

ACTION IN EDUCATION

A publication for College of Education alumni

DEPAUL
UNIVERSITY

COLLEGE OF EDUCATION



Dean Paul Zions visited China in December to discuss expansion of DePaul's successful outreach there.

Spring 2017

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FIVE MINUTES WITH DEAN ZIONTS

As 2017 continues to unfold, it is clear that the effects of the current sociopolitical climate have taken a toll on America's educators. In the midst of mounting concerns over the impending changes facing the field of education, one thing is certain: the role of teachers and counselors in the lives of the country's most vulnerable students is more critical than ever. Nationwide, schools are reporting an increase in harassment, bullying and anxiety among students. Our faculty and students are dismayed by recent developments in education policy, and I share their concerns. These times call to mind the Vincentian question: What must be done?

The guidance and support of our pre- and in-service educators is crucial for sustaining the work of educating and caring for the social, emotional and behavioral needs of our students. We at the College of Education are committed to supporting our students, and I have been meeting with faculty, staff and students to learn how to better address these issues both in and out of the classroom.

Our faculty and staff are cognizant of the needs of students and trained to offer guidance and direct resources to those struggling academically, financially and emotionally. Remaining mindful of the emotional state of students in addition to their intellectual progress is imperative to ensuring their healthy development.

In the college, our faculty are performing research to learn more about the best practices and methods for identifying student issues. In addition, through our Education and Counseling Center and Office of Innovative Professional Learning, the college provides professional development to alumni, in-service educators and community members to ensure their continued effectiveness in the classroom.

Needless to say, the current climate is also affecting our educators and leaders. Greater demands are being placed upon educators and counselors at a time when resources are most scarce. Times are incredibly challenging, but I have hope.

In the wake of uncertainty, the passion, dedication and enthusiasm of teachers and counselors has been remarkable. Community members have become newfound activists to support students, families and schools. The welfare of children and adolescents transcends political divisions, and those who lend their voice to the voiceless inspire me.

Now is the time to become involved and to work together to support not only the nation's students, but also those caretakers in the classrooms and counseling offices who help children overcome obstacles and achieve. I invite you all to join me in responding to the call, to do what must be done for our students.

ACTION IN EDUCATION

We welcome your story ideas, questions and comments. Please contact Kris Gallagher at (312) 362-8365 or kris.gallagher@depaul.edu.

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CHINESE PARTNERSHIPS DEEPEN MULTICULTURAL INSIGHTS



Dean Paul Zionts and Donna Kiel, director of the Office of Innovative Professional Learning, met with elementary school teachers from the Chaoyang Education District during their visit to China in December.



Dean Paul Zionts accepts a gift from the leader of the Chaoyang Education District in China.

"When College of Education faculty members extend their expertise to teachers in China, it not only supports DePaul's mission, it also gives our faculty international experiences that deepen the multicultural impact of their work both in China and back here in Chicago," says Donna Kiel, director of the Office of Innovative Professional Learning (OIPL). The professional development work Kiel oversees through OIPL now includes a significant international presence. During the past three years, OIPL has provided professional development, coaching and mentoring for close to 400 educators in China, a number that will grow this spring and summer.

The government of China is deeply committed to teacher professional development and sought out OIPL to train its teachers. According to Kiel, teachers in China are subject matter experts who traditionally focus on direct instruction to large numbers of students. DePaul's expertise and student-centered approach that engages students in critical thinking and creativity is a bold new methodology for the teachers in China

and is transforming teaching and learning there.

"The partnership we have created with China is exciting and valuable for all stakeholders," explains Dean Paul Zionts. "It provides the opportunity for our faculty to share their expertise while at the same time gaining greater understanding of the different values, points of view and practices of our partners. Ultimately, this provides a broader richness to our classrooms and the children and youth of Chicagoland."

The partnership we have created with China is exciting and valuable for all stakeholders.

The college began partnering with China in 2014 when 32 Chinese instructors came to DePaul to learn about teaching science, technology, engineering and math (STEM). The next year, education faculty began traveling to Beijing to teach two-week seminars on topics such as assessment, STEM and student-centered learning.

In December, Zionts and Kiel visited Beijing to talk with officials and participants and to discuss ways to expand the program.

