

## Doctoral program challenges educators to think about social justice, theory and practice

**SOE's 10-year-old doctoral program in education has evolved into one of the most relevant programs in the Chicago area.**

Program Director Karen Monkman notes that applications are on the rise, “and other universities have taken notice of our social justice orientation and our synergistic balance of theory and practice.”

Each year SOE admits 20 to 25 students to the doctoral program, roughly 45 percent of its applicants. There are 114 students currently enrolled, approximately half of whom are pursuing the curriculum studies concentration and the rest educational leadership.

Both concentrations provide grounding in curriculum studies and educational leadership, along with social foundations of education, that is, the societal issues and conditions that shape the contexts in which learning takes place. The educational leadership strand is designed for K–12 educators, typically mid-career professionals, interested in school district leadership positions. It fulfills state requirements for positions such as principal and superintendent but also for students who are interested in leadership empowerment.

Curriculum studies, on the other hand, is a more flexible concentration not tied to state education requirements. The concentration attracts everyone from curriculum specialists to, Monkman explains, “people who want to know more and think more about the curriculum issues embedded in their educational lives.”

The program defines “education” broadly so that it has applications not only for teachers but also for educators at museums, community-based nonprofits and other institutions. Courses in both concentrations often explore issues of social justice, equity, diversity and multiculturalism. **“A lot of faculty and students are motivated by a desire to make society better through their work in education,” Monkman says. “That resonates with the mission of the School of Education and the program.”**

Tyler Kahdeman (Ed.D. '06), who completed his doctorate with a concentration in educational leadership, credits the supportive atmosphere at DePaul with his success in the program. “The people who run the program are very supportive, very helpful and very encouraging. I had an excellent learning experience at DePaul. The program was comprehensive and provided me an excellent foundation to prepare my dissertation and to be able to conduct research in the area of high school dropouts,” he says.

Kahdeman's dissertation explored the relationship between geography and high school dropout rates. Today he is applying what he learned in the classroom as an adjunct faculty member at DePaul.

According to Monkman, the doctoral program is appropriate for any educator who wants to think deeply about the practical, real-life challenges of teaching. “Our curriculum is an educator-scholar model,” she explains. “We want [our students] to be scholars and to think more theoretically, but the program also has practical implications. We situate ourselves

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Monkman

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## SOE's doctoral program

between the more explicitly theoretical approach of some ivory tower-type universities and the other end of the spectrum—programs that have a more explicit 'how-to' approach. We encourage new ways of thinking about education so we can challenge the status quo.”

Doctoral student Donna Smith, who defended her dissertation in December, found the program's theoretical basis a challenge at times but grew to appreciate the way it has informed her thinking. “As a practitioner, I have

100,000 stories about things that go on every day in my schools, but my way of thinking has been enhanced by studying with people who are more focused on the theoretical side of things,” says Smith, an occupational therapist in special education for a suburban school district. “The program helped to change my perspective a bit. While I'm not always thinking like an administrator or like an academic, those two ways of thinking influence my work, thanks to the program at DePaul.”

## SOE to host major international conference aimed at boosting math and science education

**SOE will host a major Asia-Pacific Economic Cooperation (APEC) conference June 22 to 25. APEC is an intergovernmental economic growth forum committed to enhancing economic growth and prosperity for the Asia-Pacific region. Its 21 member economies include Thailand, China, Japan, Indonesia, Singapore, the Philippines, Vietnam, Australia and the United States.**

The conference will mark the 31st meeting of the Human Resources Development Working Group, an APEC group devoted to promoting the well-being of all people in the region through economic growth and development.

Akihiko Takahashi, associate professor in SOE, has been working with the U.S. Department of Education on APEC Human Resources Development activities for the last two years. “I've been involved with promoting mathematics in member countries as a cross-cultural exchange,” he says. “We recently established a center at DePaul called Asia-Pacific MSEC—Math and Science Educational Collaborative (AP-MSEC)—to bring ideas from APEC economies to improve teaching of mathematics and science in the U.S. and other economies.”

The June meeting will offer an opportunity to exchange information and ideas for improving education both in the U.S. and abroad. About 120 to 130 APEC members and government dignitaries from 19 member economies will converge on DePaul to attend four days of meetings as well as off-site programs intended to showcase Chicago's rich cultural offerings.

SOE's Interim Dean Marie Donovan says, “We've long been aware that math and science curricula in our country need overhauling. Some Asian countries—in particular, Singapore, Japan and to some degree Taiwan [Chinese Taipei] and Korea—have made it their imperative to improve math and science instruction. Over the last 10 years, they have made milestones in better understanding how children of all ages learn from repetition and planned redundancies.

