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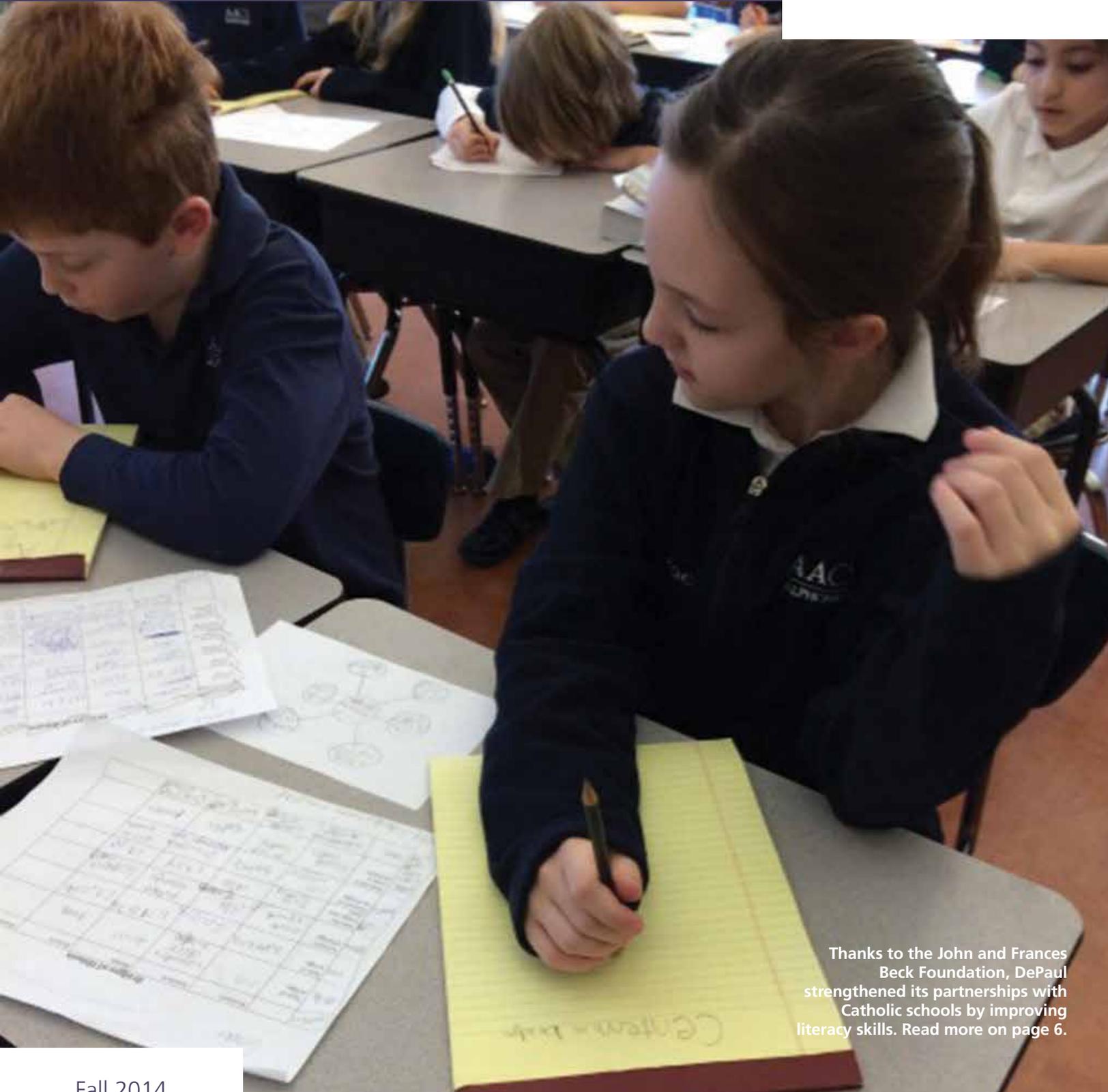
ACTION IN EDUCATION

et al.: Fall 2014

A publication for College of Education alumni

DEPAUL
UNIVERSITY

COLLEGE OF EDUCATION



Thanks to the John and Frances Beck Foundation, DePaul strengthened its partnerships with Catholic schools by improving literacy skills. Read more on page 6.

