

ACTION IN EDUCATION

A publication for College of Education alumni

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The children's library is just one of the resources available at the recently launched Education and Counseling Center. Read more on page 3.

Spring 2014

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Q&A with Dean Paul Zions

A new building means new opportunities for the College of Education. What's the most exciting aspect of the new space, and what's on the horizon for 2014?

Housed in the new building is the Education and Counseling Center (ECC), formerly known as the Family Lab. The ECC provides a bridge between the college and the community and is one of our most important strategic initiatives. Aligned with the service and social justice mission of DePaul University, the ECC provides quality and affordable educational and counseling services to children and adolescents. It also prepares socially responsive counselors and educators to utilize evidence-based practices in their respective professions.

In looking forward, our faculty has begun the process of revisiting the mission and strategic plan. We are asking ourselves critical questions: What separates the college from our competition? How do we actualize our Vincentian mission? What makes a quality education for our undergraduate and graduate students? We believe what comes out of this process will serve as a road map for determining strategies that will ensure our continued success.

What challenges does the college face and how do you plan to address them?

Consistently, the challenges we face as a college are to meet the changing needs of education and counseling services for children and youth in the Chicago metropolitan area. As a college, we need to be nimble in order to revise and create new programs that will allow our graduates to make a difference in the lives of others. New undergraduate special-education and exercise science programs, as well

as a minor in bilingual-bicultural education, are generating considerable interest. Faculty in our doctoral program made dramatic changes in the EdD program, resulting in a more decentralized, personalized approach in the various strands. These changes produced the largest enrollments in the program's history, and we are currently on the path to meet or beat last year's numbers.

In recent years, teachers have been the victims of unfounded attacks on their profession. The same is true for institutions that traditionally prepare professionals for the field of education. We need to do a much better job of publicizing our many successes. Research is clear that today's education programs do a much better job of preparing teachers than ever before. It also suggests that our graduates are far more successful, stay committed to the profession longer and continue to assume leadership roles in greater numbers than the graduates of ever-increasing for-profit alternatives that are available.

You have served the college as dean for five years. What are you most proud of in your tenure?

When I interviewed for the dean's position, I was asked how I would measure success. My answer was that any dean should measure success by the accomplishments of the faculty and staff. During the past five years, our faculty and staff have worked collegially to increase our offerings to better meet the market demands, demonstrated Vincentian personalism and entrepreneurialism by contacting and advising prospective students, developed deeper connections with our students, implemented a highly innovative ePortfolio project and collaboratively jumped ahead of the curve on many of the accreditation demands that have been placed upon them. I am proud of our accomplishments, and I am humbled to be part of this great college.

Revamped Education and Counseling Center offers professional training opportunities for students

Situated on the first floor of the refurbished College of Education building is the Education and Counseling Center (ECC), formerly known as the Family Lab. With the new space comes exciting possibilities for students, faculty and the greater Chicagoland community. "[The ECC] provides opportunities for counselors and educators to have authentic experiences that simultaneously serve communities in need," says Beverly Trezek, associate professor of literacy and specialized instruction and faculty liaison for the ECC. "It's very tied to the mission of the university and Vincentian personalism."

The ECC acts as a bridge between the College of Education and the community by offering a variety of services concerning early childhood education, math, literacy, counseling, and reading diagnostics and remediation for children ages 3 through 17. Fees range from \$5 to \$30 per session, depending on the service. In addition, parents, alumni and teachers can attend professional development seminars and educational workshops for CPDU credit and personal edification.

The new space comprises 10 tutoring rooms, eight counseling rooms, two viewing rooms, one classroom and a children's library. Each room is fitted with a camera so that faculty can provide real-time observations without intruding into the one-on-one sessions. "The opportunity to be observed and receive immediate feedback from your instructor and peers can be powerful for students," explains Ann Friesema (EDU MA '05), director of the ECC. "I have heard from many students providing service in the center that this has been an enriching educational experience."

The long-standing reading specialist program continues to fill to capacity with those who need assistance with literacy and comprehension skills. A cutting-edge math tutoring program draws students interested in understanding lessons on both conceptual and procedural levels, while the Literacy Luminaries engage children who are reading at or above grade level. New to the ECC are counseling services that address the life of the child in school. "The counseling services are focused on helping clients find solutions based on the strengths they already have rather than using a pathology-based practice of saying 'this is what's wrong with you,'"



says Erin Mason, assistant professor of counseling and faculty liaison. "We help clients to see they possess many strengths and help them consider how to apply those strengths to the challenges they are facing."

