented to the Dean by the fall semester.

The counseling program accomplished the following in reference to counseling practice:

- Updated doctoral handbook, externship handbook, and internship handbook
- Doctoral students completed their APA-accredited internships with distinction at the following sites:
  - HARVARD MED/CAMBRIDGE HOSPITAL

- JOHNS HOPKINS UNIVERSITY- COUNSELING
- DUKE UNIVERSITY COUNSELING
- UNIV OF CALIFORNIA-SANTA BARBARA COUNSELING
- SUNY STONY BROOK-COUNSELING CTR
- WOODHULL MED & MENTAL HEALTH CTR
- MT. SINAI BETH ISRAEL
- ANDRUS CHILDREN'S CENTER
- NAVAL MEDICAL CENTER - SAN DIEGO
- All students obtained practica and externship experiences in an increasingly competitive environment
- 100% of students will be at funded internships for 2016-2017 (63% are APA-accredited but one site is anticipating accreditation next year so likely 75% are APA-accredited; 88% are APPIC sites)

#### Counseling Psych Program-wide accomplishments

- Comprehensive review of all doctoral students using the competency rubric
- Production of a counseling psychology newsletter
- Review of 150+ applications and obtained incoming class of 11 students
- Successful Implementation of Trauma grant that funded 6 doctoral students this year and will fund students next year. A second grant application was filed (see Dr. D'Onofrio's report)
- Graduated 11 students in 2016 (55% were students of color).

#### School and Mental Health Counseling (MHC) Accomplishments

- Updated MHC and SC Handbooks
- Continued collaboration with Pretoria regarding school counseling program
- Comprehensive Review of Masters Students
- Successful placement of all students in field experience
- 200+ Masters applications reviewed using newly developed rubric
- Intensive recruitment of Masters students including multiple open houses and yield events. School counseling enrollment almost doubled from 12 last year to 21 this year. MHC enrollments grew from 30 to 36.
- Graduated 10 Masters students in School Counseling (50% students of color). Graduated 28 MHC students (37% were students of color)

#### School Psych Program-wide accomplishments included:

- Comprehensive review of all doctoral students using the performance rubric (for two assessment reports, 2 counseling cases, 2 CBA's, a prevention project).
- Produced two newsletters (Fall and Spring)
- Review of applications for incoming class resulting in 21 new doctoral students

and 14 PD students.

- Graduated 13 PhD students and PD13 BiPD students in 2016.

## **Educational Leadership and Policy**

### Goal 1:

To continue to revamp the EdD in Educational Administration and Supervision, while aligning the program to the principles of the Carnegie Project on the Education Doctorate (CPED) by 2016.

### Action

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.

### Results

The curriculum redesign was completed and passed by the faculty during the winter. A new EdD cohort was added in the Westchester campus. The new cohort will follow the Carnegie Model as designs of dissertations develop.

### Goal

To secure a tenure track line and bring in a distinguished faculty member.

### Action

The Search Committee launched a national search for the position. Two candidates were brought in for research presentations. Neither candidate was deemed sufficient. The committee was reconvened. A third candidate from the pool was considered, then offered a contract.

### Results

The search was successfully completed. In addition, two clinical faculty members were hired.

The diversity of the ELAP faculty was expanded through the hiring of Drs. Shannon Waite and Jacqueline Gonzalez.

In addition, efforts to align the Bulletin, NYSED records and the descriptive literature for programs in ELAP were coordinated between the Chair's office, the Dean's Office and the Provost's office. Alignments were completed.

## **Section 2: Assessment**

### *B.) Assessment process*

- i. What tools (reports, documents, metrics, etc.) did you use in the past year to

## evaluate the effectiveness of your area's activities?

During the past year, the Graduate School of Education (GSE) has prepared two major evaluation reports on the effectiveness of its programs. One was the 2015 Biennial Evidence-Based Program Review Report (BEPBE), prepared by the GSE Program Review and Evaluation Committee (PREC) in March 2016. The other was the NCATE Institutional Report that was submitted in July 2015 to CAEP/NCATE, the national organization that accredits teacher and school leader preparation programs. A Self-Study Addendum to that report was submitted in March 2016 in anticipation of a site visit by the NCATE visiting team scheduled for April 17-19, 2016. A synopsis of each of these reports follows.

### **Biennial Evidence-Based Program Review Report (BEBPE)**

The BEBPE was designed for GSE programs to evaluate their effectiveness and report their findings to the GSE Program Review and Evaluation Committee (PREC). Each GSE program completes a review in the fall every other year and shares the outcomes of their review with PREC. The reviews are used throughout the subsequent two years to assist in making decisions concerning the future direction of the program and resource allocation.

The BEBPE provides a structure for faculty to review and assess the overall performance of candidates in relation to six GSE standards. In its biennial report, the most recent of which was prepared in 2016, the faculty identified goals to improve their programs and the resources needed to achieve those goals. The report also provides a standardized format used by PREC to evaluate the overall success of programs in meeting their respective professional standards. The report is divided into six sections:

Section 1	Candidates' performance in meeting program standards	Includes an analysis of the various databases programs compiled over the last two years on candidates who completed end-point assessments as indicated on <i>Program Assessment Alignment Matrix</i> . This section requires program faculty to examine candidate performance in (1) meeting the program's standards, (2) demonstrating GSE dispositions, and (3) impacting children's/clients' behavior.
Section 2	Candidates' performance in meeting GSE standards	Includes an analysis to judge the degree to which candidates in each program met GSE standards.
Section 3	Graduates' perceptions of the program (exit survey)	Examines the results of the exit surveys completed by the graduates of each program over the last two years. Graduates assess the quality of the education and educational experiences, the academic rigor of the program, the degree to which the program provided the education necessary to meet program standards, and how well the program prepared them to have a positive impact on students/clients.
Section 4	Overall judgment of the	Reports on the overall findings from the review of both

	program's strengths and challenges	the performance of candidates and the exit survey.
Section 5	Results from individual candidate reviews	Reports on (1) actions taken with candidates over the past two years during the normal course of each program's review of candidates, and (2) the number of candidates who had difficulty with and left the program during the previous two years and the reasons for leaving the program.
Section 6	Program goals	Reports on past and present program goals.
Section 7	Resources	List of resources needed to achieve program goals

**NCATE Institutional Report & Self-Study Addendum**

CAEP/NCATE accredits GSE programs leading to initial and advanced teacher certification as well as programs that prepare candidates for initial certification as school leaders or as school psychologists. NCATE sent a team of visitors to Fordham in March to conduct a site visit to validate the information GSE provided in the Institutional Report submitted in July 2015 and the Self-Study Addendum submitted in March 2016. The Board of Examiners Visiting Team Report was shared with GSE in April and we are in the process of responding to that report. The NCATE BOE will meet in October to finalize the recommendation of the visiting team that Fordham be reaccredited.

**iii. Indicate if you think new or additional assessment tools or measures are needed in your area. Identify specific tools or measures if you are able.**

While GSE already makes use of student course evaluations, exit surveys, and alumni surveys to document candidates' perceptions about their Fordham experience, additional tools will provide a more robust chronology of the impact of GSE programs on its candidates from entry through to graduation and beyond. An expanded assessment cycle would include tools already in use and new tools that would provide a picture of student satisfaction and perceptions and how those perceptions change over time. This expanded cycle would include the following tools:

- ii. Entry surveys (new): Baseline data on the perceptions of candidates about Fordham, GSE, their chosen program, and their anticipated career trajectories after graduation.
- iii. Student course evaluations (already in use): Ongoing data about student satisfaction with course instruction.
- iv. Exit survey (already in use): Exit data on candidate satisfaction with and perceptions about Fordham, their chosen program, and their anticipated career trajectories.
- v. Alumni surveys (expanded): GSE has a contract with Eduventures to administer an alumni survey every other year; however, the questions focus on graduates of teacher preparation programs offered by the Division of Curriculum and Teaching. GSE is in conversation with Eduventures about expanding the survey to include branch

questions to address those who graduated from programs in the Department of Educational Leadership and Policy and the School Psychology programs. Discussions with the Division of Psychology and Educational Services will take place in 2016-17 regarding avenues for surveying their alumni.