Fall 2014

Published by the College of Education, 2016

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Dean Paul Zions

Notes from the dean

As the College of Education (COE) looks forward to another school year, our students, faculty and staff celebrate the completion of our first year in our new location on Halsted Street. With our new home came a revived spirit among the COE community, as evidenced by a plethora of new programs and initiatives. The hard work that our community has put forth in the past year is extraordinary, and I have confidence that this drive will continue in the coming academic year.

Our faculty are making strides in addressing the current state of education. Akihiko Takahashi, associate professor of elementary education, was recently featured in The New York Times Magazine, where he discussed the value of innovative mathematical teaching methods and their implementation in U.S. schools. In addition, the college recently received a Motorola grant, which funded a free, two-week, STEM-focused summer camp for incoming sixth-grade girls. It was developed and implemented by professors Nell Cobb (CSH MA '87), Eunmi Lee and Stephanie Whitney.

Our close work with the community continues in the Education and Counseling Center (ECC) with the newly named Susan V. Power Suite, where local students receive quality, affordable services from COE students, who are learning through evidence-based practices. The ECC will continue to expand its offerings for counseling as well as professional development over the coming year. We are thrilled with its success thus far under the leadership of Ann Friesema (EDU MA '05) and its dedicated faculty and staff.

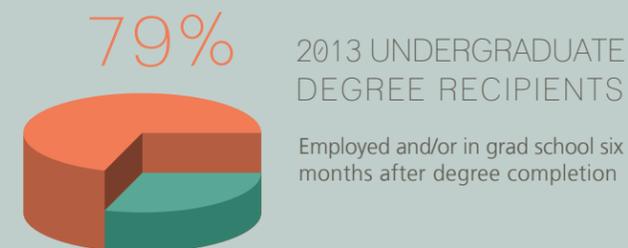
This past year, the college developed two unique initiatives that will help expand our services and resources for our students and the community. Stemming from Visiting

Assistant Instructor Donna Kiel's work training doctors to be instructors at Rush Medical College, the Office of Innovative Professional Learning (OIPL) utilizes the expertise of COE faculty to offer professionals from various career areas the skills they need to be effective teachers. This summer, OIPL provided professional development for teachers who came to DePaul from China and Italy. In addition, Associate Professor Jason Goulah developed the Institute for Daisaku Ikeda Studies in Education, the first university-affiliated institute dedicated to Ikeda's educational philosophy in the United States and in the Anglophone academy worldwide. The institute's purpose is to research the educational philosophies of Ikeda, Josei Toda and Tsunesaburo Makiguchi, as well as to provide workshops and symposia on these topics.

The college has been pleased with the outreach of our doctoral program, which has the highest enrollment in its history. The doctoral program's collaborative nature allows our students to work closely with our faculty, whose rich expertise prepares students to become leaders in the field.

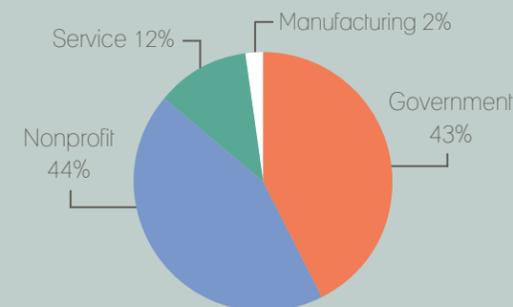
As we move forward, the college will be looking to the future and updating its strategic plan. We continue to embrace new opportunities for growth and are excited to continue the development of innovative avenues of learning, unique program delivery and expert instruction for which the college is known. I am proud of the work that we have accomplished in the last five years of my tenure and am eager to see the immense progress that our students, faculty and staff achieve in the coming academic year.

