

# ACTION IN EDUCATION

A publication for College of Education alumni

DEPAUL  
UNIVERSITY

COLLEGE OF EDUCATION



The Office of Innovative Professional Learning provided professional development for educators in China, sharing new approaches to teaching math and science. Read more on page 7.

Fall 2015

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## FIVE MINUTES WITH DEAN ZIONTS

Each year, the College of Education endeavors to make its new students feel welcome. The graduate student orientation was a major event that included presentations by college administration and advisory staff, all there to welcome, reassure and support our new students. This positive entry into the college matters because students are entering into a field currently experiencing a host of changes—and we are here to help them succeed.

As dean, I have met many talented candidates who are excited about their programs and the prospect of advancing in their careers, but who are also nervous about navigating the courses, student teaching, and new state tests and licensure processes. Events such as the orientation and frequent interactions with college faculty and staff help keep our students well-informed and confident, confirming that they made the right choice in coming to DePaul.

Every new generation of educators experiences unique challenges. Today, candidates face a profession that has grown increasingly competitive and regulated. We constantly adapt to meet these challenges and—right from the start—provide students with a personalized approach, strong preparation programs and support systems to help them succeed. In this issue, you will read how, over the past two years, the college developed curricular and technical supports to help students navigate the new educational Teacher Performance Assessment process. As of fall 2015, all of our pre-service students will be required to pass this rigorous exam—and the college is ready to assist them.

This effort is only part of our work. Faculty continue to develop new programs and educational certificates that meet the current needs of the field; conduct important research at the local, national and international levels; implement exciting initiatives that provide professional development for our K-12 partners; and provide coursework that presents our students with a rigorous course of study.

When I have the opportunity to visit with alumni, what I hear most is that they felt well-prepared for their profession. Yes, times have changed, but we are still the same DePaul, working hard to equip our students with what is necessary for their success. I am pleased to work with faculty and staff who continue to rise and meet the challenges we encounter with spirit, hard work and innovation to ensure that our future alumni will report that they too felt well-prepared for their profession.

## HIGHER EDUCATION informed by social justice

What Marvin Lynn (EDU '93) likes best about being dean of the School of Education at Indiana University South Bend is his ability to effect broadscale change. "For me, it's always been about the opportunity to have a positive impact on the profession," he says. "I felt like as a dean, I could positively shape the direction of teacher education because I had seen and experienced the outcomes, both good and bad, as a student and as a teacher."

Lynn has come a long way from his roots on Chicago's South Side. Growing up poor, he struggled to succeed but found refuge at school. "I was absolutely inspired by some of the excellent teachers I had at Jesse Sherwood Elementary School who really cared about their students and who worked to ensure that their students achieved excellence," he says. Lynn was 8 years old when he decided he wanted to be a teacher; however, when he first came to DePaul, Lynn enrolled in the School of Music. "Singing is something that I continue to do, but I've always known that teaching was my profession," he says.

Lynn worked part-time during his studies at DePaul and found a second home at the Office of Institutional Diversity and Equity. "They were so supportive of me," Lynn asserts. "If I felt lonely or wanted advice, they provided a community for me. That was really important, and I eventually became a counselor there." Sandra Jackson, professor and director of the Center for Black Diaspora, and former professor Vera Rhimes became mentors to him. A single paper in Jackson's class laid the groundwork for Lynn's future scholarly research. "We looked at the ways in which films were promoting certain race and gender stereotypes," he explains. "I'd never done any kind of writing like that before, but it just fit so well with my personality and with my interests. I still have that paper."

In his senior year, Lynn was encouraged by Rhimes to attend graduate school. He received a master's degree in curriculum and instruction, with a concentration in urban education, from Teachers College of Columbia University in New York. Along the way, Lynn taught elementary school in both Chicago and New York but began to feel he could have a greater impact elsewhere. "Working in higher education, particularly as a researcher, would give me the ability to impact more people because the writing that I would publish would be available across the world," he says. Lynn went on to pursue his



doctoral degree in social science and education, concentrated in race and ethnic studies, from the University of California, Los Angeles.