- vi. Employer survey (new): Avenues for surveying employers of GSE will be discussed during 2016-17. This kind of data will broaden our understanding of how well we prepare our candidates for their chosen professions and how we might improve.
- vii. Rate the overall effectiveness of the assessment tools you currently use with respect to their ability to help you shape future actions.
  - Work needs to continue in gathering evidence of the validity and reliability of the instruments.

## **Section 2: Assessment**

### *C.) Underachieved areas*

Areas of underachievement identified by this year's BEBPR Report included the following:

- GSE collects student course evaluations at the end of each semester but the response rate has been low. In a fall 2015 PREC meeting, ideas were generated about how to increase the response rate and the decision was made to distribute course evaluation forms electronically before the last class of the semester. Course instructors were encouraged to allot time in the last class for students to fill out the electronic course evaluations. This resulted in an increased response rate.
- A PREC discussion that is still in progress is to develop strategies for increasing the exit survey response rate. Currently, the response rate is low and in the most recent BEBPR report, it was noted that “. . . although the report. . . painted a rather positive picture of candidates' perceptions of their Fordham education . . . we were not certain to what extent these responses were truly representative.” (BEBPR, 2015, p. 13).
- The BEBPR report also noted that there is a need for more accurate data on the number of candidates who leave their programs without graduating and the reasons why they leave. The report included a recommendation that alternative methods be investigated for gathering and reporting on attrition data.

Only one Area For Improvement (AFI) was identified in the recent CAEP/NCATE Board of Examiners Site Visit Report (April, 2016). It noted that adjunct faculty expressed a desire for professional development, particularly in regard to educational technology but that typically such opportunities are offered during the weekdays when they are otherwise employed. In the

response to the Site Visit report which is in preparation, GSE will note its plans to schedule professional development opportunities at times when adjuncts can attend, e.g., weekends or evenings when they are not scheduled to teach.

### **Section 3: External Engagement**

- A. Please identify any new interdisciplinary or inter-departmental initiatives developed in the past year and any new initiatives or partnerships with external partners outside of the University – local, national, or international.

As described in section 2, the GSE formed a new partnership with West Point in which up to 5 candidates a year will pursue a one-year Master's of Science in Education (MSE) degree. Partnerships have been discussed with Purchase College of the State University of New York and Sarah Lawrence College. The goal is to establish memoranda of understanding (MOUs) that would recognize specific courses completed during the undergraduate degree as fulfilling requirements of the GSE Master's of Science in Teaching degree. The goal is to complete the two MOUs by fall 2016.

GSE has renewed its partnership with the Graduate School of Religion and Religious Studies (RRS) through which GSE PhD students in the Catholic and Faith Based Leadership program must take courses in RRS and RRS students take courses in the GSE program.

The Graduate School of Education, through the Center for Educational Partnerships (CEP), partnered with five community schools in the Bronx to implement a comprehensive academic and social emotional approach tailored to the needs of each school. CEP also partnered with the New York City Department of Education to provide city-wide professional development for over 500 Pre K teachers and over 150 administrators focusing on linguistic and cultural diversity.

Through the Psychological Services Institute, partnerships were formed with four schools to provide counseling to students under stress.

- B. Excluding items already recorded in the Faculty Activity Report, please list all scholarly publications, presentations at national conferences, substantial professional service, offices held at regional or national organizations, and all other engagements

### **Faculty Publications by Division**

#### **Division: Curriculum & Teaching**

##### **Jane Bolgatz**

Bolgatz, J. & Crowley, R. (2015). Voting Rights Act of 1965: In whose interest? *Social Education* 79(5), 239-243.

## **Rhonda Bondie**

Bondie, R. S. (2015). A Digital teaching platform to further and assess use of evidence-based practices. *Rural Special Education*, 34(1), 23-29.

Bondie, R. S. (2016). 21st century formative performance assessments in teacher preparation. In I. Joubert (Ed.), *Assessment practices in higher education in the foundation phase*. Cape Town, South Africa: Pearson Education.

Bondie, R. & Zusho, A. (forthcoming). Meeting the needs of all learners. To be published by Routledge.

Bondie, R., & Zusho, A. (forthcoming). Racing against yourself: High-stakes for adolescent English Language Learners with disabilities. To appear in forthcoming special issue of *Teachers College Record*.

Bondie, R., & Zusho, A. (in press). Engaging the extremes in the 21<sup>st</sup> Century: Supporting the motivation and learning of all learners. Chapter to appear in J. DeCuir-Gunby & P. Schutz (Eds.), *Research Race and Ethnicity In the Study of Teaching, Learning, and Motivation in Educational Contexts*. Routledge.

Straus, H. A., & Bondie, R. S. (2015). What factors contribute to paraeducator self-efficacy? *Journal of the American Academy of Special Education Professionals*.

## **Su-Je Cho**

Cho, S., & Blair, K. C. (in press). Using a multicomponent function-based intervention to support students with ADHD. *Journal of Special Education*.

Cho, S., & Blair, K. C. (2015). The model minority and creating system-wide supports for underserved Asian-American students. In C. Hudley (Ed.), *Adolescent Identity and Schooling*. New York: Taylor & Francis/Routledge.

Cho, S., & Rawanduzay, A. (2015). [Review of the book *How did you get here?* by T. Hehir & L. A. Shifter]. *Teachers College Record*.

Hudley, C., & Cho, S. (2016). High school students' engagement and future academic expectations: Variations by ethnicity. In P. Schutz & J. Decuir-Gunby (Eds.), *Researching Race and Ethnicity in the Study of Learning and Motivation in Social and Cultural Contexts*. New York: Taylor & Francis/Routledge.

### **Molly Ness**

Humphries, J., & Ness, M. (2015). Beyond who, what, where, when, why, and how: Preparing students to generate questions in the age of common core standards. *Journal of Research in Childhood Education*, 29(4), 551-564. DOI: 10.1080/02568543.2015.1073199

Ness, M. (2015). *The question is the answer: Supporting student-generated queries in elementary classrooms*. New York, NY: Rowman & Littlefield

Ness, M., & Kenny, M. (2016). Improving the quality of think-alouds. *The Reading Teacher*, 69(4), 453-460.

Ness, M. K. (2015). Building preservice teachers' ability to think aloud in literacy methods courses. *The Teacher Educator*, 50(4), 257-271. DOI:10.1080/08878730.2015.1072260

### **Aida Nevarez-La Torre**

Nevarez-La Torre, A.A. (2015). *Professional standards for bilingual educators*. New York State Association for Bilingual Education.

### **Diane Rodriguez**

Carrasquillo, A., Rodriguez, D., & Kaplan, L. (2015). New York State Education Department policies, mandates, and initiative on the education of English language learners. *Journal of Multilingual Education Research*, 5, 67-92

Rodriguez, D. (2015). Bilingual special education: Investigating and implementing evidence-based practices in schools. *Journal of Multilingual Education Research*, 6, 1-4.

Rodríguez, D. and Campbell-Whatley, G. (2016). English learners: It's more than getting an interpreter. In G. Campbell-Whatley (Ed.), *A school leader's guide to implementing the common core: Inclusive practices for all students* (pp. 71-83). Boston, MA: Pearson.

### **Kristen Turner**

Kajder, S., Turner, K. H., & Hicks, T. (2015). Are we "reading right"?: Bringing connected reading practices to the classroom. *English in Texas*, 45(2), 5-11.

Turner, K.H., & Hicks, T. (2016, in press). *Arguing in the Real World*. Portsmouth, NH: Heinemann.

Turner, K. H. & Hicks, T. (2015). *Connected reading: Teaching adolescent readers in a digital age*. Urbana, IL: NCTE..

Turner, K. H. & Hicks, T. (2015). Connected reading is the heart of research. *English Journal*, 105(2), 41-48.

Turner, K. H. (June 8, 2015). Think your kids aren't writing this summer? Think again. *Teachers, Profs, Parents: Writers Who Care*.

Turner, K. H. (June 3, 2015). Do u digital? Y? *IGI Global*.

Turner, K. H., & Hicks, T. (September 30, 2015). Connected reading. *#EngChat*.