“We're fortunate to have on our faculty Akihiko Takahashi, who comes from Japan and has done landmark research on how to improve the teaching of math and science as well as the sequence of the curriculum. Akihiko has galvanized us as a faculty to improve how we're working with teachers.”

Hosting the APEC conference will give DePaul a chance to “showcase the work we have been doing and extend an offer to collaborate and exchange ideas,” Donovan adds. “The School of Education is very excited. We're really touched and tickled that the Department of Education wanted to have the conference at DePaul.”



Takahashi



## Spring: a time for welcomed reflection

**We education professionals naturally tend to focus on the progress of the seasons—not only through curricular content but through our daily, firsthand observations on human development and how they influence our learning and doing.**

There's something about spring that turns our minds to analyzing and reflecting upon cyclical change. As we spot the first daffodils and crocuses, we realize how different our students, clients and colleagues are now than they were last fall. We catalogue their changes—physical, cognitive, emotional—and ponder how they were affected through our everyday exchanges. We incorporate our realizations into our next day's work, knowing that by doing so we'll be even more effective in our roles. As professionals, this cyclical, “looking back” to “look ahead” is an integral part of our development.

As the mother of a soon-to-be ninth grader, lately I find myself contemplating how much she's changed since entering kindergarten—and on the changes I've seen in six teachers at her school who are graduates of our SOE programs. Mulling over ‘who’ and ‘how’ they were years ago as DePaul students and watching their ongoing, professional metamorphoses over the time my daughter has been in their school, I marvel at how different, and yet how similar, each of them is today. I am proud to say that I have seen firsthand their ability to weave the SOE's conceptual framework into their educational practice. I smile when I see and hear how naturally they engage in self-reflective practice and lifelong learning. I've witnessed not only their self-reflection at work but also how they've become leaders in constructing a community of professionals who are committed to utilizing collective reflection practices that serve to inform the broader learning community. Given how our school's Conceptual Framework emphasizes critical thinking and reflection, it is not surprising to see our alumni participating in these types of activities. No doubt you, too, are part of or are observing in your daily professional lives the powerful outcomes derived from systematic reflection.

One of our most important roles as your alma mater is to provide scaffolding for your reflection and growth. Perhaps you joined us for our April symposium on the “Bonds of Solidarity: Latinos and Education”. If not, perhaps you'll join us for our upcoming symposium on “Language, Policy and Education”, which takes place on Friday, June 12th. If you couldn't find room on your calendar for either of these events, I hope you'll consider “coming home” for our lecture series that offers insights into and deliberation on current research and field trends. Whatever your schedule affords, please know: We, your SOE, are dedicated to remaining your partner in professional development.

Thinking about reflection leads me to ask you to take a moment now to consider your own professional growth: How are you the same today compared to when you were here learning your craft at DePaul? How are you different? How has your DePaul experience influenced the professional you are today? How might we continue to support you throughout your career? I encourage you to share your thoughts with me by e-mailing me at [soalumni@depaul.edu](mailto:soalumni@depaul.edu).

In the meantime, I hope you'll give yourself a moment to enjoy this spring issue of your alumni newsletter. No doubt you'll find yourself renewed and refreshed by the joy that spring and our work brings us all.

## Successful Type 75 certification program prompts broader online offerings

**SOE's deliberate approach to offering online education reflects a commitment to rigor, says Interim Dean Marie Donovan.**

Four years ago SOE began to discuss the development of online programs. “We wanted to make sure we were filling a market need, and we wanted to consider who really is more adept at and adaptable to online distance learning,” Donovan explains.

The answer became clear last year: Experienced teaching professionals on the administrative career path, the school decided, would likely derive the most value from an online experience.

Last autumn, the school launched its first online offering—the general administrative endorsement program, or Type 75 certification program. Both the online and on-campus Type 75 programs prepare master’s degree–holding students for administrative and supervisory positions in education, culminating in state certification. The program enables graduates to “take a leadership role in their school,” explains Andrea Kayne Kaufman, associate professor of educational leadership.

SOE’s new online Type 75 program follows the framework of Quality Matters (QM), an inter-institutional quality assurance organization focused on online learning. QM certifies the quality of online courses through a rigorous, faculty-centered peer review process.

“The university has been very supportive of us,” Kaufman says. “It’s part of the VISION twenty12 strategic plan to be a model distance-learning provider. They’ve given us knowledge, tools and support. DePaul really wants the distance course to be rigorous and effective and not dilute our brand but rather bring our high-quality education to a broader audience.”

