

ACTION IN EDUCATION

A publication for College of Education alumni

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UNIVERSITY

COLLEGE OF EDUCATION



Donna Kiel, director of the Office of Innovative Professional Learning (OIPL), has her hands in projects across the university and the community. Read more on pages 6-7.

Summer 2016

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FIVE MINUTES WITH DEAN ZIONTS

ACTION IN EDUCATION

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The Vincentian spirit was felt across campus this year when the DePaul community sprang to action upon hearing Illinois would discontinue funding the Monetary Award Program (MAP) grant, which provides debt-free financial assistance for vulnerable Illinois students. One in three DePaul undergraduates receives MAP funding, and more than 40 percent of students in the College of Education (COE) receive the grant—the highest percentage university wide. Many of these students have questioned their ability to continue at DePaul without the support.

I am proud to say that The Rev. Dennis H. Holtschneider, C.M., DePaul president, and university leadership immediately addressed the issue and dedicated university resources to cover the deficit for the next two years. Why? The university is committed to our students, many of whom are the first in their families to receive a college degree. We also acknowledge the incredible demands placed on students, and we work across the university to develop resources that offer financial and academic support.

In addition to this financial commitment, DePaul faculty and staff and the Student Government Association took part in a rally at the James R. Thompson Center in Chicago and traveled to Springfield, Ill., to directly address Illinois lawmakers about the importance of MAP funding. As a result, the state agreed to partially fund MAP for the 2016-17 academic year. Is this a perfect resolution? No, which is why we are working hard to increase the support we provide, especially for COE students who cannot afford to amass a large amount of student debt given the typical salary of young education professionals.

I am entering my eighth year as dean of the college, and I have never been as proud and assured of my decision to join DePaul as I was this year when we decided to support students who rely on MAP funding. Times might get tough; however, our Vincentian mission never wavers. Within the college, I am deeply aware of the financial needs of our students. I am struck that 50 percent of COE students work full-time while attending school and still must accrue debt. The COE scholarship office is inundated with requests for scholarship information. Although we all do our part to help navigate the available resources, we often find ourselves wishing we could do more.

Every day I witness the dedication, hard work and commitment students put into becoming education professionals. I am proud that our graduates leave well prepared for roles as teachers, administrators and counselors. When speaking to alumni, I encourage them to give back. I have learned that some alumni have considered giving but are hesitant because their contribution might seem small. I assure you that every dollar counts in the lives of our students who need it most and who express their gratitude immediately and effusively, no matter the amount.

IT'S ELEMENTARY, MY DEAR!

ALUMNA SHAPES THE FUTURE OF ELEMENTARY EDUCATION



Bridget Amory (EDU '96), director of elementary education for Milford School District in Delaware, keeps a framed picture of her very first classroom hanging in her office. Even 20 years later, she can feel the phantom kiss of the sun's rays as she reminisces about her time teaching first grade in American Samoa, where she spent

her first year teaching. "I had an open-air classroom, so in addition to the children, we had dogs and chickens running through on occasion," Amory remembers. "It was an amazing experience. I could see waterfalls, mountains and the Pacific Ocean right from my classroom. It was the dream job with dream students!"

The lessons she learned on the island influence her leadership style to this day. "The children I taught spoke four or five different languages, but they had no idea I did not," she says. "It's all about how you present yourself and the confidence you exude in the classroom. There are a lot of people who can learn management skills, but teaching is truly an art. The more experience you have with diverse students who have different needs, the better you are going to be at developing and practicing different strategies to meet their needs."

After returning to the mainland, Amory spent eight years in the classroom before transitioning to administration.

"Watching children make connections and have those 'aha' moments was one of the greatest joys I experienced teaching; the difference is now I get to experience that districtwide," she says. Amory oversees the district's elementary schools, curriculum and instruction, and serves as Title I coordinator and English language learner coordinator. "One of our goals is to make sure Milford Public Schools are as engaging and exciting as they possibly can be," she says. "Education evolves on a daily basis, so we learn from our students as much as they learn from us."

