

COLLEGE OF EDUCATION DEPAUL UNIVERSITY



DEPAUL
UNIVERSITY

COLLEGE OF EDUCATION



END OF THE YEAR
REPORT CARD

2020-2021 AY

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A MESSAGE FROM DEAN PAUL ZIONTS

The past academic year reinforced the notion that the world has changed before our eyes. The countless hours of preparing for classes to be taught in ways previously not considered, provided both “traditional” and nontraditional service, and redoubling our efforts to maintain a strong College of Education was an ever-present challenge.

Over the past months, the work all of our faculty and staff have done to adapt to not only pedagogy, but, the events occurring in our country was nothing short of extraordinary. We have all successfully navigated an exceptionally stressful and unprecedented situation answering the call “what must be done.” Faculty, staff and students, in particular, faced considerable obstacles as well as many very meaningful well-earned successes.

Across the nation, Americans are recognizing now more than ever the critical service educators and counselors provide our children. As you read through this report, I hope that you agree that these extraordinary efforts and accomplishments have placed the College of Education in a strong position to continue to grow during these uncertain times--and beyond.



DEAN PAUL ZIONTS

College of Education



**DEPAUL
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COLLEGE OF EDUCATION



College Leadership

College Administration:

Paul Zions, PhD, Dean of the College of Education
Ronald Chennault, Ph.D. Associate Dean for Student Development
Sally Julian, Ph.D. Associate Dean for Development
Barbara Rieckhoff, Ph.D. Associate Dean for Curriculum and Programs
Jordan Humphrey, Ph.D. Assistant Dean for Assessment

Department Administration:

Roxanne Owens, Ph.D. Chair, Teacher Education
Sonia Soltero, Ph.D. Chair, Leadership, Language, & Curriculum
Jennifer Walberg, Ph.D. Chair, Counseling and Special Education
Alexandra Novakovic, Ph.D. Associate Chair, Counseling and Special Education
Christopher Worthman, Ph.D. Associate Chair, Teacher Education

Dean's Advisory Council

The Dean's Advisory Council at the College of Education is a group of education, business, and community leaders who are committed to helping urban and suburban schools. They share this responsibility with the university and the college. The Council provides advice and support to the Dean regarding significant aspects of the college's educational mission.

Many thanks to the 2020-2021 College of
Education Dean's Advisory Council Members!

Kathleen Bandolik
Elizabeth Blinderman
Marcus Campbell
Sunny Chico
Sean Eshaghy
Manuel French
Sandi Gaskin

Monica Haslip
Daniel Hayes
Jennifer Healy
Bennett Johnson III
Larry Kugler
Darlene Larson
Connie Lindsey

Juan Mir (Chair)
Jerry Nolan
Susan Power
Carla Stone
Kendra Wallace
Katie Weitz
Ernest Wish
Nanette Zander

DIVERSITY, EQUITY, & INCLUSION EFFORTS

INTRODUCTION

Following the death of George Floyd, the College of Education was motivated to challenge systemic racism and dismantle white supremacy. Guided by our Vincentian mission, the COE embarked on a journey to build a culture supporting diversity, equity, and inclusion while engaging as many of the stakeholders and constituents in conversation and in action. This stakeholder group included faculty, administration, staff, students, community, and university partners.



STATEMENT OF SUPPORT AND COMMITMENT

Over the past year, faculty, staff, and administration engaged in a variety of anti-racist education and conversations. Our first action was to come together to write a Statement of Support and Commitment over the summer of 2020. This statement will serve as a guide for all of the college's policies and actions moving forward. The statement can be found on our website at:

<https://education.depaul.edu/about/Pages/statement-support-commitment.aspx>

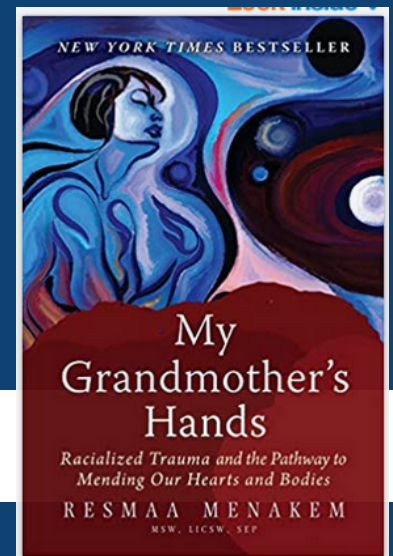
DIVERSITY, EQUITY, & INCLUSION

FACULTY AND STAFF DEVELOPMENT

Bi-weekly white affinity group discussions were held over the summer to create a space for white faculty to broaden their understanding and identify ways they can support their colleagues of color.

Once the 2020-2021 school year began, monthly COE anti-racism meetings were held throughout the academic year with facilitation by DePaul colleagues: Mycall Riley and Ann Russo. The long-standing partnership with Facing History and Ourselves provided the opportunity for a workshop to further guide conversations and allow reflection on identities.

Additionally, faculty and staff were engaged in a series of book, podcast, and film discussions that were focused on increasing knowledge and understanding, building relationships inside the college, and continuing our commitment to carrying on this important work.



K-12 PROFESSIONAL DEVELOPMENT

A series of racial equity webinars were coordinated through the Office of Innovative Professional Learning (OIPL) by Donna Kiel and OIPL adjunct faculty, Dr. Tina Curry, entitled "RISE: Educators Rise for Racial Equity."

The series of webinars provided participants with practices of reflection, inquiry, self-awareness, and empathy as key ways to examine racial equity both personally and professionally. The webinars offered pedagogical practices aligned with trauma-informed teaching and culturally relevant pedagogy. Over 200 K-12 educators participated in the series. The webinars were funded by a grant that OIPL received from the Barat Education Foundation through the Library of Congress.

DIVERSITY, EQUITY, & INCLUSION

STUDENT-CENTERED ACTION

The COE organized to discuss concrete ways to support Students of Color and to promote antiracist ideas, practices, and curriculum.

The student anti-racism group met monthly throughout the academic year and grounded their conversations in the experiences and voices of the 35 students who participated in the Student Forum in June 2020 to discuss the murder of George Floyd, and the 27 students who approached the administration to advocate for greater inclusion of antiracist principles and culturally responsive practices within College of Education coursework.

Projects currently underway include creating a reflective tool to help faculty think critically about course design and creating a model/diagram to represent the values of the College of Education.

DEI GROUP FORMATION

Four groups emerged from this call to action and from the various events and conversations that occurred. These groups formed into working groups and committees, each with a set of goals, objectives, and plans for continuing the anti-racism work beyond this academic year. The four groups that were formed include the following.



DIVERSITY, EQUITY, & INCLUSION

SUPPORTING STUDENTS WITH ANTIRACISM GROUP

Faculty member Dr. Amy Feiker-Hollenbeck and staff member, Alyssa Hepker, focused on work with students to address antiracism. Over the past year they organized and hosted the fall forum, compiled and shared resources for students needing support during the pandemic, compiled and shared student feedback from a variety of student events with the college, created a video in outreach to students of color, created a student climate survey, and organized the subgroup “Curricular Conversations and Tools”.

COORDINATING COUNCIL

Created by Dean Zionts and organized by Erin Rice and Barbara Rieckhoff, it consists of faculty, staff, and student members that meet periodically to help coordinate and consolidate all of the DEI events and activities within the college, help publicize them, and generate reports on college DEI activities.



DIVERSITY, EQUITY, & INCLUSION

CURRICULAR CONVERSATIONS AND TOOLS

Led by Dr. Chris Worthman, this committee supports faculty and staff in addressing curricular and pedagogical issues and student issues related to DEI. Actions include a survey to all faculty, summer training and planning for next year (with a focus on fostering inclusive learning environments), incorporating diverse perspectives and voices in the curriculum, a workshop to strengthen courses and explore instructional practices and strategies, and plan activities for next year's full COE meetings.



ADVANCING ANTIRACISM, INCLUSION AND EQUITY ORGANIZERS (AAEIO)

Created by Dr. Hilary Conklin in conjunction with COE faculty and staff joined by DePaul University colleagues Ann Russo, Director of The Women's Center, and Mycall Riley, LGBTQA Resources Center Coordinator. This group created events and facilitated discussions regarding systemic racism with the COE.

Department of Teacher Education

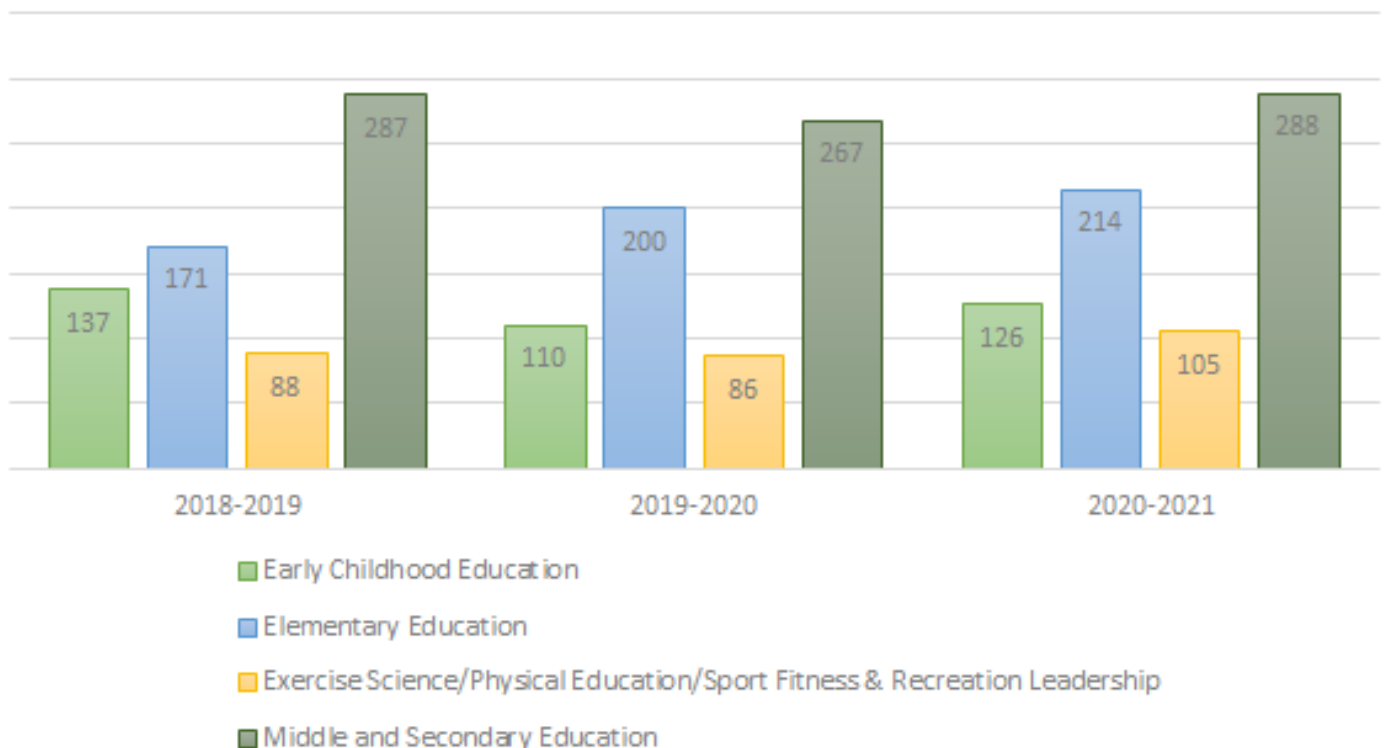


The 2020-2021 Academic Year proved to be a challenging one in many ways, but the faculty and staff in the Department of Teacher Education met each trial with creativity and grace. They kept the needs of the students foremost in their minds. This meant learning new technologies, adapting long-held approaches to teaching, and putting in many hours to revamp methods and strategies to a different modality. Faculty and staff worked to maintain the Vincentian Personalism for which we are known despite the distance technology can sometimes create.

Faculty course evaluation quantitative scores and qualitative comments remained consistent with results from previous years. New undergraduate students had difficulty adjusting to fully online courses, and there was an increase in students on probation/students requesting incompletes than in past quarters. Faculty were urged to work closely with the Director of Academic Support to assist these students.

~Department Chair, Dr. Roxanne Owens

Headcount of New and Continuing Students Over the Past Three Years in the Department of Teacher Education



Department of Teacher Education

Progress Towards 2020–2021 Goals

DePaul/Hainan Early Childhood Collaboration

Last year, we had announced the beginning of the DePaul/Hainan Normal University Early Childhood partnership. This program has continued to flourish and the first cohort of 90 students completed their entry-level coursework at Hainan. They will begin taking their DePaul coursework from DePaul instructors in China during AY 2021-2022.

Collaboration with St. Vincent de Paul/Marillac House

After many years of planning, the DePaul/St Vincent/Marillac Early Childhood demonstration center will open in Summer 2021. This will be a great benefit for our students who will be able to interact with young children in a well-equipped setting.

Online Graduate Program

The Education, Culture, and Society Program (formerly Educational Policy Studies and Research) received approval for a fully online graduate program. The students will begin the program in AY 2021-2022.

Kinesiology Program

The PE/Kinesiology Faculty completed a proposal for a Master of Arts in Athletic Training. It will be submitted to the Curriculum Committee in Fall of 2021.

DePOW Field Experiences

An important component of our teacher preparation model is the connection students make between theory and practice. Students, because COVID prevented them from entering the schools this year, had to adjust to alternative plans to apply theory to practice. We started with subscribing students to a video service but felt that they needed a more engaging program. Thus, DePOW (DePaul Open Windows) Field Experiences was created. DePOW allowed students to connect with over 200 children of faculty and staff by participating in zoom lessons. Students in methods courses created lessons that they implemented with the children and incorporated content that aligned with each child's interests. The feedback from students after finishing the DePOW program was overwhelmingly positive.