### **Chun Zhang**

Zhang, C. (2015). Teaching mentoring practices and models: What can we learn from research and effective practices?. In B. S. Cooper, & C. R. McCray (Eds.), *Mentoring for school quality: How educators can be more professional and effective*. (pp. 81-92). Lanham, Maryland: Rowman and Littlefield.

Zhang, C.; Hu, B. (2015). Inclusion as an approach and process for promoting acceptance and success: Comparative perspectives between the United States and China. *International Journal of Early Childhood Special Education (INT-JECSE)*, 7(2), 238-250.

### **Division: Educational Leadership, Administration, and Policy**

#### **Gerald Cattaro**

Cattaro, G. (March 30, 2015). *Celebrate, Revitalize and Reawaken! Declaration on Christian Education: Gravissimum Educationes*. School Boards NCEA.

Cattaro, G.M. & Russo, C.J. (Eds.) (2015). *Gravissimum Educationis: Golden Opportunities in American Catholic Education 50 Years After Vatican II*. Lanham, MD: Rowman & Littlefield Education.

Cattaro, G. M., & McDonald, D. (2015). *DEALS: National Study of Catholic Superintendency*. Washington DC: NCEA Publications.

Cattaro, G. M. (2015). Catholic Schools: Purpose, Presence and Prophecy In G.M.Cattaro & C.J. Russo, *Gravissimum Educationis: Golden Opportunities in American Catholic Education 50 Years After Vatican II*. (5-28) Lanham, MD: Rowman & Littlefield Education.

Cattaro, G. M. (2015). *Catholic Schools: Purpose, Presence and Prophecy* In G.M. Cattaro & C.J. Russo, *Gravissimum Educationis: Golden Opportunities in American Catholic Education 50 Years After Vatican II*. (5-28) Lanham, MD: Rowman & Littlefield Education.

Cattaro, G. M. (2015). *The University and the Formation of Teachers*. In *Educatio Catholica: Eduquer aujourd'hui et demain*. (83-90). Vatican City: Libreria Editrice VATICANA.

Fale et. al. & Cattaro, G. (2016). *Snapshot 206: Demographic Study of New York Superintendency*. Albany: New York State Council of Superintendents.

Russo, C, & Cattaro, G. (2015). *Can Faith-Based Charter Schools Survive Constitutional Challenges?*, (Ed.) In *Law & Educational Inequality: Removing Barriers to Educational Opportunities*. Susan Barn and Jeff Sune Charlotte, NC: Information Age.

Russo, C.J. & Cattaro, G.M. (2015). "Analysis and Recommendations." In G.M. Cattaro & C.J. Russo, *Gravissimum Educationis: Golden Opportunities in American Catholic Education 50 Years After Vatican II*. (163-168) Lanham, MD: Rowman & Littlefield Education.

Terranova, M., & Cattaro, G. (2016). *Snapshot 206: Demographic Study of New York Superintendency*. Albany: New York State Council of Superintendents.

### **Carlos McCray**

Cooper, B. S., & McCray, C. R. (Eds.). (2015). *Mentoring for School Quality*. Lanham, Maryland: Rowman & Littlefield Publishers.

McCray, C. R., & Cooper, B. S., (Eds.) (2015). *Mentoring with Meaning: How educators can be more professional and effective*. Lanham, Maryland: Rowman & Littlefield Publishers.

McCray, C. R., Beachum, F. D., & Yawn, C. (2015). Saving our future by reducing school suspensions and expulsions among African American males. *Journal of School Leadership*, 25(2), 345-367.

Martin, S. M., Reggio, P. F., & McCray, C. R. (2015). The future of mentoring: Strengthening sustainability through a humanistic approach. In B. S. Cooper, & C. R. McCray (Eds.), *Mentoring for school quality: How educators can be more professional and effective*. (pp. 111-122). Lanham, Maryland: Rowman and Littlefield.

Obi, S., Beachum, F. D., Obiakor, F. E., McCray, C. R., Omitero, & Sapp, M. (2015). Using technology to prepare teachers and leaders in early childhood education. In F. E. Obiakor, A. Rieger, & A. F. Rotatori (Eds.), *Critical issues in preparing effective early childhood special education teachers for the 21<sup>st</sup> Century classroom: Interdisciplinary perspectives*. Charlotte, NC: Information Age Publishing.

Wynne, H, Cuthbert, K, & McCray, C. R. (2015). What is mentoring? What does it mean? In C. R. McCray, & B. S. Cooper (Eds.), *Mentoring with meaning: How educators can be more professional and effective*. (pp. 1-12). Lanham, Maryland: Rowman & Littlefield.

### **Tiedan Huang**

Huang, T., Caskie, G. I. L., White, G., Beachum, F., & McCray, C. (Under revision). School climate, student behavioral and academic Outcomes: An SEM Analysis of the TIMSS

Top Five. *Journal of Educational Administration*.

Huang, T., Cox, D., Mott, T., Lowe, J. C., & Yoshida, R. K. (Under review). School Reputation and Teacher Recruitment. *Journal of School Leadership*.

Huang, T., White, G., Yoshida, R., Beachum, F., & Girija, K. Effective school leadership competencies: A psychometric study of the NASSP 21<sup>st</sup> Century School Administrator Skills instrument. For submission to *American Education Research Journal*.

Huang, T., Cox, D., Mott, T., Lowe, J. C., & Yoshida, R. K. (April, 2016). *Who's Known and What's Important in Forming a School Reputation*. Paper accepted and to be presented at the annual conference of the American Educational Research Association (AERA), Washington, DC.

Huang, T., Sobrin, A., & Williams, M. (April, 2016). *Achievement Gap and Social Capital Using U.S. 2012 PISA Data*. Paper accepted and to be presented at the annual conference of the American Educational Research Association (AERA), Washington, DC.

Huang, T., White, G., Yoshida, R., Beachum, F., & Girija, K. (2015) *Effective school leadership competencies: A psychometric study of the NASSP 21<sup>st</sup> Century School Administrator Skills instrument*. Paper presented at the University Council for Educational Administration Conference, San Diego, CA.

**Division: PES**

**Fran Blumberg**

Hamlen, K. R. & Blumberg, F.C. (2015). Problem Solving through “Cheating” in Video Games. In G.P. Green & J. C. Kaufman (Eds.). *Video Games & Creativity* (pp. 85-101). Elsevier.

Institute of Digital Media and Child Development Working Group on Games for Health (2015 online; in alphabetical order): Baranowski, T., Blumberg, F.C., Buday, R., DeSmet, A., Fiellin, L.E., Young, K. White Paper: Games for Health for Children—Current Status and Needed Research. *Games for Health Journal: Research, Development, and Clinical Applications*.

Tettegah, S., McCreery, M. & Blumberg, F. (2015). Toward a framework for learning and digital games research. *Educational Psychologist*, 50, 253-257.

Tettegah, S., McCreery, M. & Blumberg, F. (2015). Psychological Perspectives on Digital Games and Learning. *Educational Psychologist*, 50.

**Anthony Cancelli**

Wynne, H., Zusho, A., Cancelli, A., & Harris, A. Simultaneous Analysis of Orientation Versus Standards-Based Achievement Goals. A quantitative and qualitative analysis of

achievement goal measures and theoretical models. (In preparation).

### **Yi Ding**

Ding, Y., Salyers, K., Kozelka, S., & Laux, J. (2015). Vocational personality traits in counselor education and school psychology students. *Journal of Employment Counseling, 52*, 158-170.

Ding, Y., Liu, R.-D., McBride, C., & Zhang, D. (2015). Pinyin invented spelling in Mandarin Chinese-speaking children with and without reading difficulties. *Journal of Learning Disabilities, 48*(6), 635-645.

Liu, R.-D., Ding, Y., Zong, M., & Zhang, D. (2015). Effect of intervention on decimal computation in Chinese elementary students: A problem-based learning approach. In J. Middleton & J. Cai (Eds.), *Design, Results, and Implications of Large-Scale Studies in Mathematics Education* (pp. 235-263). New York, NY: Springer.

Liu, R.-D., Ding, Y., Gao, B.-C., & Zhang, D. (2015). The relations between number property strategies, working memory, and multiplication in Chinese elementary school students. *Journal of Experimental Education, 83*(3), 319-343.