2013 COLLEGE OF EDUCATION CAREER OUTCOMES

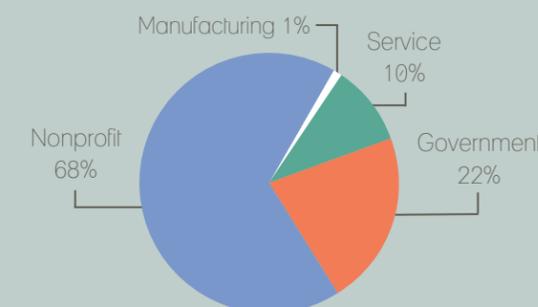


EMPLOYMENT BY INDUSTRY

UNDERGRADUATE



GRADUATE



AVERAGE SALARIES

GRADUATE



The average salary for 2013 education undergraduates increased 5% from 2012, to \$36,429

New college initiatives encourage innovation in education

By Melissa Smith

The College of Education thrives on finding innovative ways to engage with students, the university and the greater community. Two new initiatives challenge traditional teaching pedagogies and encourage students and community partners alike to question exactly what education means in modern society.

Institute for Daisaku Ikeda Studies in Education

In 1960, Japanese Buddhist leader, writer and educator Daisaku Ikeda visited Lincoln Park. While there, he witnessed an act of racial discrimination against a young boy that forever marked his efforts in peace, culture and education. “He was determined to build a world free from racial intolerance—starting from that spot,” says Jason Goulah, associate professor of bilingual-bicultural education and director of the Institute for Daisaku Ikeda Studies in Education at DePaul. Given this history and location, Goulah believes DePaul was the perfect place to launch an institute dedicated to researching Ikeda’s teachings.

The Institute for Daisaku Ikeda Studies in Education is the first university-affiliated Ikeda research center in North America, but there are more than 40 similar institutes throughout Europe and Asia. The mission of the institute is to explore the educational philosophies and practices of Ikeda and his predecessors, Josei Toda and Tsunesaburo Makiguchi. Together, these three have championed value-creating, or *soka*, education. Value-creating education sees genuine human happiness as the aim and goal of life and, therefore, of education. It teaches students to create values of aesthetic beauty, individual gain and social good in each moment. As practiced by teachers in Chicago, a value-creating approach “helps [educators] see students as human beings, not just as brains to get certain kinds

of test scores,” Goulah says. After receiving a donation of hundreds of volumes on and by Ikeda, Toda and Makiguchi, the institute hit the ground running. “Much of their work, particularly on education, has not been translated yet into English,” Goulah says, adding that he, a team of graduate students and community partners are working to remedy that.

Goulah sees his students benefit from Ikeda’s ideology in the real world. “They have more resilience as teachers,” he asserts. “We’re finding they are demonstrating what we call ‘teacher grit.’ In a field where teachers are leaving, on average, within the first five years, we’re finding that many of our teacher candidates identify with these philosophies as a font of strength. It’s something that helps them stay engaged and continue to engage their students in new ways of thinking. It’s an empowering pedagogy.”

Office of Innovative Professional Learning

For years, the College of Education received calls from various businesses, community organizations and educational institutions that all wanted the same thing: professional development for teachers—and not just teachers in the traditional sense. This year, the college launched the Office of Innovative Professional Learning (OIPL) to address this need. “The goal of the OIPL is to engage all forms of learners who seek a strong skill set in how to teach,” says Donna Kiel, visiting assistant instructor and OIPL director. “Many businesses perform internal training and can benefit from our guidance in teaching their trainers how to teach.”

The idea for the OIPL emerged after Kiel facilitated a six-week professional development program for faculty at Rush Medical College. “Rush wanted its physicians who are leaders in education to have a better understanding of what it means



to be an effective teacher,” explains Roxanne Owens (EDU ’84), associate professor and chair of teacher education. Kiel worked with Dr. Keith Boyd, senior associate dean for medical education at Rush Medical College, to develop an interactive program focused on curriculum management, development and assessment for Rush faculty members who lead clinical education programs for students.