Department of Teacher Education

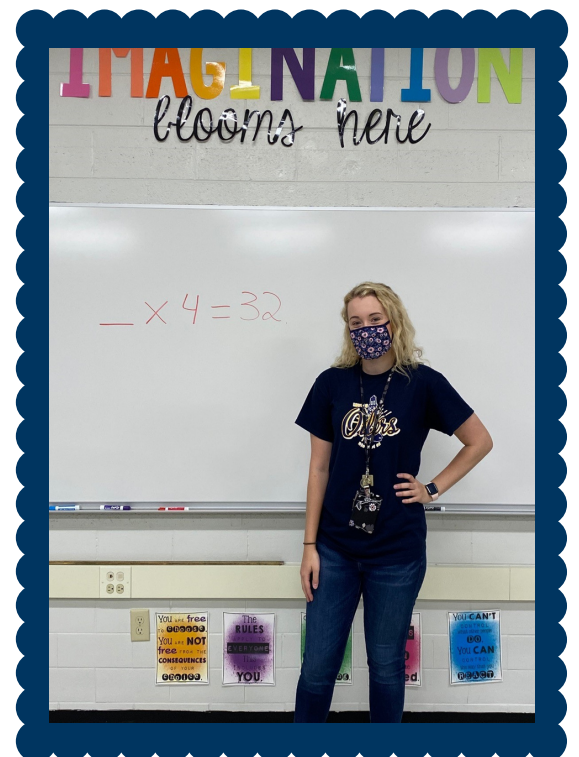
Goals for 2021-2022

- Complete the Curriculum Process for Approval of the Masters in Athletic Training to begin offering in AY 2022-23.
- Maintain a reasonable percentage of enrollment in the DePaul/Hainan program (reasonable percentage determined in collaboration with the Global Experience office, Dr. Hui Lin, and Dr. Gian Mario Besana).
- Strengthen the transfer pipeline. We have seen a slight drop off in our transfer numbers. We will need to meet with the transfer staff and community college reps to develop a plan to remedy this.
- Develop fully online Master's in Early Childhood Program, consider other possible fully online graduate programs.

Additional Department Developments

The elementary cohort, and the first cohort of AUSL middle school students, successfully completed their coursework and obtained employment in CPS for AY 2021-2022.

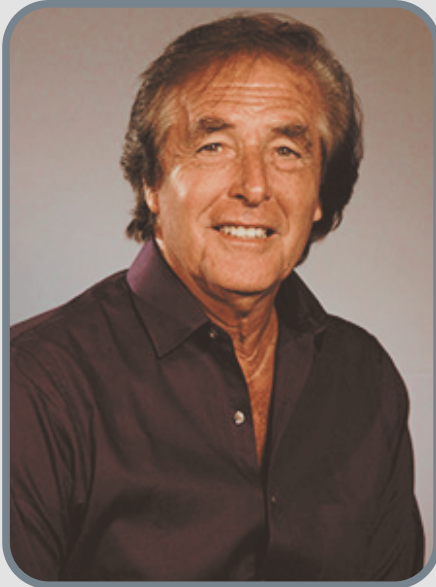
With assistance from Associate Dean Rieckhoff, general education content modules were created that allowed our graduate students to complete “deficiency” requirements in a much more cost and time-efficient manner than previously available. This “in-house” module option allows students to complete their general education requirements economically at DePaul, rather than needing to take full credit hour courses at community colleges or elsewhere. This option has been met with gratitude by students.



Department of Teacher Education

QIC Grant Funding for Secondary Education Course Development

Dr. Christopher Worthman received a summer QIC (Quality of Instruction) grant from DePaul University. Dr. Worthman will be using this grant to work on more seamlessly integrating the International Baccalaureate modules into the Secondary Education courses in the Department of Teacher Education. This will be extremely useful for faculty and students alike.



*Retirement of
Dr. Kenneth "Doc"
Sarubbi*

Thank you to Dr. Kenneth Sarubbi for his over 50 years of service to the College of Education!

During his years here at DePaul, Ken, affectionately known as "Doc", has served as not only a valued faculty member, but also as the Dean of the School of Education (1983-1988), two stints as the Acting/Interim Dean, Program Director of the Physical Education Program (1968-Present), Director of Teacher Education (1980-1982), and Enrollment Management-Faculty Liaison (1988-2016). For several years, Doc also served as the liaison to the Golden Apple Scholars program and as the advisor to hundreds of Physical Education majors. He also served as the Assistant Varsity Coach for the DePaul Basketball Team from 1971-1982.

Department of Counseling & Special Education

2020-2021 DEVELOPMENTS



Department Chair,
Dr. Jennifer Walberg

Despite the vagaries that characterized so much of AY 20-21, our department met all challenges with unflagging energy and commitment to the University's mission as well as that of our department. Programs reached identified milestones in achieving their goals for extending accreditation status and enrollments.

As the year progressed, Counseling faculty conducted another three successful searches for AY 21-22 term faculty, including one wholly devoted to the program's clinical professional practice education component.

Additionally, Counseling faculty developed and successfully advocated for funding a critically needed staff position responsible for the mounting administrative aspects of securing and maintaining high-quality internship placements for students pursuing licensure. The search for this staff member commences in Autumn 2021.

Curriculum deliberation was an area of particular focus across all three Counseling Program strands (clinical mental health, school counseling, and college counseling and student affairs). Through work with their accrediting agency's (CACREP) consultants, faculty created a strategic framework to refine the extant counselor student knowledge and performance indicators (KPIs) woven into course and field-based experience assessments. The KPIs will be reworked further, along with the student disposition indicators, and the revised curriculum map for their ongoing assessment during AY 21-22.

Counseling & Special Education

Faculty Engagement

In addition to publishing 16 articles, chapters, and related papers, CSE faculty presented at conferences and maintained active memberships (many as officers and journal editors) in international, national, and state-level professional organizations. The continued cross-program collaboration among our department's faculty and was evidenced through conference presentations and publications by Drs. Eva Patrikakou (SER), Alexandra Novakovic, and Melissa Ockerman (CSL).

Among the internal and external grants and awards received, the National Career Development Association's (NCDA) honored Dr. Rebecca Michel with their Diversity Initiative Award. This award recognized her two campus student and alumni initiatives, DePaul WORKS (Workplace Opportunities through Reflection, Knowledge, and Skills) and her Career Digital Equity Project, designed to provide career development for diverse, marginalized members of our university's community.



Dr. Rebecca Michel (left) received the Diversity Initiative Award from the NCDA and was awarded the Excellence in Teaching Award from DePaul University.

Counseling & Special Education

WELCOME TO OUR NEW FACULTY!

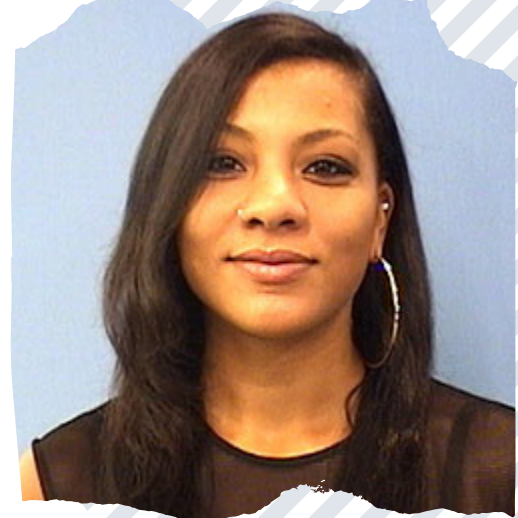
Dr. Eric Brown



Dr. Brown conducts research in the areas of trauma-informed counseling, interracial therapy, and burnout prevention of therapists. He also researches, publishes, and conducts workshops on culturally-informed mentoring of persons from disadvantaged populations. He speaks nationally on topics related to the adverse and traumatic developmental experiences of oppressed people groups while also researching how helping professionals from marginalized communities can form sustainable practices to prevent burnout. Dr. Brown has been able to present his work in numerous national conferences as well as speak in higher education institutions in South East Asia.

Dr. Deanna Burgess

Dr. Burgess' research explores critical consciousness and psychosocial development for youth and practitioners engaged in social justice praxis, as well as the effects of social justice programming on school climate. She has also done work in the areas of social justice program implementation and evaluation within secondary school settings. Dr. Burgess has presented her research in numerous state and regional conferences, and has facilitated a number of trainings and workshops related to culturally sustaining practices and critical pedagogy. Furthermore, Dr. Burgess has provided clinical mental health counseling to youth and young adults, and her clinical expertise focuses on trauma in children and adolescents. In addition, Dr. Burgess continues to support efforts that foster equity.



Counseling & Special Education

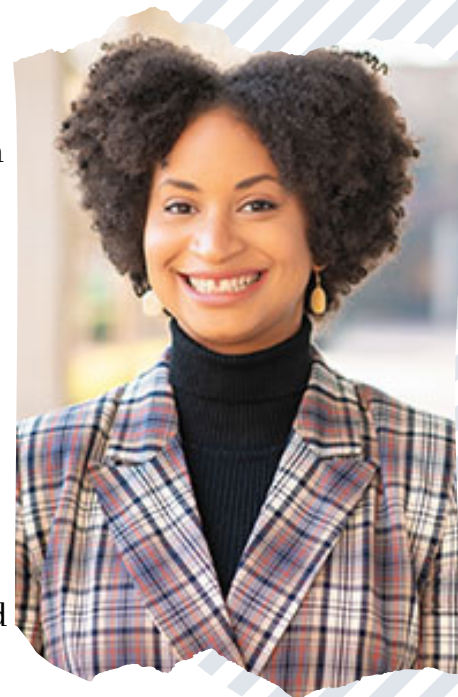
WELCOME TO OUR NEW FACULTY!

Dr. Anne Butler

Dr. Butler's is our newest tenure-track faculty in Special Education and her research focuses on strategies to support students and teachers in behavior management. This specifically includes teacher preparation, behavioral coaching, and how academics and behavior play important roles in the successful inclusion of all students. Dr. Butler has over 10 years experience working as a K-8 special education teacher in the Chicago Public Schools. She received her BS in Special Education from Illinois State University, and her MS and PhD in Special Education from UIC, Urbana-Champaign. Research interests include Behavior Management, Behavior Coaching, Strategies to Facilitate Inclusion, and Teacher Preparation.

Dr. Autumn Cabell

Dr. Cabell does research on the career development of minoritized students and counselors. Specifically, Dr. Cabell's research program seeks to: 1) examine the career development and mental health of historically underrepresented students to improve Science, Technology, Engineering, Mathematics, and Healthcare (STEM-H) career and persistence outcomes, and 2) address the career development of historically underrepresented counselors and counselors-in-training. Dr. Cabell is a licensed counselor, Board Certified Counselor, and Certified Career Counselor. She has experience counseling adolescents and adults in K-12 schools, residential facilities, career services, community-based settings, and private practice. Dr. Cabell works to build counseling graduate students' self-efficacy and cultural humility in order to prepare the next generation of counselors.



Counseling & Special Education

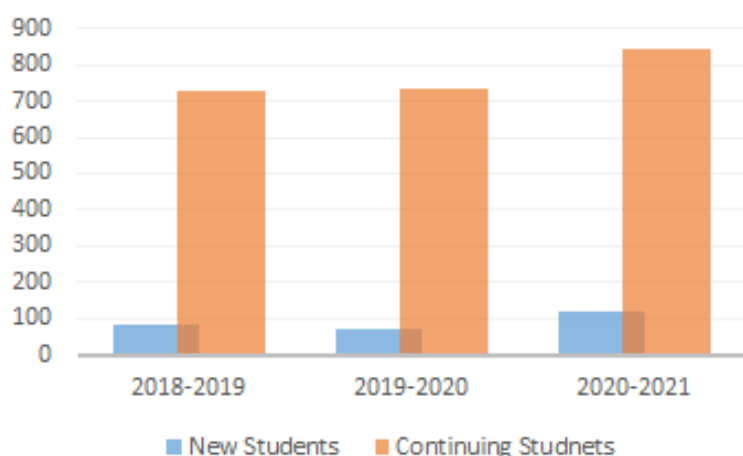
Our Programs are Growing!

Autumn 2020's CSL new enrollment was nearly twice that of the previous year, as was that in Winter Quarter 2021. The SER Program's enrollments also significantly increased at both the undergraduate and graduate levels across this year, the latter primarily through our ongoing partnership with the Chicago Public Schools' Chicago Teacher Residency program (CTR; formerly, AUSL, Academy for Urban Leadership). Given our selective admissions criteria, these increases point to our widening reputation for quality and relevance. These trends also illuminate the need for additional faculty lines to support our programs' growth while maintaining accreditation, especially for the CSL Program. Solid consistent growth without solid consistent resources is impossible.

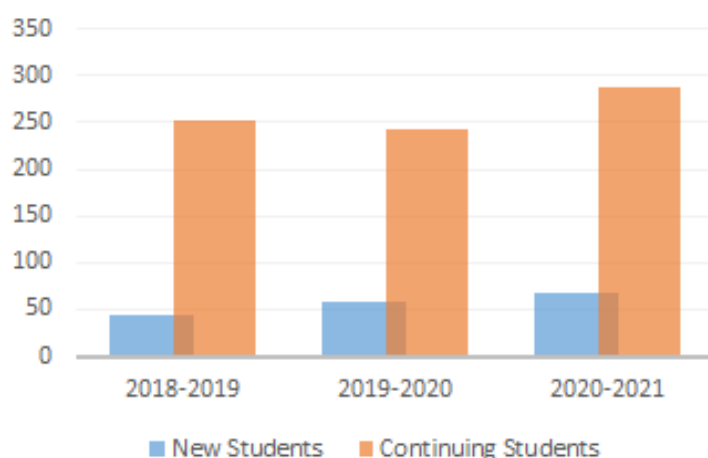
2021-2022 GOALS

- CSE Counseling will strategize and advocate to position their programs' eligibility for extending their initial 2-year CACREP accreditation to a full 8-year accreditation.
- The CSE Special Education Program will develop and implement a new program strand leading to teacher license endorsement in a field experiencing critical shortages nationally: Early Childhood Special Education.

Counseling New and Continuing Students



Special Education New and Continuing Students



Department of Leadership, Language, & Curriculum



As we come to the end of this extraordinarily difficult and very long academic year, I want to acknowledge the outstanding work of the faculty and staff of the department as well as the college. The pandemic, entrenched racial injustice, social unrest, and hostile political climate, made this academic year painful and exhausting. So, their diligence, attention to students, continued contributions to service, dedication to teaching, commitment to research, and overall resiliency is to be commended.

As the frontline 'workers' with our students, faculty continued to adapt as the remote/online teaching dragged on for 15 months. Their compassion and responsiveness to students' struggles and suffering were evident in their course evaluations. And as important, I am grateful for the faculty's extraordinary service to our programs, department, college, and DePaul going well above and beyond the call of duty this past academic year.

~Dr. Sonia Soltero, Department Chair

Significant Developments of 2020-2021

- Development and approval of the Educational Leadership Program created a new PhD degree with two doctoral program concentrations (Global Catholic Educational Leadership and the Global Educational Leadership with International Baccalaureate);
- The Curriculum Studies Program launched its new M.Ed. in Curriculum Studies with Concentration in Computer Science
- Educational Leadership Internship Supervisor Dr. Melissa Bradford developed a new orientation course/system for Educational Leadership who are looking to start their internship.
- To better cater to higher-education concentration students within the Educational Leadership Program, a new law course was developed that focuses specifically on issues of higher-education law (A&S 582). The general law course will now focus only on K-12 law.