"Leaders in China found DePaul to be the most effective facilitator in improving teacher practice, while teachers found the DePaul faculty to be both knowledgeable and practical in their approach," Zionts says. As a result, DePaul was invited to provide proposals for future workshops on 30 topics—every topic that the government was considering—including teacher evaluation, leadership best practices, student-centered learning, STEM education, interdisciplinary teaching and curriculum development. "We were notified by the Chinese government that DePaul was awarded more opportunities to work with their educators than any other American university."

"By bringing our faculty members to China, it opens the windows of their minds to what it's really like in the word," continues Zionts. Kiel adds, "It's a deeper understanding of multiculturalism, especially as it relates to the Asian population."



Darrick Tovar-Murray, associate professor of counseling, talks with a client in the Education and Counseling Center.

EXPERIENCE-FOCUSED COUNSELING PROGRAM PREPARES IN-DEMAND ALUMNI

➤ Although she could have saved herself a year of classes and tuition at another university, Megan Williams (MED '11) is truly glad she enrolled in DePaul's three-year graduate counseling program.

"I can honestly say that I can't imagine just having two years of preparation," says Williams, a clinical mental health counselor specializing in addiction and eating disorders. "I've really learned to appreciate the way that DePaul prepared me for the field."

"We're one of the more demanding programs," adds the Rev. Patrick McDevitt, C.M., associate professor of counseling, "but at the end of the day, the students realize they get the training they need."

The proof is in the enrollment and placement statistics. Counseling is the College of Education's largest graduate program, with 205 students enrolled in the fall of 2016. More than 90 percent of alumni consistently are hired or pursue additional degrees within six months of graduation.

The counseling program earned national recognition in 2011 when DePaul became the first institution in Illinois and the 24th in the nation to affiliate with the Education Trust's National Center for Transforming School Counseling initiative. The initiative works with school counselors to help close opportunity and achievement gaps for disadvantaged students.

The College of Education's strategy for success involves extensive supervised experience, which allows students to integrate theory with practice. Students work with clients in the Education and Counseling Center throughout the program and complete an off-site practicum and internship in their third year.

They also hone their skills through service-learning opportunities with community organizations. For example, students studying career counseling created and led workshops on job skills in February and March 2017 for more than 200 clients of Cara, a nonprofit organization that provides career support to people experiencing homelessness and job insecurity.

"Practical experience is really essential in this kind of work," says Ashley Knight (MED '04), who earned her counseling degree before becoming dean of students at DePaul in 2015. "I needed to know how to work one-on-one with college students effectively and I needed an urban education."

Developing the skills to work in urban, multicultural settings is another strength of DePaul's program. According to Darrick Tovar-Murray, associate professor of counseling, "The emphasis is placed on valuing multiple perspectives, which aligns with the core values of the counseling program and with DePaul. Chicago is one of those cities with people from many different experiences and backgrounds. As

counselors, we need to make sure people are welcomed and create a safe space for them."

Faculty members feel so strongly about Vincentian values that they recently renamed themselves the Vincent de Paul Counseling Program. They updated their mission and values statement to put a clear emphasis on justice, service and leadership.



The Rev. Patrick McDevitt, C.M.

Fr. McDevitt explains: "Justice means having empathy. Service is doing something about it. Leadership is advocacy, knowing how to have a voice and to advocate for those whose voice isn't heard."

The counseling program offers three specialty areas. Graduates of the student development specialty area often work in student affairs, student life,

college career counseling, and college health and wellness. Graduates of the school counseling track usually work in K-12 schools. All of these students are ready to take a licensure exam upon graduation.

The third specialty area, clinical mental health, prepares students to work in a broader range of settings, including counseling agencies, hospitals and psychiatric hospitals.

These graduates are ready to take the national counseling exam to become licensed professional counselors. After two years of supervised practice, they may take the National Clinical Mental Health Counseling Examination and become a licensed

clinical professional counselor. With this license, they can independently make diagnoses and create treatment plans.

No matter which specialty area they pursue, all students gain a counseling foundation throughout their program.

"What makes counselors distinctive from clinical psychologists is that we provide more

support to people who have developmental rather than mental health challenges, although we do provide mental health services," Fr. McDevitt explains.

"Our students understand how to work with individuals who have major mental health issues and when to refer them to other professionals, if necessary," adds Rebecca Michel, assistant professor of counseling.

Early intervention is essential to helping K-12 students solve issues before they escalate, says Manuel French (MED '05, MED '12), director of counseling for the Chicago Public Schools (CPS).

"As we see more [preventive] interventions being put in place, we're seeing a reduction in disciplinary issues. We're seeing an increase in attendance, and we're seeing an increase in academic performances," he says.

