

ACTION IN EDUCATION

A publication for College of Education alumni

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COLLEGE OF EDUCATION



Playing Quidditch at Harry Potter Camp is just one of the college's summer innovations. See page 6.

Fall 2018

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**ACTION
IN EDUCATION**

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DEAN'S CORNER

BEST-KEPT SECRET: SIGNIFICANT TEACHER SHORTAGES

Our nation is experiencing one of the most significant teacher shortages in history. Class sizes are hardly manageable even for the most qualified, experienced teachers, and while schools try to accommodate the volume of students, budgets prevent them from hiring enough instructors to maintain reasonable class sizes. Teacher candidates often lack needed expertise, and some school districts and legislators are reducing teacher qualifications. This is dangerous. Simply declaring individuals "qualified" does not replace the intense preparation needed to become the teachers that our students deserve. In fact, it will only give more ammunition to those who take potshots at our profession.

Compounding this problem, not all classrooms feel the shortage equally. Students in low-income communities and children of color are most likely to experience classrooms with unqualified teachers and high rates of faculty attrition. This instability is detrimental. Children working to overcome achievement and opportunity gaps benefit most from highly qualified and experienced instructors. Educators must face the reality: something must be done.

Rigorous, effective teacher training is essential. Dedicated professors, attentive advisors, intuitive mentors and enthusiastic school partners construct an exceptional foundation upon which pre-service teachers can develop the expertise they need to contend with today's classrooms. I'm proud that we provide all of these resources.

In addition, community engagement and professional development opportunities offer mutually beneficial support for multiple stakeholders. For instance, our partnership with Bernhard Moos Elementary School is an example of high-quality teacher preparation. Our faculty offer continued professional development to in-service teachers, while their classrooms provide field experiences and tools for our pre-service students.

Further, with professional development and support from our faculty, in-service teachers have the resources they need to adjust to new classroom environments and confront unfamiliar challenges. Our partnerships with Chicago's Catholic schools to provide continuing education to in-service teachers at a discounted rate is another example of mutually beneficial solutions.

We need to do more. Stakeholders must come together to alter the landscape of education so that America's students may flourish. Properly preparing future educators and investing in qualified, experienced in-service teachers are two crucial ways we can address our teacher shortage.

There is an immediate need for qualified teachers. Many of our graduates are promptly hired for positions, particularly in bilingual, special education, math and science roles. We continue to partner with the Academy for Urban School Leadership, providing residency programs to qualified noneducation graduates that allow them to be paid while they earn their graduate degrees. I invite you to join us as we continue to do what we do best: cultivate educators today who will create a better tomorrow.

Dean Paul Zionts



TEACHING PARTNERS

SCHOOL NURSE CERTIFICATE ADDRESSES SHORTAGE

"It is imperative to have a school nurse, especially with the tremendous increase in students' various and sometimes life-threatening allergies as well as the increase in the number of students with diabetes and other chronic health conditions," says Mary Sussman (MEd '94), who teaches at Friendship Junior High School in Des Plaines, Ill.

Yet there aren't enough licensed school nurses across the nation, a problem expected to worsen locally as many school nurses retire over the next five years. To help address the shortage, the College of Education (COE) and DePaul's School of Nursing (SON) created a certificate program that takes just nine months to prepare registered nurses with bachelor's degrees to sit for the state licensure exam.

"School nursing is attractive for nurses who want a more family-friendly schedule," says Roxanne Owens, associate professor and chair of teacher education, who developed the certificate in conjunction with James Wolfinger, COE associate dean, and Matthew Sorenson, SON director. Gloria E. Barrera, a SON adjunct faculty member and certified school nurse at Downers Grove (Ill.) South High School, developed the program's nursing course. She notes that while nurses in hospitals and clinical settings usually see patients for only a short period of time, school nurses are able to provide "continuity of nursing care and make an impact on the health and well-being of their students."

"It's a natural marriage of the two colleges," she continues. "The professional educator license parallels teacher licensure in Illinois. It's clear why DePaul, being at the forefront of nursing and education, would jump at this opportunity to launch a school nurse certificate program."

To earn the certificate, nurses take four online courses and complete an internship at a K-12 school. The first course is an introduction to the role of school nurses, and the remaining three cover state-required educational concepts such as working

One of my primary roles is to protect and promote student health ... and ensure that they are ready to learn."

