Brian Coleman (MEd ’14) in Washington, D.C., to accept the 2019 National School Counselor of the Year award. See page 4.

Photo courtesy of the American School Counselor Association
I’m frequently reminded of the indisputable truth behind the well-known African proverb, “It takes a village to raise a child.” Teachers, counselors, administrators, and parents understand the teamwork required to raise our students to meet the demands of their professions and adult lives. In the College of Education (COE), I often witness our experienced students guiding newer members of our family. I am inspired by the connections within our village. Together, we grow.

When I talk with alumni, I am struck by their positive reactions to the good work being done in the college. Our graduates are not merely impressed, they also are eager to learn ways they can become involved. Our alumni continue to be a critical component of our community, whether by mentoring students, lending a hand in our offices and centers, providing career counseling, sharing industry knowledge or connecting us with fundraising opportunities.

For example, our alumni work with our centers and initiatives to provide resources and positive learning experiences to our students. They help organize and facilitate expert sessions to act as speakers. They brainstorm ways we can further support Catholic school teachers. They share how to market creative endeavors. Recently, graduates worked with Associate Professor Joby Gardner and his innovative Lift as You Climb program to coach our students on how to develop community projects from concepts to reality. (See the story in the fall 2018 issue.) Through the Office of Innovative Professional Learning, our alumni have even traveled to China to help demonstrate our methods for teaching science, technology, engineering, arts and mathematics (STEAM) subjects.

As the alumni in this issue will tell you, staying connected with your college benefits you, too. You can expand your professional network. You can learn about and discuss new trends and techniques. You can brainstorm solutions to problems you face in your classroom or your workplace. More than one graduate has told me, “The more involved I get, the more I gain.”

I invite you to return to the college and take part in the exciting work we are doing in counseling and education. Please reach out to us with any ideas that you think might have an impact on others. Contact us if you simply are looking for ways to become involved. If you would like to share your time, talents and experiences with our students, you are welcome here. There will always be a place for you in our village.

Dean Paul Zionts

Eds: A leadership credential without the dissertation

If you’re seeking the credentials you need to hold a leadership position in a school, school district, community college or other educational institution but don’t want to do a dissertation, then the college’s new educational specialist (EdS) degree in curriculum studies was designed for you.

Jeffrey Kazemi, associate professor and director of curriculum studies, proposed and led the design of the new program, which fills the niche between the master’s and doctoral levels. The EdS in curriculum studies launched last year; a corresponding program in educational leadership is being developed.

“For many positions, a master’s degree is no longer enough, yet people in those roles may not want or need to be full-time academic researchers. This is an opportunity to tailor your post-master’s work,” says Joby Gardner, associate professor in the doctoral program.

The EdS degree is also an option for students who began the doctoral program but whose plans changed. Students who took courses many years ago may need to take a few additional classes to earn the degree. Gardner says, “If you’ve done most or all of the coursework, we want you to get recognition and a credential for that.”

Find out more at bit.ly/DePaulEdS.

Graduates of revised SEE program in high demand

When you complete COE’s revised master’s degree in special and elementary education (SEE), “If you want to teach in special education, you will get a job,” says Jennifer Walberg confidently. Faculty completely overhauled the program in response to the state board of education’s changing special education licensure requirements.

“What is unique about our program is that we have full-time core faculty members teaching all of the methods courses,” says Walberg, associate professor and chair of the Department of Counseling and Special Education.

The intensive two-year program incorporates the state Test of Academic Proficiency (TAP) and both licensure exams; the program’s high pass rate is due in part to COE’s pretest “boot camps.” Adds Walberg, “When students graduate, all they really need to do is submit their materials to the state.”

Teachers with special education licensure are in high demand, she adds. “When you graduate, you are licensed in both elementary education, which is grades one through six, and in special education, which is K through 12. You can teach in kindergarten or in secondary education. You can teach in a self-contained classroom or in an inclusive classroom. Graduates have a broad range of opportunities.”