As a scholar, Lynn studied African-American teachers and their impact on African-American students in diverse school systems. To this day, he is a sought-after, nationally and internationally renowned expert on race and education who established the Critical Race Studies in Education Association to foster a new generation of critical race scholars. Over the course of his career, Lynn has served in various teaching and administrative roles, including assistant and associate professor at the University of Maryland, associate professor at the University of Illinois

at Chicago and associate dean for teacher education at the University of Wisconsin-Eau Claire.

His current position is the culmination of his work to date. "I bring people together to help broaden the understanding about the impact of teaching and how teacher education programs have been and will continue to be instrumental in developing great teachers for schools," he asserts. "The work is never done. As a person who is concerned about issues of social justice and race, I'm never really satisfied. I'm always thinking about what else needs to be done, but I think I've been able to influence some things in a positive direction."

### FUN FACTS about Marvin Lynn

#### His greatest accomplishment is his children.

"I'm proud of the fact that I have three boys who are very academically gifted, as well as athletically inclined. I hope my life is a testament to what's possible for them."

#### He created the South Shore Opera Company of Chicago.

"It really tied my musical and teaching background, as well as my focus on social justice, together. For me, it was about creating more opportunities for African Americans on the South Side to have access to this great kind of music."

#### He has spoken in four countries and counting.

"I enjoy speaking about race in education and providing some ideas that will help schools move forward. We grapple with similar issues in the United States."

### ACTION IN EDUCATION

We welcome your story ideas, questions and comments. Please contact Melissa Smith at (312) 362-5266 or [msmit134@depaul.edu](mailto:msmit134@depaul.edu).

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# Demystifying edTPA



In fall 2015, the educational Teacher Performance Assessment (edTPA) became a requirement for licensure in Illinois, and Kate Liston (EDU '78, MED '90), director of field experiences and student teaching, couldn't be happier. "It's a beautiful tool that's going to help students be the very best teachers they can be," she asserts. So, what exactly is edTPA, and, more importantly, how is the College of Education supporting its students through the assessment process?

## What is edTPA?

edTPA is a new state-mandated exam for pre-service teachers that tests their ability to plan lessons, deliver instruction and assess student learning. Teacher candidates prepare and submit an edTPA portfolio that consists of sample

teaching materials (lesson plans, teaching tools and student assignments), video clips of their instructional practice and written reflections about their teaching. Upon completion, students submit their portfolios to a state-approved testing service for scoring by in-service teachers and higher-education professionals. Teacher candidates must pass this exam, in addition to all other state tests and their coursework, to receive their license.

## How is the College of Education supporting its students?

The College of Education has integrated each component covered in the exam into students' regular classwork to familiarize them with the concepts they will encounter

## edTPA tips

Graduate assistant Michelle Keen (BUS '11) offers some tips from the year she spent assisting with the rollout of edTPA:

### Utilize resources available to you.

"Set aside some time and do a thorough read of the edTPA handbook."

### Exercise time management.

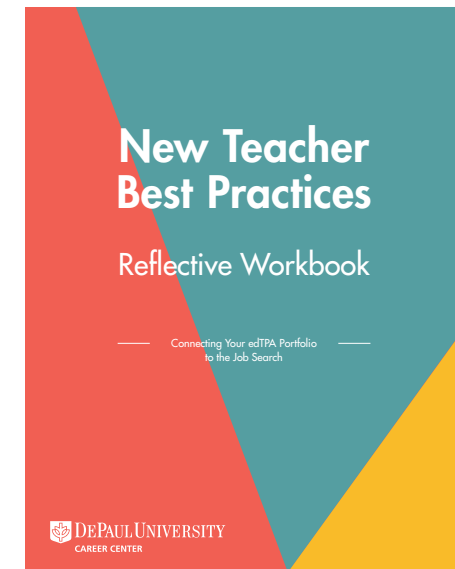
"You need to be proactive to make sure you're meeting all the milestones at the appropriate time."