“The vast majority of our physician educators have never received any formal teaching training,” Boyd says. “Although they are great teachers because they are invested in the students and the material, it was very useful for us to consider how we could arrange for a program where our faculty could receive some formal training.” Kiel believes that participants in the faculty development program were some of the most “engaging, interesting and reflective students” that she had ever worked with. “They were earnestly eager to learn how to teach,” she says. Boyd adds that participants were “excited and enthusiastic” following the program. “They loved it,” he notes.

After this overwhelmingly successful first endeavor, Kiel set out on a mission to connect with other community partners. Since its official launch, the OIPL has hosted teachers from Italy and China for professional development and has several other programs



in the planning stages. “We want people to see DePaul as a go-to place for a variety of services,” Owens says. “When somebody needs something, we want DePaul to be the first place they think of.” The OIPL offers a vision of education that goes beyond its traditional borders. “By re-imagining the role of the College of Education, faculty can offer the skills and expertise of teaching to those other than pre-service teachers,” she stresses. “The skill of teaching is essential in all types of organizations.”

“In a field where teachers are leaving, on average, within the first five years, we’re finding that many of our teacher candidates identify with these philosophies as a font of strength.”

Beck Foundation supports DePaul–Catholic elementary school partnerships

By Jamie Sokolik

Metacognition is the term used to describe the concept of “knowing what you know,” Associate Professor Barbara Rieckhoff (EDU MA '84) explains. “It’s knowing what strategies are available to you, that you have on hand, to help you understand [a situation, lesson or text],” she says.

This concept was the focus of a research project funded by the John and Frances Beck Foundation and spearheaded by Rieckhoff and Roxanne Owens (EDU '84), associate professor and chair of teacher education, that looked at the metacognition of fourth- and fifth-grade students at two Catholic grade schools. The study directly supports one of the points in DePaul’s Vision 2018 strategic plan: the need to strengthen partnerships between the university and the city’s Catholic schools, as well as offer general support.

“The grantors specifically wanted to study the reading comprehension of fourth- and fifth-grade students in Catholic schools and effective ways to use technology to improve comprehension and metacognition,” Owens explains. The age group was of particular interest to both professors. “Fourth and fifth grade are important years for literacy development, but they are often overlooked,” Rieckhoff says. “There are tools for younger kids and for adolescents, but not as many for these critical years.”

Owens and Rieckhoff selected two grade schools in the Archdiocese of Chicago, St. John Berchmans School and Alphonsus Academy & Center for



the Arts, and got to work setting the guidelines. The professors enlisted the help of Brenda Kraber (EdD '08), a retired teacher and adjunct professor, to assist in each classroom once a week. Every student also took a pre- and post-survey to help the facilitators measure results.

When the project commenced in September 2013, the teachers underwent initial training and received iPads to use in the classroom. Teachers were encouraged to record their lessons for self-reflection and peer critique, as well as to enhance their lesson plans. Students used the teachers’ iPads to access StarWalk Kids Media, an online library of hundreds of fiction and nonfiction titles. “The teachers started to ask their students questions like, ‘What kind of connections were you making between what you read and what you already know?’” Owens says. “In being more specific, they brought attention to actual strategies the students could implement.”

These strategies include referring to charts, supplemental articles and illustrations to further illuminate a text and looking up unfamiliar words for clarification. Many instructors created lesson plans, which gave the students exercises to help reinforce these tools and tactics in a way that would make them second nature throughout their education.



As the project came to an end, the students were given a final assignment to showcase what they’d learned. The fourth graders chose a topic of interest and presented their findings in a TED Talks-style presentation. The fifth graders also chose a topic of interest and then put together a research paper. In both cases, students implemented metacognitive skills and technology.

When the students took the post-survey in June 2014, it was evident that the project was a success. A significant improvement was noted for each of the comprehension indicators. “I think we had a successful partnership in terms of our mission,” Rieckhoff concludes. “It’s important that DePaul support Catholic education, and we did that successfully here. We hope that it’s a project we can replicate in other schools and settings.”