Wang, C., Ni, H., Ding, Y., & Yi, C. (2015). Chinese teachers' perceptions of the roles and functions of school psychological service providers in China. *School Psychology International, 36*(1), 77-93.

### **Abigail Harris**

Fenning, P., Diaz, Y., Valley-Gray, S., Cash, G., Spearman, C., Hazel, C., Grunewald, S., Riccio, A., & Harris, A. (2015). Perceptions of competencies among school psychology trainers and practitioners: What matters? *Psychology in the Schools, 52*, 1032-1041. doi: 10.1002/pits.21877

Harris, A. M., & Ueda, M. (in press). The entry process in international school consultation. In S. Rosenfield & C. Hatzichristou (Eds.) *International Handbook on School Consulting*. New York: Taylor and Francis.

Harris, A. M. (2015). Ensuring the availability and quality of school psychology doctoral internships. *Psychology in the Schools, 52*, 946-961. doi: 10.1002/pits.21879

Riccio, C., Cook, K. T., Fenning, P., & Harris, A. M. (2015). Determining readiness for internship: A complex process. *Psychology in the Schools, 52*, 998-1007. doi:10.1002/pits.21872

### **John Houtz**

Politis, J., & Houtz, J. (June 22, 2015). Effects of positive and negative mood on generative and

evaluative thinking in creative problem solving, *Sage Open*. DOI:  
10.1177/2158244015592679

### **Margo Jackson**

Holder, A. M. B., Jackson, M. A., & Ponterotto, J. G. (2015). Racial microaggression experiences and coping strategies of Black women in corporate leadership. *Qualitative Research*, 2, 164-180. <http://dx.doi.org/10.1037/qup0000024>

### **Merle Keitel**

Kopala, M., & Keitel, M. (Eds.). (in press). *Handbook of counseling women* (2<sup>nd</sup> ed.). Los Angeles, CA: Sage.

Keitel, M. A., Moadel, A., & Lamm, A. (2015). Family caregivers of breast cancer patients: Emerging trends and clinical recommendations. In J. G. Grzywacz & G. Welch (Eds.), *Living with a chronic health condition: Helping families survive and thrive*. New York: Springer.

Keitel, M. A., Lipari, K., & Wertz, H. (in press). Gender differences in meaning making after treatment for cancer. In E. Altmaier (Ed.), *Reconstructing meaning after trauma: theory, research and practice*. New York: Elsevier.

Keitel, M. A., Kopala, M., Moadel, A., & Lamm, A. (in press). Helping women negotiate the cancer experience. In M. Kopala & M. A. Keitel (Eds.), *Handbook of counseling women* (2<sup>nd</sup> ed.). Los Angeles, CA: Sage.

Keitel, M. A., Tennenbaum, E., & Ticinelli, I. (in press). Reproductive issues: Infertility and recurrent miscarriage. In M. Kopala & M. A. Keitel (Eds.), *Handbook of counseling women* (2<sup>nd</sup> ed.). Los Angeles, CA: Sage.

Parisi, M., Stack, L., Miller-Alexander, M., & Keitel, M. (in press) Eating disorders. In M. Kopala & M. Keitel (Eds.), *Handbook of Counseling Women*. Thousand Oaks, CA: Sage.

Simon, S., Keitel, M., Brawer, M., & Uzun, M. (2015). Symptoms of Polycystic Ovary Syndrome: Self-Esteem, Distress, and Quality of Life in College Women. *Prevention and Health Promotion: Research, Social Action, Practice and Training*, 8, 14-27.

### **Jennifer Park-Taylor**

Magaldi-Dopman, D., Park-Taylor, J., & Latella, L. (*accepted for publication*). Counseling women: Incorporating religion and spirituality. In M. Keitel & M. Kopala (Eds.), *Handbook of Counseling Women* (2<sup>nd</sup> ed.), Thousand Oaks, CA: Sage Publications.

Park-Taylor, J., Henderson, J. M., & Stoyer, M. (2015). What it means to be American. In E. P. Salett & D. P. Koslow (Eds.), *Multiple Perspectives on Race, Ethnicity and*

*Identity* (3<sup>rd</sup> ed.), (pp., 169-196). Washington, DC: NASW Press.

Pitcan, M., & Park-Taylor (submitted for review). Different Worlds: Racial Microaggressions in Predominantly White Work Places. *Psychology of Men and Masculinity*.

Vargas, A., Park-Taylor, J., Ponterotto, J. G., Harris, A. (in press) The identity development of urban minority boys in single mother households. *Journal of Counseling and Development*.

### **Joseph Ponterotto**

Fietzer, A. W., & Ponterotto, J. G. (2015). A psychometric review of instruments for social justice and advocacy attitudes. *Journal of Social Action in Counseling and Psychology*, 7 (1), 19-40.

Holder, A. M. B., Jackson, M. J., & Ponterotto, J. G. (2015). Racial microaggression experiences and coping strategies of Black women in corporate leadership. *Qualitative Psychology*, 2, 164-180.

Huang, J., Chen, E. C., & Ponterotto, J. G. (in press). Heterosexual Chinese Americans' Experiences of Their Lesbian and Gay Sibling's Coming Out. *Asian American Journal of Psychology*

Ponterotto, J. G. (in press). Psychobiography. In F. M. Moghaddam's (Ed.), *The Sage encyclopedia of political behavior*. Los Angeles, CA: Sage.

Ponterotto, J. G. (2016). A fine line between genius and madness? The Bobby Fischert Story. *PsycCRITIQUES*, 61, No. 18, Article 10.

Ponterotto, J. G. (2015). In search of William James's McLean hospital records: An inherent conflict between postmortem privacy and advancing psychological science. *Review of General Psychology*, 19, 96-105.

Ponterotto, J. G. (2015). The resurgence of psychohistory in psychology. *Clio's Psyche*, 22 (1-2), 29-32.

Ponterotto, J. G., Reynolds, J. D., Morel, S., & Cheung, L. (2015). Psychobiography training in psychology in North America: Mapping the field and charting a course. *Europe's Journal of Psychology*, 11, 459-475.

Ponterotto, J. G. (2015). Psychobiography in psychology: Past, present, and future. *Journal of Psychology in Africa*, 25, 379-389.

Reynolds, J. D., Ponterotto, J. G., & Lecker, C. (2016). Displacement, identity, and belonging in *Ibyangin*: The personal journey of transracial Korean-born adoptees. *The Qualitative Report*, 21, 2, 228-251.

Vargas, A. P., Park-Taylor, Harris, A. M., & Ponterotto, J. G. (in press). The identity development of urban minority boys in single mother households. *Journal of Counseling and Development*, 94, 473-482.

### **Mitchell Rabinowitz**

Rabinowitz, M., & Gerstel-Friedman, J. (under review). Orienting to see the invisible: Learn to ignore the irrelevant. *Quarterly Journal of Experimental Psychology*.

Rabinowitz, M., Latella, L., Stern, C., & Jost, J. (Revise and resubmit). Beliefs about childhood vaccination: The role of political ideology. *PlosOne*.

Rabinowitz, M., & Proestler, N. (Revise and resubmit). Domain effects on knowledge organization preferences. *American Journal of Psychology*.

Woolley, K., & Rabinowitz, M. (Revise and resubmit). The effects of ease of processing on the perception and use of a verbal analogy strategy. *Journal of Cognitive Psychology*.

### **Akane Zusho**

Bondie, R. & Zusho, A. (forthcoming). Meeting the needs of all learners: . To be published by Routledge.

Bondie, R., & Zusho, A. (forthcoming). Racing against yourself: High-stakes for adolescent English Language Learners with disabilities. To appear in forthcoming special issue of *Teachers College Record*.

Bondie, R., & Zusho, A. (in press). Engaging the extremes in the 21<sup>st</sup> Century: Supporting the motivation and learning of all learners. Chapter to appear in J. DeCuir-Gunby & P. Schutz (Eds.) *Research Race and Ethnicity In the Study of Teaching, Learning, and Motivation in Educational Contexts*. Routledge.