Trezek, Mason and Joy Whitman, associate professor and department chair of counseling, were heavily involved in the planning process

of the ECC and are proud to see it come to fruition. "Any education or counseling student who comes to DePaul is going to get an experience they might not get in other places," Whitman says. She smiles when she leaves for the day, passing the ECC on her way out. "All of the kids and their families are there for math tutoring," she says. "It's just this hub of excitement. That's exactly why we have this."

The Education and Counseling Center provides a variety of services, including:

- Early childhood education
- Literacy enrichment
- Math literacy
- Reading diagnostics and remediation
- Counseling
- Professional development
- Educational workshops

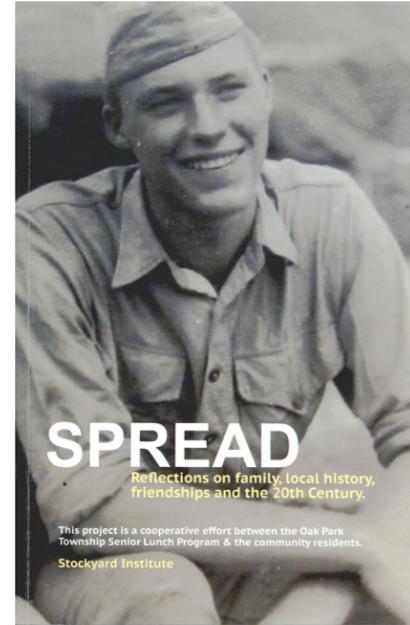
For more information on programs, fees and possible partnerships, visit bit.ly/educationcounselingcenter, call (773) 325-7745 or contact ecc@depaul.edu.

Many stories to tell: Recent Stockyard Institute publications relay cultural and social histories

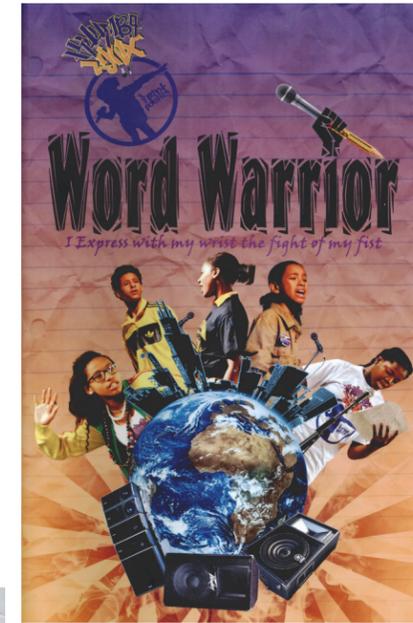
One Wednesday, while attending the Oak Park Township Senior Lunch Program, Jim Duignan, associate professor of visual arts and secondary education and founder of the Stockyard Institute, was approached by Lillian Maylath. She'd just celebrated her 100th birthday, a milestone less than 1 percent of the population reaches, and he recalls her saying, "I just turned 90." A bemused Duignan thought, "You're 100! You don't have to lie about your age, but why not, why wouldn't you? That's really kind of beautiful." Stories like these are captured in "Spread: Reflections on family, local history, friendships and the 20th Century," a collection of transcribed narratives and photographs that was published by the Stockyard Institute in conjunction with the Oak Park Township Senior Lunch Program in June 2013.

Duignan started attending the lunches to gather anecdotes for what would become "Spread," which were transcribed by local Oak Park and River Forest High School students. It took two months for Oak Park residents to trust Duignan, but once they did, he couldn't have imagined the stories he would hear. One woman recalled Civil War veterans speaking to her grammar school on Armistice Day, which is the original name for Veterans Day. Another remembered her aunt telling stories of Jane Addams and Hull House. Others brought in photos and became lost in memories. "They couldn't focus on me when they were looking at themselves sitting in a wagon at 10 years old with their little brother and sister, or being 18 years old and in World War II," he says. Family and the war were central themes to each story shared.