French was promoted from a newly hired college and career specialist to director of school counseling for CPS in just over three years. He's an example of the final key aspect of DePaul's program, says Fr. McDevitt.

"We're not interested in just producing counselors," he says. "We're producing leaders in the field."



Justice means having empathy. Service is doing something about it. Leadership is advocacy, knowing how to have a voice and to advocate for those whose voice isn't heard."



MARKS OF EXCELLENCE

Melissa Ockerman, associate professor of counseling, is the education and training committee chair for the **Illinois Safe Schools Alliance**. She was a keynote speaker at the **Illinois School Counselor Association's** annual conference in April 2016.

Rebecca Michel, assistant professor of counseling, was named **2016 Illinois Counselor Educator of the Year**. She recently joined the editorial board of **The Professional Counselor**, the journal of the National Board for Certified Counselors.

COUNSELING GRADUATES

FILL MANY ROLES

No matter which specialty they pursue, students in the College of Education’s master’s program in counseling gain the skills to help others in a wide range of settings. Here are three graduates—one from each specialty—who illustrate the many ways counseling alumni serve.



Megan Williams
(clinical mental health counseling)

It only took one course on substance abuse assessment for Megan Williams (MED '11) to discover her passion for addiction counseling.

“I found my niche in addiction and the addiction area of community counseling,” Williams says. As a graduate student, she interned at PEER Services, a substance abuse facility in Evanston, Ill. After graduating, she began assessing patients on an outpatient basis, first for PEER Services and later for Rosecrance in Chicago.

“Once I got my clinical license, I started working at a group practice in downtown Chicago, just seeing patients who needed any kind of counseling,” she says.

Her broad base of experience paid off last year, when she and her husband moved to New York City for his job. Now she conducts assessments of patients with eating disorders for the Eating Recovery Center, which has facilities nationwide.

“I’ve really learned to appreciate the way that DePaul prepared me for the field,” Williams says. She’s stayed in touch with faculty members and her classmates, who can offer backup if she needs it. “I always feel very prepared, but if I ever don’t, I know I have someone to go to for guidance.”

She continues, “It’s weird to say I love addictions, but addiction is where I feel most competent and most comfortable. I loved private practice because you get to really utilize your degree and your license and work with such a wide variety of clients. Private practice really shaped me into being a true clinician.”

Manuel French
(school counseling)

As director of counseling for the Chicago Public Schools, Manuel French (MED '05, MED '12) makes sure principals understand the value of their school counselors.

“Don’t take counselors—your most important resource—away from students and ask them to be case managers,” he says. The more time counselors spend with students, the fewer cases there will be to manage.

“Students leave their homes with a suitcase filled with emotions they don’t understand how to deal with, and then they show up at school,” he explains. “A skilled counselor understands how to help that student unpack that suitcase and then deal with some of those issues.”

French coaches CPS counselors as they create comprehensive school counseling programs that prevent emotional baggage from growing into disciplinary problems. He teaches them how to be data-driven and student-focused.

He’s grateful when the counselors he works with have had the thorough preparation he received at DePaul.

“Our alumni already have experience in the school setting. They know how to do things, things as simple as writing a lesson plan, that makes them effective right away,” he says. “I think DePaul definitely looks at counseling through a practitioner’s lens.”



Ashley Knight
(college student development)

“I feel like I’m made to be a dean of students. It’s really a great fit for me. I like to solve problems and help people, and that’s just exactly what I do every day,” says Ashley Knight (MED '04), dean of students at DePaul.

Knight oversees student conduct, counseling, health and wellness, and services for students with disabilities. She chairs the Student Care Team, which evaluates the need for behavioral intervention. She’s deputy Title IX coordinator. She and her team are actively involved in issues faced by individual students, including conflict resolution and student retention.

“In many ways, challenges for college students are always the same,” Knight says. “The core priorities—finances, families, relationships, academics, and health and well-being—are the same.”

“When people come to DePaul, they are welcomed into a diverse environment that honors the dignity of all people and that provides that education in an urban environment that allows them to manage all their responsibilities,” she says.

In addition to the career preparation she gained at the College of Education, she also appreciated the immediate promotion she received, from coordinator to assistant dean of students at Columbia College Chicago, when she completed her degree in 2004. Since then she has served as associate dean of students at Columbia and as dean of student affairs at Harper College before being named dean of students at DePaul in 2015.

