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The lens for my brief presentation this afternoon will be the university and the formation of teachers in particular forming and sustaining quality school leaders. Recognizing that skills and competencies change in the face of advancements in the educational field science, technology and innovation, Fordham's Graduate School of Education blends two rather distinctive traits. It has a student body that is "non-traditional" in the sense that many of its students are part-time, commuting, employed adults. And, it has a faculty that may be characterized as "traditional" for a doctoral-granting professional school, in that faculty members are academically qualified, research- and service-oriented, full-time, and productive in their disciplines.

"In keeping with the University's Jesuit tradition of rigorous academic endeavor, service to complex metropolitan communities, and dedication to the intellectual, moral, and social development of the person, the mission of the Graduate School of Education is to establish and maintain programs of study, service and research that develop teachers, counselors, psychologists, administrators, and other educators:

- Who are committed to personal and institutional excellence;
- Who have the knowledge, understanding, and skills necessary as practitioner-researchers to apply and expand the theory and knowledge of their disciplines to meet the educational and counseling needs of richly varied metropolitan communities; and
- Who have the knowledge, understanding, and skills necessary to recognize the changing demands of our multilingual multicultural

environment and to shape educational, counseling, and other experiences to meet students' and clients' needs.

The GSE develops such educators through its program which addresses societal concerns in a pragmatic fashion which allows for the distribution of best practice, improvement of schools and academic success for all students as evidenced through programs, field experiences, partnerships and research.

Programs of the Graduate School of Education

The GSE offers Masters Degrees and Professional Diplomas that lead to initial and professional state certification for teachers and other school personnel who will work in faith-based and government schools.

At the graduate level, there are Master's degree programs for example in initial preparation for Early Childhood and Early Childhood Special Education, Bilingual Childhood Education, Childhood and Middle Childhood Education and Adolescence Education (biology, chemistry, physics, English, or social studies 7-12).

The GSE also offers advanced programs at the Masters level such as in the Teaching of English to Speakers of other Languages (TESOL).

In addition the GSE offers Masters programs in Administration and Supervision and School District Administration; and Counseling, and Professional Diplomas in School Psychology and in Bilingual School Psychology.

At the doctoral level, GSE offers the follow:

- Educational Leadership and Administration (EdD or PhD) in the Division of Educational Leadership, Administration, and Policy) including a unique cohort for Catholic School Leadership,
- Language, Literacy, and Learning (PhD) in the Division of Curriculum and Teaching),
- Counseling Psychology (PhD), School Psychology (PhD), and Educational Psychology (PhD), in the Division of Psychological and Educational Services.

Field Experiences and Clinical Practice

Each student in the Graduate School of Education benefits from an integrated program balancing academic courses with pragmatic field experiences in educational settings. GSE and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

Full-time faculty meet with the field specialists and mentors at the beginning of each school year and at various times during the year as needs arise, to review qualifications for admission to field placements, observation tools for use in recording graduate schools students' field behaviors, standards for evaluating candidates, feedback procedures, and for discussing individual students' efforts as well as overall program issues. Full-time faculty and field specialists also visit cooperating and mentor teachers to discuss these same issues.

In the words of Pope Francis *School can and must be a catalyst, it must be a place of encounter which fosters a relationship with the other* (*L'Osservatore Romano* 2013). GSE works to obtain a sustainable *Encounter Capital* in their curriculum for

the formation of teachers and school leaders through these field experiences and special partnerships. In this way GSE students are exposed to a dialog of curriculum, pedagogy, policy and pragmatism linking the academic, religious and civic communities to build up sustainable quality educational communities.

Collaboration between GSE and Educational Partners

Faculty and candidates in the GSE collaborate in many partnerships with P-12 public and faith-based schools serving a diverse student body. I would share with you a few examples.

The Wildlife Conservation Society (WCS)

The Wildlife Conservation Society (WCS), headquarters for the Bronx Zoo, and the Fordham University Graduate School of Education (GSE) offers a joint program leading to a Master of Science degree in education and state initial teacher certification in adolescent science education (biology grades 7-12). Through this cutting-edge science education curriculum, the program will tap the incomparable scientific and educational resources of the Bronx Zoo, and the Graduate School of Education's deep store of teaching expertise. Field experiences enable participants in the masters degree program to work side-by-side with experienced Bronx Zoo instructors and science teaching specialists,

METLA (Multicultural Teacher Leadership Academy)

The mission of this unique initiative, resulting from a partnership with Catholic schools, is to prepare teachers in the Diocese to become future school administrators in multicultural education. The mission is accomplished by developing exemplary bilingual/ESL leadership skills. Teachers embark on a learning journey focused on building successful professional learning communities for English Language Learners.