Before launching the online program, full-time SOE faculty members underwent DePaul Online Teaching Series training, a faculty development program run by DePaul’s Instructional Design and Development department. Kaufman says the “very intensive, rigorous, interactive program” helped professors successfully facilitate the transition to an online curriculum “without in any way losing quality.” The program now has the latest tools of online learning at its disposal: videos shot on green screen, podcasts and vodcasts, Wimba and more.



*SOE faculty members Barbara Rieckhoff and Bill Hoecker review student work in Blackboard.*

“Some of us who were skeptical are now converts,” Kaufman says. “We’re bringing things from online courses to in-person courses. [Online coursework] forces you to have more interaction with students and encourages them to interact with each other.”

“There’s also more regional diversity in online programs. Teachers who teach in CPS talk with rural teachers and suburban teachers. They see differences and also similarities in the challenges they’re facing. The feedback we’re getting from students, even traditional face-to-face students, is that they want more online choices. Many students are taking a combination of face-to-face, hybrid and online courses.”

The strictly online program is small—between 20 and 30 students per quarter (the numbers fluctuate as on-campus students take courses online and vice versa)—but student demand for online courses already has exceeded the number of available spots.

Donovan says, “We’re very proud of and excited about the program. Students who are in it are just so pleased that even though they’re online, they feel like they know their professor. And that’s what we wanted it to be.”

The next step for SOE is launching an online version of the master of education program. According to Donovan, that has required “another set of thoughtful discussions” touching on curriculum development, residency requirements and other issues.

“Maintaining our standards of quality and excellence takes some time, but we’re excited and we’ll have it done for next year,” she says.

## Duignan wins top Artadia Award

**Jim Duignan, founder and director of the Stockyard Institute, which brings the arts to youth in underserved Chicago communities, was one of two Chicago artists chosen to receive the top 2008 Artadia Award in Chicago.**

Duignan was selected from among 15 finalists and hundreds of applicants. The recognition includes a \$15,000 monetary award and lifetime access to Artadia's national network of support. New York-based Artadia: The Fund for Art and Dialogue also encourages innovative artistic practice and meaningful dialogue across the United States by providing visual artists in specific communities with unrestricted grants.

"I was really pleased on many levels to receive the award for my work. The attention from such a high-profile, contemporary arts body like Artadia makes it apparent that they recognize in Chicago a large constellation of practices and approaches to engaging the city artistically," says Duignan, a faculty member in SOE since 1992.

Duignan, an associate professor of visual arts, founded the Stockyard Institute in 1995 to provide opportunities for collaborative art projects with youth, teachers, artists and residents in underserved Chicago communities, such as the Back of the Yards, Austin and Rogers Park neighborhoods.

Since its inception, the Stockyard Institute has connected with more than 2,000 students and exhibited projects locally and around the world. In 2007, Duignan and the institute collaborated with the Hyde



Duignan

Park Art Center of Chicago to host the "Pedagogical Factory: Exploring Strategies for an Educated City," which discussed recent developments in critical education and social art and the relationship between contemporary life in the city and learning.

Artadia recently announced the winners of its fifth award program in Chicago after a jury process that employed nationally prominent curators, artists and critics. A panel of three internationally prominent jurors—Allison Peters Quinn, director of exhibitions at the Hyde Park Art Center in Chicago; Kristin Poole, artistic director of the Sun Valley Arts Center in Sun Valley, Idaho; and Tumelo Mosaka, former associate curator of exhibitions at the Brooklyn Museum in New York—evaluated artists' work during studio visits in Chicago for three consecutive days in October with 15 artists who were selected as the short list from a record 654 applicants. Duignan and sculptor Juan Angel Chavez won the top prize.

Since its founding in 1997, Artadia has awarded more than \$2 million to more than 200 artists in Boston, Chicago, Houston and the San Francisco Bay area. The Artadia Awards 2008 Chicago are supported by the Richard H. Driehaus Foundation, numerous individuals and the Artadia board.

## University sets enrollment record

A record 24,352 students enrolled at DePaul University in fall 2008, making DePaul the eighth-largest private university in the United States. A significant factor in the 4 percent bump in total enrollment is the growth of transfer students, which increased 13 percent over the previous year. This year's freshman class of 2,555—drawn from the university's largest-ever applicant pool of 12,942—also is a record. A total of 816 undergraduates and 1,310 graduate students enrolled in the School of Education in fall 2008.