A key figure in Amory's development as an educator and administrator has been her mentor, Gayle Mindes, professor of early childhood education at DePaul. "I enjoyed her class, but, boy, did she make us work! She gave us a lot of feedback, which was very powerful," Amory says. "Sometimes, we didn't care for her feedback, but it was always warranted. I know she put in the extra effort because she was invested in our success. She worked to create a personal connection with each of her students."

Whether Amory is leading her district or teaching in her classroom at Wilmington University in New Castle, Del., where she serves as an adjunct professor, she understands the power her positions wield. "You have the ability to make someone's day fabulous or make it just plain miserable," she says. "I take that with me when I go into every meeting or classroom. I have the potential to be their difference maker, so I always try to have a positive impact, as so many have done for me."

**// I enjoyed her class, but, boy, did she make us work!
She gave us a lot of feedback, hich was very powerful. //**

-Bridget Amory

College of Education

partners with

AUSL

Benefits abound from new COE-AUSL partnership

Providing transformative educational opportunities for students stands at the heart of the College of Education (COE). In that spirit, the college recently partnered with the Academy for Urban School Leadership (AUSL), a Chicago-based nonprofit dedicated to improving low-performing schools by bolstering programs that prepare teachers and leaders.

“We’re combining DePaul’s good reputation with an organization committed to helping schools succeed in the face of challenges,” says Barbara Rieckhoff (EDU MA ’84), associate professor and director of the educational leadership master’s program. “That sends a strong message to the Chicago community that we’re committed to working together to solve the challenges facing urban schools.”

How does the COE-AUSL partnership work?

The COE partnered with AUSL to bring together DePaul’s well-respected master’s programs and AUSL’s intensive, residency based model. During this yearlong program, residents take COE classes and receive instruction in AUSL’s targeted methods while co-teaching with a mentor teacher in an AUSL/CPS school. In the last academic year, the college prepared AUSL cohorts in secondary education, special education and principal preparation. In the coming year, an early childhood education cohort will be added. “Together we provide practical opportunities for students to apply the theory and knowledge they learn in their coursework to classrooms throughout the city,” explains AUSL Executive Director Donald Feinstein.

Residents teach full-time during the week and take evening or Friday classes at DePaul. As they progress through their studies, they take on more responsibilities in the classroom, and at the end of this accelerated program,

they obtain master’s degrees. “It’s a very challenging, rigorous program,” says Roxanne Owens (EDU ’84), chair of the Department of Teacher Education and associate professor of elementary education. “But that’s the pace you have to get used to if you’re going to be a teacher.”

What’s the benefit of this partnership?

The partnership brings a host of new teachers to COE’s ever-expanding network of educators and administrators in the Chicagoland area. “We’re tapping into the leadership of AUSL to provide opportunities for students to complete their internships,” explains Rieckhoff. And it’s not just members of AUSL cohorts that benefit from this relationship. “If we have a student who needs placement, we can ask AUSL. We can utilize the network for all kinds of things.”

The partnership benefits both entities. COE provides AUSL with professional development opportunities, special



events and more, hoping to involve as many facets of AUSL in the partnership as possible. “It’s about developing a relationship with reciprocal needs,” says Rieckhoff. Linsey Sabielny, assistant professor of special education, adds, “There are so many opportunities for this partnership to grow.”

What’s next?

Initial feedback points to the partnership’s resounding success. “Our students’ experience with DePaul has been so rich in pedagogy that it has provided them with a foundation that will catapult them into long-term careers in public education,” says Feinstein. “We’re so excited about this partnership with DePaul, and we are optimistic that we will scale this program in the future to provide more opportunities for aspiring teachers to get well-rounded preparation that equips them to meet the needs of their students for years to come.”

AUSL and COE are currently exploring opportunities to offer additional cohorts in collaboration with other programs at DePaul. “There’s a great energy among these students, and our faculty are thrilled about the quality of students in the cohorts,” says Dean Paul Zionts. “We’re not set in our ways. We’re always looking for new ways to reach out to education professionals, as well as to develop new partnerships and connections in the Chicagoland area.”

Did you know...

AUSL provides educational excellence at local public schools?

As a nonprofit, AUSL is committed to creating high-quality educational opportunities for students in low-performing Chicago Public Schools. AUSL schools are not charter schools.