Crane, N., Zusho, A., Cancelli, A., & Ding, Y. (revision under review). Domain-specific metacognitive calibration in children with learning disabilities. *Contemporary Educational Psychology*.

Clayton, K.E., & Zusho, A. (2015). A cultural heuristic approach to studying achievement motivation: Building practical and useful theories of motivation for Jamaican undergraduate students. To appear in special issue of *British Journal of Educational Psychology*.

Karabenick, S., & Zusho, A. (2015). Examining approaches to research on self-regulated learning: conceptual and methodological considerations. *Metacognition and Learning*, 10, 151-163.

Zusho, A. (forthcoming). Self-regulated learning in the college classroom. To appear in forthcoming special issue of *Educational Psychology Review*.

Zusho, A., Daddino, J., Garcia, C., & (in press). Cultural contexts and motivation. Chapter to appear in K. Wentzel and G. Ramani (Eds.) *Handbook of Social Influences on Socio-Emotional, Motivation, and Cognitive Outcomes in School Contexts*. Routledge.

Zusho, A., Daddino, J., & Garcia, C. (2016). Culture, Race, Ethnicity, and Motivation. Chapter in K. Wentzel and G. Ramani (Eds.), *Handbook of social influences in school contexts: Social-emotional, motivation, and cognitive outcomes* (pp. 273-292). New York, NY: Routledge.

Zusho, A., & Clayton, K.E. (2015). Cross-cultural studies in education. *International Encyclopedia of Social and Behavioral Sciences*. Elsevier.

Zusho, A., & Kumar, R. (under review) Proposal to edit special issue of *Educational Psychologist*.

## Faculty Presentations

### *Division Presentations*

#### **Curriculum & Teaching**

Cea, H., & Cho, S. (2016, March). *Effects of incidental teaching training in instructors of students with ASD*. 13th International Conference on Positive Behavior Support: San Francisco, CA.

Cho, S., & Kim, J. (2016, April). *Attitudes of Asian American families of young children toward mental health services*. Council for Exceptional Children (CEC) Annual Meeting, St. Louise, MO.

Kim, J., & Cho, S. (2016, April). *Web-based support for Korean immigrant families of children with disabilities*. Council for Exceptional Children (CEC) Annual Meeting, St. Louise, MO.

Ness, M. (2015, December). *Read once, read twice, read three times: Coaching K-5 teachers to think aloud*. Paper presented at the 2015 meeting of the American Reading Forum, Sanibel Island, FL.

Bondie, R. (2015). *Language and literacy through rigorous discussions*. Brazilian Immersion Conference, São Paulo, Brazil.

Genesee, F., & Bondie, R. (2015). *How can we best help our striving readers in immersion?* Brazilian Immersion Conference, São Paulo, Brazil.

Baldessari, A., & Bondie, R. (2015, September). *Student driven differentiation*. Project Zero's Zeroing in on Learning, Amsterdam, Netherlands.

Bondie, R. (2015, September). *21st century learner-centered assessments*. In Teacher Preparation in Joubert, I., Botha, M., Phatudi, N., Van Heerdenm J. Farrell, A., Evans, R., Bondie, R. Researching the Scholarship Of Teaching And Learning Focusing On Assessment At Higher Education Institutions Teacher Training: Innovative Practices Expanding Boundaries. World Education Research Association (WERA) Focal Meeting, Budapest, Hungary.

Bondie, R. (2015, September). *Assessing individual and collaborative thinking during group learning*. Project Zero's Zeroing in on Learning, Amsterdam, Netherlands.

Bondie, R., & Zusho, A. (2016). *Do it yourself science: An urban high school teacher develops student self-regulation*. In Zush, A. and Bondie, R. (chairs). Promoting College and Career Readiness through Self-Regulated Learning in the Classroom. Washington, D.C. American Association of Educational Research Annual Meeting (AERA) proposed symposium.

Bolgatz, J., & Jackson, M. A. (2015, October). *Social justice starts with us*. Graduate School of Education, Fordham University, Lincoln Center Campus, New York, NY.

Bondie, R. S. (2015, September). *21st Century learner-centered assessments in teacher preparation*. World Education Research Association (WERA) Focal Meeting, World Education Research Association, Budapest, Hungary.

Bondie, R., & Zusho, A. (2015). *Student driven monitoring and evaluation of learning*. Teaching Innovation. New York, Blue School.

Campbell-Whately, G. D., Rodriguez, D., & Correa, V. (2015, April). *Common core connecting the dots to educational planning*. Council for Exceptional Children (CEC), San Diego, CA.

Ciullo, S. P. Zumeta, R., Kearns, D., Lemons, C., & Rodriguez, D. (2015, April) *Do this, not that!* Council for Exceptional Children, San Diego, CA.

Kaplan, L., & Rodriguez, D. (2015, April) *The evolution of bilingual education as official language policy in New York state: 1960s–present*. American Education Research Association, Chicago, IL.

Kea, C., Trent, S., Rodriguez, D., & Alvarado, J. (2015, April). *Culturally responsive teaching: What does it look like?* Council for Exceptional Children (CEC), San Diego, CA.

Kurby, C. R., & Turner, K. (2015). *Digitalk: The digital writing language of teens*. Voice of Literacy Podcast.

Ness, M. (2015, December). *Read once, read twice, read three times: Coaching K-5 teachers to think aloud*. American Reading Forum, Sanibel Island, FL.

Rodriguez, D. (2015, November). *English learners: Challenges and opportunities*. Monterey County Education Leadership Summit, Monterey, CA.

Rodriguez, D. (2015, March). *Teaching the bilingual special education student*. New York State Association of Bilingual Education NYSABE, White Plains, NY.

Rodriguez, D. (2015, November). *English learners: Challenges and opportunities*. Monterey County Educational Leadership Summit, Monterey, CA.

Rodriguez, D. (2016, April). *Bilingual special education: Exploring pedagogical, research, and policy implications*. The Educational Research Center and Professional Development for English Teachers of 21st Century Learners, University of Puerto Rico, Rio Piedras, Puerto Rico.

Rodriguez, D. (2016, April). *Common Core: ELL and STEM and other mating rituals*. Council for Exceptional Children (CEC), St. Louis, MO.

Rodriguez, D., & Garcia, E. (2016, February). *Connecting the DOTS to bilingual education: Planning in New York City*. National Association of Bilingual Education (NABE), Chicago, IL.

Turner, K. H. (2015). *Connected readers in a digital age*. IFTE/CEE Summer Conference, Bronx, NY.

Turner, K. H. (2015, July). *Connected reading in the digital age*. Common Ground, Global Reach: Teaching English and English Education for Global Literacies, IFTE/CEE.

Turner, K. H. (2015, July). *Drop everything and write: Blogging and advocating for best practice*. Common Ground, Global Reach: Teaching English and English Education for Global Literacies, IFTE/CEE, New York, NY.

Turner, K. H. (2015, November). *Just write: Blogging for change*. National Council of Teachers of English Annual Meeting, NCTE, Minneapolis, MN.

Turner, K. H. (2015, November). *Leading the digital reading (r)evolution*. A Leader's Legacy, Conference on English Leadership, Minneapolis, MN.

Turner, K. H. (2015). *Living in a both/and world: Seeing ourselves and our students as connected readers*. Kittatinny Regional High School, Kittatinny, NJ.

Turner, K. H. (2015, November). *The principles and practices of connected reading*. National council of teachers of English Annual Meeting, NCTE, Minneapolis, MN.

Turner, K. H. (2015). *Seeing ourselves as digital readers*. Ottawa Area Incorporated School District Summer Workshop, Grand Rapids, MI.