“DePaul was the right place at the right time for me,” she says.

HONORARY DEGREE BESTOWED

Hiromasa Ikeda (fourth from right), eldest son of Daisaku Ikeda and a Soka University trustee, accepts an honorary doctorate of humane letters on his father's behalf from DePaul's president, the Rev. Dennis H. Holtschneider, C.M., in recognition of his prolific career in education and peacekeeping. Fr. Holtschneider and Jason Goulah (third from left), director of DePaul's Institute for Daisaku Ikeda Studies in Education, traveled to Japan to present the award in December. (Photo credit: Seikyo Shimbun)



MANY 2016 GRADUATES ACE SECTIONS OF STATE ASSESSMENTS

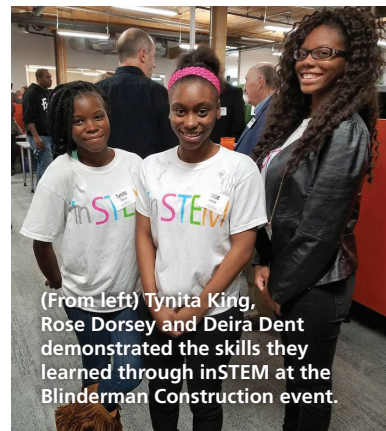
Recent graduates did remarkably well on the edTPA, the assessment that the Illinois State Board of Education uses to determine candidates' level of preparation for licensure readiness. Like the SAT test for college admission, the edTPA has several sections. Collectively, newly minted college alumni achieved 140 perfect scores on various sections of the test. The 2016 graduates of the elementary education and special education programs all had 100 percent pass rates.

DEPAUL-SUPPORTED PUBLIC SCHOOL LAUNCHES IB PROGRAM

Teachers from CPS' Bernhard Moos School in Chicago's Humboldt Park neighborhood were the first cohort to complete DePaul's International Baccalaureate Educator Certificate (IBEC) in Teaching and Learning for the Middle Years Program. With support from the Office of Innovative Professional Learning, a select number of Moos teachers piloted the IBEC for DePaul while gaining the training needed to teach in an IB program. In 2014, Chicago's mayor, Rahm Emanuel, selected Moos to begin an IB middle-years program. At press time, the school was preparing for its official evaluation prior to being named an IB World School.

FOOD TRUCK EVENT BENEFITS inSTEM

A group of middle-school students made a big impression on attendees at a Blinderman Construction event hosted by Elizabeth and David Blinderman last October. The girls demonstrated solar-powered cars and other projects they completed through the College of Education's Inspiring Science, Technology, Engineering, and Mathematics in Middle-school Girls (inSTEM) summer camp. Ticket proceeds from the event were donated to inSTEM.



(From left) Tynita King, Rose Dorsey and Deira Dent demonstrated the skills they learned through inSTEM at the Blinderman Construction event.

The Food Truck Fest, which featured delicacies from gourmet food trucks, generated much more than operating funds, according to inSTEM director Nell Cobb, associate professor of elementary math and associate chair of the Department of Teacher Education. "I have a rocket scientist who wants to do a project with us. I have people volunteering their services to help grow and sustain inSTEM," she says. "The fundraiser gave us the kind of exposure we needed across the board."

Elizabeth Blinderman learned about the inSTEM program through her service on the Dean's Advisory Council. As an engineer, she knows the impact of such programs. "Mentorship is absolutely critical for girls in STEM fields, particularly at a young age," she says. "inSTEM is an invaluable resource in creating and maintaining the necessary momentum for success in STEM careers."

"Amongst its many benefits, STEM will create over 2 million new jobs in the next four years alone, and the supply of people to do these high-impact, high-paying jobs is far short of the demand," adds David Blinderman. "STEM fields are the engine of innovation and change in the world."

The Blindermans will host the event again this fall and donate proceeds to inSTEM. For an invitation or more information, email smagnuso@depaul.edu.

SOLTERO HEADLINES CONFERENCE

Sonia Soltero was the keynote speaker at the Second Annual Dual Language Symposium held in June 2016 by the National Association for Bilingual Education. Soltero, who is associate professor of bilingual-bicultural education and chair of the Department of Leadership, Language and Curriculum, spoke on leadership and sustainability at the event, held at the Universidad del Este of the Sistema Universitario Ana G. Méndez in Puerto Rico.