AUSL teachers are trained in both targeted AUSL models and traditional pedagogies?

AUSL partners with colleges and universities to create a curriculum that balances both AUSL and teacher accreditation needs. In addition to the specialized preparation AUSL provides, students receive the same classroom education as students from traditional programs, just on an accelerated schedule.

AUSL’s model has been so successful it’s been replicated across the country?

With a proven track record of success, AUSL has shared best practices and lessons learned with school districts across the nation and worldwide.



DePaul leads International Baccalaureate education in Chicago

In 1968, a group of educators in Geneva, Switzerland, developed the International Baccalaureate (IB) curricula in an attempt to provide a standardized college preparatory education worldwide. Today, there are more than 4,000 IB world schools in 156 countries, serving more than 1.3 million students annually. Chicago Public Schools features the largest concentration of IB schools in the United States, with a total of 36 IB schools composed of 15 high schools and 21 elementary schools. There are plans to expand to as many as 53 schools by 2018.

Special training is required to teach at an IB school, and thanks to Donna Kiel, instructional assistant professor and director of the Office of Innovative Professional Learning (OIPL), the College of Education now offers the International Baccalaureate Educator Certificate (IBEC) in teaching and learning for the middle year program and the diploma program. “The IBEC draws upon IB’s highly acclaimed research-based curriculum to prepare students for global leadership roles,” she says. “It prepares them to be IB educators who are catalysts for infusing higher-order thinking skills into a new generation of learners and leaders.”

IBEC coursework has been integrated into existing graduate and undergraduate secondary education programs so that graduates will not only earn Illinois teaching licensure but also be qualified for the IBEC. In addition, current teachers interested in the IBEC may take the four required courses online through the OIPL. The curriculum was developed after months of careful planning in conjunction with current IB educators, and the result was a program that not only received full recognition from IB, but also

one that can serve as a model for others seeking to develop similar programs. “IB recognized DePaul’s outreach to IB educators as a model of collaboration,” says Kiel. “The partnership with IB provides candidates in the IBEC program with the expertise of university professors and the relevant learning of current IB educators. It’s the best of both worlds.”

The IBEC comes after more than a decade of collaboration between DePaul and Chicago IB schools. For example, the university hosts the annual CPS IB Summer Academy, which brings about 300 IB high school students from low-income areas to campus to discuss the selective college admissions process. “Talent and ability are not distributed by socioeconomic status,” says Brian Spittle, who directs the university’s Center for Access and Attainment. “This is a group of students who are very close to DePaul’s mission,

so to bring the IBEC to the university is a step toward having an institution-wide approach to how we can best work with these students.”

Kiel adds, “As a Catholic university with a long-standing commitment to higher education opportunity, particularly for students from first-generation college families in Chicago, it was only natural that DePaul would take a lead in reaching out to the IB. What has emerged is a partnership grounded in a decade-long conversation with IB administrators, coordinators, teachers and students.”

For more about the IBEC, visit bit.ly/co

“Talent and ability are not distributed by socioeconomic status.”

-Brian Spittle, Assistant Vice President, Center for Access and Attainment Leadership, Center for Access and Attainment

Rushing toward a new academic calendar

For the past two years, the OIPL has been partnering with Chicago's Rush University Medical Center to provide professional development for its faculty and staff. As Rush transitions to a new academic calendar effective fall 2017, the administrators reached out to OIPL Director Donna Kiel to support faculty in making the complex curricular revisions.

"The goal is not just to take the same courses from a quarter system and refit them to a semester system, but to evaluate the whole curriculum and make improvements," explains Maribeth Flaws, chairperson and program director for Rush's Department of Medical Laboratory Science. "That's where Donna helped the most. Even though we weren't starting from scratch to build a program, it felt like we were."

Professional development sessions were held in fall 2015 and ran for nine weeks. During this time, Kiel outlined educational best practices, curriculum development and curriculum redesign. Each session included a two-hour workshop, followed by two hours of one-to-one mentoring. "This model of professional development is very innovative and collaborative in structure," says Kiel. "We provided not only the knowledge and theory regarding teaching and learning, but also the opportunity to apply the skills as they redesigned curriculum."