- Turner, K. H. (2015). *The principles and practices of connected reading*. National Council of Teachers of English, Minneapolis, MN.
- Turner, K. H. (2015, November). *Thinking outside the box*. National Council of Teachers of English Annual Meeting, NCTE, Minneapolis, MN.
- Turner, K. H., Baker, K., Hicks, T., Schugar, J., & Singer, J. (2015). MPLS Conference on English Leadership Convention, Minneapolis, MN.
- Turner, K. H., & Hicks, T. (2015, November). *Connected reading: Teaching adolescent readers in a digital world*. National Council of Teachers of English Annual Meeting, NCTE, Minneapolis, MN.
- Turner, K. H., Hicks, T., Bass II, W. L., & Sibberson, F. (2016, February). *Digital learning and literacy*. National Council of Teachers of English (NCTE) Podcast.
- Turner, K. H., Zuidema, L., Letcher, M., & Hochstetler, S. (2015). *Drop everything and write: Blogging and advocating for best practice*. IFTE/CEE Summer Conference, Bronx, NY.
- Turner, K. H., Zuidema, L., Letcher, M., & Hochstetler, S. (2015). *Just write: Blogging for change*. National Council of Teachers of English, Minneapolis, MN.
- Zhang, C. (2015). *Meaning living and learning in a digital world*. Tools for Enhancing Parent-Teacher Conferences, Savannah, GA.
- Zhang, C. (2015, September). *Promoting biliteracy development of young English language learners: Research evidence and best practices*. Global Academic Network, Miami, FL.
- Zhang, C. (2016). *Response to intervention and implications for working with young English language learners*. Texas Council for Exceptional Children, Austin, TX.
- Zhang, C. (2016). *What high-quality early childhood education looks like and how to promote it: Perspectives from the United States*. 6th Conference on Creative Education, Suzhou, China.

### **Psychological and Educational Services**

#### **Fran Blumberg**

- Williams, J.M., Rauch-Burke, L., & Blumberg, F.C. (2015, December). *What do we know about media literacy and why do we care?* Invited Webinar sponsored by APA Division 46.
- Blumberg, F.C. & Walters, L.C. (2015, August). *Gaming smart*. In J. Hogg (Chair) Internet of You-Media and Technology for Good. Invited symposium (awarded CEU) paper

presented at the American Psychological Association Annual Meeting, Toronto, CA.

### **Yi Ding**

Liu, R.-D., Ding, Y., Zhang, D., Wang, J., & Xu, L., (2015, April). *Working memory in relation to mental multiplication in elementary students*. Paper presented at the American Educational Research Association Annual Meeting, Chicago, IL.

Ding, Y., Wang, C., & Ueda, M. (2015, February). *Parenting styles and behavior outcomes in Japanese children with Autism*. Poster presented at the National Association of School Psychologists Annual Convention, Orlando, FL.

Ding, Y., Wang, C., & Clauser, P. (2015, February). *Parental stress and parenting styles in relation to Autism*. Poster presented at the National Association of School Psychologists Annual Convention, Orlando, FL.

Wang, C., Ni, H., Ding, Y., & Yi, C. (2015, February). *The changing roles of school psychological service providers in China*. Poster presented at the National Association of School Psychologists Annual Convention, Orlando, FL.

### **Eric Chen**

Barkhordari, Y., & Chen, E. C. (2016, August). *Religiosity, optimism, attributions, and marital satisfaction among Orthodox Jewish couples*. Poster presentation accepted for the annual convention of the American Psychological Association, Denver, CO.

Chen, E. C., Brachfeld, C., Gore, T. N., Krupka, C. B., Pratt, A. S., & Wertz, H. R. (2016, August). *Undocumented immigrants' perceptions of self and family relationships after DACA*. Poster presentation accepted for the annual convention of the American Psychological Association, Denver, CO.

Chen, E. C., Pratt, A. S., & Kim, E. E. (2016, August). *Organizational culture change: Group therapists as social justice advocates*. Poster presentation accepted for the annual convention of the American Psychological Association, Denver, CO.

Kim, E. E., Chen, E. C., & Brachfeld, C. (2016, August). *Patients' experiences of spirituality in psychotherapy: A grounded theory analysis*. In P. S. Richards & J. N. Nelson (Co-Chairs), *Spiritually oriented psychotherapy: Processes, outcomes, and research challenges*. Symposium presentation accepted for the annual convention of the American Psychological Association, Denver, CO.

Lee, L. M., & Chen, E. C. (2016, August). *Resilience and possible selves of formerly incarcerated black men*. Poster presentation accepted for the annual convention of the American Psychological Association, Denver, CO.

Chen, E. C. (Chair). (2015, August). *Building group therapy trainees' multicultural*

*competencies through difficult dialogues*. Symposium conducted at the annual convention of the American Psychological Association, Toronto, Canada.

Huang, J., Chen, E. C., Ljekocevic, M., & Rosario, L. (2015, August). *Heterosexual Chinese Americans' experiences of their lesbian and gay sibling's coming out*. Poster presented at the annual convention of the American Psychological Association, Toronto, Canada.

Kim, E. E., Rowe, K., & Chen, E. C. (2015, August). *Facilitating group therapy trainees' multicultural competencies development through clinical supervision*. In J. M. Steffen (Chair), *Multicultural skill development in group psychotherapy*. Symposium presented at the annual convention of the American Psychological Association, Toronto, Canada.

Rowe, K. & Chen, E. C. (2015, August). *Bisexual women's experience of relationship negotiation with same-sex partners*. Poster presented at the annual convention of the American Psychological Association, Toronto, Canada.

Ting, L. A., Kim, E. E., & Chen, E. C. (2015, August). *Enhancing group therapy trainees' competence in addressing microaggressions through supervision*. In E. C. Chen (Chair), *Building group therapy trainees' multicultural competencies through difficult dialogues*. Symposium presented at the annual convention of the American Psychological Association, Toronto, Canada.

Wertz, H., A., Pratt, A. S., & Chen, E. C. (2015, August). *Training group practitioners to address spirituality issues in group therapy*. In E. C. Chen (Chair), *Building group therapy trainees' multicultural competencies through difficult dialogues*. Symposium presented at the annual convention of the American Psychological Association, Toronto, Canada.

### **Margo A. Jackson**

Jackson, M. A. (2015, Oct.). *Coming to understand and more constructively respond to racial microaggressions*. Presentation to the university community at the Racial Justice Teach In sponsored by the Fordham University Anti-Racism Collective. Fordham University, New York, NY.

Jackson, M. A. (2015, Oct.). *Resources and barriers for facilitating classroom diversity dialogues to promote learning*. Invited keynote speaker for Educating a Diverse Nation Speaker Series and provided consultation with Diversity Educators advisory group, Ball State University, Muncie, IN.

Bolgate, J., & Jackson, M. (2015, Oct.). *Social justice starts with us. Co-facilitated a professional development presentation on influences of social injustices on learning and an activity to examine social identities of privilege and disadvantage with faculty, administrators, staff, and student assistants*. Graduate School of Education, School Council, Fordham University, New York, NY.

## **Merle Keitel**

### National Presentations

Whitney, J., Keitel, M., & Parisi, M. (Sept. 2016). *Treating boys with Anorexia: Clinical issues and supporting families*. Proposal accepted for presentation at the annual meeting of NEDA (National Eating Disorders Association) Chicago.

Lamm, A., Ott, E., Solomon, B., Wertz, H., & Keitel, M. (2016). *College Students with Celiac*. Proposal accepted for presentation at the annual meeting of the American Psychological Association, Denver.

Whitney, J., Keitel, M., Ponterotto, P., Parisi, M., Gerstel-Friedman, J., Wertz, H., & Ting, L. (August 2016). *Caring for a son with anorexia: The psychosocial impact on others*. Proposal accepted for presentation at the annual meeting of the American Psychological Association, Denver.

Speiler, M., Keitel, M., & Ott, E. (August 2016). *A qualitative investigation of chronic back pain*. Proposal accepted for presentation at the annual meeting of the American Psychological Association, Denver.

Karp, S., Keitel, M., Houtz, J., & Jackson, M. (August 2016). *Hidden biases of psychological clinicians against mothers of daughters with Anorexia Nervosa*. Proposal accepted for presentation at the annual meeting of the American Psychological Association, Denver.

Pratt, A., Ott, E., & Keitel, (August 2016). *Mindfulness, weight loss, and body image*. Proposal accepted for presentation at the annual meeting of the American Psychological Association, Denver.

Lipari, K., Wertz, H., Pitcan, M., & Keitel, M. (February 2016). *Parenting in the digital age*. Presentation at the Teachers College Winter Roundtable.