—Gloria Barrera, adjunct faculty member, DePaul School of Nursing

with students who are bilingual or who have special education needs. Participants spend their final quarter in a 300-hour internship supervised by a nurse at a school in their area. After they complete the internship, students are eligible to take the exam for the Professional Educator License, a requirement for Illinois school nurses.

The program's pace and flexibility make it attractive. "Nurses can continue their existing jobs while they complete the online courses. The online classes aren't synchronous, so they can work at their own pace and don't have to be anywhere at a certain time," Owens explains. "Because the courses are online, registered professional nurses from anywhere in Illinois can earn this certificate."

Barrera says that being a school nurse is rewarding. "School nurses are the health experts in a school. There are no other health care providers with our credentials and education. We are the health advocates, the leaders and the people responsible for promoting health in the school setting."

For more information about the school nurse certificate, visit bit.ly/DePaulSchoolNurse or contact Owens at rowens@depaul.edu.

EMPATHY AND LISTENING IN ACTION



CRISIS COUNSELING FOR CHILDREN

When parents are in shock, who comforts the child?

Following a disaster, parents often are overwhelmed with trying to get basic needs met and dealing with their own feelings. To provide comfort and care to traumatized youngsters, the American Red Cross (ARC) deploys trained counselors through its Children's Disaster Services, a ministry of the Church of the Brethren.

More than a dozen COE faculty and graduate counseling students are now certified to provide that care. They were among about 30 people who completed a 27-hour ARC workshop, hosted earlier this year by the Department of Counseling and Special Education with support from the Congregation of the Mission's Vincentian Residence, led by the Rev. Patrick McDevitt, C.M.

Disaster service counselors, unlike traditional counselors, may see a child for only a few hours or days. "Your role is to provide care and a safe place. It's not really therapy, but those therapeutic skills, like listening, being empathic, reflecting, and validating feelings, are all instrumental in helping kids move forward," says Associate Professor Melissa Ockerman, who organized the event.

To simulate a real setting, the training was held in the St. Josaphat School gym, with participants spending the night on cots. The setting also enabled participants to practice organizing their space and setting up ARC's interactive stations, which focus on expressive tools such as puppets, art materials and toys.

Following the training, participants complete a background check and provide two letters of recommendation. Once approved, they can be contacted by ARC for volunteer stints at natural disaster sites lasting from a few days to weeks, usually in the volunteer's own region but potentially further afield.

"Our students really could see the connection of this to DePaul's mission," says Ockerman. She noted that the training also is applicable to students' careers. "It provides an opportunity to give back by employing the skills that they learned."

"It felt really experiential," says graduate student Sam Mayers-White, who signed up for the workshop as a way to expand his skills working with young children. He appreciated the opportunity to learn alongside child life specialists from across the Midwest who also attended the training. "It was exciting to work with folks from outside [DePaul]. I feel really lucky the college offered this."

"We're always trying to find ways that we can contribute to the world."

–Melissa Ockerman

AN EXTRAORDINARY YEAR

"This has truly been an extraordinary year for our counseling program," says the Rev. Patrick McDevitt, C.M., associate professor and program director. Here are some highlights:

ACCOLADES

Kirsten Perry (MEd '11) was named national 2018 School Counselor of the Year by the American School Counselor Association. The Illinois School Counselor Association (ISCA) named Katie Styzek (MEd '14) the Illinois Elementary School Counselor of the Year, Amy Catania (MEd '14) the Honorable Mention Elementary School Counselor of the Year and Brian Coleman (MEd '14) the Illinois High School Counselor of the Year.

ISCA named Associate Professor Melissa Ockerman the Illinois School Counselor Educator of the Year.

Associate Professor Darrick Tovar-Murray was honored for serving as an editor of the Journal of Multicultural Counseling and Development. Also in 2018, he was the keynote speaker for the Illinois Association for Multicultural Counseling and the Middle Atlantic Career Counseling Association conferences.

Assistant Professor Rebecca Michel was recognized at the 2018 American Counseling Association conference for co-authoring "Neurocounseling: Promoting Human Growth and Development throughout the Lifespan." The editors of Adultspan Journal named it the most valuable article of 2017.