Leadership, Language, & Curriculum

Progress Towards 2020-2021 Goals

Goal #1: The Educational Leadership program will continue to expand their doctoral program by creating new Ph.D. degrees and aims to rework their values statement and curriculum to align with racial justice, inclusion, and equity.

- A new PhD degree with two doctoral program concentrations (Global Catholic Educational Leadership and the Global Educational Leadership with International Baccalaureate) was created. The reworking of the values statement and curriculum to align with racial justice, inclusion and equity is in progress.

Goal #2: The Curriculum Studies program looks to reduce the M.Ed. credit hour requirement to make their program more affordable.

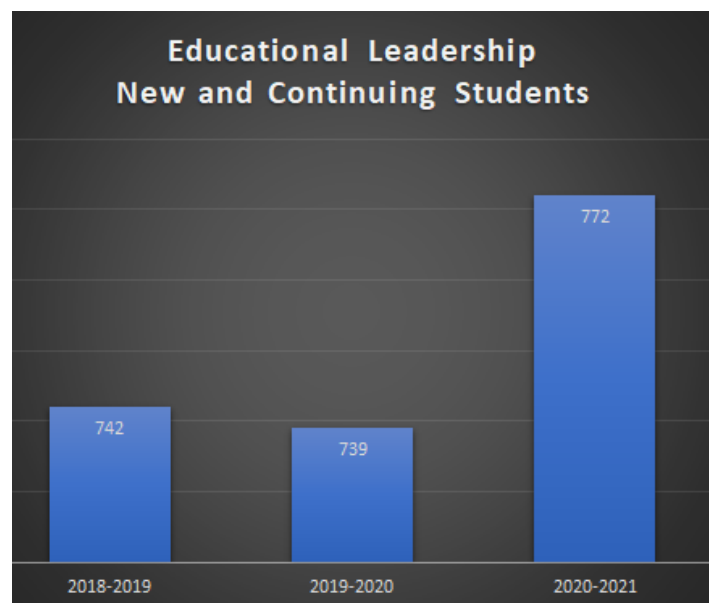
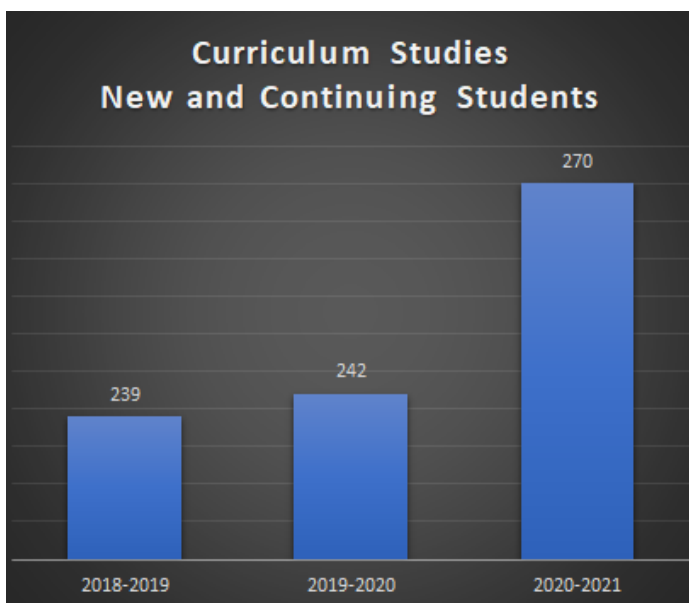
- The Curriculum Studies Program completed this goal and reduced the M.Ed./M.A. credit hour requirement from 52 to 48 credit hours to align with the majority of DePaul masters requirements. The Value-Creating Education Program followed suit with the goal, reducing M.Ed./M.A. credit hour requirement from 52 to 48 credit hours.

Goals for 2021-2022

Goal #1: The Educational Leadership Program will create a cross-departmental master's program in Counseling/Higher Education Leadership Program

Goal #2: The Bilingual-Bicultural Education Program will create a short-term bilingual and ESL endorsement from three existing courses that align with state requirements.

Goal #3: All five programs in the department will continue efforts to increase enrollments.



Leadership, Language, & Curriculum

Welcome to the Newest LLC Faculty Member, Dr. Gonzalo Obelleiro

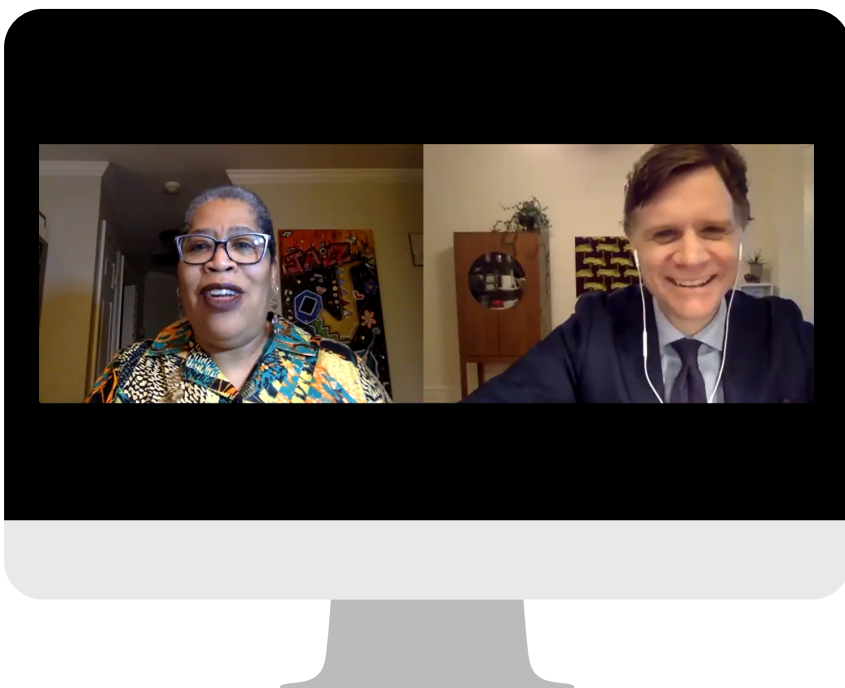
The Department of Leadership, Language, & Curriculum welcomed Dr. Gonzalo Obelleiro as their newest tenure-track family member this year! Dr. Gonzalo Obelleiro was born in Buenos Aires, Argentina and has a background education in artistic traditions in underlying design, as well as the theory of art, aesthetics, and philosophy from the Soka University of America (SUA).

Dr. Obelleiro went on to Teachers College at Columbia University where he received his Ph.D. in Philosophy and Education. Dr. Obelleiro's research focuses on cosmopolitan education, theory of values, and the educational philosophies of John Dewey and Daisaku Ikeda.



Recently, he's been exploring the idea of a curriculum for cosmopolitan education and the various forms it might take in different cultural contexts; in particular, he is interested in the context of Latino populations in the United States. In his graduate level courses, he creates and values experiential moments of thinking together. He explains that he "encourage[s] a comfortable and collegial, yet rigorous environment in which students feel safe and welcome to speak their minds and argue openly." His goal is to make his classes a fertile ground for thinking ethically about education and for learning to uphold moral values.

Daisaku Ikeda Institute Organizes Lecture with Guest Speaker Cynthia B. Dillard



LLC Professor and Director of the Institute for Daisaku Ikeda Studies in Education, Dr. Jay Goulah, organized another successful Ikeda Lecture with guest speaker Cynthia B. Dillard. Dillard's lecture was titled "Black Feminism & Society for Education" and was virtually attended by more than 1,500 individuals.

Leadership, Language, & Curriculum

Summer Global Catholic Seminar Series

This June, LLC Professor and Coordinator for Catholic Educational Leadership, Sr. Mary Paul McCaughey, organized and hosted the first Summer Global Catholic Seminar Series to welcome in our newest PhD program. This was a week-long event with recorded lectures released throughout the week. This virtual seminar series showcased various scholars' presentations about Catholic leadership and global education. Recorded lectures will be available for future educational purposes.

Speakers

- Keynote Speaker, Rev. Dennis Holtschneider, CM
- A. Gabriel Esteban, PhD, DePaul University President
- Rev. Patrick McDevitt, CM
- Howard Rosing, PhD
- Rev. Stan Chu Ilo, PhD
- Sonia Soltero, PhD
- Dean Paul Zions, PhD
- Rev. Richard Benson, CM
- Associate Dean Barbara Rieckhoff, PhD
- Sally Julian, PhD and Sr. M. Paul McCaughey, OP
- Donna Kiel, EdD
- Rev. Anthony Dosen, CM



Current DePaul President, Dr. Gabriel Esteban (left), and former DePaul President and keynote speaker, Rev. Dennis Holtschneider (right).



From left to right: Dr. Rieckhoff, Rev. Benson, Dr. Soltero, Dean Zions

Leadership, Language, & Curriculum

Doctoral Program

Doctoral programs in the College of Education include:

- Curriculum Studies (EdD, EdS, and PhD)
- Educational Leadership (EdD, EdS, and PhD)
- Global Educational Leadership (PhD)

Goals for 2021-2022

Goal #1: Implementation and coordination of the new Ph.D. degree in Educational Leadership and the Ph.D. degree in Global Educational Leadership.

Goal #2: Explore putting more courses in the Educational Leadership and Curriculum Studies programs online in response to student and faculty demand.

Goal #3: Develop and submit a proposal requiring incoming Educational Leadership students to complete a capstone project rather than a dissertation.

Goal #4: Establish a cohort of IB educators from the CPS IB coordinators and educators network who regularly meet at DePaul.

Goal #5: Create a cohort of doctoral candidates from the Catholic elementary schools within the Archdiocese of Chicago.



Leadership, Language, & Curriculum

Congratulations to our Doctoral Program 2020-2021 Graduates

Anne Marie Adams

Dissertation: *Naming and Re(claiming) Feminism in Orthodoxy: Voicing the Gender and Religious Identities of Greek Orthodox Women*

Dissertation Chair: Karen Monkman, PhD

Ashlee Louise Canty

Dissertation: *Black Sorority Women's Experiences with Racism and Sexism at Predominantly White Institutions*

Dissertation Chair: Amira Proweller, PhD

Joanna Cohen

Capstone: *A Comparison of Student Outcomes in High Schools that Implement a Personalized Learning Model and Those that Implement a Traditional Model of Teaching in a Large Urban District*

Capstone Advisor: Sr. Mary Paul McCaughey, OP

Michele Colbert

Capstone: *The Influence Music Education Programs Have on Identity Development, Cultural Awareness, and Trauma Related to African American Youth That Live in Urban Settings*

Capstone Advisor: Gonzalo Obelleiro, PhD

Hermogenese Del Toro

Capstone: *Liberal Arts Micro-Credential: Teaching a Police Officer Reflection, Empathy, and Self-Awareness; Going Beyond Training a Police Officer to Act and Reach*

Capstone Advisor: Andrea Kayne, JD

Camile Franklin

Capstone: *The Impact of Racial Identity in College Planning Resources for African American Students considering Historically Black Colleges and Universities (HBCU)*

Capstone Advisor: Barbara Rieckhoff, PhD



Leadership, Language, & Curriculum

Doctoral Program Graduates Continued:

Alegeanna Griffin

Dissertation: *Locked Out to be Locked Up, Only to Be Locked Out, Again: A Critical Analysis of Exclusionary Disciplinary Practices, and an Illinois Policy's Attempt to Eradicate the School-to-Prison Pipeline*

Dissertation Chair: Horace Hall, PhD

Nancy Harmening

Dissertation: *It's Really About Relationships: Perceptions of Teacher Autonomy and It's Influence on Instruction*

Dissertation Chair: Marie Ann Donovan, EdD

Vanessa Hein

Dissertation: *Combatting the Drive Deficit: An Exploration of Conative Skill Inclusion in College and Career*

Dissertation Chair; Stephen Haymes, PhD

Ester Quintero Heister

Capstone: *A Case Study of a Comprehensive Model of Global Education Strategy Based on Cosmopolitanism*

Capstone Advisor; Andrea Kayne, JD

Michelle Johnson

Capstone: *K-8 eLearning During the COVID-19 Pandemic: "Spreading" Best Practices*

Capstone Advisor; Andrea Kayne, JD

Kendrick Johnson

Dissertation: *Dancing in the Liminal Tension: A Phenomenological Study of how Queer Black Boys Manifest Happiness in an Urban Midwest High School*

Dissertation Chair; Jason Goulah, PhD

Timothy Larmon

Capstone: *A Policy Examination of Digital Multimedia Evidence in Police Department Standard Operating Procedures (SOPs)*

Capstone Advisor; Andrea Kayne, JD

Leadership, Language, & Curriculum

Doctoral Program Graduates Continued:

Jessica Nall

Capstone: *A Case for Caution: The Impact of Competing Mental Models on Pandemic Schooling Plans*

Capstone Advisor; Andrea Kayne, JD

Lynell Porch

Capstone: *The Plan Starts Now: A Study of Juvenile Delinquency and a Re-entry Program Back into the Community*

Capstone Advisor; Andrea Kayne, JD

Rachael Suzanne Rosen

Dissertation: *Self-Regulated Strategy Development: The Effects on Writing Competency and Student Self-Efficacy at the Secondary Level*

Dissertation Chair; Roxanne Owens, PhD

Roberto Torres

Capstone: *Developing a Culture of Care and Support: A Review of Institutional Practices and Growth Opportunities Affecting Black Male Student-Athletes at Southtown Community College*

Capstone Advisor; Andrea Kayne, JD

Daniel Villa

Capstone: *Measuring the Impact of Residency Requirements and the Relationship with the Citizens in the Community*

Capstone Advisor; Barbara Rieckhoff, PhD

Landon Wade

Capstone: *Resilience & Wellness Teams: A Comprehensive Maintenance Plan for Law Enforcement Officers*

Capstone Advisor; Andrea Kayne, JD

Markenya Williams

Capstone: *Chronic Absenteeism: The Problem, The Participants, The Panacea*

Capstone Advisor; Barbara Rieckhoff, PhD



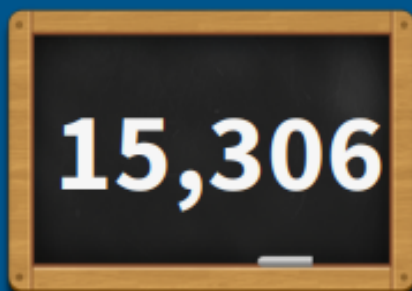
Office of Innovative Professional Learning (OIPL)



Dr. Donna Kiel, Director

Since 2014, the Office of Innovative Professional Learning (OIPL) has partnered with educators and professionals around the world to investigate and identify pressing challenges within their school or organization. Most importantly, they designed sustainable solutions that allow individuals and organizations to reach success. This year, in the wake of the challenges put forth by COVID-19 and the parallel pandemic of racism, OIPL has risen to meet the challenges faced by schools and organizations. This year's efforts have been monumental, inspirational, meaningful, and innovative.