Work has already begun on the next publication, which will center on food, capturing memories of gardening, refrigeration using only ice, canning and other practices that now are uncommon and, in some cases,



obsolete. Several women recalled family recipes they could never quite re-create because they included imprecise measurements. "It'd say to use half a wineglass, but no one drank out of wineglasses," he says. "That's a new thing. They drank out of little old jelly jars or steel prune cans." With the foundation set, Duignan intends to publish one book a year for as long as there are stories to tell. "This whole generation of people will be gone," he says. In conjunction with the next



book, he will explore the possibility of starting a composting heap where he will raise worms to create soil and plant trees as a memorial to those who have died.

Duignan captures history in other Stockyard Institute publications as well. Recently, he partnered with Kuumba Lynx, a community organization that preserves urban arts and culture through hip-hop. Together, they developed Word Warrior, a spoken-word curriculum for inner-city kids. With an engaging design much like that of a comic book, Word Warrior provides guided activities to create spoken-word pieces, as well as samples to illustrate these concepts, which can be used to meet Illinois state learning standards. Through this project, youth stances on a variety of topics are documented, not just through the written word, but also in YouTube videos.

Speak Up!, a series of three zines published throughout the world, records youth advocacy groups and projects in Gellerup, Denmark; Barcelona, Spain; Alexandria, Egypt;

Istanbul; Berlin; and Chicago. The only project selected from Chicago was the Stockyard Institute's examination of the Peace Warriors, a group of North Lawndale College Preparatory Charter High School students exploring nonviolent resolutions to conflict.

After a successful 2013, Duignan looks forward to what's to come, including forthcoming publications on artist Nick Cave with Prestel Publishing and a four-volume series on social practice in Chicago through the University of Chicago Press. "This is going to be a really busy year," he says. "We've got some big exhibitions, public proposals and big talks. We are working on a publication with artists and teachers in Dublin and will begin developing a Stockyard Institute catalogue as our 20th year approaches. It's going to be crazy, but it's good."

Visit stockyardinstitute.org to learn more about these publications and other Stockyard Institute initiatives. To request copies of these publications, contact jduignan@depaul.edu.

Jim Duignan interviews North Lawndale College Preparatory students for the Speak Up! series.



Jim Duignan sits with Roy Heinekamp at the Oak Park Township Senior Lunch Program. Photo by Victoria Fadden.



Professors put educational theory into practice in the community

From engaging with youth mentoring and tutoring to crusading for special-education rights, College of Education professors demonstrate their commitment to quality education worldwide in a variety of ways.

DESTIGMATIZING SPECIAL-NEEDS CHILDREN

In traditional African culture, children with special needs are viewed as snakes—evil spirits who bring misfortune to entire communities by their mere existence. Mojdeh Bayat, associate professor and director of the early childhood education doctoral program, combats those socially ingrained notions by teaching educational workshops once a year to aspiring special-education teachers in Abidjan, Ivory Coast. “Every year, I teach them that these children are human beings, that this is how their brain is structured, this is how they learn and this is why it’s happening,” she says. “We hope that the people who get training will go to their respective communities and work with parents and children to raise awareness.”

It wasn’t until her fourth year partnering with the Javad Nurbakhsh Foundation that Bayat finally saw results with one of the teachers. “He said he used to beat his kids, and now he knows that’s not the way,” she explains. “He’s found this compassion. He said, ‘For the first time, I see that they are just children.’” Two years later, the results are impressive. “The child he was working with had improved so much you could not recognize the child,” Bayat says. Additionally, the Ivory Coast’s Ministry of Health recently implemented Autism Awareness Month as a direct result of her efforts in the country. “It’s slow, but maybe something is happening,” she says. “It warms my heart.” Bayat will bring similar workshops to Mexico City beginning in June 2014.

BROADENING COMPREHENSION OF MATH CONCEPTS

For more than 20 years, Nell Cobb (CSH MA ‘87), associate professor of elementary math, has partnered with the Algebra Project, a nonprofit organization that stresses the importance of math literacy in modern society. Together, they explore ways to decrease the need for college-level remedial math courses, beginning with strengthening elementary math education. Cobb worked with the Algebra Project in Mansfield, Ohio, for two years helping elementary teachers transition to Common Core State Standards. Their focus was promoting a strong understanding of core math concepts. “We want students to put language to the function of math,” Cobb explains. This approach moves away from traditional methods of teaching math,

what Cobb calls “drill-and-kill,” where students memorize concepts but might not understand what the concepts mean and how to apply them outside the classroom.