Program spotlight: EdD

By Melissa Smith

An increase in enrollment prompted an administrative shift in College of Education doctoral programs. As of December 2013, the Doctor of Education (EdD) program is under the supervision of Sonia Soltero, chair of the Department of Leadership, Language and Curriculum, in collaboration with Joby Gardner, director of curriculum studies; the Rev. Anthony Dosen, C.M. (LAS MA '88), director of educational leadership; and Gayle Mindes, director of early childhood education. “The shift was implemented with a desire to improve existing processes, particularly with regard to resources, course planning, admissions, advising and curricular innovation for faculty and students,” explains EdD program assistant Karlee Johnson (LAS MA '13).

With this shift, the top priority remains providing support for students. “Obtaining an EdD can be a very intimidating process, but we are there for students every step of the way,” asserts Andrea Kaufman, associate professor and former educational leadership program director. “While our courses and research requirements

are fairly rigorous, we get students through the whole program, including dissertations.” This increased support has led to several new initiatives for students, including writing workshops, research symposia and brown-bag presentations with faculty. “We aim to work alongside our EdD students to create a strong community and support their success in every way possible,” Johnson adds.

Programming continues to be geared toward working professionals and those looking to enter the academic field. “The EdD students have a variety of backgrounds and interests, which generates rich classroom discussions and a diverse learning environment,” Johnson says. “The coursework combines theory and practice, and the faculty balance high expectations with academic guidance and support.” Beginning in 2014, doctoral candidates from all concentrations can pursue principal licensure, teacher leader endorsement and superintendent endorsement, all of which are certified by the Illinois State Board of Education. Kaufman encourages those interested

The College of Education offers the following doctoral degrees:

- Curriculum studies
- Early childhood education
- Educational leadership

Prospective students are encouraged to attend quarterly informational sessions or sit in on a few classes to understand what the program entails.

Contact eddprogram@depaul.edu or visit depauledd.wordpress.com for more information.

in applying to contact the program directors to learn more. “A doctoral degree from DePaul is not only an amazing pursuit in terms of learning, growing and intellectual development, but it also means so much in the marketplace and will elevate anyone to the next level or stage of their career,” she says. Curriculum studies graduate student Melissa Bradford seconds that sentiment. “It’s great to be with other practitioners engaged in education issues,” she stresses. “You learn so much—much more than you ever thought you would before you began the program. It’s a transformative experience.”

SUSAN V. POWER EDUCATION & COUNSELING SUITE

On May 19, more than 30 alumni, friends, faculty and staff helped dedicate the Susan V. Power Education & Counseling Suite. Sunny Chico (MED '88), Dean Paul Zions, and DePaul President, the Rev. Dennis H. Holtschneider, C.M., offered remarks at this intimate reception. Susan V. Power (MED '80) reflected on her commitment to the College of Education and the mission of the center as her husband, Joseph, and sons looked on. Following her speech, guests enjoyed dinner. [Pictured left to right: Zions and Susan and Joseph Power]



POSTER CONFERENCE

On May 31, the Department of Counseling and Special Education welcomed 496 presenters at the annual poster conference. This year's programming focused on the theme "Moving Forward," highlighting the Class of 2014's fieldwork in an interactive, scholarly setting. Posters included information on counseling and special education best practices, current trends, case studies, curriculum development and research results. More than 112 professionals offered feedback on student presentations, examining their strengths and areas in which they could improve.



BOB MOSES LECTURE

In 1964, Bob Moses (DHL '14) helped organize Freedom Summer in Mississippi, which sought to increase voter registration and set up freedom schools to educate the underrepresented about social change. In honor of the 50th anniversary of Freedom Summer, Moses led a workshop for educators and community activists on June 13. After hearing remarks from Moses, event co-organizer Diane Horwitz, and the activist's wife, Janet Moses, all of whom worked for civil rights in Mississippi that momentous summer, attendees broke into small groups to discuss their own experiences as activists and to develop questions for Moses.