2015 College of Education Career Outcomes

Career Outcomes Rate

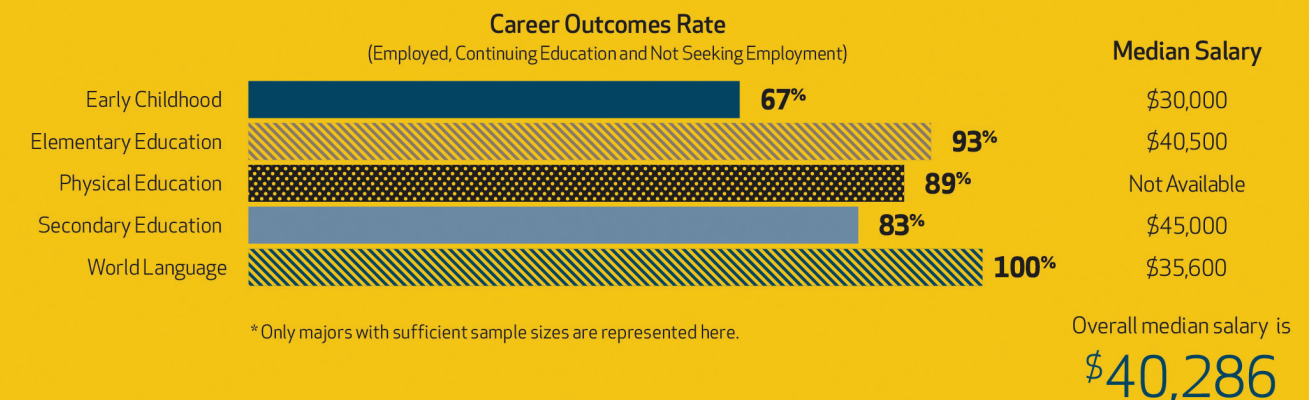
Bachelor's Degree Recipients

88% of 2015 graduates are employed, continuing education or not seeking employment.

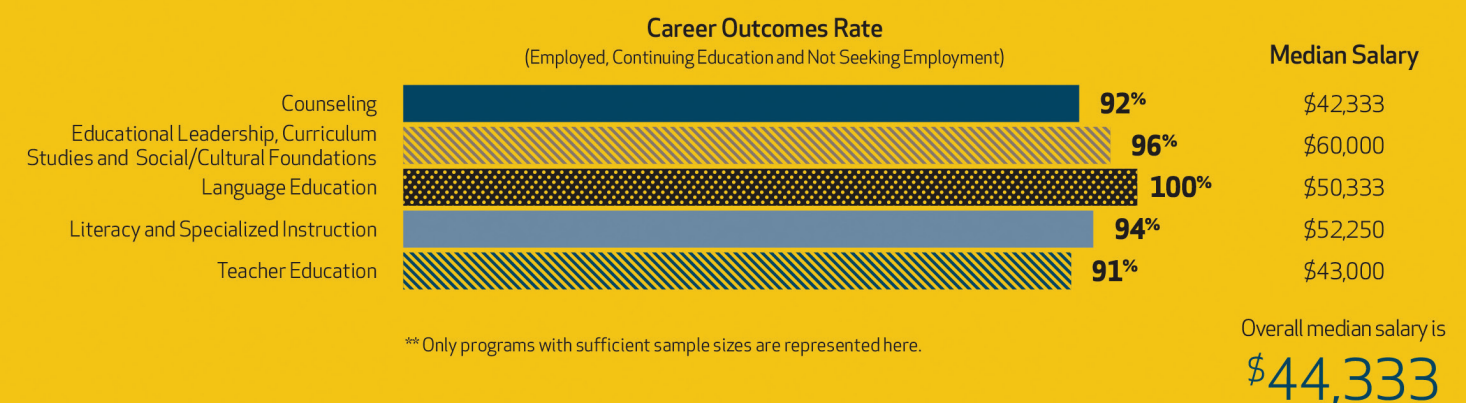
Master's Degree Recipients

93% of 2015 graduates are employed, continuing education or not seeking employment.