### Test out devices before you start filming.

"A lot of students were having issues with the quality of the audio recording. Some devices were having difficulty picking up everything in the classroom. Flip cameras, iPads and smartphones were the best devices to use."

### Don't get discouraged.

"edTPA is definitely overwhelming when you first look at it, but in the end, it just really wants to see if you're going to be a good teacher."



during the edTPA evaluation. "We've broken edTPA down into different assignments throughout their coursework," says Liston. "Students will place their assignments in their Digication portfolios so they have a reference. When they are going to do the real thing, they can go back and review their previous work. They'll think, 'That's right, my professor taught me this. That's how I answer this question. That's what I should be looking for. This is how I should be modeling this.'" Liston continues. "We meet our student teachers a year before they are going to student teach. We get them placed as soon as we can so that our students can start completing field hours at the site where they are going to do their student teaching. They are able to start laying the groundwork for [edTPA] while doing the field experiences."

In addition to the curriculum revisions, the College of Education has two supports in place: the Center for Educational Technology (CET) and the DePaul Career Center. CET helps students film the instructional component of their exam and also assists with any technical issues regarding submission of portfolios, while DePaul Career Center liaison Gina Anselmo developed the "New Teacher Best Practices Reflective Workbook," a tool that helps students utilize their edTPA portfolios in their job search. The workbook asks students to reflect upon their experiences and explore how they align with principals' expectations. It also helps them to articulate their competencies in meaningful and

concise ways. "Principals are looking for evidence to prove that students are committed and passionate and have strong teaching practices," Anselmo says. "This gives them a primer."

## What should alumni know about edTPA?

Alumni who come back for additional endorsements do not have to complete an edTPA portfolio. "If [alumni] have completed a teacher education program and student teaching and have a license, edTPA is not a requirement," assures Nancy Hashimoto (EDU '95, LAS MA '05), director of advising and licensure officer in the College of Education. "This is only a requirement for our pre-licensure students."

Alumni who have student teachers can help support them through the process and frame edTPA in a positive light. "We put it in the context of professional development," says Nell Cobb (CSH MA '87), associate professor and associate chair of teacher education. "As new teachers, you really need to be able to study your teaching. To do that, you need to video yourself. You need to analyze what you've done based on what you plan to do and how you're assessing your students." Liston agrees. "edTPA helps to get you thinking about and observing everything that's going on with your students, to find out the problems and to figure out the best way to get each student looking at his or her strengths and weaknesses and helping them so that everybody achieves," she adds.

# Humanizing the HOLOCAUST

As 89-year-old Ava Kadishson Schieber spoke to a group of educators, she recounted her experiences of the Holocaust. In 1941, the German occupation of then-Yugoslavia forced her and her family into hiding. She was just 15 years old. Kadishson Schieber survived four years by pretending to be deaf and mute, living on a small farm 12 miles outside of Belgrade. Her father would eventually be sent to Auschwitz, and only a death certificate would confirm her sister's passing. Yet, the dire circumstances could not quell her passion for art and her thirst for knowledge.



When asked how she endured, Kadishson Schieber said with a wry smile, "I wanted to survive." And despite being a witness to the atrocities of World War II, Kadishson Schieber continued to see the good in humanity. "One of the themes she often talked about was after the war not hating the people who had done this to her in part because she had to go on with her life," says James Wolfinger, associate dean, associate professor and director of the DePaul University and Facing History and Ourselves Collaboration. "It's a powerful thing for people who are educators, teachers and counselors to hear—to learn about this horrific past, but also to humanize the people who were involved in it on both sides."