**NUMBER OF
PROFESSIONALS
LOCALLY AND
GLOBALLY REACHED**



15,306

**WORKSHOPS AND
TRAINING SESSIONS**

305

**CONSULTATION
MEETINGS**

207

2020-2021 Project Highlights

Global Engagement: Professional Development in China

During the 2020-2021 year, expert COE faculty provided China K-12 educators and leaders with solutions presented by the challenges of teaching remotely and the ongoing uncertainty of the pandemic. OIPL provided synchronous and asynchronous learning opportunities to meet and support emergency remote teaching needs.



Growth of International Baccalaureate Educator Certificate

The IBEC program continues to experience enrollment increases for the 4th year in a row.

OIPL established an IB Task Force to provide support and resources to the Chicago Public School IB program, as well as other IB schools locally and regionally. In 2021-2022, IB educator certificates will expand to include the Primary Years Programme and the Leadership Practices certificate.

Reflection, Inquiry, Self-Awareness and Empathy Program (RISE)

Racial Equity Webinar Series

The RISE program offered racial justice practices based on four key qualities of Reflection, Inquiry, Self-awareness, and Empathy. These were used to deepen educator knowledge and skills in creating the contemplative practices along with inquiry-based teaching to integrate equity throughout school culture. RISE webinars were led by Dr. Tina Curry, Adjunct Faculty.

Racial Equity for Catholic High School Students

OIPL was selected to lead the RISE Racial Equity program for 300 high school students throughout the Archdiocese of Chicago. Faculty members, Dr. Deanna Burgess, Dr. Donna Kiel, and Dr. Tina Curry facilitated student discussions that examined racial justice within their schools, and the program concluded with a presentation from Cardinal Blase Cupich around dismantling racism.

New Teacher Mentoring

Sr. Mary Paul McCaughey led a new teacher mentorship program in partnership with the Office of Catholic School with the intent to support new educators and address teacher retention. Together, new teachers and their mentors discussed important topics including capturing and maintaining student engagement online and meeting social-emotional needs of students.

Micro-Credentialing: Competency-based Professional learning

Through these programs, professionals demonstrate learning through the creation of an action project that provides evidence of learning according to rigorous standards. OIPL facilitated teacher training and completion of several micro-credential programs.



2021–2022 OIPL Goals:

- Successful completion of the International Baccalaureate Educator Certificate renewal evaluation for the MYP and DP programs.
- Implementation of the new IBEC Leadership Practices and Primary Years Program certificates including marketing the certificate and enrolling students with a goal of at least 15 students in each program.
- Facilitating the RISE Racial Justice Program for the Office of Catholic Schools and engaging all 188 of the Catholic school principals.
- Successful facilitation of the Library of Congress grant implementing racial equity programs with middle school students.
- Expanding the certificate and micro-credential programs for China educators.

Enrollment

The 2020-2021 Academic Year showed growth in enrollment for the College of Education. In fact, enrollments for three of the four terms (Fall, Winter, and Spring) were higher than they were in the previous year.

Retention Rates by Entry College

The first year retention for freshmen entering the College of Education continues to be amongst the highest of all the colleges and schools at DePaul University. In fact, the College of Education retention rate of 89% was second only to the Theatre School Rate of 91%.

Top Ten Graduate Majors at DePaul

Rank, College, Major, # New Students Enrolled in Fall

- 1) KGSB, MBA (all concentrations), 342
- 2) COE, Counseling (all concentrations), 94
- 3) CDM, Computer Science, 81
- 4) CDM, Data Science, 70
- 5) CSH, Nursing-Generalist, 67
- 6) COE, Teaching and Learning (all concentrations), 64
- 7) KGSB, Human Resources, 51
- 8) KGSB, Accountancy, 48
- 9) KGSB, Business Analytics, 42
- 10) KGSB, Marketing, 35

Two of the most popular majors for incoming graduate students for Fall 2020 were offered in the College of Education: Counseling (#2) and Teaching and Learning (#6). Counseling moved up four spots from last year, while Teaching & Learning moved up from their #9 ranking.

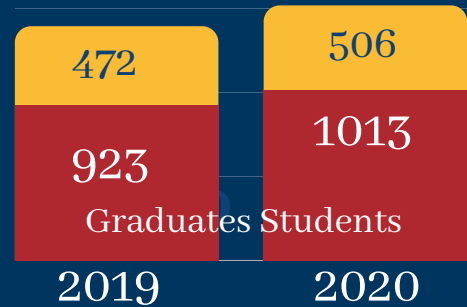


2020-2021 Enrollment

Autumn
Quarter
2020

1519 students
8.9% increase
from last year

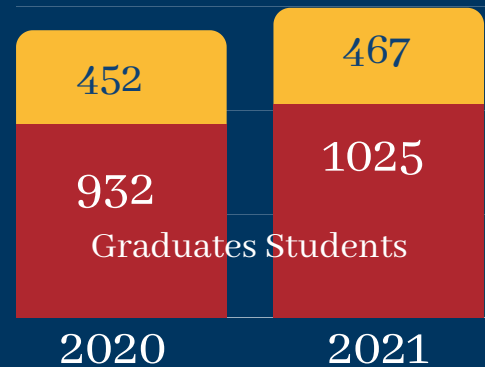
Undergraduate Students



Winter
Quarter
2021

1492 students
7.8% increase
from last year

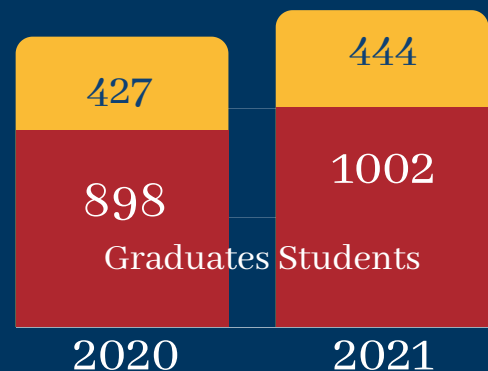
Undergraduate Students



Spring
Quarter
2021

1446 students
9.1% increase
from last year

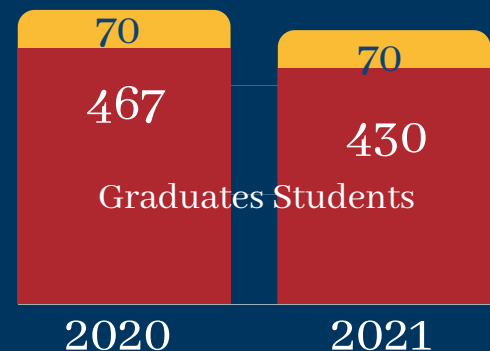
Undergraduate Students



Summer
Quarter
2021

500 students
6.9% decrease
from last year

Undergraduate Students





Stockyard Institute

The Stockyard Institute is an ongoing civic and artistic practice founded in 1995 by artist Jim Duignan in the Back of the Yards community of south Chicago and was influenced by community artists, revolutionaries, youth, activists, and radical teachers. It is rooted in love, relationships, collaboration, and self determination with the philosophy that students must play a role in the construction of their education.

It has revolutionized the arts in Chicago neighborhoods to reimagine social, civic, and personal forms of public engagement.



Some recent installations include:

- "Dolls 4 Peace" was an installation made by schoolchildren in response to gun violence.
- "The Radio Project" gave people an outlet to record and broadcast their stories directly to their neighborhood. Because of COVID, radio has been an important, safe tool for connecting and sharing stories.
- A public art piece "Taxi", was an imaginative digital advertising piece displayed on top of a cab.
- "Don't Mess with my Fro," was a very popular piece from Davion Matthews.

Stockyard Institute During the Pandemic



Artists and companies involved with the Stockyard Institute met to design a youth playground at 54th and Union St. However, due to the Pandemic, the playground was put at a pause.

The Stockyard Institute were given three dozen outdoor public aluminum planters and asked artists from across the city to paint the planters.





Office of Advancement

Fundraising

\$295,663 raised for scholarship.

This was given to students and the remainder was given to the Penedo Program, inSTEM Camp for Girls, the Stockyard Institute, and the Katie Brown Memorial Library.

Notable donations

\$60,000 to the Education and Counseling Center Penedo Program

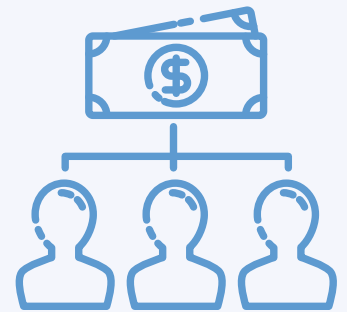
\$50,000 to establish the Stella A. Butkevicius Balesh and Ronald Balesh Endowed Scholarship

\$25,000 to the Dr. Andrew T. and Alice O. Kopan Endowed Scholarship

\$100,000 to establish the Dr. Michael G. Gibbs Endowed Scholarship

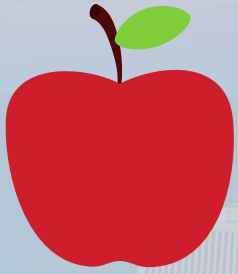


COE raised over
\$1,160,000 from
260+ donors



In 2020-2021,
203 students
were awarded
over **\$410k**

Office of Advancement



113 students were
awarded Student
Teaching
Scholarships

College of Education Scholarships

The COE increased its endowed scholarship offerings to 20 scholarships.

For the first time, the Student Appeal Fund Scholarship was established. This was created with the intention of providing financial support to students with account holds and other obstacles to financing education stemming from the pandemic and other personal crises.

In total, 62 students received critical funding that enabled them to continue their studies throughout the academic year.



Over 28 COE
students were
awarded endowed
scholarships

2020-2021 Scholarships Recipients

The Nicolls Family Scholarship Award was presented to Lucas Osselaer.

Benjamin Lang won the Jerry and Katherine Christensen Scholarship Award.

Ryan Nicole Johnson won the Dr. Andrew T. Kopan Senior Leadership Award.

Adyson Garza won The Donald. A. and Margaret Millette Scholarship Award.

The Charles Doyle Service Award was presented to Daniel Burke.

The Sizemore Professional Educator Award was presented to Charlee Moss.

Graduating Senior Hannah Hartung was awarded one of the highly competitive Fulbright English Teaching Assistantships for SY '21-22.

At the 2021 Illinois School Counseling Association (ISCA) Virtual Annual Awards, Giuliana Scardina won the ISCA Graduate Student of the Year award and Alex Lloyd won Elementary School Counselor of the Year.

Qianhui Tian was awarded the New Student Organization of the Year for their creation of the COE International Student Group.

Morgan Lempko won the CPS School Counseling High School Intern Impact Award.

Kristin Novy received was named 2020 Principal of the Year for the Illinois Network of Charter Schools.

The Advising Office



The College of Education Advising Office has had a year of transitions and opportunities.

However, we cannot underestimate or overstate the tremendous amount of work that our dedicated staff put in during the pandemic.

Over the past year, we have been dedicated to engaging in discussions about social justice. Our staff have been involved with students, affinity groups, and fellow staff and faculty in the college. Ongoing critical examination of our beliefs, perspectives, privileges, and systems of power is critical. Not only for our society, but also *through* our service in the College of Education and the university. We aspire to grow as an academic institution that addresses social/racial inequities and creates an environment that is compassionate, inclusive, equitable, and just as we work to become better allies and co-conspirators.



We said farewell to an Academic Advisor in August 2020 and our remaining advisors assumed double caseloads to support until we welcomed our new Advisor, Gerald Cruz (pictured left), in December 2020. Through dedicated online training, he began advising students in January 2021 and was assigned 500+ active students to work with directly and provide assistance.

Welcome, Gerald!



The Advising Office

Progress through 2020-2021



Responsiveness and Outreach at Work

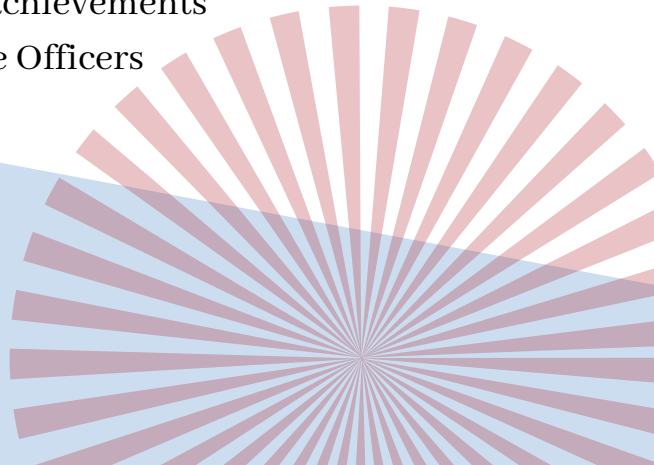
Advising responsiveness and responsibilities remained constant, even during the pandemic, and increased in volume. We engaged students through:

- Remote undergraduate advising and one-on-one engagement via Zoom.
- Connections initiated through email, phone, and video conference for advising services.
- Proactive reminders and guidance by Advising staff to ensure students were on track to meet degree and licensure requirements on time.

Collaboration and Partnership

We also worked collaboratively with faculty on curricular issues, determining the number of students eligible for a course, and troubleshooting issues with waitlists, low enrollment courses, course cancellations, assist in program design and curriculum planning, and course catalog updates.