Undergraduate Career Outcomes Rate and Median Salary by Major*

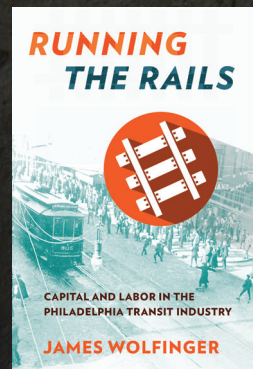


Graduate Career Outcomes Rate and Median Salary by Program**



FOR YOUR BOOKSHELF

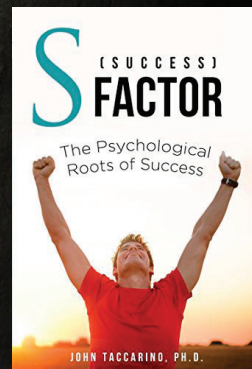
When you read books written by your professors, you can hear their voices in the pages. You see how their new ideas build on past discussions you've shared. Explore these new works by College of Education faculty members, then continue the conversations you began as a student and let them know what you think.



Running the Rails: Capital and Labor in the Philadelphia Transit Industry

By James Wolfinger, associate dean of curriculum and programs and professor of secondary history

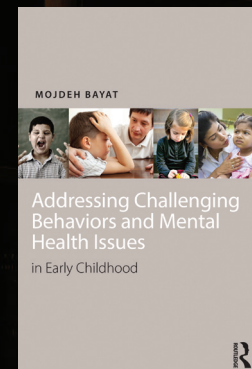
In "Running the Rails," I use the history of Philadelphia's public transportation system to explore how labor relations shifted from the 1880s to the 1960s. As transit workers adapted to technological innovation to keep the city's people and commerce on the move, management sought to limit its employees' rights. Raw violence, welfare capitalism, race-baiting, and smear campaigns against unions were among the strategies managers used to control the company's labor force and enhance corporate profits. With public service workers and their unions today coming under frequent attack for being a "special interest," my book offers a historically grounded way of thinking about the people who keep America's cities running. (Cornell University Press)



S (Success)-Factor: The Psychological Roots of Success

By John Taccarino, associate professor of educational policy studies and research, with a case study by An-Chih Cheng, assistant professor of educational policy studies and research, and many recent alumni and current graduate students

Mara Leonard and I conducted more than 20 years of research to identify the psychological roots of success that could provide a framework for personal effectiveness, which we dubbed the S (Success)-Factor. Through case studies, we explore the role of the S-Factor in shaping the success tendencies of high-achieving individuals, families and corporations, including actors Robert Downey Jr. and Hedy Lamarr, athletes Tom Brady and Michael Jordan, corporate leaders Steve Jobs and Jack Ma, television mogul Oprah Winfrey, composer Ludwig van Beethoven and the Sony Corporation. (Motivational Press)



Addressing Challenging Behaviors and Mental Health Issues in Early Childhood

By Mojdeh Bayat, associate professor and director of the early childhood education doctoral program

My book addresses foundations of mental health in children as well as best-practice strategies in addressing challenging behaviors in children. Childhood provides a framework for empirically based best practices that have been successfully used in the classroom. This comprehensive, multidisciplinary resource offers an appreciation of the deep understanding of culture as it affects approaches to working with children, family engagement, and child growth and development. My book references the most recent research in the field of child mental health and provides educational and intervention approaches that are appropriate for all children with or without disabilities. (Routledge and Council for Exceptional Children)

I want to help those underprivileged people who don't have many resources. When I become a teacher, I will do that.

"Because my first language is not English, I am already experienced in second language acquisition."

Gracelyn Li moved to Chicago from Guangzhou, China, with her family when she was in elementary school after several years of traveling between the two countries. She remembers just how difficult it was to learn a new language while adapting to a new homeland. Her teachers did the best they could with the tools they had, but she knows that modern instructional techniques are much more effective. She's eager to graduate and start using them.

"I want to become an elementary teacher in the Chicago Public Schools or a suburban public school," says Li, who is earning a master's degree in elementary education and endorsements in English as a second language (ESL) and bilingual-bicultural education. "I want to focus on those students who just moved to the U.S. or for whom English is not their first language. I want to help them through the gap between their native language and the English language."

She feels so strongly about giving back that she already volunteers as an ESL instructor at several nonprofit organizations and plans to continue with her volunteer work after she graduates.

Li is the recipient of the John and Justina Tzeng Scholarship, which supports talented graduate students in the College of Education who have financial need. She plans to emulate the Tzengs someday.

"Seeing many of the injustices of educational privilege in Chicago is a constant motivation for me to be a leader in the classroom. I want to help those underprivileged people who don't have many resources," she says. "When I become a teacher, I will do that. I will donate to DePaul."

Consider making a gift to support students like Gracelyn.



(Photo credit: Winny Lucas)

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