Kadishson Schieber spoke as part of the fourth annual DePaul University and Facing History and Ourselves Summer Institute, held June 22-24. For three days, participants explored issues of propaganda, media, history and identity through readings and activities from a sample curriculum on the Holocaust that they could bring back to their classrooms. "Rather than exclusively focusing on victims of the Holocaust, which is also essential, the

Summer Institute challenged us to ask ourselves how the Holocaust could have occurred within a supposedly civilized country," explains Tessa Simonds (MED '13), social studies teacher at St. Philip Neri School in Chicago. "It made us wonder why everyday people chose to side with the Nazis."

The Summer Institute led Cory Calmes (MED '13), a special education teacher at New Trier High School in Winnetka, Ill., to question what he thought he knew of the Holocaust. "It's easy to just demonize one side or person, but we have to think about the choices people make," he says. "That's probably the biggest thing that I will bring into my classroom: talking to kids about how they all have choices to make." Elizabeth Delgado (EDU '10), a history teacher at Wheeling (Ill.) High School, is excited to integrate some of the primary sources into her curriculum. "I'm always looking to make things connect more to daily life for students, and the short stories we were exposed to will be powerful for students," she says.

These issues are as pertinent today as they were nearly 75 years ago. "The questions the Summer Institute raised inevitably force people to interrogate the injustices of today, to which we may have become all too well adjusted," says Simonds. Wolfinger agrees. "There are sets of experiences that make you who you are and give you the outlook you have, but also you should develop new ways of thinking about the world so that you can think about multiple perspectives to try to create a better world," he asserts. "Some students are going to go on to be protestors in the street. Others will go on to be the police. It would be optimal if they both came from a background where they tried to understand each other's perspective."

Facing History photos by DePaul University/Jamie Moncrief



New this year to the DePaul University and Facing History and Ourselves Collaboration is a National Symposium. The Rev. Dennis H. Holtzschneider, C.M., president of DePaul, Dean Paul Zions and the rest of the Collaboration team welcomed eight representatives from four institutions—Iowa State University, Michigan State University, the University of Arkansas and Ursuline College—to learn about DePaul's partnership with Facing History and to explore ways in which they can develop their own relationship with Facing History. Two webinars will provide additional support this academic year. DePaul plans to hold the National Symposium annually to build a Facing History university affiliate network.

## OFFICE OF INNOVATIVE PROFESSIONAL LEARNING: STRENGTHENING RELATIONS WITH CHINESE EDUCATORS ONE SESSION AT A TIME



Melissa Bradford explained the concept of a Rube Goldberg machine (a deliberately over-engineered device designed to perform a simple task) to an increasingly irate audience of 12th-grade teachers in Beijing. "Why would you ever do something like that? Why would you make something more complicated instead of simplifying it?" Bradford remembers the audience demanding. "They couldn't understand that it was entertaining, and you learn about the transfer of energy. They are so used to there being a right answer and completing a task as quickly as possible that making something more complicated was a foreign concept to them."

In June 2015, Bradford, curriculum studies EdD student, and Patrick Cobb (MED '00), science teacher at Stanley Clark School in South Bend, Ind., traveled to Beijing to teach professional development in math and science as part of a joint initiative with the Office of Innovative Professional Learning (OIPL) at DePaul and the China Education and Research Network (CERNET). During two five-day sessions, they explored various model-eliciting activities with participants, hoping to share new approaches to teaching familiar material.

"Bradford and Cobb utilized project-based learning experiences to train the teachers from China in effective math and science lessons that engage students in critical thinking and problem-solving strategies," explains Donna Kiel, instructional assistant faculty and OIPL director. Participants built toothpick bridges, bottle rockets and propeller cars, and quibbled over the best way to score winners. At the end, Bradford asked if they could visualize how to apply these activities to their own classrooms. "They were all nodding their heads," she says. "They could see how it really makes you take an abstract idea and turn it into something that has a practical application."