Simon, S., Keitel, M., Brawer, M., & Uzun, M. (August, 2015). *PCOS symptoms in college women: Self-esteem, distress, and quality of life*. Poster at the annual meeting of the American Psychological Association, Toronto.

Uzun, M., Brawer, M., Pratt, A., Lamm, A., Keitel, M., & Simon, S. (August, 2015). *Living with PCOS: A qualitative study of college women*. Poster at the annual meeting of the American Psychological Association, Toronto.

### Presentations at Regional & State, and Local Conferences

Keitel, M. Suzuki, L., Park-Taylor, J. et al. (Oct. 21, 2015). *Understanding and preventing senioritis: What counselors can do to increase student engagement*. Guidance Expo, White Plains, NY.

Park-Taylor, Keitel, M., et al. (Oct. 21, 2015). *Multiculturalism, mindfulness, & K-12 education*. Guidance Expo, White Plains, NY.

*Selected Lectures and Workshops Presented*

Keitel, M. (January, 2016). *How to establish a research program*. Proseminar Presentation.

**Mitch Rabinowitz**

Latella, L., McAuley, R., & Rabinowitz, M. (2016). *Beliefs about vaccinations: Comparing a sample from a medical school to that of the general population*. Poster presented at the annual conference of the Association of Psychological Science, May, 2016: Chicago, IL.

Latella, L., & Rabinowitz, M. (2016). *Does health consciousness influence the way people perceive illness?* Poster presented at the annual conference of the Association of Psychological Science, May, 2016: Chicago, IL

Rabinowitz, M., Do, B., & Thomopolous, E. (2016). *Individual differences in knowledge organizational preferences and reasoning*. Paper presented at the International Conference of the Psychonomic Society, May, 2016: Granada, Spain.

**Akane Zusho**

Bondie, R., & Zusho, A. (2016, April). *Do-it-yourself science: An urban high school teacher develops student self-regulation*. In. A. Zusho (Chair). Promoting college and career readiness through self-regulated learning in the classroom. Symposium conducted at the meeting of the American Educational Research Association, Washington, DC, US.

Bondie, R., & Zusho, A. (2016, April). *Out of the book and into the classroom: Applying motivational theory to increase teacher motivation to serve adolescent English Language Learners*. In. P. Schutz & J. DeCuir-Gunby (Chairs), Researching race and ethnicity in the study of motivation in educational contexts. Symposium conducted at the meeting of the American Educational Research Association, Washington, DC, US.

Chambre, S., Adcroft, S., Arnold, M., Stein, J., Ortiz, T., Skulazacek, S., Tedrow, S., Marcial, C., Turner, K., & Zusho, A. (2016, April). *The impact of mobile technology integration on elementary school students' academic engagement*. Poster presented at the annual meeting of the American Educational Research Association, Washington, DC, US.

Stein, J., Skulazacek, S., Adcroft, S., Arnold, M., Chambre, S., Ortiz, T., Tedrow, S., Marcial, C., Turner, K., & Zusho, A. (2016, April). *Integrating mobile technology into instruction in elementary classrooms: Impact on student engagement and learning*. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC, US.

**Faculty Presentations by Center/Institute**

## **Psychological Services Institute**

### **Amelio D'Onofrio**

#### **International Presentations**

D'Onofrio, A. A. (2015, August). *Cultivating the therapeutic in clinical supervision*. Five-day intensive seminar presented at the 2nd Annual Florence Seminars in Mental Health, Florence, Italy.

D'Onofrio, A. A. (2015, August). *Toward a psychotherapy of depth: Psychodynamics and the interactional unconscious*. Five-day intensive seminar presented at the 2nd Annual Florence Seminars in Mental Health, Florence, Italy.

#### **National Presentations**

D'Onofrio, A. A. (2016, June). *Attachment, regulation and mentalization (ARM): Making contact with and containing the hard to reach/traumatized adolescent*. Invited address delivered at the annual Convention of the New York State Psychological Association, White Plains, NY.

D'Onofrio, A. A. (2015, November). *Containing rage, terror, shame, and despair: The traumatized adolescent and the therapeutic hold*. Invited address delivered at the NYSPA Neuropsychology Conference: Neuropsychology: Health Disparities, Trauma, Disruptive & Criminal Behavior, & the Adolescent Brain, Columbia University, New York, NY.

D'Onofrio, A. A. (2015, October). *Developing a trauma-informed counseling approach*. Presented at the Westchester County Guidance Expo, White Plains, New York.

D'Onofrio, A. A. (2016, March). *Treating the traumatized adolescent: How to work with rage, terror, shame, and despair*. Workshop presented at the Psychotherapy Networker Symposium, Washington, D. C.

## **Center for Catholic School Leadership**

### **Gerald Cattaro**

#### **Singular Invited Presentation**

The Executive Director of the Center in collaborated with the Vatican Congregation of Education initiated the participation of the U.S. delegation to the First World Congress of Catholic Education held at the Vatican, November 16, 2015.

Scholas Chair: The Center Has been distinguished as a Scholas Chair the only designation in the United States to implement the educational initiatives of Pope Francis.

### International Presentations

Cattaro, G. M., (2015, March). Collaboration with the Catholic University, European Committee of Catholic Education. Oporto, Portugal.

Cattaro, G. M. (2015, August). *Constructs of discernment in a pedagogical perspective*. Gothenberg, Sweden.

Cattaro, G. M. (2015, January). *Encountering leadership*. Presented at the Lithuanian Catholic School Leadership conference, Vilnius, Lithuania.

Cattaro G. M. (October 26-30). *Unlocking the imagination: Catholic identity in school settings of Norway*. Vienna, Austria.

Cattaro, G. (2016, April). *Response to Cardinal Ravasi: Education in the courtyard of the Gentiles*. Presented at Pontifical University, Curitiba, Brazil.

### National Presentations

Albany Diocese (2015, December). *School Leadership The Francis Effect*.

Apostles of The Sacred Heart, Provincial. (2015, September). *In cultural education*. North Hamdan, Tt.

Cattaro, G. & Aluz, J (2016, April). *Catholic school superintendency*. Presented at the American Educational Research Association, Washington, DC.

**Section 4: Environmental Scan** Please identify the top inherent risks within your area or department, and significant threats in the surrounding environment that could impact the success of your work. What are your plans to address them?

Over the past seven years enrollment in teacher preparation programs has dropped approximately 30% nationwide. In New York, the number of teachers employed in the state has also dropped by 8%. These two factors have led to steep declines in teacher education. For a number of years, the Curriculum and Teaching division was able to compensate for these declines through a partnership with Teach for America (TFA), a cohort program that placed college graduates in teaching positions while they earned a Master's degree leading to a full teacher credential. For the past several years, GSE has enrolled between 50-80 students through this program. TFA has also suffered significant decreases (35%) in program enrollment over the past three years. As a result, they have cancelled their partnership with us. This will significantly impact our enrollment in teacher education. As a result, we are exploring new 5<sup>th</sup> year track programs, programs that are offered closer to where candidates work, e.g., the Westchester campus, Staten Island Brooklyn cohort models.

Have you in the past year experienced or do you anticipate any changes in personnel that affect

leadership in your area or require succession planning for the coming year. No

### **Section 5: Goals for 2016-2017**

What are your goals for the coming year and the most promising strategies to achieve them? Include new opportunities you hope to pursue.

#### **School Level**

1. GSE will continue to implement the plan developed in fall 2015 as described in section 2. Key areas will include:

a. Enhance enrollments by expanding into new markets:

- Expanding and developing new 5<sup>th</sup> year program agreements with undergraduate schools and realizing Master's degree enrollments from those agreements.
- Continue Westchester campus expansion
- Developing, marketing and additional online programs.

b. Developing cross-school partnerships in Fordham University to support pre-service teacher education.

c. Determining the future of the Rosa Hagin Center by completing the 5-year business planning model.

d. Supporting enhanced faculty research and conducting an examination of the school wide approach to doctoral study.

e. Exploring and developing institutionally-based international partnerships

2. Developing an enhanced student service function, including career services within the school

3. Develop and execute a strategy for working with alumni so that they are a more vital part of GSE overall.

4. Complete a comprehensive plan and implement the celebration of the school's centennial year.

5. With Advancement, develop a comprehensive plan for school level scholarship endowment and begin to execute the plan, including launching the Dean's Advisory Council.