COUNSELING AWARDS AND SPRING RECEPTION

Perry was one of two graduates to receive the new Vincent de Paul Counseling Award for distinguished alumni. In addition to Perry, Ashley Knight (MEd '04), DePaul's associate vice president for student affairs, was recognized for her accomplishments at the university and her service as an adjunct faculty member. The awards were presented at the New Alumni Spring Reception.

The spring reception is one of several ways the counseling program plans to stay in touch with graduates. "We want to continue our relationship with our alumni after graduation. You're important to us in the field, and we can be a resource to you," McDevitt says. "Graduation isn't goodbye."

COUNSELING INTERNSHIP SHOWCASE

The 2018 Counseling Internship Student Showcase last spring drew more than 150 area alumni, professionals, educators and students. An expanded version of the previous annual poster conference, the showcase enables third-year graduate counseling students to integrate their research, internships and clinical experiences into professional poster presentations. Second-year graduate students organized the conference as part of a course. Several internship supervisors served as evaluators.

"The energy in that room is just so thrilling," says Michel. "We have several alumni who come back for this event. It's something they've experienced themselves so they know the joys and struggles with it. It's a great chance to reconnect."

CACREP ACCREDITATION UNDERWAY

A team from the Council for Accreditation of Counseling & Related Educational Programs (CACREP) is visiting the college this fall as the next step toward the counseling program becoming accredited. Some states are now requiring counselors to have earned degrees from CACREP-accredited institutions.

"It's the highest level of accreditation," says McDevitt. "We're the largest counseling program in Illinois. Our alumni have the knowledge. We're pursuing accreditation now to make sure they receive the benefit."



Clockwise from top left: Darrick Tovar-Murray; Rebecca Michel (right) and her co-author, Sonya Lorelle; distinguished alumni Kirsten Perry (left) and Ashley Knight; counseling faculty and Dean Paul Zions (standing, far right).

Best in CAMP



FROM YOGA TO ROBOTICS, THIS SUMMER BROUGHT A HOST OF DISTINCTIVE CAMPS TO COE.

With plants in hand and potions in mind, children delved into wizardry and magic at Harry Potter Camp this summer, one of an array of new and recurring camps at COE.

"The Harry Potter Camp is probably the most fun camp that we've ever done," says Martha Mason, director of the Education and Counseling Center, about the weeklong camp that gave young Harry Potter fans from throughout Chicago the chance to dive into everything from herbology to transfiguration.

Another summer option, the first Penedo Girls Camp, grew out of a yearlong after-school partnership with this charitable organization for at-risk middle-school girls. With offerings such as yoga and mindfulness, the therapeutic camp was similar in spirit to a third camp run in partnership

with Chicago Youth Programs. In this camp, boys and girls from underserved Chicago neighborhoods practiced yoga, played games and met to watch and discuss their favorite movies.

Meanwhile, the InSTEM Camp for Girls has grown and expanded. Now in its fifth summer, the camp hones middle-school girls' skills in science, technology, engineering and math (STEM). What began as a weeklong camp for a handful of sixth-graders who built solar-paneled cars is now a three-week camp for 70 sixth- to 10th-graders doing everything from robotics to coding. The program continued on Saturdays in September and October.

"InSTEM offers confidence-building, empowerment and leadership skills. It also changes the trajectory of these girls' lives because they now envision themselves as having careers in the

"At our camps, children develop new friendships and gain new social skills, but it's a unique experience because they're at the university. Just being here expands their world and plants the seed that college is a possibility."



Students in COE's Harry Potter Camp played real-life games of Quidditch, a sport invented in the books.