Closer to home, OIPL has partnered with the Wisconsin International Academy (WIA), based in Wauwatosa, Wis., as well as its sister organization, the Greater Chicago International Academy (GCIA). Both provide innovative, dormitory-style living and educational and personal support structures for international students attending various Catholic and private schools in Milwaukee and Chicago. In the case of WIA and GCIA, the OIPL engages with American teachers to discuss how best to support international students, which is similar to OIPL's work with CERNET. "The key distinction is the grounding in learning theory and best practice that is needed for teachers from China who are mainly content experts," says Kiel. "Both experiences are focused on the needs of the teachers, sharing best practices and engaging teachers in application of best practices in their instructional planning."

With plans to bring educational researchers from CERNET to study the process of professional development at DePaul, OIPL's efforts to engage with China are only beginning. "Our relationship with China extends the mission of the college with international partners, thus providing an avenue for our instructors to influence teaching in new contexts," says Kiel. "The international experiences of sharing professional development and of collaborating on best practices provide a vehicle for our faculty and students to gain international perspectives and a true global experience."



### Commencement

Sara Lawrence-Lightfoot (DHL '15), sociologist and Emily Hargroves Fisher Professor of Education at Harvard University's Graduate School of Education, delivered a moving keynote address at the College of Education's commencement on Saturday, June 13. Below is an excerpt of her address:



"My words this morning sound serious and weighty as I urge you to complicate and broaden your view of educational goodness. As I urge you to honor and acknowledge the perspective and voices of researchers and practitioners and develop a broader, more inclusive conversation. As I urge you to see diversity as a strength and work toward its realization in the institutions and communities of which you are a part.



"To some extent, these are all countercultural admonitions—ways of seeing and being that will be difficult to sustain in a society filled with conflicting tendencies. There will be struggle. There will be dissent as you go forth and get busy confronting the institutional structures that inhibit access, challenging the stereotypes and discrimination that render too many people voiceless and invisible, scrutinizing the cultural priorities that reinforce a fierce competition and the harsh paradigm of winning and losing, and exposing the historical

narratives that haunt our contemporary efforts to build a democratic nation.

"This, my graduates, my almost fellow alums, is big work. This is intellectually discerning work. This is ethical, relational work. This is passionate, soulful work, and it is work that we must do together collectively and in community with optimism, with hope, with reverence and, lest we forget the lighter ingredients, with laughter, with dance, with play."

View the complete video at [depaul.origindev.com/education.html](http://depaul.origindev.com/education.html).



Commencement photos by DePaul University/Jeff Carrion



### Ikeda Center for Peace, Learning, and Dialogue Educational Fellows

Two curriculum studies EdD students, Melissa Bradford and Kendrick Johnson, received prestigious educational fellowships from the Ikeda Center for Peace, Learning, and Dialogue in Cambridge, Mass. This two-year, \$20,000 fellowship supports dissertation research that advances scholarship on *soka*, or value-creating, education, and includes advising from renowned scholars in the field such as Virginia Benson, senior research fellow at the Ikeda Center; Ann Diller, professor emerita at the University of New Hampshire; Jim Garrison, professor at Virginia Tech; David Hansen, professor and director of philosophy and education at Teachers College of Columbia University; Larry Hickman, professor at Southern Illinois University; and philosopher Nel Noddings. "That's the key to all of this," stresses Johnson. "It's about the networking and resources available to really get our work out there as emerging scholars in the field."

Over the next two years, Bradford will be conducting a duoethnographic study concerning the application of *soka* pedagogy in a Chicago Public Schools (CPS) classroom. "We will be engaging in dialogue throughout a semester, talking about [a CPS teacher's] class and how he's applying *soka* educational philosophy," says Bradford. Johnson will be conducting a phenomenological study on how gay black males in all-male high schools experience happiness. "If *soka* education values the individual life, then I want to hear the individual stories of participants who have grown up poor, marginalized and bullied, and how they emerge anew and use that transcendence to impact the greater good of society," he explains.

Two candidates receive the award annually, and this is the first time both recipients are from the same university and the same discipline. "This is a dream come true," says Bradford. "I've been studying Ikeda's writings for 30 years now, so it was really exciting to know that I can put all that to further use and get support through the fellowship." To learn more about the fellows program, visit [ikedacenter.org](http://ikedacenter.org).