COMMENCEMENT

The College of Education recognized Bob Moses (DHL '14) and the Rev. Joseph L. Levesque, C.M. (DHL '14), with honorary doctorates at the university's 116th commencement, held June 14. Moses is a civil rights activist and educator dedicated to providing marginalized members of society with the tools they need to become fully engaged citizens; his most recent endeavor, the Algebra Project, aims to improve math literacy. Levesque, president of Niagara University from 2000 through 2013, was honored as a strong leader in higher education and the Vincentian community. Carver D. Ealy (MED '14) delivered the student address.



FACING HISTORY AND OURSELVES SUMMER INSTITUTE

The DePaul University–Facing History and Ourselves Collaboration welcomed Terrence Roberts, civil rights pioneer and member of the Little Rock Nine, to the third annual Summer Institute, held June 25–27. In-service teachers and education professionals examined the civil rights movement in American society while earning up to 21 CPDUs at this professional development seminar, titled "Young People Changing the World: From the Civil Rights Movement to Our Classrooms." During the institute, professors Hilary Conklin and James Wolfinger, together with Roberts and Facing History's Phredd Matthews Wall, Rebecca Ward, and Sarah Shields, engaged participants in a range of teaching and community-based activities. Those who were unable to attend the Summer Institute were invited to hear Roberts present at the Evening Speaker Event on June 26. [Pictured left to right: Matthews Wall, Roberts, Conklin and Wolfinger]



CELEBRATING TEACHERS

As part of Honors Convocation, the College of Education recognized six teachers who made a lasting impact on the lives of several students prior to the students' enrollment at DePaul. After receiving nominations from DePaul seniors universitywide, Sunni Ali, Amy Branahl, Jody Oeth-Boyd, Glenn Pinnau, Calvin Stark (CSH '72, JD '76) and Jaime Stasiowski (CSH '00) were selected. Visit [youtube.com/user/DePaulCollegeofEd](https://www.youtube.com/user/DePaulCollegeofEd) to watch video tributes to these astounding educators. [Pictured: Stark with Meena Vhora (EDU '14), the former student who nominated him]

If you have any advice for new teachers or would like to explain why you teach, please email video files to Beth King at bking18@depaul.edu.

SAVE THE DATE

EDUCATIONAL ISSUES FORUMS

Last year, educators and community members joined together to discuss relevant issues facing the educational system, including "Latino Students: Challenges and Opportunities," "School Funding Reform: Closing the Opportunity Gap" and "Promoting Progressive, Democratic Education in an Era of Standardization."

Join us this year for more lively debates!
For more information, contact Diane Horwitz at dhorwit1@depaul.edu.

Feb. 17, 2015
Lincoln Park Student Center, 5:30–7:30 p.m.

April 21, 2015
Lincoln Park Student Center, 5:30–7:30 p.m.

“Good work is supporting other people outside of your community, culture and beliefs. When you do that, you’re helping thousands—millions.”



Richardson, bottom row, second from the left

As a Spanish teacher at Chicago’s Wendell Phillips Academy High School, EdD student Tameka Carter Richardson hopes to bring language alive for her students. She takes her classes to explore the rich cultural heritage of the city by sampling cuisine, catching theatrical productions and viewing art exhibits. “We’re looking for things that can teach our students about different cultures, especially from the Spanish-speaking world,” Richardson says.

Yet, Richardson dreamed of taking her students to experience Spanish culture firsthand. After years of meticulous planning, Richardson did just that. Twelve high school students traveled to Madrid in spring 2014 as part of a study abroad trip Richardson organized, the premise of which has become the focus of her doctoral research.

“Most college students have already traveled outside of the country, but most nonwhite minorities haven’t had that opportunity,” she states. Richardson points to her own experience studying abroad as the inspiration for her research on the lack of participation of students of color in high school study abroad programs. “A lot of times, I felt very awkward

when I asked questions,” she recalls. “[But] most of my students were very open about sharing their experiences with me and asking me questions. I know they wouldn’t be that comfortable if they didn’t have someone who looked like them and understood the cultural background.” This initial trip became the pilot study for her dissertation, and she looks forward to delving deeper into concepts of experiential learning in the future.