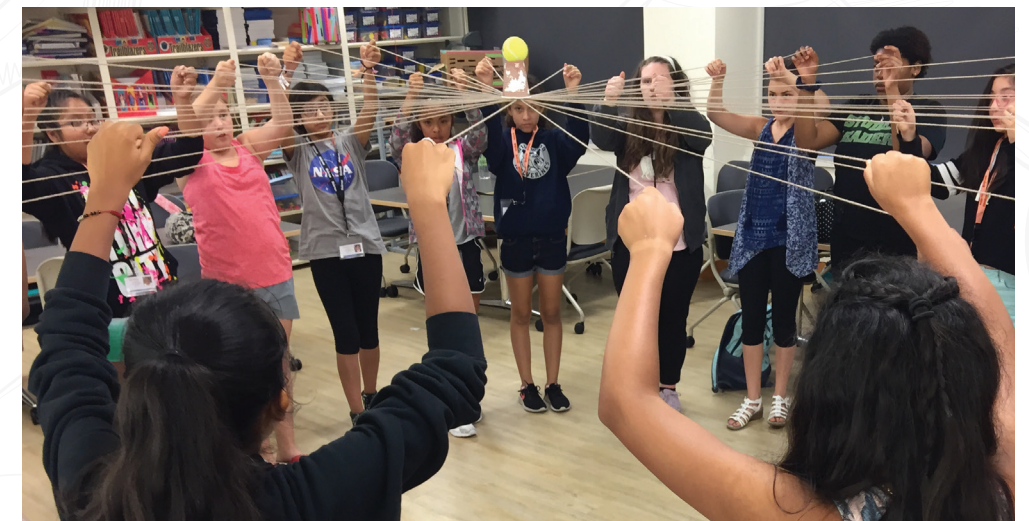
STEM fields, which are dominated by men," says Charlenne De Leon-Cuevas, national coordinator for The Young People's Project Inc. The college's camp recently added a robust mentorship program in which ninth- and 10th-grade girls, many of whom attended InSTEM in prior years, do everything from creating the curriculum to facilitating the program.

"We think of this near-peer model as growing our own leadership. Content is only half of it. Mentors have to learn how to be creative and motivate the girls and understand what a middle-school girl is going through," says Nell Cobb (CSH MA '87), associate professor of elementary math teacher education, who oversees InSTEM with Quinetta Shelby, associate professor of inorganic chemistry.

COE's camps are distinctive because of the DePaul students from across a range of disciplines who work with the children.

"At our camps, children develop new friendships and gain new social skills, but it's a unique experience because they're at the university. Just being here expands their world and plants the seed that college is a possibility," says Mason.

Check out InSTEM's campaign to raise \$16,000 for computers at inspire.depaul.edu.



Seventh-graders learned team-building and engineering concepts through InSTEM activities.



Previous InSTEM participants proudly returned to mentor new students in this year's camp.

IN BRIEF

TENTH ANNIVERSARY ARTS EXHIBITION

For the 10th year, students in Jim Duignan's Teacher as Artist course are mounting an exhibition of their work in a Chicago gallery. In addition to creating new works for the exhibition, students co-curate the exhibition, identify the host gallery and handle press, publicity and the creation of promotional materials. The exhibition reinforces to students the importance of continuing to create art after they graduate and also demonstrates how they can use exhibitions as teaching tools. Duignan, associate professor and chair of visual arts education, recruits alumni, curators and educators to help prepare for the show, enabling students to network.

FACING HISTORY

Americans and the Holocaust was the focus of the three-day summer institute hosted by the DePaul University and Facing History and Ourselves Collaboration. An overflow crowd of more than 150 people at two events listened to keynote speaker Daniel Greene explain how Jewish people helped create a multicultural America and how the United States responded to the Holocaust. Greene, a renowned expert on Jewish history, curated an exhibition on Americans and the Holocaust at the U.S. Holocaust Memorial Museum in Washington, D.C. Attendees visited the Illinois Holocaust Museum and Education Center in Skokie, Ill., to tour the exhibits and learn more about the Jewish experience.

CELEBRATING TEACHERS

Seven K–12 educators were honored at the sixth annual Celebrating Teachers Reception. Juniors and seniors from every DePaul college and school were invited to nominate a K–12 educator who made an impact on their lives. This year's event was especially poignant because DePaul senior Savannah Buik, who nominated her coach, died unexpectedly in March. Her mother attended the ceremony in Savannah's place. This year's honorees were:

- **Holly Balk** from Maine South High School in Park Ridge, Ill., nominated by Kristi Zimmerman (College of Science and Health)
- **Karen Cunningham** from Glenbrook North High School in Northbrook, Ill., nominated by Sebastien Garzon (College of Computing and Digital Media)

STAYING POWER

"When people say, 'Are you going to retire?' I look at them and say, 'What's the 25th letter of the alphabet?' They look at me for a moment, and then they realize it's Y."