Following each session, participants gushed about Kiel and her work. "She was incredible—she made everything seem so easy and matter of fact," says Mindy Blackwell, perfusion technology program director and assistant professor

at Rush. Even seasoned professionals found the sessions meaningful.

"I've been teaching for 20 years, but everything I have learned, I learned on the job," says Flaws. "Somehow, having a PhD, you're expected to know how to teach, but it's not that easy. There are best practices, and it was very valuable to learn from someone so knowledgeable."

Gail Kempster, speech-language pathology program director and associate professor of communication disorders and sciences at Rush, wholeheartedly agrees. "It was like turning on a lightbulb. I wish I had this information and support when I started my faculty career some decades ago!"

For more information about the OIPL, visit bit.ly/oiplcoe.





The importance of lesson study

For the last 15 years, Akihiko Takahashi, associate professor of elementary mathematics, has been working to bring lesson study, a structured process for teachers to work together to discover solutions to common teaching and learning challenges, to U.S. classrooms. Interestingly, this practice was developed in the United States in the 1870s but has yet to catch on here as it has in Japan, where it has been the primary form of professional development since 1890. Takahashi reflects on his work and on the Lesson Study Alliance, a nonprofit organization he co-founded to support the effective implementation of lesson study in schools.

How are we preparing students at the College of Education?

Subject and pedagogical knowledge is not enough. To become a good teacher takes a long time. In a preparation program, we should provide the foundation for becoming a good teacher. We as professors need to identify the minimum skills and knowledge that teachers need. But we also need to teach our students habits of mind, attitudes, and practices that will help them grow throughout their career.

How does your work with the Lesson Study Alliance apply to your work at DePaul?

Lesson Study Alliance provides a connection with our graduates. Many students who take my courses become Chicago Public Schools teachers or administrators, and Lesson Study Alliance gives these teachers the opportunity to work together to improve. Teachers plateau after a few years unless they have something

like lesson study. Support structures are especially important for practicing teachers to implement new standards like the Common Core, which are quite challenging.

Don't teachers already get professional development?

Typical professional development brings teachers into a lecture or a course and provides them with information. Then teachers are left to figure out by themselves how to apply that information. That's very challenging. A few can improve on their own, but we know from 100 years of experience that most teachers cannot change without some collaborating structure that helps them translate new knowledge into new practice.

Despite its creation in the United States, why do you think lesson study never caught on here?

Historically, teaching was usually done by women for a few years until they got married. It was not considered a true profession. There are also prevailing misconceptions in the United States that good teachers are born rather than made, or that anybody can be a teacher if he or she has subject knowledge. If you believe any of these, then investing time and money in helping teachers get better is pointless. But I have seen plenty of bad teaching from so-called good teachers or people who know a lot of mathematics. On the other hand, I have seen so-called bad teachers learn to teach well. But it takes time. In Japan, we consider you a novice teacher for 10 years, so becoming a truly great teacher is a lifelong process.

“I don’t ever want to call teaching just my job. I want it to be work. You’re more passionate about doing good work, so it doesn’t just feel like a job.”

-Paige Dunseith



Paige Dunseith, a senior majoring in early childhood education, made the most of her DePaul experience. She served as a tutor, teaching assistant and co-president of Global Brigades, a student-led service organization focused on global health and sustainable development. As Dunseith looks forward to graduating in June, she reflects on how her accomplishments were made possible by scholarship support.

“I used to work in a preschool when I was in high school. As I started to learn more about the teaching profession, I realized how much I could impact a child’s future. When little kids learn, you can see their faces light up as they make those connections. It’s one of the coolest things to watch. Little things like that might go unnoticed by others, but that enticed me.

“This is my last year here. I could not have asked for a better experience, whether in the College of Education or at DePaul in general. For me, scholarship support served as a motivator and reminded me that so much is possible. A scholarship is multifaceted in its purpose. It’s not just the money. It also motivates students to finish college and gives them a boost of confidence.

“I don’t ever want to call teaching just my job. I want it to be work. You’re more passionate about doing good work, so it doesn’t just feel like a job. Having this degree will serve as a catalyst for what I want to do in the future and remind me that this is something that I really love to do. Your support has only done positive things for me, and I’m very thankful for it.”