Find out more at bit.ly/DePaulSEE.
Counselor of the Year | ACTION IN EDUCATION

DePaul... is a game changer

FOR THE SECOND YEAR IN A ROW, A COE GRADUATE IS NAMED NATIONAL COUNSELOR OF THE YEAR

The cartwheel was entirely unplanned.

Representatives of the American School Counselor Association (ASCA) and the Chicago Public Schools (CPS), including 2018 winner Kirsten Perry (MEd ’11), wanted to surprise the winner of the 2019 National Counselor of the Year award at his workplace. They succeeded.

“I had no idea what the assembly was about, and then I saw Kirsten’s face and I just lost it,” says Brian Coleman (MEd ’14), whose spontaneous cartwheel of joy was captured by news media. Although he was one of six finalists for the title, Coleman figured the odds were low that the award would go to alumni of the same college working for the same district two years in a row.

“DePaul really sets an incredibly strong foundation, and CPS has been doing powerful work creating consistency around what it means to counsel throughout the district,” says Coleman, who is department chair of counseling services at Jones College Preparatory High School in Chicago’s South Loop.

As an intern at Jones, Coleman helped a student group broaden its focus to serve all LGBTQIA students. When he returned to the high school the following year as a staff counselor, he launched counseling services for the same population.

He has headed cross-disciplinary teams and initiatives to ensure that the school’s social and emotional support system parallels its acclaimed academic programs, including expanded sexual health education, self-care workshops for its seniors and increased awareness of and support for first-generation students. Coleman made such an impression that after Jones more than doubled in size to 1,900 students, he was promoted to head of the six-person counseling team.

“Brian is truly talented and deeply committed to building a more just society through education,” says LaToya Hudson-Spills, former school counseling department co-chair at Jones. “He has done so much for our school community in his short tenure as a school counselor.”

Coleman credits his success to COE, the ASCA counseling model and the high school’s commitment to counseling.

“DePaul really has been a game changer in my life. I’ve only worked at Jones, and I didn’t come to school with the resources, content knowledge and skills that I learned from DePaul.”

Now he is exploring how best to serve counselors nationally. “Counselors’ roles at schools can look as different as night and day from school to school, throughout our district and around the country,” he says. “Part of my role at National School Counselor of the Year is to bring to the forefront that counselors can do a lot of wonderful things in schools, given the resources, the time, the flexibility and the support they need.”

See part of Coleman’s reaction to the news at bit.ly/ColemanCPS.

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COUNSELOR OF THE YEAR

NATIONAL KNOCKS

OPPORTUNITY

Revised credential, new lab benefit alumni

Newly Revised Gateways Credential Benefits Alumni

Current and future graduates of COE’s Early Childhood Education (ECE) program have additional pathways to employment through DePaul, says co-founder Sang “Sunny” Park-Johnson, an assistant professor of bilingual-bicultural education and director of the bilingual and ELL minor. Through the BILD Lab, faculty and student researchers study bilingual and second-language acquisition, particularly by young students. The lab is a collaboration between COE and DePaul’s College of Liberal Arts and Social Sciences.

In the past, the research team worked in individual offices to transcribe, code and analyze the data they collected. While that was sufficient for the team to discover results that have since been presented at conferences, the dedicated space increases their efficiency and the lab’s profile both here and in the metropolitan area.

“The space makes us official. People seek us out now,” says Park-Johnson, noting that a doctoral student from another university introduced her to the Korean heritage school that is the BILD Lab’s newest partner.

In addition to giving student researchers a place to work, “it’s excellent having an established research location where we can talk face to face about our results, the patterns we notice and our questions and plans.”

Park-Johnson says she and co-founder Carolina Barreto-Tobin, assistant professor of modern languages, are always looking for additional school partners who can provide opportunities for them to observe culturally and linguistically diverse students. “We’re more than happy to work with teachers on all the innovative things they are doing in their classrooms with respect to language development, multiculturalism and multilingualism.”