However, without financial support, Richardson’s study abroad trips for low-income high school students would not be possible. “A lot of times, money stops us from doing the things we should be doing,” she says. “If I didn’t have the [financial support I have now], I definitely would not be encouraged to take students out of the country.” As Richardson plans this year’s trip to Barcelona, Spain, she remains inspired by alumni and friends of the university. “Good work is supporting other people outside of your community, culture and beliefs,” she asserts. “When you do that, you’re helping thousands—millions. I know the kids who go on the trip will impact somebody in their future because it was so impactful to them.”

To make a gift today, please visit giving.depaul.edu.

DePaul alumna finds her true calling as a school counselor

By Melissa Smith

Lindsay Wagner (MED ’10) always wanted to work in education. Yet, after graduating from Syracuse University, she was lured away by the bustling New York City publishing scene. Several years and career changes later, her decision to be a school counselor brought her full circle. “I don’t remember who [my school counselors] were,” she says. “There wasn’t anyone who influenced me, and I want to make sure that I [influence] my students.”

About 50 miles outside of Chicago, Wagner manages a caseload of approximately 400 students at Carpentersville Middle School. She loops with students between seventh and eighth grade, preparing them for everything from how to deal with bullies to how to pick high school courses. “By the time they [graduate], I want them to be self-advocates,” she explains. “I want them to be self-directed learners who work independently of an instructor in the room. I want them to be able to collaborate. I want them to have that sense of responsibility and of being prepared for what comes next.” Wagner achieves this through individual and small-group sessions.

As early as seventh grade, Wagner discusses career options with her students, hoping to pique their interests. “That’s when their aptitudes begin to form,” she reveals. “You can take hold of that energy and direct it. Picking their classes for high school can directly affect their entire post-high-school experience in terms of what they want to major in [in college] or do after high school.”

Using the American School Counselor Association (ASCA) National Model she mastered at DePaul, Wagner tries to reach

what she calls “the whole student” by engaging students on academic, career and social-emotional levels. “A lot of the work I do is on the social-emotional side because of the age I work with, but we have students who come to us with high needs [in all levels],” she says. “It’s our job to [address those needs],” she says. Wagner believes she’s able to strike this balance because of her time at DePaul.

“You make hundreds of choices every day,” she says. “I don’t know all the time that I am making the right ones, but I know that I received the training to be able to do that.” She credits professors Erin Mason, Melissa Ockerman and Joy Whitman with helping her develop a strong skill set. “Everything I’m doing I owe to them because they helped shape everything I do with my students,” she asserts. Wagner most enjoyed the mock counseling sessions and the reflection that followed hours of practice. “The program prepared me tremendously, and the clinical placement and internships gave me a crash course in what I might be encountering [in the field] ... I wouldn’t be able to sustain this work without the training I had at DePaul.”

Wagner strives to have a lasting impact on the students with whom she works. “We get into this work for a reason,” she says. “You want to be able to support, assist and affect student development across these two years. This is a time where there can be a lot of uncertainty, and I hope my students are able to move forward to high school as confident young people.”



Lindsay Wagner’s tips for future school counselors:

Collaborate, collaborate, collaborate.

I would not have done half the things that I do with students without administration and teacher support. Find ways to tie your work into what teachers are doing in the classroom.

Join ASCA.

There are amazing resources on the ASCA website, schoolcounselor.org, that you can utilize—don’t reinvent the wheel. Using the blog can make the profession seem smaller, and networking can boost productivity and re-energize you.

Avoid burnout.

The work that we do can be draining and difficult at times. Make sure to make time for yourself. Take a walk. Go out for a bite to eat. Read something that has nothing to do with the students you serve. You will thank yourself when you return to your students the following day.

Make connections with parents.

Often, parents do not fully understand the ways we can help their children, so I hand out cards with my contact information at events. It brings parents into the conversation, and you’ll be surprised at how that introduction can help with a future phone call or email.

ACTION IN EDUCATION

We welcome your story ideas,
questions and comments.
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COLLEGE OF EDUCATION ALUMNI RECEPTION

Tuesday,
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2015