**Read more about DePaul enrollment at [depaul.edu/emm/facts/index.asp](http://depaul.edu/emm/facts/index.asp).**

**Training in Qatar:** SOE Associate Professor Akihiko Takahashi attended a five-day workshop in February in Qatar where he helped introduce lesson study to the country. The Education Institute of the Supreme Education Council in Qatar held an introductory meeting on lesson study Jan. 18 with school operators and academic affairs deputies in 11 independent primary and preparatory schools aimed at introducing the lesson study teaching method for mathematics to the schools. Lesson study, which focuses on the development of teachers' skills, will be implemented in schools throughout Qatar. Takahashi was joined by other experts from Japan and the United States at the workshop. The training was the first step toward the actual implementation of this kind of professional development, Qatar officials said. Schools were expected to begin implementation of the project soon after the workshop. Lesson study is credited with playing a major role in reforming education in Japan. Schools in Australia, England and the United States have taken up the method to improve teaching and learning practices. Takahashi was invited to return to Qatar in May to follow up on the workshop.

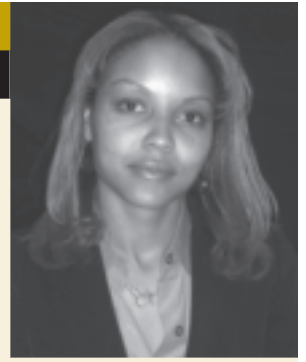
**Preparing students for college:** The Big Shoulders Fund has pledged \$65,000 to support the first year of the DePaul Catholic School Partnership (DCSP), a collaboration between SOE and three Chicago high schools: Josephinum Academy, St. Benedict High School and Notre Dame High School for Girls. The DCSP supports the creation of both a rigorous college-prep curriculum to improve ACT scores and a sustainable network of professional educators who will support each other in their efforts to meet the demands of diverse students. Christopher Worthman, interim associate dean in SOE, and Barbara Rieckhoff, assistant professor of education, oversee the project. The Catholic Schools Initiative serves non-mainstream students.

**Inspiring work force readiness:** The AT&T Foundation has awarded SOE a total of \$400,000 (\$100,000 a year for four years) as part of its \$100 million AT&T Aspire initiative aimed at addressing high school success and college and work force readiness. In 2008, the foundation

provided \$29 million in AT&T High School Success Grants to 172 schools and nonprofit organizations throughout the country to support high school retention programs at national and local levels for at-risk students. SOE will use its grant to support the improvement of outcomes for at-risk ninth-grade students by expanding the ongoing student achievement program, titled AVID and based at Nicholas Senn High School. The program aims to increase high school graduation rates, one-time promotion to the next grade and credit accumulation.

**Remembering the revolution:** The 50th anniversary of the Cuban revolution was commemorated by DePaul's Center for Latino Research with a panel discussion on Feb. 19. An impressive lineup of panelists discussed "Cuba 1959-2009: Change and Future Directions." Panelists were Maria de los Angeles Torres, professor and director of Latin American and Latino Studies at the University of Illinois at Chicago; Gary Marx, professor emeritus at the Massachusetts Institute of Technology and Chicago Tribune foreign correspondent covering Latin America and the Caribbean; and George de Lama, former deputy managing editor of the Chicago Tribune and a former Nieman Fellow at Harvard University. De los Angeles Torres has written and lectured extensively about her native Cuba, particularly the airlifting of Cuban children, which mirrors her own experience, during Operation Pedro Pan. Marx, winner of the Tribune's Edward Scott Beck Award for foreign reporting, was based in Cuba for five years before he was asked to leave by the government in 2007. De Lama, the son of Cuban immigrants, has enjoyed a 30-year career in journalism and was named one of the most influential Hispanics in the United States by Hispanic Business and Poder magazines. The panel discussion was moderated by Rose Spalding, political science professor at DePaul. SOE faculty member Sonia Soltero was one of the event organizers.





## Giving Tree co-founder making a difference in Rogers Park

### Residence:

Chicago

### Occupation:

Scarborough is co-founder and executive director of The Giving Tree Educational Consultants, a nonprofit organization focusing on strengthening the overall learning environment of the Rogers Park community by providing a wide range of holistic and communal approaches to student education and teacher professional development. Scarborough believes all schools can improve performance through relationships with external partners. The Giving Tree recently assessed the professional development needs of the Rogers Park teaching community and offered a seminar based on the results of that assessment, titled “Universal Design, Accommodations and Differentiation.” The purpose of the seminar was to provide strategies to teachers who work with special needs children, educate local teachers about the neighborhood and the population they teach, and motivate teachers in the community to continue to be a positive influence in the lives of their students.