At DePaul, Cobb works with the Young People’s Project (YPP) at the Education and Counseling Center, through which college students tutor high school students, and high school students tutor elementary school students. She splits the 90-minute sessions between tutoring and math games. “If a student isn’t finished with homework when the games start, they say, ‘I know how to do this, I don’t need you to help me,’” she laughs. “They want to make sure they are there for the games.” This excitement about math is exactly what Cobb hoped for. “Making math fun is one way to address the larger challenges of math education.”

DEVELOPING YOUTH-CENTERED MENTORSHIP PROGRAMS

Horace R. Hall, associate professor of educational policy studies and research, strives to empower middle school and high school students through the R.E.A.L. (Respect, Excellence, Attitude and Leadership) Youth Program, a Chicago-based mentorship initiative. “The ultimate goal of the R.E.A.L. Youth Program is to help young people move past adversity,” Hall explains. To do this, his undergraduate and graduate students work collaboratively with youths to identify issues in their lives, pinpoint underlying causes and brainstorm actions for individual and community transformation. “The beauty of DePaul is that it has this population of first-generation college students,” he says. While many conventional mentorship programs rely on adults, the R.E.A.L. Youth Program encourages students to implement changes themselves. “[Our students] understand intrinsically what it means to be in that setting. It’s not a situation where you have to go it alone,” he says. One of the biggest problems Hall sees in society is “not giving young people enough credit to be transformative agents in their own lives.”

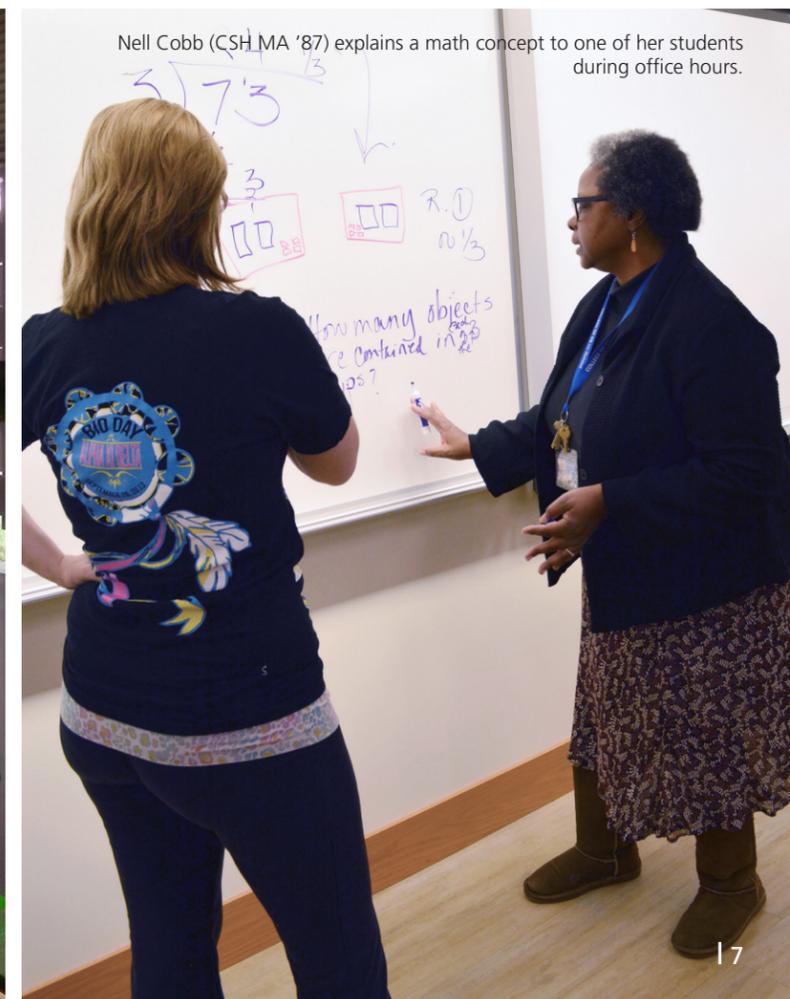
Over the past 10 years, Hall has brought the R.E.A.L. Youth Program to more than 20 schools, staying anywhere from 10 weeks to a year to create sustainable programs. By sharpening their communication skills and artistic expression, students become more aware of how to confront personal and social challenges. “I believe that it’s never too late or too early to reach someone and talk to them about options and teach them how to navigate institutional and community spaces better,” Hall says.