### McDougal Family Foundation grant

Stephanie Whitney, assistant professor of secondary education, received a \$15,000 grant from the McDougal Family Foundation to examine lesson study, which is the researching, hypothesizing, planning and studying of instruction by teams of teachers to learn about the teaching and learning of mathematics. The project, "Implementing and Sustaining Lesson Study in Chicago Public Schools," examined



school communities engaging in lesson study as a form of professional development to better understand how schools implement lesson study and how educators new to the process grow in their understanding of the practice. It ran Jan 1.-Oct. 31.

### New middle grades education programs

Beginning fall 2016, the new bachelor's and master's degrees in middle grades education will prepare those interested in teaching grades 5-8 with the pedagogical skills, knowledge and social awareness necessary to educate young adolescents.



"Our teacher candidates will develop a broad understanding of the contextual factors that affect the teaching, learning and growth of middle-grade learners, including the ways in which society shapes our views of middle-grade learners and the social, emotional, cognitive, spiritual and physical dimensions of healthy adolescence," says Hilary Conklin, program co-creator and associate professor of secondary social studies. In addition to rigorous coursework, students will be required to complete 100-110 hours of daytime field experience, as well as a 10-week student teaching placement. Upon completion, students will be eligible to apply for a teaching license and endorsements in two of the following areas: language arts, social sciences, science and math. Visit [education.depaul.edu/academics](http://education.depaul.edu/academics) for more information.

### Graduate certificate in social and cultural foundations in education

The Department of Educational Policy Studies and Research launched a new graduate certificate in social and cultural foundations in education (SCFE). The certificate, which targets individuals from a variety of professional backgrounds, including media, not-for-profits, museums, community organizations, higher education and K-12, critically examines education and human development in broad-based ways as they pertain to both school and nonschool settings. "Our students are interested in exploring the social, cultural, political and economic dynamics that are part of both formal and informal education," says Amira Proweller, department chair and associate professor of educational policy studies and research. "The certificate

is designed for those who seek to understand how these dynamics can impact educational policy and practice in transformative ways." The interdisciplinary SCFE certificate comprises four courses and can serve

as a primer for the SCFE master's program or stand alone to complement existing bachelor's degrees or current graduate studies. "With the knowledge acquired through this certificate program, students can look to work

in arenas where educational initiatives promoting social justice and social change are at the center of the work that people do," Proweller says. Visit [education.depaul.edu/academics/certificate-programs](http://education.depaul.edu/academics/certificate-programs) to learn more.



# Celebrating teachers, the unsung heroes



Celebrating Teachers honors K-12 educators who made a difference in the lives of their students. These educators seldom hear how influential they were to their students, so the College of Education developed a platform for seniors universitywide to express these sentiments. In total, the college has recognized 20 teachers, and hearing from these student-teacher pairs has been nothing short of inspirational to the College of Education community.

### Galvanized by words

Aisha Ismail (CSH '15) struggled to find her footing at Amos Alonzo Stagg High School in Palos Hills, Ill. Outside stressors made it hard for her to thrive academically, and she often felt disheartened. "My confidence as a student was pretty low," she admits. But one English teacher, Mary Ogarek (EDU '03, LAS MA '09), took a keen interest in Ismail's success, and that made all the difference. "She saw my potential, and she really worked with me," Ismail says. "I remember always being so excited to get my graded essays and short stories back. In addition to comments and grammar corrections, on the back, she always wrote a little paragraph of encouragement and guidance. Her belief in me made me want to be better and to make her proud."

Sadly, Ogarek passed away on April 9, 2014, at the age of 33, but after a chance meeting with her brother, Dr. Joseph Ogarek (CSH MS '00), at a prehealth event at DePaul, Ismail decided to nominate Ogarek posthumously for Celebrating Teachers. "She changed my life, and she continues to impact my journey," Ismail asserts. "If there is anything I learned from my time with her, it is that being compassionate and loving can have tremendous effects on those around us. She was the first person to make me believe that I could achieve anything that I

put my mind to. Every day, her memory continues to inspire me."