### Vital stats:

A Chicago native, Scarborough attended the drama program at Lincoln Park High School for her freshman and sophomore years and later transferred to Jones Metropolitan High School, where she studied marketing. At that time, Jones was a business preparatory school. She went on to graduate from Columbia College’s School of Liberal Arts, where she explored many non-traditional studies such as yoga, African dance, African-American female writers and poetry. She joined the work-study program and was placed at Howard Area Community Center (HACC) in Rogers Park as an assistant teacher. It was at HACC where Scarborough first discovered her love of teaching. She earned a master’s degree in education from DePaul and her Type 04 certification from the Illinois State Board of Education. Scarborough is married with four children and lives in the Rogers Park neighborhood.

### What I like most about my job:

“I have always been a person with many different interests. I enjoy teaching young children between the ages of 3 and 8 because, on average, the teacher has a lot more creative control over the curriculum. I can explore all of my own interests, artistic and otherwise, through the experiences I provide to my students. I also enjoy sharing my teaching experiences with other teachers through workshops I facilitate. I feel as though I am making a difference in people’s lives. The Giving Tree’s unique approach to professional development not only educates teachers on content, but motivates them to want to go back in the classroom and really make a difference. I wanted to move away from the ‘new’ traditional professional development workshops, where PowerPoint presentations and lectures govern the entire session. I know I am fulfilling my mission when participants express that they loved the interactive activities, the motivational speech or the discussions.”

### The biggest challenge I face in my job is:

“Establishing relationships with schools. Sometimes it is very difficult to make that initial contact with the principals.”

### My DePaul School of Education experience helped me by:

“Broadening my perspective on education. Though I was teaching before I entered SOE, my perspective on education was limited to my own experiences. SOE introduced me to various pedagogies that broadened my knowledge base and helped shape my philosophy on education.”

### The words I live by are:

“True education is the awakening of the mind, body and spirit.”

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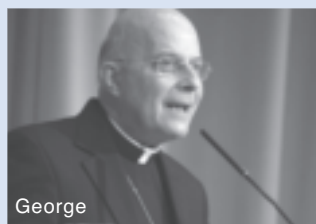
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The editorial board of **action in education** consists of Interim Dean Marie Donovan, Christopher Worthman and Carol Wren of SOE; Sally Julian and Vukoni Lupa-Lasaga of Advancement; and Ruhan Memishi, Carol Sadtler, Jocelyn Sims and Deborah Snow-Humiston of University Relations. Copy Editor is Maria Hench.

## Mark your calendar

**Latinos and Education:** Cardinal Francis George, O.M.I., archbishop of Chicago, will give a keynote address at SOE's "Bonds of Solidarity: Latinos and Education" conference, which will take place April 3 at the Lincoln Park Campus Student Center. The conference will explore topics in light of the reality that students of Latino origin comprise the single largest ethnic



George

group in Chicago-area classrooms. A host of international, national and local experts and scholars will discuss social, financial, educational and spiritual contexts of

Latino culture and suggest effective practices for conference participants. A second keynote address will be delivered by Virginia Gonzalez, professor of education at the University of Cincinnati and an expert in bilingual education with a focus on the development of research models that explain cognitive and linguistic development in Latino students who have learned English as a second language. Contact Desiree Roman at [droman1@depaul.edu](mailto:droman1@depaul.edu) or visit [condor.depaul.edu/~srogg/BondsOfSolidarity.htm](http://condor.depaul.edu/~srogg/BondsOfSolidarity.htm) for more information.

**Language, Policy and Education:** SOE will host its "Language, Policy and Education" symposium on June 12 in the Lincoln Park Campus Student Center. Topics of discussion will include issues surrounding federal and state policies related to the education of linguistically diverse students; demographic realities and language minority education; the impact of the No Child Left Behind Act on students, teachers and schools serving English language learners; teacher preparation and higher education in relation to the education of English language learners; and future directions in the education of linguistically diverse student education. Keynote speakers are Sonia Nieto, professor emeritus of language, literacy and culture at the University of Massachusetts Amherst, whose scholarly work has focused on curriculum reform, teacher education and the education of Latinos, immigrants and other culturally and linguistically diverse student populations; and James Crawford, founder and president of the Institute for Language and Education Policy and former executive director of the National Association for Bilingual Education. For more information, e-mail Sonia Soltero at [ssoltero@depaul.edu](mailto:ssoltero@depaul.edu) or Joe Schaedler at [jschaedl@depaul.edu](mailto:jschaedl@depaul.edu).