Horace Hall (red shirt) mentors students at the R.E.A.L. Youth Program in Chicago.

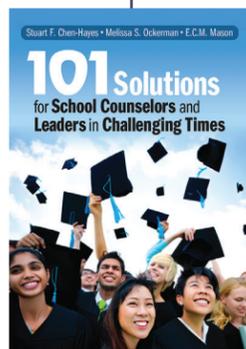


Mojdeh Bayat shows one Ivory Coast teacher how to work with a child with autism.



Nell Cobb (CSH MA '87) explains a math concept to one of her students during office hours.

Faculty publication



Melissa Ockerman, associate professor of counseling, and Erin Mason, assistant professor of counseling, along with Stuart Chen-Hayes, associate professor at Lehman College of the City University of New York, published “101 Solutions for School Counselors and Leaders in Challenging Times.” The book provides effective K–12 counseling practices on a range of topics, including academic achievement, career and college readiness, and emotional and social competency.

Professor named to CPS advisory committee



Chicago Public Schools CEO Barbara Byrd-Bennett, appointed Sonia Soltero, associate professor and chair of the department of leadership, language and curriculum, to serve on the newly formed CPS Latino Advisory Committee. The committee is charged with providing recommendations to the CEO and CPS board to improve the educational opportunities and academic outcomes of Latino students in the district.

New physical education CPS initiative

To combat obesity and physical inactivity in today’s youth, Chicago Public Schools (CPS) developed Minds in Motion, an initiative that seeks to strengthen the quality and quantity of physical education in schools. Anna Marie Frank (EDU ’77), associate professor of physical education, is part of this initiative, which helps students develop the knowledge, skills and confidence for academic success and lifelong health. “This is an especially exciting time to be working with CPS,” Frank explains. “Their recent support for daily, quality physical education as well as initiatives to support the health of our children should be commended.”



Conference presenters

Papa Adams, counseling graduate student, and Darrick Tovar-Murray, associate professor of counseling, presented “Indigenous Healing: A Traditional Ghanaian Approach to Counseling” at the Illinois Counseling Association’s 65th annual conference in Skokie, Ill. The presentation sought to expose counselors and other professionals to an Afrocentric wellness perspective based on traditional Ghanaian healing practices. The paper outlined a holistic approach to counseling, discussed the Ghanaian’s healing belief system and shared personal experiences of traditional healers working in Ghana.



Alumni reception



Alumni and friends gathered for a reception at the recently dedicated Abello Family Academic Success Center Suite at the College of Education on March 12. For many, this was the first time they saw the college’s impressive new home, which inspired them to reminisce about their own time on campus. Guests mingled over complimentary beer, wine and hors d’oeuvres, and heard the latest university updates from Dean Paul Zionts.

EVENTS CALENDAR

Apr. 24

PROMOTING PROGRESSIVE DEMOCRATIC EDUCATION IN AN ERA OF STANDARDIZATION

Thursday, April 24, 5:30–8 p.m.
Student Center
2250 N. Sheffield Ave., Room 120
Explore a portfolio-based, constructivist approach to teaching and learning at the college’s spring forum. For more information, contact Diane Horwitz at dhorwit1@depaul.edu.

Apr. 29

CYBERBULLYING

Tuesday, April 29, 6–8 p.m.
College of Education
2247 N. Halsted St.
Examine strategies on how to confront cyberbullying in classrooms and educational communities. Earn 2 CPDU credits. Email collaboration@depaul.edu for more information.

May 24

TECHNOLOGY FOR SCHOOL COUNSELORS

Saturday, May 24, 10 a.m.–noon
Education and Counseling Center
2247 N. Halsted St., Suite 100
\$30 per person
Learn about the basic technological tools that can help you in your work and promote your school counseling program. Visit bit.ly/techcounselors to register. CPDU credit available.

Visit education.depaul.edu/about/events for additional events.

COE alumnus recognized for engaging physical education techniques

On the way to a Chicago Blackhawks game, Justin Nowak (EDU '04) heard his phone ring. The number was unknown, but he answered anyway and received a welcome surprise: He had won the Illinois Association for Health, Physical Education, Recreation and Dance (IAHPERD) 2012-13 Middle School Teacher of the Year Award. "It was incredibly humbling because there are so many good teachers out there," he says. "To be noticed as one of the best, to be acknowledged for the work that I do in my school—it's just an awesome feeling." Even though the Blackhawks later lost the game, Nowak couldn't help but feel like a winner. "I'll take that call over the Hawks win any day," he laughs.