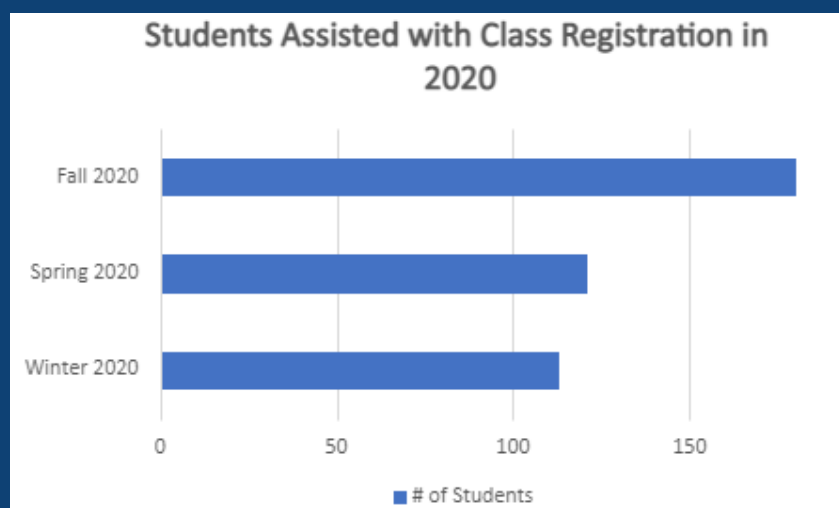
We also worked closely on curriculum review and update of all catalog pages, encouraging students to register with ISBE to improve our APR reporting requirements, and emailing students about their achievements on making the Dean's List. Similarly, our Licensure Officers worked collaboratively with ISBE to interpret requirements for our candidates and attended webinars and conference meetings.



The Advising Office

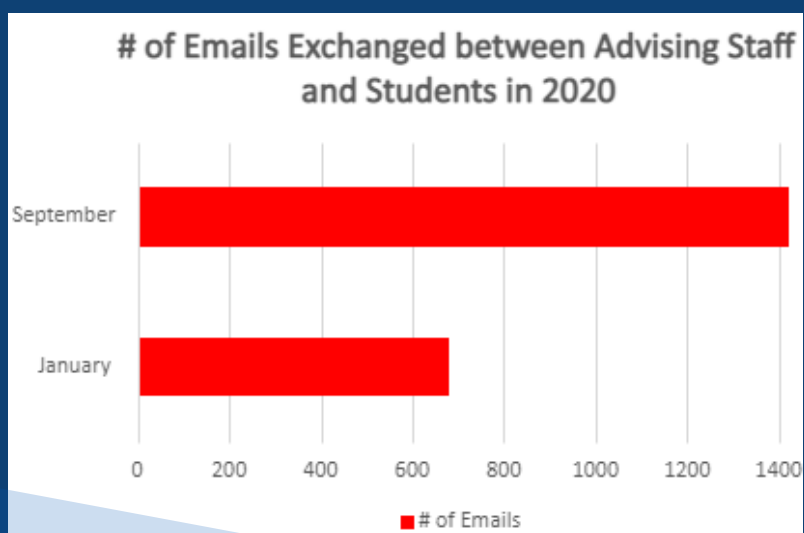
Meeting Growing Student Needs

Complications with cross-listed courses, waitlists for closed classes, and prerequisites meant a lot of time was dedicated to troubleshooting, individual student and program analysis, and adjustments to student records. We saw a large increase in the number of students being added to waitlists due to closed courses, an increasing trend that remained consistent throughout the 2020-2021 academic year.



We saw a large increase in the number of students being added to waitlists due to closed courses and assisted 180 students with registration in Fall 2020, compared to 113 winter 2020 and 121 in spring 2020.

Email exchanges have increased dramatically during pandemic. One advisor examined the number of emails sent, comparing 680 emails in January 2020 to 1421 September 2020 (over 200% increase). The increase is also apparent comparing Sept 2019 (877 emails) to Sept 2020 (1421 emails).





Education & Counseling Center

2020-21 SNAPSHOT

Supporting Faculty Programs

The ECC continued to support and assist new and ongoing faculty programs in the College of Education.



Counseling Program:

Client recruitment and intake for
Dr. Martha Mason



Penedo Program and Chicago Survivors Camp:

Supported summer programs



Math & Reading Remediation Program:

Outreach efforts resulted in up to
20 student registrations per
academic quarter



ECC Tutoring Services:

Coordinated weekly academic
tutoring, both virtual and in-
person, for 30-40 Chicago area
students

Education & Counseling Center

Highlights in Focus

Penedo Program

In 2021, Winter, Spring and Summer Programs were done virtually. During the fall, we delivered all services both in-person or virtually while maintaining three days a week of programming that served a cohort of 10 girls year-round. The participants have remained actively engaged in meaningful activities centered around academic and social-emotional support. Efforts were made to reach new schools and we created two new partnerships with Newberry Academy and Oscar Mayer Elementary School.

DePaul students were recruited to provide direct services. We sought regular communication with the participants via text messages and with their parents. We also communicated with school administrators and teachers with regards to a wide variety of issues affecting Penedo members – grades, testing for SPED concerns, the high school selection process, applications, testing, registration forms and more.

ECC Tutoring Services



88%

When surveyed in the spring, 88% of all parents responded as being “very satisfied” with our services.

The tutoring program was revamped to integrate more structure and accountability. We implemented the required protocol of the Office of Compliance and Risk Management which included creating tutor training materials. Additionally, we conducted new applicant interviews and systematically reached out to families and tutors for feedback on how the tutoring sessions were going. This fall we rebuilt our client and tutors by advertising our program resulting in recruiting 25 new tutors who now serve 35 students each week.

Education & Counseling Center

External Funding Opportunities

- As a finalist candidate for Mazda Foundation grant, the ECC was awarded opportunity to meet the funders
- Conducted presentation to Penedo founders and secured funding for the program's continuance
- Supported the Cigna grant led by Dr. Rebecca Michel and Dr. Jobi Gardner.
- Initiated a grant with Dr. Darrick Tovar-Murray for his Tree of Life Program

Human Development Initiative

We began the exploring this initiative, starting with monthly discussions with Drs. Marie Donovan, Roxanne Owens, and Amy Clark in February 2021. A committee meeting was arranged including DePaul attorneys, compliance administrators, Dean Zionts and Dr. Sally Julian to explore the legal parameters and requirements to begin working with preschool children. In June, Dr. Mojdeh Bayat took the lead, and invited Dr. Anne Butler to join the exploratory committee for launching a Human Development Lab to provide intervention and support services for children with special abilities and needs, and their families.

After numerous meetings, including two discussions with the administrators and teachers at St. Vincent Preschool, the committee concluded a preschool program housed in the ECC would best serve the needs of this population. It will be a long-term project with significant fundraising required to implement this program.

Community Engagement & Outreach

To maintain and expand the Center's client base and relationships with elementary, middle and high schools and non-profits in the Chicago area, an outreach program was launched through regular newsletters, promotional flyers and announcements of programs in the ECC and COE at large.

23

**promotional flyers
sent**

500

**new contacts added to the
ECC listserv**

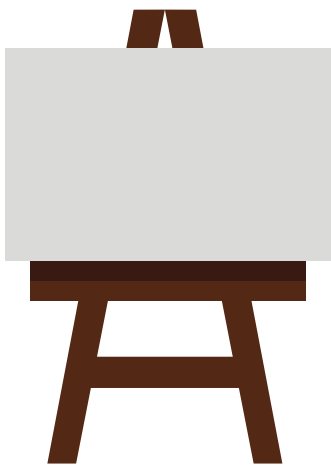
16K+

**ECC emails viewed during
2020-21 time frame**

The Academic Success Center



A completely new staff of graduate assistants and student workers came on board for the 2020-2021 school year. The Academic Success Center (ASC) continued to provide academic support to College of Education students through many services, including quality test preparation and tutoring.



Weekly and Quarterly Exam Workshops were offered for..

- Special Education and Elementary Education Content Exams
- Illinois Licensure Testing System (ILTS) School Counselor Exam
- Licensed Professional Counselor (LPC) Exam

10

academic skills workshops were provided by Director Nora Murphy during the school year. These workshops educated students on reading strategies, note taking, using the library, managing stress, beating procrastination, test anxiety, and career exploration.

Tutoring

Students were able to take advantage of tutoring services for all ILTS content tests as well as various Counselor Exams. For students with failing exam scores, the ASC staff sent personalized invitations offering tutoring in preparation for future exam attempts. Many of the licensure exams including School Counseling, History and Elementary Education changed content and format. In response, Director Nora Murphy and new ASC tutors worked diligently to learn and teach the new material.

The Academic Success Center

Evolving Trends in Student Needs


ONLINE WORKSHOPS, EVENING TUTORING

Although students were returning from taking courses completely online due to COVID, most students preferred to attend workshops held on the Zoom online meeting platform rather than in-person.

Due to student courses and work schedule this year, individual tutoring was much preferred over workshops. There were many requests to offer tutoring in the evenings which the ASC staff accommodated. This may be a trend that will affect our tutoring hours greatly in the future.

2020-21 Developments

Director Nora created a blog to assist counseling student in registering and preparing for the LPC exam. The process for registering for the exam is complicated with very comprehensive content and requires about three months of ongoing study. She also partnered with the Counseling Department and took on a student intern who needed to earn extra counseling hours during Spring Quarter 2021 as a required for degree completion. Due to increasing workloads and ongoing training of new staff, the ASC will not be accepting counseling interns during the 2021-22 academic year.



Our math tutor, Mayrna Dababneh, provided extensive tutoring to AUSL students who needed to pass a module on Economics in order to graduate. Mayrna majored in Math and Economics as an undergraduate at Northwestern University so her experience has proven to be very beneficial. With her insight and the ASC's recommendation, Dr. Donna Keil assisted in adapting the module format, making it similar to an Introduction to Economics class.

The Academic Success Center

2020-21 Developments cont.



Last, Director Nora presented a larger workshop titled “Navigating Turbulent Waters” to match the theme of the DePaul’s 11th Peer Tutor and Mentor Summit held virtually on February 26, 2021. She presented strategies for helping students who feel overwhelmed to about 40 tutors and student success coaches.



Get Unstuck!



The ASC continued its "Get Unstuck" Program during spring 2021 open to all DePaul students who struggled academically and were falling behind. In fall 2021, COE no longer was able to accommodate non-COE students due to the amount of COE students needing help versus the resources available to help everyone. Also, Student Affairs picked up much of this work, so students were referred to the peer assistance program in the new Student Success program designed for Freshmen and Sophomores. The ASC continues to support students through the “Get Unstuck” Program with issues such as reading strategies, time management, study skills, executive functioning, emotional support and stress management.

DePaul Career Center

Students met via Zoom for a presentation that focused on how to create a resume for their student teaching application. For those who could not attend, the presentation was recorded and sent out with resume writing resources.

Resume Workshop: Student Teaching Resumes

The Career Center supported students throughout the 2020-2021 academic year in the Education, Nonprofit, and Government (ENPG) sector. They helped develop students career needs through individual advising appointments, classroom presentations, events, and resources. The services that directly relate to the College of Education are listed below in further detail.

How to Serve in the Peace Corps

Students met virtually during the spring quarter with a Peace Corps representative to learn about the opportunities to serve abroad, how to complete the application and interview process, and to hear an experience from a former volunteer.

Education Job Fair

DePaul, Loyola, and UIC students virtually attended an Education Fair on March 3rd to meet with representatives from school districts and educational organizations to learn about opportunities in Chicago, across the country, and internationally.

How I Got This Job and Other Lessons from a First Year Teacher

Students attended a zoom meeting to interview a DePaul alum, who is now a first-year teacher, about how to build experiences, secure a full-time position, and on career advice for their first year in teaching.



DePaul Career Center



Explore your Impact: Careers in Social Justice

Students attended a zoom panel of professionals to learn about a variety of careers that focus on social justice work.

ENPG Newsletter

Students had the option to subscribe to the Education, Nonprofit, and Government Community bi-weekly newsletters via Handshake. These newsletters contained information pertaining to events, jobs, internships, and professional development.

Presentations

The Career Center offered presentations about resume and cover letter writing, job searching, and interviewing to all students graduating from the Teacher Education and Counseling departments.

Advising Appointments

The Career Center completed 720 total appointments with students from the Education, Nonprofit, and Government Career Community within the 2020-2021 academic year.



Commencement 2021!



Top left: Alice Moss, Dr. Marie Donovan, Dr. Mojdeh Bayat, doctoral graduate Dr. Nancy Hashimoto, Dr. Amy Clark and Dr. Roxanne Owens



Top right: Dr. Marie Donovan (behind) and doctoral graduate Dr. Nancy Harming

Middle right:

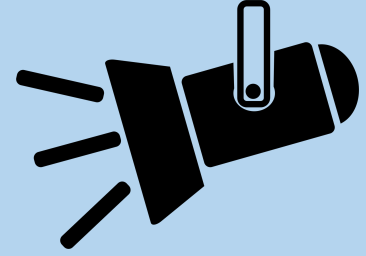
Dr. Hashimoto, Dr. Bayat, Alice Moss, Early Childhood Education undergraduates Sacha Appel, Mia Kaplan, and Bea Carino, Dr. Owens, Dr. Clark and Dr. Donovan

Bottom left:

(top row) Mia Kaplan, Dr. Heather Little, Early Childhood Education undergraduate Jacquelyn García, Alice Moss, Dr. Clark, Dr. Owens, Dr. Hashimoto, (front row) Dr. Donovan, Bea Carino, Sacha Appel, Dr. Bayat



Honors Convocation



The virtual 2020-2021 Honors Convocation celebrated the academic achievements of students who earned Honors designation. To qualify, doctoral students must have met program requirements; graduate students must maintain an average 4.0 GPA; and undergraduate students must maintain a minimum 3.5 GPA.

The following students received Honors designation for 2020-2021:

Doctoral Students:

Anne Marie Adams, Ashlee Canty, Michele Colbert, Hermogenes Del Toro, Camille Franklin, Algeanna Griffin, Nancy Harmening, Vanessa Hein, Kendrick Johnson, Michelle Johnson, Timothy Larman, Jessica Nall, Lynell Porch, Esther Quintero Guzman, Rachael Rosen, Roberto Torres, Daniel Villa, Landon Wade, Gwenda Walters, Markenya Williams

Graduate Students:

Julien Bloom, Andrew Boyd, Randall Carpenter, Tomas Castrejon, Amy Christenson, Nicole Christoffel, Alexandra Coello, Joanna Cohen, Xochitl Cruz, Yana Cruz, Kathleen Curran, Michael Dixon, Maeve Donahue, Jacob Doyle, Ali Ebadi, Radiah Ellis, Isabella Fioretto, Margaret Flanagan, Leah Fuller, Madison Gill, Cindy Gudino, Annette Guzik, Mecca Hamilton, Sarah Haselhorst Anne Hully, Kathleen Hurley, Emily Illig, Giovanna Jacques, Julie Johnson, Calandra Jones, Meredith Kachel, Katherine Kaser, Belicia King, Gina Kirberg, Cassandra Kirklen, Jane Knoche, Morgan Lempko, Hayley Levin, Madeline Lewis, Nina Marshall, Paulette Matuk, Daniel McFarron, Elizabeth Mejia, Charlee Moss, Noemi Muniz, Allison Muskat, Phuong Nguyen, Brianna Olson, Hannah Paterakis, Andrew Ramirez, Sherri Ramsey, Emily Reid, Kyle Riddle, Casildo Rodriguez, Magally Roman, Aliza Rosenfeld, Erin Rowell,





Graduate Students cont.