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Celebrating commitments to DePaul

Several members of the College of Education community celebrated anniversaries this year. Join us in congratulating their commitment to the university's mission.

25 years

Margaret Strzynski (LAS MS '95), budget manager, College of Education

20 years

Marie Ann Donovan, associate professor and early childhood program leader

Dalila Gonzalez (MED '04), administrative assistant, student records

Nancy Hashimoto (EDU '95, LAS MA '05), director, Office of Advising

Liliana Zecker, associate professor of language and literacy

15 years

Kate Liston (EDU '78, MED '90), director, Office of Field Experiences and Teaching

10 years

Harold London, clinical assistant faculty, secondary education

Barbara Rieckhoff (EDU MA '84), associate professor and director of the educational leadership master's program

Melissa Ockerman, associate professor of counseling

Alexa Walsh, associate director, Office of Advising

Lois Walsh, student teaching placement specialist, Office of Field Experiences and Student Teaching

Professor elected chair of IBHE Faculty Advisory Council



Marie Ann Donovan, associate professor of teacher education, was re-elected to serve as chair of the Faculty Advisory Council (FAC) of the Illinois Board of Higher Education (IBHE) for the 2016-17 academic year. FAC members represent faculty from all two- and four-year institutions across Illinois, both public and private. Unique in being an

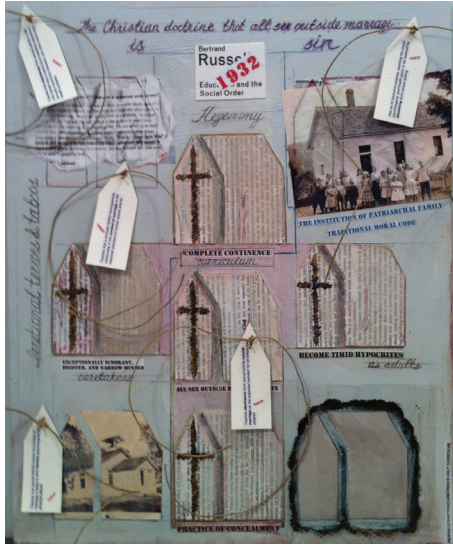
interdisciplinary as well as institutionally diverse body, it is the only such statewide faculty council in the United States that works closely with the government agency responsible for higher education policy and planning. The FAC celebrated its 50th anniversary in 2015.

Facing History Evening Seminar

On Feb. 23, Facing History's Phredd Matthews Wall joined DePaul's Melissa Ockerman, associate professor of counseling, Barbara Rieckhoff (EDU MA '84), associate professor and director of the educational leadership master's program, and Jim Wolfinger, associate dean and professor of secondary history, to



deliver a talk on "One Step Forward, Two Steps Back: How History Informs Equitable Education for all Students." The evening seminar was part of the DePaul University and Facing History and Ourselves Collaboration. The speakers discussed how educators can address discrimination in their schools and tackle the achievement gap by providing tools that educators could use in their classrooms.



Faculty-student pair publish in research journal

Jeffrey Kuzmic, associate professor and director of curriculum studies graduate programs, and curriculum studies graduate student Olena Marshall (LAS MA '00) published the article "Engaging Epistemologies: Art, Curriculum, and Criticality" in the spring 2015 issue of American Educational Research Association Qualitative Research Special Interest Group newsletter. The pair discuss Marshall's critique of philosopher Bertrand Russell through the use of written word and visual imagery. In addition, the article featured some of Marshall's artwork that explored Russell's interpretation of religion and sex in education.

COE visits Japan

In December 2015, Dean Paul Zions and Jason Goulah, associate professor of bilingual-bicultural education, director of the Institute for Daisaku Ikeda Studies in Education and director of bilingual-bicultural education and world languages education programs, visited Soka University and Soka High School in Tokyo, Japan. During their visit, Zions delivered the keynote address at the Soka Youth Peace Forum. In addition, Goulah published a translation of Tsunesaburo Makiguchi's 1936 essay, "On Attitudes toward Education: The Attitude toward Guiding Learning and the Attitude toward Learning," in *Schools: Studies in Education* in Fall 2015. This marks the first time the essay has appeared in English.



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