#### **Division of Curriculum and Teaching**

- Curriculum mapping across programs to generate healthy class sizes. In order to offer courses that have healthy class sizes, we will identify courses that can be parallel across programs.
- Ensure support for students, field specialists, adjuncts, and faculty regarding high-stakes assessments (i.e., EdTPA, ALST exams) by creating a caring community including faculty working closely with field specialists, adjuncts, and cooperating teachers in order to provide high-quality experiences for our students. As part of this goal, the division will offer online resources that are developed for EdTPA, ALST exams, and information and resources for adjuncts and field specialists.
- Improve administrative and logistical management efficiency and productivity by

implementing a modified administrative Division structure that will have an emphasis on equity and collaboration. Administrative staff, tenure-track and tenured faculty, and clinical faculty will work more closely together for the purposes of offering high-quality programs and services to students, which separate us from our competitors.

- Enhance online courses and programs by developing a few more online advanced certificate programs in addition to the adolescent special education program under development in summer 2016. Through professional development, faculty mentoring, and the support from IT office from the University, the division will work strategically in this area.
- Program modifications and new program development will be initiated or revisited, namely, plan curriculum changes in the Adolescence Programs to address low enrollment, submit the modified curriculum of the TESOL and Bilingual Programs to the NYS Department of Education, and submit new curriculum for online advanced certificate programs in Early Childhood program, Childhood Special Education program.
- Enrollment, program development, and growth, working collaboratively with the Dean's Office to increase enrollment by implementing short-term and long-term plans step by step.

### **Division of Educational Leadership and Policy**

2016-2017 ELAP Departmental Goals:

Goal 1: Revise and submit the NYSED a modernized version of the Ed.D. program in ELAP.

Goal 2: Commence search committee to hire new tenure track faculty to replace Dr. McCray.

Goal 3: Systematize logistical operations within ELAP

Goal 4: Expand the master programs in ELAP through program revisions, recruitment and retention efforts.

Goal 5: Develop information systems within the Division to promote institutional memory of process and procedures (i.e. A Chair's email account was established so critical records and communications can be shared from one chair to successive chairs.)

### **Division of Educational and Psychological Services**

- Continue to work on the restructuring of the research and statistics component of our Ph.D. programs to increase research competencies and productivity.
- In keeping with our social justice mission, we will establish a Counseling Center for underserved community members in the Bronx that also will serve as a state of the art training center for counseling psychology students
- In keeping with our social justice mission, we are working on expanding the services offered by the Rosa A. Hagin Consultation and Early Childhood Center to serve the New York City Community.

- Discuss the expertise that will be needed in terms of faculty resources as we move forward.

### **School Psychology Program (PD, BiPD and PhD)**

- Offering the course and getting feedback from DOE about our students' skills to conduct bilingual assessments.
- Improving communication and advising for students.
- We have put into place a student wiki, which houses all program-related documents. We are working on putting together a webinar that introduces students to the program and the wiki. We have also devised a new advising sheet as students have had difficulty interpreting our flowchart.

### **School Counseling (MSE)**

- (1) Approval of the 100-hour first-year field experience from the PES division, curriculum committee and the School Council. (2) Revised Handbook and program requirements for the School Counseling Program
- Continue to develop a strong relationship with the MCAC accreditation committee and keep the organization updated on our program changes.
- Submit a statement to the MCAC accreditation Board alerting them of the new New York State educational requirements for School Counseling MA programs.

### **Counseling Psychology (PhD)**

- Placement rates at externships and internships as well as student feedback about the process
- Continue to build a strong community of faculty and students
- Hold an event each semester that brings faculty and students together
- Faculty and student feedback regarding program climate

### **Mental Health Counseling (MSE)**

- Number of new students relative to admits; yield data. Our yield has only been 20-30% because of the high tuition rate relative to city and state schools that lead to the the same mental health license at half the cost.
- Expand internship sites
- Liz Casey continues to outreach and make inroads to expand MHC sites
- Number of internship sites and internship students
- Submit a revised self-study to MPCAC to receive a 10-year accreditation rather than our current 5-year period
- We have already revised curriculum to reflect suggested MPCAC improvements, including a neurobiology course and expanded organizational development training

### **General Counseling program:**

- Coordinate our research curriculum, research apprenticeship, comprehensive assessment procedures, and minimal competencies for research

- Continue infusion of multicultural competence, social justice, and the development of a 100-hour social justice practicum for the school counseling program
- Track the employment of graduates from our Masters programs
- Work towards a 30% diverse doctoral class (currently 27% of the doctoral class are students of color)
- Develop an online course

**Section 6: Budget for 2016-2017**

List any extraordinary budget requests for the coming year, as well as areas where savings can be realized.

There is an acute need in GSE to rebuild the Educational Leadership and Policy division after significant losses in faculty during 2015-2016. The division will search for one additional tenure track faculty member in fall 2016 but still needs an additional tenure line to compensate for the research-oriented visiting line that was vacated in summer 2016 and to execute a renewed vision of both Master's and doctoral level study and research focus within the division. Given the reduction in faculty in that division over the past five years, and in particular, 2015-2016, this line would be supported through existing faculty salary allocations in vacant lines.

The overall advertising, recruitment and marketing function in GSE is vastly underfunded which is having a direct impact on enrollment. Additional resources are needed to market the school.

GSE scholarship endowments are very low in the school and prospective students report going to other institutions that provide more financial aid support. Additional development support is needed to build scholarship resources.

Enrollment is further depleted when the "value proposition" of the school is compromised. The school needs to provide a more cohesive student service and career support effort. A new administrative position is requested. Funds for this position may be available by reallocating clinical and administrative salary from faculty and clerical retirements that are not being replaced due to declining enrollment.

Currently faculty are only supported for \$1100 of any actual costs associated with presenting research. Further the GSE faculty research budget line has been significantly reduced since that fund was devolved to the individual school. The research productivity and professional development of the faculty can be enhanced by providing resources for faculty travel and research support. This requires the ability to reallocate funds from reductions in faculty due to retirement and downsizing to investments in faculty research and travel.

In order to create professional development "short courses" for CEUs, enhance internal proposal development for research grants, and begin early stages of a succession planning process, a deputy

director for CEP is needed.

### **Section 7: Middle States Feedback**

What have you learned from the Middle States Process that will influence your activities going forward? Key areas addressed by the Middle States feedback are continuous planning and addressing diversity issues within the University.

GSE began the planning process in fall 2015 and will continue to make modifications and adjustments consistent with the University CUSP process. See section 8.

GSE is committed to addressing issues associated with diversity through curriculum, instructional practices, faculty research agendas that focus on equity, recruitment and support of a diverse student population and hiring and support of diverse faculty. In 2015-2016 the school undertook a book talk about the book *Waking up White and Finding Myself in the Story of Race*, as reported in section 2, a new diversity student scholarship was created in the school, and of the four faculty hires made in spring 2014, three were women of color. This is an area that GSE faculty are committed to and will continue to work on. Notably, Dr. Margo Jackson and Dean Roach were asked to develop a diversity curriculum for university wide new faculty orientation.

### **Section 8: Preparation for Local Planning (For response only by deans and vice presidents)**

The local planning segment of the Continuous University Strategic Planning process will get underway in the months ahead for those who have not already begun.

Is a planning process already in place in your area? If so, please describe briefly how it is organized and how it may relate to CUSP. If not, please comment on how you may approach the process and your concerns about how to proceed.

GSE engaged in comprehensive planning aligned to the CUSP framework in fall 2015, described in section 2. For the 2015-2016 year, the planning, while including faculty, administrators, and staff was directed by the school leadership team. At the 2016 All School Retreat (June 2016), the plan will be reviewed in light of recent revisions to the CUSP framework and adjustments will be made to the plan based on our first six months of implementation and other aspirations. In addition, we will start the nomination process for a lead planning group that is distinct from our leadership team and also includes representation from the clerical staff and students. As one of our goals is community with our community, the broader education community and our alumni will also be engaged in providing input to the ongoing planning of the school.