



Welcome to the Fordham University

**PROFESSIONAL DEVELOPMENT RESOURCE CENTER (PDRC)
for RELIGIOUS & INDEPENDENT SCHOOLS**

A New York State Funded Center for Educators of Non-Public Schools



[Fordham University PDRC](#)

RISE 2022

Leadership Conference

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Advancing Access and Excellence





PDRC

PROFESSIONAL DEVELOPMENT RESOURCE CENTER for RELIGIOUS & INDEPENDENT SCHOOLS

NYS/NYC – Region Fordham University Graduate School of Education –
Center for Educational Partnerships



Welcome to the Fordham PDRC!

The PDRC provides in-person, online - synchronous/asynchronous, learning opportunities that focus on:



Social and Emotional Learning (SEL) Strategies to Educate the Whole Child, from Pre-K to Adolescence



Tools to Develop Communication Competences and Social Responsibility



A Pedagogy for Constructive Knowledge, Problem-Solving and Innovation, and



Seminars for School, District and Organization Leaders to Foster Leading with Presence and the Ethic of Care.



Student Motivation and Aspiration

Dr. Darius Penikas

Outline

- Background/ Focus Question
- Investigation of some research
- Results of Student Survey
- Actions taken – Program creation
- Reflection on some experiences
- Limitations and a path forward

Background/ Reflection Question(s)

- Private Catholic High School in Queens, NY
- 1,500 students, high performing, diverse population, 30-35% first generation
- Multiple signals of success.... However, are we doing enough?
- Do all students know and understand the opportunities they have?
- Are we as a school promoting their post secondary aspiration and adequately informing our students about higher educational opportunities?

Motivational Question

- *What, as a school, can we do to encourage student aspiration, set ambitious goals, and help them truly believe that they can achieve these goals?*

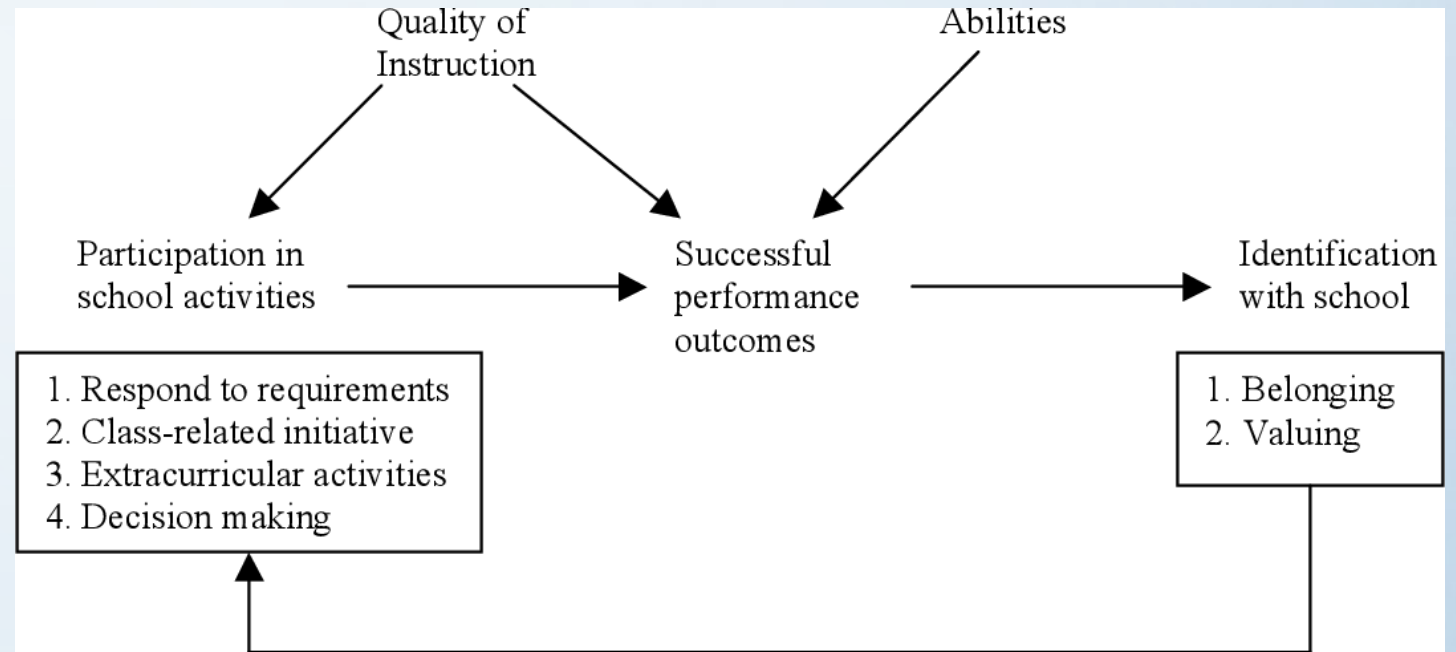
What does some research say?

- Educational Research
- Desjardin, S. L., Toutkoushian, R. K., Hossler, D., & Chen, J. (2019). Time may change me: Examining how aspirations for college evolve during high school. *The Review of Higher Education*, 43(1), 263-294
- ***There is a little information about whether and if so how student aspirations for college change over time***
- The most consistent finding from the data is that as high school GPA increased, students were more likely to raise their level of aspirations for college (the access margin) and less likely to reduce their aspirations for the type of college they might want to attend (the choice margin), regardless of their original intention. ***This result suggests that aspirations for college are heavily influenced by student perceptions of their chances of admission to and success in college.*** T
- ***To summarize, our results demonstrate that aspirations for college during high school are not fixed.***

Finn's Participation-Identification Model

Finn, J. D. (1989). Withdrawing from school. *Review of educational research*, 59(2), 117-142.