Angela Scalzitti, Kelsey Scherler, Desiree Schierholz, Kira Schorr, Madeline Schultz, Hitomi Shiga, Gabrielle Simmons, Jason Smith, Rebecca Sparks, Megan Spletzer, Heather Styka, Jessica Taylor, Danish Trivedi, Shelby Turner, Kathleen Wilson, Taylor Wisowaty, Yan Zhang, Anna Ziemniak

Undergraduate Students:

Summa Cum Laude

Sacha Appel, Olivia Avrett, Erica Barish, Elena Benavides, Melissa Bernal Pulido, Davis Caron-Vera, Benjamin Courtney, Elisa Diaz, Elyse Flannery, Eryn Fleener, Daniel Fleming, Tyler Gatz, Rebecca John, Mia Kaplan, Haley Malovan, Ngan Nguyen, Erin O'Connor, Dania Odeh, Juan Sandoval, Kyle Smith, Emma Sudie, Eliana Torres, Monserrat Velasco-Ortega, Natalie Walsher, Ivy Witczak

Magna Cum Laude

Emily Baltierra, Katelyn Bartelt, Tamara Burkhart, Bea Lauren Carino, Dominik Downs, Cynthia Flores, Benjamin Formica, Tyler Frazier, Adyson Garza, Lucía Girón, Sandra Ladzik, Natalie Newmark, Katherine Ryan, Taylor Sturtevant, Lauren Taira, Ariana Trujillo

Cum Laude

Judith Aldape, Mercedes Alvarez, Melissa Calvo, Isabell De La Rosa, Monica Diaz, Ashley Edwards, Jacquelyn Garcia, Magen Higgs, Abigail Jaimes, Ryan Johnson, Alexandra Kontogiannis, Daisy Lamas-Guzman, Kalli Lambros, Benjamin Lang, Grace Lichter, Hannah Padavic, Joshua Pfaff, Kamila Piska, Danielle Roche, Azemina Sabanovic, Kali Silhavy, Anne Toner, Harry Vartorella, Daniel Vaz da Costa



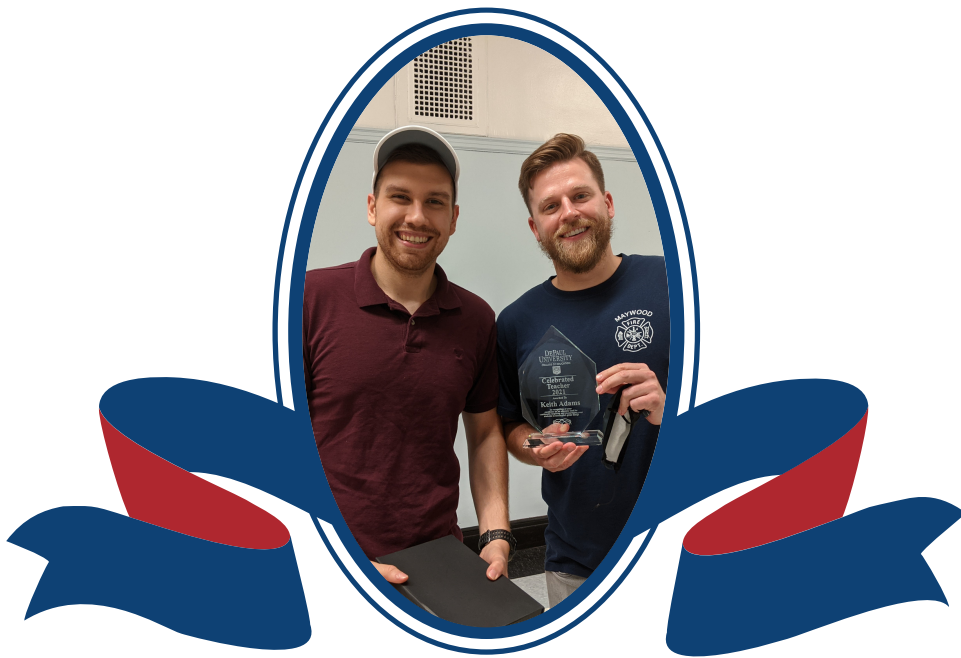
DEPAUL UNIVERSITY
COLLEGE OF EDUCATION



Celebrating Teachers 2021



The College of Education invited graduating DePaul students to recognize K-12 teachers who inspired and encouraged them along the way. Congratulations to our three teacher winners and many thanks to their student nominators!



Teacher Winner: Keith Adams, Kelvyn Park High School, Illinois (right)
Nominating Student: Guadalupe Mendoza (left)

"If there is any teacher that deserves to be recognized for the impact that he has made in the classroom it would be Dr. Adams because now he is making an impact for the entire school as principal of Kelvyn Park High School. Dr. Adams is the kind of teacher that will accept nothing less than your best, and will help you learn from your mistakes. When I pursued my career in education I knew I wanted to be the kind of teacher he was. I am succeeding because he gave the blueprint on how to be the best by having him as a teacher."

- Guadalupe Mendoza,
Excerpt from nomination essay

Celebrating Teachers 2021

I was generally not an engaged student in high school, but Laura Szwaja's teaching style reinstated my passion for learning...If I visited her during my lunch hour, we would often have difficult, but necessary conversations that helped me better understand myself and the world around me. Szwaja is very deserving of this award. She [has] positively impacted several students' lives, and she changed mine. Because of her, I gained a strong sense of confidence that guided me throughout my college career.

- Krystin Boice,
Excerpt from nomination essay



Teacher Winner: Laura Szwaja, South Elgin High School, Illinois (above)
Nominating Student: Krystin Boice



Teacher Winner: Tim Gaylord, Palos Verdes High School, California (above)
Nominating Student: Briar Rose Rood

"Gaylord truly cared for his students for him to take the time and figure out why a student wasn't excelling and help them discover their ability. Through Gaylord's class, I not only grew personally and learned the foundations of French, but Gaylord helped me realize what I need to do when I take quizzes and tests to get the best grade which is why I have thrived in college. I will be graduating with honors in June and I think Gaylord had a significant impact in my life for me to do so."

- Briar Rose Rood,
Excerpt from nomination essay

Staff Recognition Awards

Fall 2020:

Cassidy Bradford
Meredith Gioia
Nancy Hashimoto
Alyssa Hepker
Jordan Humphrey
Kate Liston
Sarah Magnuson
Kevin McCann
Stephanie McCullough
Nora Murphy
Nikki Nudo
Erin Rice
Sandra Tanksley
Brandon Washington

Spring 2021:

Meredith Gioia
Dalila Gonzalez
Jalen Hamilton
Nancy Hashimoto
Alyssa Hepker
Jordan Humphrey
Elyse Kienitz
Kate Liston
Sarah Magnuson
Stephanie Parrillo-
McCullough
Nikki Nudo
Erin Rice



Meredith Gioia, nominated by
Nancy Hashimoto, was a
recipient of a 2020 Women of
Spirit and Action Award.



Faculty Spotlight



Dr. Mojdeh Bayat

Professor

Department of Teacher Education

Presentations/Conferences:

Bayat, M. (2021- July 26- August1). *Autism spectrum disorders and interventions*. A series of one-week-long invited lectures on neuroscience and education. Pan Americana University: Mexico City, Mexico. (Virtual).

Bayat, M. (2020, February). *An innovative practice for promoting mental health in children*. Paper presented at the Council for Exceptional Children 2020 Convention and Expo. Portland, OR.

Dr. Melissa Bradford

Professional Lecturer

Leadership, Language, & Curriculum

Publications:

Bradford, M. (2021). Imparting hope and inspiring joy: practicing value-creative dialogue in educational leadership. In I. Nunez & J. Goulah (Eds.), *Hope and joy in education: Engaging Daisaku Ikeda across curriculum and context* (pp. 54-68). Teachers College Press

Presentations/Conferences:

Bradford, M. & Nagashima, J. (2021, June 17). Fostering value-creative leadership through dialogue in an educator knowledge community. 2nd International Conference on Ikeda/Soka Studies in Education, (Virtual).

Bradford, M., Goulah, J., Obelleiro, O., & Inukai, I., (2021, April 8-12). *Difference, social engagement, and responsibility: Perspectives from the Dewey-Soka heritage*. American Educational Research Association (AERA) Annual Meeting (Virtual).

Inukai, I., & Bradford, M. (2021, April 30). *Authentic care in a virtual academic environment: A self-study of buddhist compassion*. Presented at the American Association for the Advancement of Curriculum Studies, Virtual.





Dr. Eric Brown

Assistant Professor

Counseling & Special Education Department

Publications:

Brown, E.M. (2021) Commentary: Mindfulness interventions in the black community. *Journal of Psychology and Christianity*, 40(2), 43-44.

DeBlaere, C., Green, C.E., Brown, E.M., Dwiwardani, C., Owen, J., Hook, J. N., & Davis Don E. (2021). Mindfulness and Christians of color: Themes and recommendations. *Journal of Psychology and Christianity*, 40(2), 153-159.

McConnell, J. M., Liu, T., Brown, E.M. & Fort, C.J., Azcuna, D.R., Tabiolo, C.A.M., Kibble, C.D.M., & Winslow, A.B. (2021). The multicultural peace and justice collaborative: Critical peace education in a research training environment. *Peace and Conflict: Journal of Peace Psychology*, 27(2), 191-202.

McConnell, J.M., Bacote, V., Davis, E.B., Brown, E.M., Fort, C.J., Liu, T., Worthington, E. L. Jr., Hook, J. N., & Davis, D.E. (2021). Including multiculturalism, social justice, and peace within the integration of psychology and theology: Barriers and a call to action. *Journal of Psychology and Theology*, 49(1), 5-21.

Brown, E.M., Ramrakhiani, S.H., & Tate, K. (2020, October). Not a problem to be fixed: Narratives of first-generation college graduates who are currently working in higher education. *Journal of Multicultural Counseling and Development*, 48(4), 243-246.

Grants:

University Research Council: Competitive Research Grant (DePaul University) Risk and protective factors of black therapists working with black clients; \$5,000 awarded Spring 2021.

Dr. Deanna Burgess

Assistant Professor

Counseling & Special Education

Presentations/Conferences:

Burgess, D.L., Diaz, A., & Medina, C. (2021, June). Back to the basics: Teaching radical empathy in counselor education. Association for Multicultural Counseling and Development (AMCD), (Virtual).

Burgess, D.L., & Medina, C. (2021, February). *Back to the basics: Radical empathy as a precursor for culturally-sustained community-building in distance learning*. Counselor Education Distance Learning Conference. Western Association for Counselor Education and Supervision (WACES), (Virtual).

Grants and Research Awards:

Burgess, D.L. & Cabell, A. (2021). Maintaining accreditation: Implementing Tevera into the Counseling Program. Quality of Instruction Council (QIC) Grant, DePaul University, \$3000.

Conyers, L., (PI), Chatters, S.J., Burgess, D.L., & Diaz, A. (2021, May). Resubmit: Impact of a peer advocates program on school climate and bias-based bullying of students in a high school setting. Pennsylvania State University, \$30,000.





Dr. Anne Butler

Assistant Professor
Counseling & Special Education

Presentations/Conferences:

Butler, A.M., (2021). *Behavioral coaching: A strategy to support new teachers in behavior management*. Paper presented at the Annual Meeting of the Illinois New Teacher Collaborative, Champaign, IL. (Virtual).

Dr. Autumn Cabell

Assistant Professor
Counseling & Special Education

Publications:

Cabell, A.L., Brookover, D., Livingston, A. & Cartwright, I. (2021). "It's never too late." High school counselors' support of underrepresented students' interest in STEM. *The Professional Counselor*, 11(2), 143-160.

Cabell, A.L. (2021). Career search self-efficacy and STEM major persistence. *The Career Development Quarterly*, 69(2), 158-164.

Cabell, A.L. (2021). Factors associated with the work-related burnout of residential employees; An examination of perfectionism and coping. *Journal of Human Services: Training, Research, and Practice*, 7(1), 1-11.

Wheeler, N.J., Cabell, A.L. (2021). Grief and bereavement. In M. Shillinford & T. Gonzalez, (Eds.), *Demystifying the DSM-V for school counselors: A tool for school counseling students and practitioners* (1st ed., pp. 209-220). San Diego, CA: Cognella Inc.

Cabell, A.L. (2021). Counselor influencers: Social media as an opportunity. *Career Convergence Magazine*.

Presentations/Conferences:

Cabell, A.L., Kozachuk, L., Akers, D., & Blim, C. (2021, June). *Racial microaggressions, career adaptability, and professional leadership engagement of racial and ethnic minority counselors*. Presentation at the Association for Multicultural Counseling and Development.

Cabell, A.L. (2021, April). *Addressing the STEM crisis: How counselors can support underrepresented students in STEM*. Illinois Career Development Association, DeKalb, IL (Virtual).

Cabell, A.J. (2020, November). *Assisting with career development in the virtual space*. Presentation at the 2020 Illinois Counseling Association, Skokie, IL (Virtual).

Waters, M., Crane, E. Robinson, K., Cabell, A.L., Gnika, P.B. (2020, September). *Resilience as a mediator and moderator of perfectionism and burnout among school counselors*. Presentation at the 2020 Assessment and Research in Counseling Conference, Cincinnati, OH (Virtual).



Presentations/Conferences Continued:

Waters, M., Crane, E. Robinson, K., Cabell, A.L., Gnika, P.B. (2020, September). *Multidimensional perfectionism, depression, and anxiety: Test of social support mediation*. Presentation at the 2020 Assessment and Research in Counseling Conference, Cincinnati, OH (Virtual).

Cabell, A.L. (2020, September). *The influence of perceived stress on engineering students' career self-efficacy: A multilevel model*. Presentation at the 2020 Assessment and Research in Counseling Conference, Cincinnati, OH (Virtual).

Cabell, A.L. (2020, July). *Promoting career development: A STEM career planning course, stress, and career search self-efficacy*. Presentation at the 2020 National Career Development Association Virtual Global Career Development Conference.