To find out about the BILD Lab and having researchers at your school, contact Park-Johnson at spark-johnson@depaul.edu.

Research Space Enables Bilingual Lab Expansion

With the opening of its new research space in COE, the Bilingual Language Development (BILD) Lab is now able to partner with additional schools, says co-founder Sang “Sunny” Park-Johnson, an assistant professor of bilingual-bicultural education and director of the bilingual and ELL minor. Through the BILD Lab, faculty and student researchers study bilingual and second-language acquisition, particularly by young students. The lab is a collaboration between COE and DePaul’s College of Liberal Arts and Social Sciences.

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Sister McCaughey, O.P., is delighted to lead a Catholic institution anywhere in the world. “I certainly never would have thought that I would be involved in program development, but I’m finding it really exciting,” says McCaughey, who taught in Catholic schools and universities for decades and rose to become superintendent of schools for the Archdiocese of Chicago before coming to DePaul in 2017. “There are so many great things that the college can do.”

In partnership with other faculty, McCaughey helped recruit the first all-Catholic cohort for COE’s master’s program in educational leadership. She also refined two customized courses and is teaching to the 17 students in the cohort. She took the lead on COE’s Leadership Project, through which the university and the archdiocese cover two-thirds of the tuition for Catholic school educators! McCaughey already has forged new opportunities through her connections with the archdiocese and area Catholic schools. COE’s Education and Counseling Center is now one of the primary locations in Chicago where Catholic schools refer students in need of support. DePaul renewed the Catholic Schools Educational Leadership Project, through which the university and the archdiocese cover two-thirds of the tuition for Catholic school teachers who already hold a master’s degree in education to transition to leadership roles. When she visits Catholic schools, McCaughey promotes the new Learning Behavior Specialist 1 Endorsement; she believes the four-course online program is more accessible to Catholic teachers than other options. And that’s just the beginning, says McCaughey with a sparkle in her eye. She’s got more ideas, including an initiative with the archdiocese that she hopes to launch by fall. “We think it will be a simply fabulous resource for Catholic school educators!”

Visit bit.ly/COEEvents for information about the special event McCaughey helped create in conjunction with the National Catholic Educational Association conference in Chicago in April.

When they graduate, our intent is that they will be prepared to lead a Catholic institution anywhere in the world.”
COE in China
During the past four years, COE has worked with nearly 900 teachers in China on effective educational leadership practices and student-engaged learning practices. About two dozen full-time and adjunct COE faculty have led professional development programs in Beijing, gaining valuable insights themselves. The partnership with schools in Beijing and surrounding provinces continued to grow during a trip last winter. COE is one of China’s preferred providers as it adapts its educational system to encourage creativity and innovation, particularly in STEAM teaching methods and student-centered learning.

Socially Engaged Practice and Scholarship
The desire for social justice is shaping the lives and careers of four COE alumni who spoke to students and faculty last fall during the 20th anniversary celebration of the Doctorate in Education program. These program graduates, who chose to attend DePaul because of its commitment to social justice, are advancing that commitment in their professional lives. The speakers were Karl Brooks (EdD ’12), vice president for student affairs at Oakton Community College in Des Plaines, Ill.; Tanya Brown Merriman (EdD ’10), professor at the University of Southern California and author of “Those Who Can: A Handbook for Social Reconstruction and Teaching”; Judy McCann Floeter (EdD ’15), principal at Jefferson Elementary School in Harvard, Ill.; and Johnnie Thomas (EdD ’10), superintendent at Rich Township (Ill.) High School, District 227. Melissa Bradford (EdD ’18), now an a professional lecturer, moderated the panel.

Understanding Teachers Unions
COE students better understand the role of a teachers union after the college’s 2018 fall forum. Through a program described as “teachers union 101,” students learned concepts such as collective bargaining and due process. Panelists shared examples of how unions helped teachers enhance their professional practice, improve building conditions and understand complex issues such as how to work with families at risk of deportation. Speakers also reviewed legal decisions affecting unions and the role of unions in politics, especially in the past few years. Watch the forum at bit.ly/TeacherUnions101.