-Increased engagement leads to better outcomes in school



More research (Psychology)

- Robert Brooks/Julius Segal- The Charismatic Adult

Brooks & Goldstein (2001) talk about **the need for a “charismatic adult” in each child’s life**. They quote Julius Segal, defining a charismatic adult as **“a person with whom children ‘could identify and from whom they gather strength’”** (Brooks & Goldstein, 2001, p. 88). They later quote Segal again, saying that **“in a ‘surprising number of cases that person turns out to be a teacher’”** (Brooks & Goldstein, 2001). This charismatic individual can be the difference between a resilient child who succeeds in spite of difficult circumstances and a non-resilient child who does not.

Brooks, R. B., & Goldstein, S. (2001). *Raising resilient children : fostering strength, hope, and optimism in your child*. New York, NY: McGraw-Hill.

More research (Economics)

- “*Social Capital I: Measurement and Associations with Economic Mobility*,” by Raj Chetty, Matthew O. Jackson, Theresa Kuchler, Johannes Stroebel, Nathaniel Hendren, Robert B. Fluegge, Sara Gong, Federico Gonzalez, Armelle Grondin, Matthew Jacob, Et al. (*Nature*, 2022).
- Findings:
 - Social networks are highly stratified by socioeconomic class: people tend to befriend others with similar incomes
 - **Children who grow up in communities with more economic connectedness (cross-class interaction) are much more likely to rise up out of poverty**
 - The social disconnection by class is due in equal part to segregation by income across social settings and friending bias within settings, the tendency for people to befriend people similar to them

What about our students?

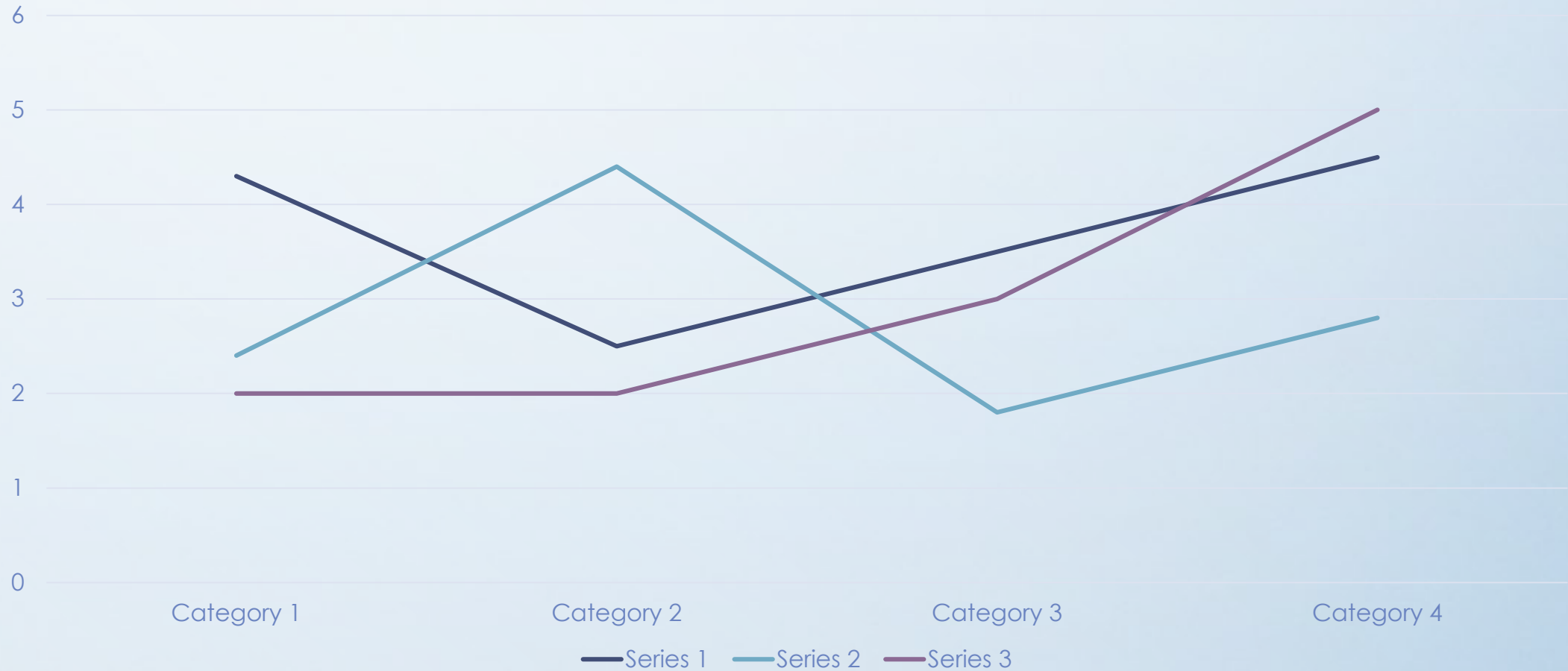
- How interested are you, or were you in a program that will provide financial support for you to attend a competitive educational summer program on a college campus during the summer between your junior and senior year?

Value	Percent	Responses
Not interested	20.1%	42
Mildly interested	23.9%	50
Interested	27.3%	57
Extremely Interested	28.7%	60
		Totals: 209

- Please rank the following regarding their impact on your aspiration and ambition in applying for college.

Item	Overall Rank			

Title and Content Layout with Chart



Two Content Layout with Table

- First bullet point here
- Second bullet point here
- Third bullet point here

Class	Group A	Group B
Class 1	82	95
Class 2	76	88
Class 3	84	90

Two Content Layout with SmartArt

Group A

- Task 1
- Task 2

Group B

- Task 1
- Task 2

Group C

- Task 1

Digital Sign In for Today's Sessions *Includes CTLE*