Grants/Funding:

Burgess, D.L. & Cabell, A. (2021, May). Maintaining accreditation: Implementing Tevera into the Counseling Program. Quality of Instruction Council (QIC) Grant, DePaul University, \$7000.

Cabell, A. (2020, December). DePaul University Career Counseling Program. Schultz Foundation. \$3,750

Cabell, A. (2020, June). An exploratory study of racial microaggressions and career development on counselors of color professional counseling leadership engagement. North Central Association for Counselor Education & Supervision. \$300.



Dr. An-Chih Cheng

Assistant Professor

Department of Teacher Education

Publications:

Cheng, A.C., (2020). A transdisciplinary discussion on the use of photography to study young children's multimodal literacy experiences. *Red Feather Journal*, 11(1), 39-56. ISSN: 2150-5381 OCLC Number: 429903332.

Dr. Amy Clark

Professional Lecturer

Department of Teacher Education

Presentations/Conferences:

Clark, A. (2021, April). *Higher-order talk during literature discussions in Spanish in a primary grade classroom*. Paper Presented at the National Association of Bilingual Education (NABE) Annual Conference (Virtual).





Dr. Jennifer Cohen

Associate Professor

Department of Teacher Education

Publications:

Cohen, J. (2020, July 8). Why Chicago needs more mental health resources. *Hyde Park Herald*.

Dr. Hilary Conklin

Professor

Department of Teacher Education

Publications:

Conklin, H., Lo, J., McAvoy, P., Monte-Sano, C., Howard, T. & Hess, D. (2021). Pedagogical practices and how teachers learn. In C. Lee, G. White, and D. Dong (Eds.). *Educating for Civic Reasoning and Discourse*, (pp. 353-396). Washington D.C. National Academy of Education.

Conklin, H. (2020). The preparation of novice teacher educators for critical, justice-oriented teacher education: A longitudinal exploration of formal study in the pedagogy of teacher education. *Teachers and Teaching: Theory and Practice*, 26(7-8), 491-507.

Presentations/Conferences:

Conklin, H. (2020, November). *Pedagogical practices and how teachers learn*. Presentation of the Civics Reasoning and Discourse Project, National Academy of Education Annual Meeting (Virtual).

Andolina, M., & Conklin, H. (2020, December). Cultivating empathy through listening in civic education. College and University Faculty Assembly of the National Council for the Social Studies, Washington D.C. (Virtual).

Grants/Awards:

Conklin, H. (2020). Fostering anti-racism, consciousness, community, and inclusion: College of Education faculty and staff conversations. *DePaul Diversity and Inclusion Initiative Grant*. \$2,000.

Conklin, H. (2020). Fostering anti-racism, consciousness, community, and inclusion: College of Education faculty and staff conversations. *DePaul Office of Diversity, Equity, and Inclusion*. \$2,000.

Outstanding Reviewer (2020-2021). *American Educational Research Journal*.



Dr. Anthony DeCesare

Instructional Assistant Professor
Leadership, Language & Curriculum

Publications:

DeCesare, T. (2020, November). Centered democratic education: Public schools as civic centers. *Philosophical Studies in Education* (51), pg. 33-43.

DeCesare, T. (2020). [Review of the book *Jefferson's revolutionary theory and the reconstructions of educational purpose*] *Journal of Educational Controversy*, 14(1), article 5.



Dr. Marie Donovan

Associate Professor
Department of Teacher Education

Publications:

Donvan, M.A. & Yockey, M. (2021, Winter). Check this out: eBooks in the screen age. *Illinois Reading Council Journal*, 49 (1), pp. 21-26.

James Duignan

Associate Professor
Director, Stockyard Institute
Department of Teacher Education

Publications:

Stockyard Institute (2021). *Stockyard Institute: 25 Years of Art and Radical Pedagogy*. DePaul Art Museum, Rodrigues Widholm, J. (Ed.). Catalog essays by Jennifer Gray, Jorge Lucero, Rachel Harper, David Marazzella, Nato Thompson, and Julie Rodrigues Widholm. University of Chicago Press ISBN 978-0-578-82778-0





Dr. Amy Feiker Hollenbeck

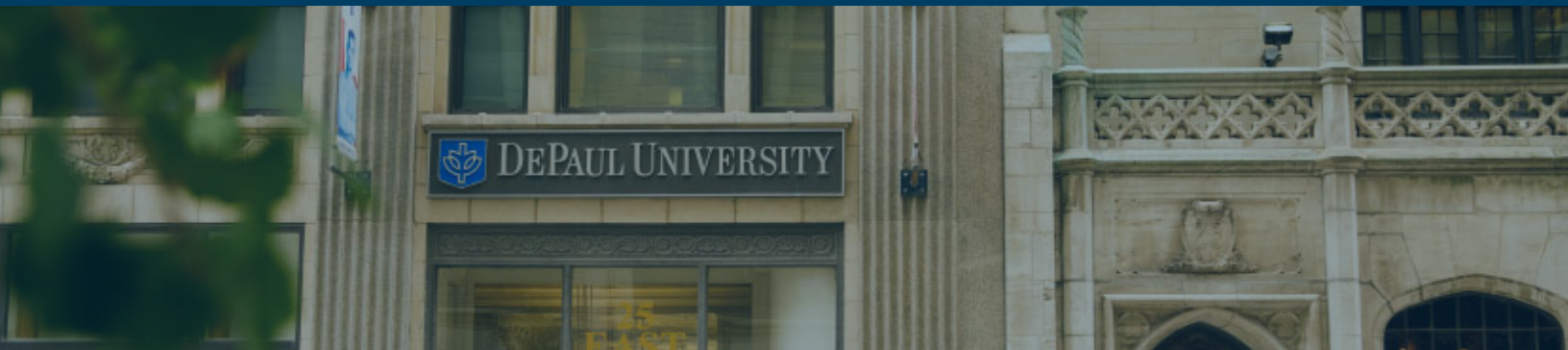
Associate Professor
Counseling & Special Education

Publications:

Patrikakou, E.N., Ockerman, M.S., & Feiker Hollenbeck, A.R. (2020). Perceptions of leadership and clarity of roles within multi-tiered systems: A structural equation model. *The Journal of Counselor Preparation and Supervision*, 13(4).

Grants/Awards:

Feiker Hollenbeck, A.R. (2021). Developing continuity in HLPs: Implementation from preservice special education: Preparation to induction. DePaul University: University Research Council. \$9,640.



Dr. Anna Frank

Associate Professor
Department of Teacher Education

Presentations/Conferences:

Frank, A. (2021, March). *Mentoring student teachers through virtual student teaching*. Human Kinetics Virtual Conference for Health and Physical Education, (Virtual).





Dr. Joseph Gardner

Associate Professor

Leadership, Language, & Curriculum

Publications:

Tian, Q., Bigelow, S., Noel Jr., T., Gardner, J., & Michel, R. (2020). Endeavoring a critical and thoughtful response during and beyond COVID-19: Community-based justice work in a Catholic university. *Journal of Catholic Education*, 23(1).

Presentations/Conferences:

Gardner, J., Michel, R., Noel, T., Bigelow, S., Estrada, M., Tian, Q. (2021, April). *Working toward something bigger: University-community partnerships to support educator engagement*. American Educational Research Association, (Virtual).

Gardner, J., Noel, T., Michel, R., Tian, Q., Bigelow, S. (2021, April). Challenges and hopes of university-community partnerships: Narratives of community engagement as ethical responsibilities (Symposium). *Helping educators respond: Community-based justice work to prepare educational leaders-"Lifting as we climb."* American Educational Research Association, (Virtual).

Gardner, J., Michel, R., Noel, T., Bigelow, S., Estrada, M., Tian, Q. (2020). *Helping educators respond: Community-based justice work to prepare educational leaders*. American Educational Studies Association. (Conference cancelled due to COVID-19 pandemic).

Grants/Awards:

Gardner, J. (2021, June). Community engagement and interprofessional work to support educators' leadership and social justice advocacy-- "Lift as you Climb." Undergraduate Research Assistant Program. \$1,125.

Dr. Jason Goulah

Professor

Director, Institute for Daisaku Ikeda Studies in Education

Leadership, Language, & Curriculum

Publications:

Goulah, J., & Nuñez, I. (Eds.). (2021). *Hope and joy in education; Engaging Daisaku Ikeda across curriculum and context*. Teachers College Press.

Goulah, J. (2021). Value creation and value-creating education in the work of Daisaku Ikeda, Josei Toda, and Tsunesaburo Makiguchi. In W.H. Schubert & M. F. He (Eds.), *The Oxford Encyclopedia of Curriculum Studies*. Oxford University Press.

Goulah, J. (2021). Finding hope and joy in life and death: Daisaku Ikeda's philosophy on *ningen kyōiku* (human education). In I. Nuñez & J. Goulah (Eds.), *Hope and joy in education: Engaging Daisaku Ikeda across curriculum and context* (pp. 197-209). New York, NY: Teachers College Press.



Goulah, J. (2021). Introduction: Daisaku Ikeda, and hope and joy in education. In I. Nuñez & J. Goulah (Eds.), *Hope and joy in education: Engaging Daisaku Ikeda across curriculum and context* (pp. xiii-xxxiv). New York, NY: Teachers College Press.

Goulah, J. (2021). Transformative learning at the multilingual turn: Toward an east-west perspective of selfhood. In B.L. Leaver, D.E. Davidson, & C. Campbell (Eds.), *Transformative language learning and teaching* (pp. 32-39). Cambridge University Press.

Goulah, J. (2020). 世界が求める「人間教育」 [Human education sought by the world]. In Sōka Gakkai Kyōiku Honbu [Soka Gakkai Education Department], 世界が求める創価の人間教育 [The Soka approach to human education sought by the world] (pp. 13-25). Tokyo, Japan: Daisanbunmei.

Presentations/Conferences:

Goulah, J. (2021, April 9-12). *Assessment in democratic practice: A Dewey-Soka perspective on assessment for learning*. Refereed paper session in Difference, Social Engagement, and Responsibility: Perspectives from the Dewey-Soka Heritage, Division B--Curriculum Studies/Section 3: Theories, Methodologies, and Philosophies of Curriculum Studies at *Accepting Educational Responsibility*, American Educational Research Association Annual Convention, (Virtual).

Goulah, J. (2021, April). *English learners and the Anthropocene: Climate migration as curriculum and pedagogy in ESL*. American Educational Research Association (AERA) Annual Convention, (Virtual).

Bradford, M., Goulah, J., Obelleiro, O., & Inukai, I., (2021, April 8-12). *Difference, social engagement, and responsibility: Perspectives from the Dewey-Soka heritage*. American Educational Research Association (AERA) Annual Convention, (Virtual).

Goulah, J. (2021, February). *Climate change and socioecological identity in language education*. Invited lecture presented in *Sustainability Conversations in the Language Classroom*, inaugural lecture in the "Dialogues for Change" series sponsored by the Department of Romance Languages and Literature, Harvard University, Cambridge, MA.

Goulah, J. (2021, April). *Daisaku Ikeda, language education, and global citizenship*. Invited keynote lecture at the Emory University Language Center, Emory University, Atlanta, GA.

Goulah, J. (2021, April). *Daisaku Ikeda's and global citizenship: The Soka heritage of wisdom, courage, and compassion*. Invited keynote at A Community Dialogue on Creating a Culture of Global Citizenship at Soka University of America, 20th Anniversary Community Engagement, Soka University of America, Aliso Viejo, CA.

Goulah, J. (2020, November). *The Soka movement of cosmopolitanism: Makiguchi, Toda, and Ikeda*. Invited keynote presentation in The Relevance of Asian Cosmopolitanism to Education, inaugural event in Imagining Educational Futures, The National Institute of Education, Singapore.

Goulah, J. (2020, September 9). *Daisaku Ikeda's philosophy of education and the founding ideals of SUA*. Invited lecture. Master's Program in Educational Leadership for Societal Change, Soka University of America. Aliso Viejo, CA, (Virtual).

Goulah, J. (2020, August 25-28). *Daisaku Ikeda and the Soka Movement for Global Citizenship: Courage and Faith at the Multipolar Turn*, In J. Goulah, M. Lamb, T. Watanabe, A. Iborra, & A. G. V. Belén, Research and Praxis in Soka Approaches to Education: (Re-)Connecting Global Communities at the Multipolar Turn, Refereed symposium in NW 17 Histories of Education. European Conference on Educational Research (ECER), University of Glasgow, Glasgow, Scotland. Accepted for presentation; 2020 ECER cancelled because of global COVID-19 pandemic.



Dr. Horace Hall

Associate Professor
Department of Teacher Education

Publications:

Hall, H.R. (2020). Always on lockdown: An oral history of policing and discipline inside public schools. Chicago: African American Images.

Dr. Stephen Haymes

Associate Professor
Department of Teacher Education

Publications:

Haymes, S.N. (2020, October). No puedo respirar. *Grupo de Pensamiento Alternativo: COVID-19, desigualdades y desafios*, pp. 129-134.



Dr. Mindy Kalchman

Associate Professor
Department of Teacher Education

Grants/Awards:

Kalchman, M.S. (2021). The structure and function of government in the life cycle of education policy decisions; From the Feds to the state to the field. DePaul University: Quality of Instruction Council (QIC) Grant. \$3,500.

Andrea Kayne, J.D.

Associate Professor
Leadership, Language, & Curriculum

Publications:

Buskila, Y., Chem Levi, T., Kayne, A. (2020). If you rake me over the coals: The emotional intelligence of Benjamin Netanuahu, The Prime Minister of Israel, as perceived by Israeli citizens. *Athens Journal of Social Science*, 8, 1-20.

Presentations/Conferences:

Kayne, A.K. (2021, July). *What if there is no missing piece--the internally referenced enneagram*. ALTAR, (Virtual).

Kayne, A.K. (2021, April). *Reflections on kicking ass in a corset: Jane Austen's six principles for living and leading from the inside out*. JASNA GCR, (Virtual).

Kayne, A.K., & Cohen, R. (2020, December). *Reading through trouble: Jane Austen in our times and hers*. JASNA GCR Regional Conference, (Virtual).

Kayne, A.K. (2020, November). *In the wake of COVID, technology, Harvard data wise and the future of education*. Presentation given at Luohan Academy, Hangzhou, China, (Virtual).



Dr. Donna Kiel

Instructional Assistant Professor
Leadership, Language, & Curriculum

Presentations/Conferences:

Kiel, D., Potraitas, E., Cinnamon, M. (2021, April 8). *The impact of remote teaching on Catholic school student emotional wellbeing and faith development*. American Educational Research Association (AERA) Annual Meeting, (Virtual).