As part of their apprenticeship, teacher leaders are engaged in taking 10 graduate level courses in School Administration and Supervision at Fordham University. Additionally students are assigned an expert who visits them at the school site and assists them in developing a school lab-site (learning laboratory) where ongoing professional development is made available to their mainstream colleagues. The work at the schools is focused on sharing best practices for English language learners. Teacher leaders are involved in study groups and ongoing professional development designed to foster a deepened understanding of organizational leadership and of the discipline needed to become a positive change agent. This is accomplished through problem-based learning activities, simulations, action research and structured opportunities for reflection.

Accelerated School Building Leader Program

The Graduate School of Education, in collaboration with the NYCDOE Pathways to Leadership Office, educates qualified, capable and motivated individuals for its AMPEL School Building Leader preparation program.

This is an intensive one-year master's degree program consisting of weekend courses (Friday afternoon/evening and all day Saturday) and full week Institutes. Students participate in a full-year, clinically rich internship beginning Day 1 at the candidate's home school. Members of the AMPEL Cohort have opportunities to network with the NYCDOE Leadership and other leadership candidates from other partner programs. Participants learn through theory and practice with problem/project-based learning, case studies, data analysis, examination of current trends and priorities and simulations, readings, walk-throughs, and internships and mentoring

The Bronx Project

This Project is an example of a partnership with the New York Archdiocese involving GSE professors, psychologists and graduate students to provide psychoeducational services at least one day a week at several Catholic elementary schools in underserved areas. Graduate students, under the supervision of their professors, conduct educational assessments of students in these schools. The schools then submitted the data to the Department of Education as part of their individual educational plans.

Emerging Leaders Program

The program in partnership Kirchlichen Pädagogischen Hochschule with is designed for international participation and geared to meet the needs in European countries where leadership programs for Christian faith based schools do not exist. In addition to Austria this applies especially to Scandinavian, Central and Eastern European countries. In the future participation from outside of Europe is expected. The program, which takes place in Vienna, is a special bridge program, which in cooperates digital instruction and meets in Vienna. A bridge model was developed to allow students to be mentored and coached when they in their own countries allowing for any specialized contextual concerns.

Diversity

Woven throughout all the activities of GSE – from the coursework – to the practicums – to the partnerships – one experiences the fundamental framework of Diversity. It is reflective of our metropolitan setting and global awareness. We value the individual and diversity. We value excellence, reflection, research, and theory-based best practice, ethical behavior, and social justice. Throughout our programs and practices, we strive to support and develop these values in ourselves, our organization, and in our candidates.

Individuals have a wide range of experiences and beliefs (including those that are culturally and/or environmentally-based) that influence their personal and academic development and needs. Recognizing and valuing learning differences, cultural, linguistic, socioeconomic, and experiential backgrounds and committing to work with individuals in complex metropolitan communities, demand that we intentionally, actively address issues of diversity including, but not limited to race, ethnicity, gender, language differences, disability, multiculturalism, and how these attributes affect and are affected by education and/or counseling.

The importance of these issues to the Graduate School of Education has been evident in our specialized programs (for example, bilingual school psychology, bilingual school counseling, early childhood special education) and our multicultural/urban education core degree requirements. But because we believe specialized foundational courses alone such as “Race and Multicultural Education,” “Historical, Philosophical, and Multicultural Foundations of American Education,” “Including Exceptional Students”, or more advanced courses, such as “Multicultural Counseling” and “Impact of Prejudice on Minority Groups in America” are not sufficient support to help our candidates meet the needs of all of their future students and clients, GSE faculty have endeavored to incorporate these issues purposefully and appropriately throughout GSE courses.

The formation of teachers and school leaders is not monolithic in either method or content to a particular culture or nation. It is an invitation in the context of discovery, increasing international cooperation and academic partnerships to open new doors to understanding and action a challenge to Fordham and all universities to venture in scholarship. So that teachers and school leaders possess the knowledge of the discipline at hand and have the means to present this knowledge conjointly they as they in turn form our young people to be moral, ethical and critical thinkers to build a society that is based on fraternity and

solidarity.