Three Promoted
Congratulations to three COE faculty members who were promoted to full professor. Eva Patrikakou and Beverly Trezek are professors of special education, and Christopher Worthman is a professor of secondary English education, as well as director of the secondary education program.
“IT’S ALMOST LIKE A DIVINE PLAN”

Two years after Evanston (Ill.) Township High School (ETHS) implemented a new dress code allowing hoodies and bare shoulders, the school is still standing. Principal Marcus Campbell (EDU MA ’09) knew it would be. What surprised him was the intense interest in the dress code from other high schools around the nation and the subsequent media attention. “It’s almost like a divine plan that I knew it would be. What surprised me was the interest in the dress code from other high schools around the nation and the media interest.”

The dress code is just one of the innovations that have made Campbell and ETHS national leaders on issues such as de-tracking, student identity, restorative justice and support for at-risk groups, in particular, African-American boys. “It’s almost like a divine plan that I knew it would be. What surprised me was the interest in the dress code from other high schools around the nation and the media interest.”

DePaul was extraordinarily instrumental in giving me the tools, the skills and the content for what I’m doing today,” says Campbell, who began working at ETHS as an English teacher 18 years ago. “I was able to make connections between my graduate work at DePaul and things we were just starting to discuss at the high school. Without that work, I would not have been able to move as quickly as I did.”

Campbell gives back by serving as a member of the COE Dean’s Advisory Council and as a frequent guest lecturer at the college. When he’s on campus, he stops by to chat with SCEL faculty about the latest research and trends in education. He strongly encourages both his staff and students to consider DePaul when continuing their education.

“DEPAUL IS DEAR TO ME FOR BEING AS SUPPORTIVE AS IT WAS BACK THEN AND FOR THE CONTINUED SENSE OF COMMUNITY I HAVE TODAY.”

High school students are totally different from second-graders, except, of course, when they’re not. Even halfway around the globe.

“Kids are kids everywhere in the whole world,” says Fulbright Scholar Juliana Minasian (EDU ’18), who is teaching English to French high school students just outside of Paris through the two-year award. The 350 juniors and seniors in her classes live in one of France’s priority education zones for communities needing extra support.

“I’m glad I picked elementary education as my major, but I’m also very happy I’m getting this well-rounded experience of teaching older kids,” says Minasian. She teaches 24 classes of 15 to 18 students each, meeting with each group every two weeks. While she can reuse parts of her lesson plans, she also tailors each class to the needs of the students in it. “It’s interesting how I have to modify lessons for their language abilities. I differentiate a lot,” she says. “Each time I teach, I get better and more effective.”

As a sophomore, Minasian taught second-graders in France through DePaul’s study abroad program and discovered her dream. “I had such a great time working with the kids and I knew I wanted to return to France,” says Minasian. She credits her COE faculty members and classroom experiences as a freshman with preparing her to teach in another country. Minasian added a second major in French and did an independent thesis on teaching English to native French speakers. Applying for a Fulbright scholarship was a logical next step.

“I see being here as a stepping-stone to possibly living and teaching in France,” she says. Teaching abroad will bolster her career in the long term. “If I come back to Chicago, I’ll have something to bring with me about how a different education system works.”

Minasian also is an intern in the EducationUSA advising center in Paris, where she counsels students interested in studying in the United States. “Most of them don’t know anything about Chicago, let alone DePaul. I always tell them it’s such a great school for international students to attend,” she says. “I’m just very proud to say that I’m from DePaul and to talk about how wonderful it is.”
Introducing our new alumni blog—the Blue Demon Line! Join us at the Blue Demon Line for an exclusive look into all things DePaul alumni, including in-depth interviews, “DePaul family” recipes, photo contests, tips and tricks from experts, and more!

Blue Demon Line
Once a Blue Demon, always a Blue Demon

bluedemonline.com