Ken Sarubbi, associate professor of physical education, began teaching at COE in 1968, making him one of the few employees who've worked at DePaul for 50 years. Hired to teach kinesiology and the physiology of exercise, he quickly found himself chair of the Physical Education Department. In addition to being a proficient recruiter, Sarubbi was dean for six years and the Golden Apple program liaison for 25 years. He also served as an assistant men's basketball coach under Coach Ray Meyer in the 1970s and early '80s, including during the Blue Demons' NCAA Final Four appearance in 1979.



Ken Sarubbi (left) at the School of Education's 25th anniversary in 1987.

- **Amy Diamond** from Lane Tech High School in Chicago, nominated by Daniela Rozo (Driehaus College of Business)
- **Ninos Khouchaba** from George B. Armstrong International Studies Elementary School in Chicago, nominated by Mevlude Becoja (College of Science and Health)
- **Angela Marshall** from Lemont High School in Lemont, Ill., nominated by Matt McFarland (College of Science and Health)
- **Jeremy Mulkey** from Social Circle High School in Social Circle, Ga., nominated by Savannah Buik (College of Science and Health)
- **Andrew Walton** from John Hersey High School in Arlington Heights, Ill., nominated by Alec Garza (College of Education)

Parting Words

It's not easy to encapsulate a combined 55 years of teaching in a few words, but recent retirees Gayle Mindes, Bill Hoecker and Frank Tavano have given it a go:

GAYLE MINDES



"The graduates of DePaul leave with a deep commitment to social justice, incorporating this into their practice in their respective fields. This sense of mission is the glue that connects us all—alumni, students, faculty and staff."

Gayle Mindes, professor of early childhood education, joined DePaul in 1993. She served as an associate dean and interim dean for the college, as chair of the Department of Teacher Education, and as program director of DePaul's Office of Academic Affairs' Academic Leadership Development Program.

A prolific scholar, she has authored or edited 15 books, including her most recent, "Teaching Children with Challenging Behaviors: Practical Strategies for Early Childhood Educators." During her career, she contributed more than 60 journal articles, book chapters, monographs and papers and presented at more than 100 local and national conferences. She was one of the chief architects of the college's doctoral program, which celebrates its 25th anniversary this fall.

FRANK TAVANO



"As a recently retired teacher educator, I have taught and worked with graduates from our college, and I know that the future of our great profession is in good hands. Our graduates will teach, guide, model and make a difference in the lives of young people."

Frank Tavano, associate instructional professor in elementary education, joined DePaul in 2000 as an adjunct professor and became a full-time faculty member in 2005. Drawing on his experience as a principal, he taught educational leadership as well as core and capstone courses. A frequent volunteer for open houses and recruitment fairs, he was often the first college representative that students met.

Tavano forged relationships with area schools, leading workshops for teachers, supervising DePaul students during field experiences and providing parent seminars. Tavano created a mentoring program for adjunct faculty in his department that was so successful it was adopted by the rest of the college. He also supervised the college's administrative interns.

BILL HOECKER



"I have always encouraged my students to lead with dignity and humility, to understand that they have limitations and that leadership needs to be shared if it is going to be sustained over time. Leaders need to be principle-centered and care about the organization and its members."

Bill Hoecker joined DePaul in 2006, becoming the college's superintendent-in-residence. As clinical assistant professor and clinical director of the Department of Educational Leadership, he restructured the internship program for aspiring principals and developed the Professional Learning Communities course that nearly all students in the college take.

Hoecker often consulted with area school boards on strategic plans. In addition, he helped launch the Academy for Urban School Leadership program for principals.

UPWARD BOUNDED



Doctoral candidate Kimberly Lloyd helped students like this one choose new books.

The civil rights injunction to “lift as you climb”—to bring others with you as you succeed—inspired an extracurricular program piloted at COE last spring. Lift As You Climb (LAYC) is “an intergenerational collective of undergraduate, graduate and doctoral students, alumni, staff and faculty who focus on social justice within education,” says Rebecca Michel, assistant professor of counseling.

Led by Joby Gardner, associate professor of educational leadership, three teams brainstormed ideas,

conducted research and implemented initiatives focused on literacy, higher education, and community building and restorative justice.