This wasn't the first IAHPERD award for Nowak, a physical education and health teacher at Newton Bateman Elementary School, a prekindergarten through eighth-grade school in Chicago. He won the 2011-12 Chicago District Exemplary Teacher Award for his development of physical education, health and anti-bullying curricula, his involvement as a soccer, basketball and softball coach, and his work as coordinator of two after-school programs. "I'm using these awards as motivation to improve every day and every year," he explains.

In November 2012, Nowak gained National Board Certification in physical education following a rigorous year-long, peer-reviewed process that scrutinizes a teacher's grasp of content, course development and assessments. "Receiving National Board Certification was really important because that was something set specifically to P.E. standards," he explains. "It shows me

that, in addition to the awards, I'm on the right path. It's helped me focus on what I need to do every day." Nowak learned much about his teaching style through the certification process, which summarized his strengths as a teacher, as well as areas for improvement. "It showed me I needed to work on my assessment strategies and incorporate more types of instruction with the kids," he says.

Yet, without the College of Education, none of this would have been possible. "When I went to DePaul, I had my first opportunity to go into urban settings in the Chicago Public School system and learn about other students and schools," he says. "It opened my eyes to aspects of life that I wasn't familiar with." Under the guidance of physical education professors Anna Marie Frank (EDU '77) and Ken Sarubbi, he developed his own teaching style, one that he still relies on today. "[Frank] opened me up to being more comfortable with myself and broadening my instruction," he says. "[Sarubbi] helped in all aspects as well. Through in-class presentations, he allowed us to be more comfortable speaking in front of a group. They both have a wealth of knowledge in teaching."

Nowak believes a lifelong appreciation for fitness starts in P.E. class. "It is really important to teach kids as early as possible the importance of having good habits," he says. "If you can learn good work habits for your other classes, those can translate to good habits in your personal life and your health. What you're doing right now is setting you up for your future."



Justin Nowak's tips for recent graduates:

Always be prepared.

Anticipate anything that could happen during a lesson—both the positive and the negative. Be flexible and able to adapt on the fly during a lesson.

Stay focused.

If you're working hard and putting in the effort, you're going to have success as a teacher. You're going to be rewarded as long as you are following what you're passionate about.

Don't get discouraged.

Know that you are going to have good days and rough days, but those experiences aren't going to define you. You'll be defined by how you grow and respond to them.

Networking is key.

Build connections and learn from other people because there's always something new to learn or something that you could do differently. You get to know a lot by talking to other teachers about their experiences.

"My success wasn't all because of me. It was also because of DePaul, so I feel like giving back is the right thing to do."