### Encouraged by numbers

John Porrazzo (BUS '15) refused to let anything interfere with his academic success, but sometimes he needed extra guidance. That's where Karen Rodrigues, math teacher at Trumbull (Conn.) High School, came in. "As I was a student with an individualized education plan and in advanced math class, she was always there to help," Porrazzo says. "When I was doing poorly in her class, I would communicate with her to get extra help. She was always there to give a helping hand, but wanted the student to put in the effort before she did." Together, they would pore over lessons, trying to pinpoint exactly where Porrazzo became lost. "I got a C in the class, but I learned more in her class than any other," he says.

Over the years, Porrazzo stayed in contact with Rodrigues. "I visited her on break to give her the good news that I was getting an A in calculus," he says. "She was so proud and gave me a hug." Other achievements followed. Porrazzo received a prestigious internship with a Big 4 accounting firm, and he made the dean's list. "I knew she was proud, and she always reminded me, 'You did the work, you deserve it,'" he says. "But I always told her I could not have done it without her. She is one of the best educators I have ever had, and she should be honored for her teaching." And so she was at Honors Convocation on June 11. "I have a renewed spirit and drive for bigger and better things for my students in the future," Rodrigues enthuses. "I am eternally grateful for the Celebrating Teachers award."

Watch more stories like these at [youtube.com/user/depaulcollegeofed/celebratingteachers](https://www.youtube.com/user/depaulcollegeofed/celebratingteachers).

# TO OUR COLLEGE OF EDUCATION SCHOLARSHIP DONORS, THANK YOU FOR...

...supporting me and contributing to my education! I could not have done what I do now without you. Thank you for helping me pursue my dreams!

– Sara Teemer  
Secondary education and biology



...being a fantastic person and contributing to the welfare of somebody else. Without you, a lot of dreams would not have come true.

– Adam Bobbit (EDU '15)  
Secondary education history



...providing extra funding for our programs! I really appreciate you all for believing in the Vincentian values and believing in us future alumni.

– Candace P.  
Elementary education

...giving me the opportunity to educate young minds of future scholars.

– Vivian Huay  
Elementary education



... all of your support in my academic endeavors. Your assistance is truly valued, and I know that I would not be here without you.

– Janel Denton  
Secondary education



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## 2014 COLLEGE OF EDUCATION CAREER OUTCOMES

### 2014 UNDERGRADUATE DEGREE RECIPIENTS



Employed and/or in grad school six months after degree completion

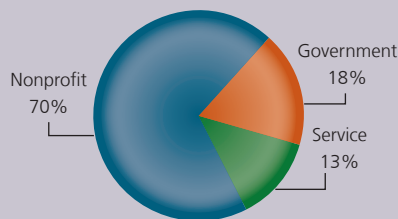
### 2014 MASTER'S DEGREE RECIPIENTS



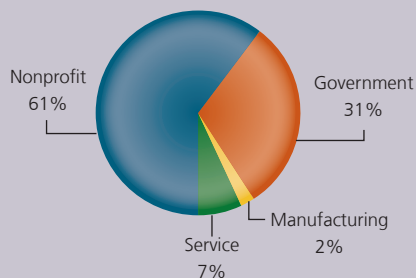
Employed and/or pursuing advanced studies six months after degree completion

### EMPLOYMENT BY INDUSTRY

#### GRADUATE



#### UNDERGRADUATE



Percentages may not total 100 due to rounding

### AVERAGE GRADUATE SALARY

\$35,000  
 Elementary Education

\$46,833  
 Counseling & Specialized Education

\$49,833  
 Secondary Education

\$52,000  
 Early Childhood Education

\$52,500  
 Leadership, Language & Curriculum

**\$49,747**

Graduate degree recipients' overall average salary