Graduate counseling student Meg Seth joined the higher education team to seek ways to improve retention and graduation among first-generation college students. The group presented its findings and recommendations, which included a mentoring program and a new student organization, to DePaul’s Office of Multicultural Student Success.

Seth found the experience deeply rewarding and an excellent introduction to graduate-level research. “As much as I love one-on-one counseling, I do believe that if we don’t work outside of our counseling relationships to help the world our clients are in, then we’re not really making as big of a change as we could,” Seth says.

The literacy team, led by Thomas Noel, assistant professor of educational leadership, collected several hundred books and distributed them through Marquette Elementary School on Chicago’s South Side. The community-building team conducted interviews and created a podcast downloadable from bettertogethercollab.com/relatus.

LAYC works on many levels, Michel says. COE will use student data from the pilot to support all students at the college and refine the program. “One of the impacts that we’re hoping to have on student ‘lifters’ is their own leadership development and their own student success,” she says.

“We hope Lift improves student retention, especially among students who struggle to connect at college, and gives educators, alumni, faculty and staff additional opportunities to work with resilient communities on social issues,” Gardner adds. “We want to empower all of us to work beyond college and school walls to improve educational opportunities across Chicago.”

Breanna Adams (MEd ’11) is eager to volunteer for another session. The founder of the Better Together Educator Collaborative and a former school counselor, she appreciated the opportunity to reflect on needs and solutions. “Our community-building team encompassed such a broad range of experience and interests. To be able to talk and discuss and process was really valuable,” she says. “I would love to see iterations of this everywhere.”

LAYC is seeking funding to continue the projects started last spring. To contribute, contact Sally Julian at sjulian@depaul.edu.

For more information or to participate in LAYC, contact Gardner at joby.gardner@depaul.edu.

WE WANT TO EMPOWER ALL OF US TO WORK BEYOND COLLEGE AND SCHOOL WALLS TO IMPROVE EDUCATIONAL OPPORTUNITIES ACROSS CHICAGO.”

—JOBY GARDNER



The higher education team proposed ways to support first-generation students.

backpack full of LOVE



“DePaul’s mission and vision stood out to me, [to be] always helping and caring about others and making sure you leave a place better than you found it.”

When Helma Wardenaar (MEd ’08) posted a photo on a closed Facebook group of herself carrying a special-needs student on her back during a school hiking trip, she only wanted to say “thank you” to a community of women for helping her find a suitable backpack.

“I thought I would maybe get 50 ‘likes’ and would also help someone else in the meantime,” says Wardenaar, a founding teacher at the Academy for Global Citizenship in Chicago.

Little did she know that not only would her post receive more than 10,000 “likes” but also it would go viral within 24 hours. Her story was picked up by national outlets, including “Good Morning America,” and broadcast in 26 countries.

Wardenaar only wanted to make sure one of her students, 10-year-old Maggie Vazquez, would be able to go on the school hiking trip. Vazquez has cerebral palsy, and the

trail’s rugged terrain is not wheelchair-friendly. After much research, Wardenaar found the right backpack and the two made the three-day hike together.

“Love is what matters,” Wardenaar says. “Sometimes it was hard. I was carrying what amounted to 70 pounds on my back for hours every day. But when it was tough, Maggie said, ‘We can do it!’ and she pushed me through.”

Born in the Netherlands, Wardenaar earned a bachelor’s degree in education in her home country despite vowing as a child never to become a teacher.

“My mom was a special-education teacher for 35 years. I grew up helping her after school in her classroom. I always said, ‘I don’t want to be a teacher because you work super-long hours, and even over summer break, you don’t really have a break,’” she recalls. But, as she considered what she wanted to do with her life, she

realized there was only one path for her: teaching.

“What other jobs out there allow you to be in a caring position and work with kids while giving you creativity and autonomy?” she says.

After she moved to Chicago in 2005, she decided to pursue a master’s degree in education. She immediately chose DePaul. “DePaul’s mission and vision stood out to me, [to be] always helping and caring about others and making sure you leave a place better than you found it,” says Wardenaar.

As for the media frenzy surrounding her recent adventure, she remains nonplussed. “I’m humbled by all the attention this story received. It’s really about making sure inclusive education works and finding solutions together. At the end of the day, we want to be someone else’s reason to smile,” she says.

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