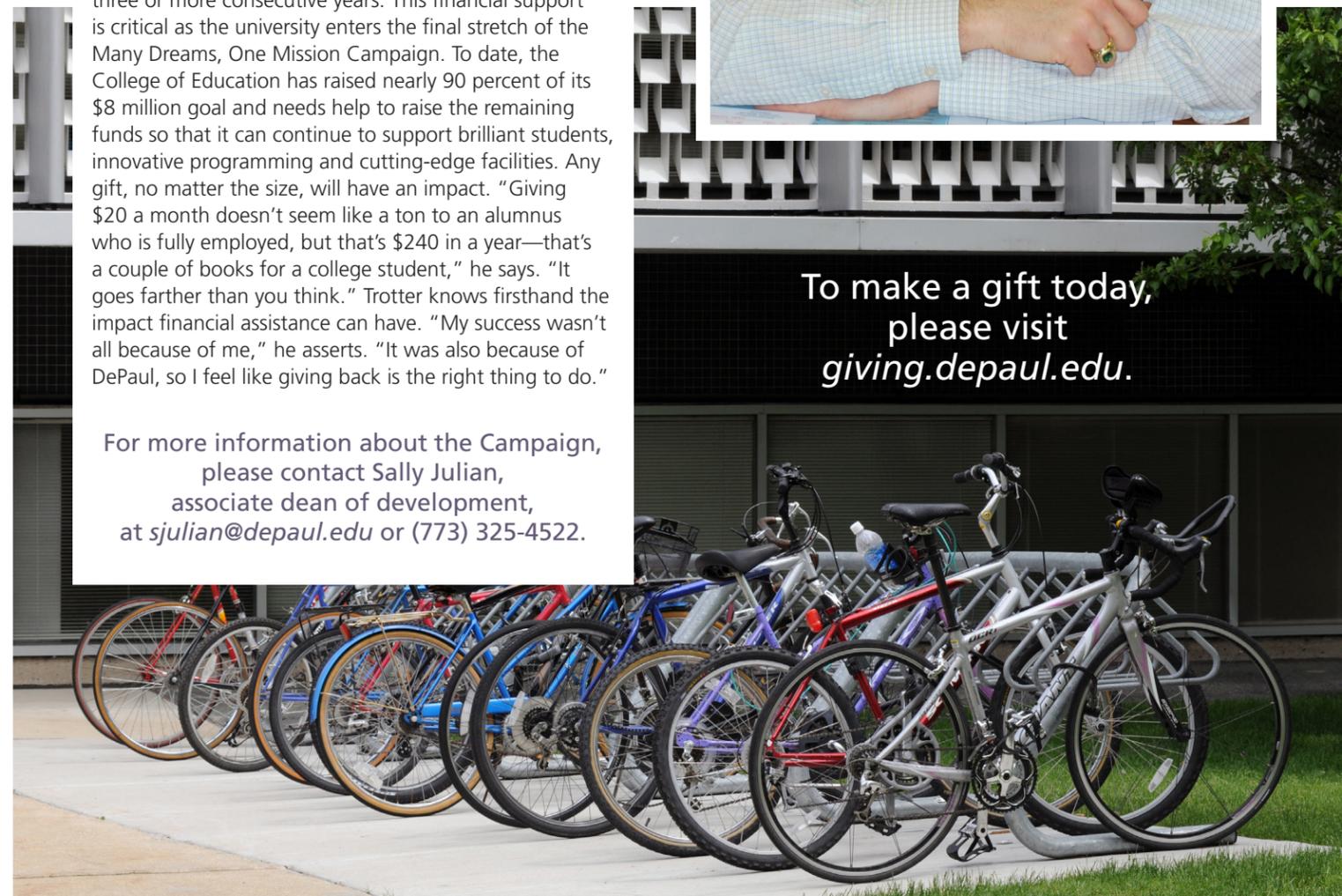
Giffen Trotter (EDU '95) came to DePaul with high hopes of becoming a teacher. "When I visited, it seemed like a good fit," he recalls. "I liked the focus on urban dedication and the push to give back." Trotter took the Vincentian mission to heart, serving as a sixth- through eighth-grade teacher for 11 years in the Chicago Public School system before transitioning to school administration. Trotter, whose career successes have led to his current position as principal of Hester Junior High in Franklin Park, Ill., says, "I feel like what goes around comes around. I benefited a lot from DePaul, and I had some financial aid when I was there. I felt fortunate to take advantage of those things."

For more than six years, Trotter has contributed consistently to the university, and he is not alone in his commitment. In recognition of loyal donors like Trotter, DePaul launched the True Blue Society, an annual giving society to honor those who support the university for three or more consecutive years. This financial support is critical as the university enters the final stretch of the Many Dreams, One Mission Campaign. To date, the College of Education has raised nearly 90 percent of its \$8 million goal and needs help to raise the remaining funds so that it can continue to support brilliant students, innovative programming and cutting-edge facilities. Any gift, no matter the size, will have an impact. "Giving \$20 a month doesn't seem like a ton to an alumnus who is fully employed, but that's \$240 in a year—that's a couple of books for a college student," he says. "It goes farther than you think." Trotter knows firsthand the impact financial assistance can have. "My success wasn't all because of me," he asserts. "It was also because of DePaul, so I feel like giving back is the right thing to do."

For more information about the Campaign, please contact Sally Julian, associate dean of development, at sjulian@depaul.edu or (773) 325-4522.



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



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questions and comments.
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JUNE 25-27

SUMMER INSTITUTE

**Young People Changing the World:
From the Civil Rights Movement to Our Classrooms**

Join the College of Education and Facing History and Ourselves for the third annual Summer Institute, a three-day seminar that focuses on issues of race and inclusion in American history and today's schools. Up to 21 CPDUs available.

Contact collaboration@depaul.edu for more information.

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People make choices. Choices make history.