Rieckhoff, B.S., Kiel, D., & Michel, R. (2021, April 8). *Catholic school outreach and resource program for social emotional learning using micro-credentialing*. American Educational Research Association (AERA) Annual Meeting, (Virtual).

Rieckhoff, B., Kiel, D., Ockerman, M., Cinnamon, M., Salton, J., Kelly, C., & Salazar, I. (2021, April 6). *Catholic school outreach-Social emotional learning using micro-credentialing*. National Catholic Education Association Conference, (Virtual).

Kiel, D. (2020, November). *The pathway to equity. Using TPS to transform teaching*. Poster Session, NCSS Conference, (Virtual).

Kiel, D. (2020, October). *RISE for social justice - Inspiring racial justice through Catholic social teachings*. Presentation to the Office of Catholic Schools, Archdiocese of Chicago, Leadership Day.

Grants:

Kiel, D. (2020, October). Library of Congress teaching with primary sources. Barat Education Foundation. \$U89,035.

Kiel, D.S., Ockerman, M., Rieckhoff, B.S., Michel, R.E., & Novakovic, A. (2020, July). Catholic school outreach and social emotional learning micro-credential. Academic Growth and Innovation Fund (AGIF) Grant, DePaul University. \$92,000.

Sr. Mary Paul McCaughey

Instructional Assistant Professor
Coordinator of Catholic Educational Leadership
Leadership, Language, & Curriculum



Publications:

McCaughey, M.P. (2020). *Grace and guts for school leaders: Practical prayers*. National Catholic Education Association (NCEA).

Presentations/Conferences:

McCaughey, M.P. & Julian, S. (2021, June 24). *Advancement and the Catholic leader*. Catholic Global Seminar.

McCaughey, M.P. (2021, May 5-7). *Creating the sustaining the dream of the Mother Cabrini Center*. Series of 5 in-person sessions, Archdiocese of San Antonio Planning Committee.

McCaughey, M.P. (2021, April 8). *Leadership in pandemic*. NCEA Roundtable (Lead) for Catholic Superintendents, (Virtual).

McCaughey, M.P. (2021, April 7). *School governance and the demands of equity in time of pandemic*. Catholic School Leadership Conference for Superintendents and District Leaders sponsored by the National Catholic Education Association (NCEA), (Virtual).

McCaughey, M.P. (2021, February 2). *Be a leader at every age*. Presentation to all staff and students at Infant Jesus of Prague School, Flossmoor.

McCaughey, M.P. (2020, October 5). *Prayer and the Catholic school leader at work*. NCEA Catholic Leadership Seminar Series, (Virtual).

McCaughey, M.P. (2020, September 18). *The courage of presence*. NCEA Leaders Conference, (Virtual).

McCaughey, M.P. (2020, September 13). *Teaching Jesus behind the mask*. Presentation to the teachers of St. Joseph and Immaculate Conception.

McCaughey, M.P. (2020, August 4). *Creating the welcome space for immigrant religious Sisters*. Presented to the leaders of the Archdiocese of San Antonio, Texas.



Dr. Rebecca Michel

Associate Professor
Counseling & Special Education

Publications:

Hays, D.G., Crockett, S.S., & Michel, R.E. (2021). A grounded theory of counselor educators' academic leadership development. *Counselor Educator and Supervision*, 60, 51-72.

Lorelle, S., Atkins, K., & Michel, R.E. (2021). Enhancing social justice and multicultural counseling competence through cultural immersion: A guide for faculty. *The Journal of Counselor Preparation and Supervision*, 14.

Bayne, H., Impellizzeri, J., Michel, R.E., Dietlin, O., & Aafjes van Doorn, K. (2020). Impact of the 2016 presidential election on politically divided relationships. *Counseling and Values*, 65(2), 137-154.

Tian, Q., Bigelow, S., Noel, T.F., Gardner, J., & Michel, R.E. (2020). Endeavoring a critical and thoughtful response during and beyond COVID-19: Community-based justice work in a Catholic university. *Journal of Catholic Education*, 205-213.

Novakovic, A., Michel, R.E. & Ockerman, M (2020). Teaching school counselors to use evidence-based practice to advance social justice. *Professional School Counseling*.

Conferences/Presentations:

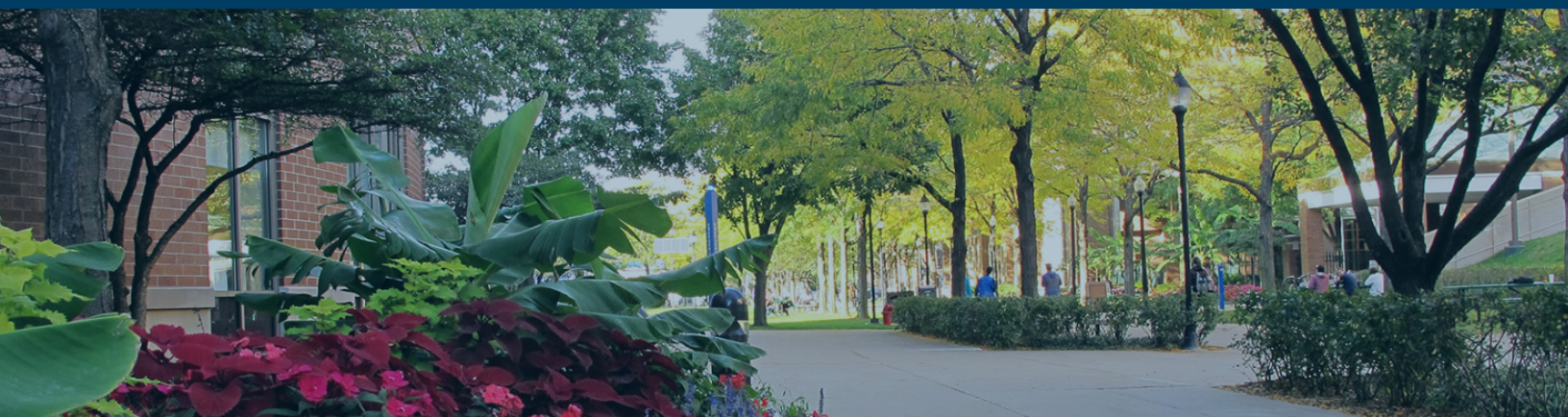
Rieckhoff, B.S., Kiel, D., & Michel, R. (2021, April 8). *Catholic school outreach and resource program for social emotional learning using micro-credentialing*. American Educational Research Association (AERA) Annual Meeting, (Virtual).

Grants:

Kiel, D.S., Ockerman, M., Rieckhoff, B.S., Michel, R.E., & Novakovic, A. (2020, July). Catholic school outreach and social emotional learning micro-credential. Academic Growth and Innovation Fund (AGIF) Grant, DePaul University. \$92,000.

Awards:

Excellence in Teaching Award, DePaul University, Spring 2021



Dr. Thomas Noel

Assistant Professor

Leadership, Language, & Curriculum

Publications:

Tian, Q., Bigelow, S. Noel, T.F., Gardner, J., & Michel, R.E. (2020). Endeavoring a critical and thoughtful response during and beyond COVID-19: Community-based justice work in a Catholic university. *Journal of Catholic Education*, 205-213.

Outland, R., Noel Jr., T.F., Rounsiville, K., Boatwright, T., Waleed, C., & Abraham, A. (2020). Living with trauma: Impact of police killings on the lives of the family and community of child and teen victims. *Current Psychology*.

Tian, Q., Noel Jr., T.F., (2020). Service-learning in Catholic higher education and alternative approaches facing the COVID-19 Pandemic. *Journal of Catholic Education*, 184-196.

Conferences/Presentations:

Gardner, J., Noel, T., Michel, R., Tian, Q., Bigelow, S. (2021, April). Challenges and hopes of university-community partnerships: Narratives of community engagement as ethical responsibilities (Symposium). *Helping educators respond: Community-based justice work to prepare educational leaders-"Lifting as we climb."* American Educational Research Association, (Virtual).



Dr. Alexandra Novakovic

Associate Professor

Counseling & Special Education

Publications:

Novakovic, A., Patrikakou, E.N., & Ockerman, M. (2021). School counselors' perceptions of preparedness for college and readiness counseling. *Professional School Counseling*.

Novakovic, A., Michel, R.E., & Ockerman, M. (2020). Teaching school counselors to use evidence-based practice to advance social justice. *Professional School Counseling*.

Conferences/Presentations:

Novakovic, A., Patrikakou, E., Ockerman, M. S. (2021, March). *How prepared do school counselors feel to engage in college and career counseling? Evidence from a large urban district.* Evidence-Based School Counseling/Innovations in Best Practices in School Counselor Preparation Conference.

Ockerman, M. S., Novakovic, A., Michel, R. (2021, March). *Teaching school counselors to use evidence-based practice to advance social justice research.* Evidence-Based School Counseling Conference, (Virtual)

Grants:

Kiel, D.S., Ockerman, M., Rieckhoff, B.S., Michel, R.E., & Novakovic, A. (2020, July). Catholic school outreach and social emotional learning micro-credential. Academic Growth and Innovation Fund (AGIF) Grant, DePaul University. \$92,000.

Dr. Gonzalo Obelleiro

Assistant Professor

Leadership, Language, & Curriculum

Publications:

Obelleiro, G. (2020, September). What might Dewey think of knowledge insertion? *Educational Theory*, 70(4), 507-515.

Presentations/Conferences:

Bradford, M., Goulah, J., Obelleiro, O., & Inukai, I., (2021, April 8-12). Difference, social engagement, and responsibility: Perspectives from the Dewey-Soka heritage. American Educational Research Association (AERA) Annual Convention, (Virtual).



Dr. Melissa Ockerman

Associate Professor

Counseling & Special Education

Publications:

Novakovic, A., Patrikakou, E.N., & Ockerman, M. (2021). School counselors' perceptions of preparedness for college and readiness counseling. *Professional School Counseling*.

Rieckhoff, B.S., Ockerman, M., Proweller, A., & Wolfinger, J. (2020). Building teacher empathy and culturally responsive practice through professional development and self-reflection. *Journal of Vincentian Social Action*, 5(2), Article 8.

Novakovic, A., Michel, R.E., & Ockerman, M. (2020). Teaching school counselors to use evidence-based practice to advance social justice. *Professional School Counseling*.

Patrikakou, E.N., Ockerman, M.S., & Feiker Hollenbeck, A.R. (2020). Perceptions of leadership and clarity of roles within multi-tiered systems: A structural equation model. *The Journal of Counselor Preparation and Supervision*, 13(4).

Conferences/Presentations:

Rieckhoff, B., Kiel, D., Ockerman, M., Cinnamon, M., Salton, J., Kelly, C., & Salazar, I. (2021, April 6). *Catholic school outreach-Social emotional learning using micro-credentialing*. National Catholic Education Association Conference, (Virtual).

Novakovic, A., Patrikakou, E., Ockerman, M. S. (2021, March). *How prepared do school counselors feel to engage in college and career counseling? Evidence from a large urban district*. Evidence-Based School Counseling/Innovations in Best Practices in School Counselor Preparation Conference.

Ockerman, M. S., Novakovic, A., Michel, R. (2021, March). *Teaching school counselors to use evidence-based practice to advance social justice research*. Evidence-Based School Counseling Conference, (Virtual).

Nehrke, P. & Ockerman, M.S. (2020, November). *Trauma informed care through an MTSS lens*. Illinois School Counseling Association Annual Conference.

Grants:

Kiel, D.S., Ockerman, M., Rieckhoff, B.S., Michel, R.E., & Novakovic, A. (2020, July). Catholic school outreach and social emotional learning micro-credential. Academic Growth and Innovation Fund (AGIF) Grant, DePaul University. \$92,000.



Dr. Roxanne Owens

Associate Professor

Department of Teacher Education, Chair

Publications:

Owens, R. (Ed.) (2021, Spring). *Illinois Reading Council Journal*, 29 (2).

Owens, R. (Ed.) (2021, Winter). *Illinois Reading Council Journal*, 29 (1).

Owens, R. (Ed.) (2020, Fall). *Illinois Reading Council Journal*, 28(4).

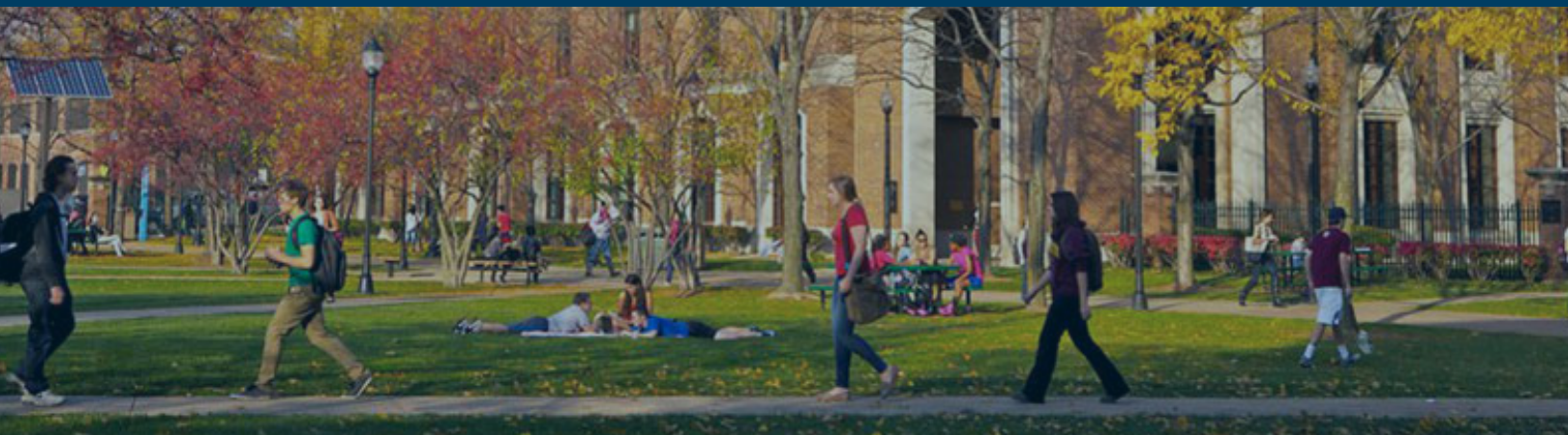
Owens, R. (Ed.) (2020, Summer). *Illinois Reading Council Journal*, 28(3).



Presentations/Conferences:

Owens, R. (2021, March 30). *Myths, and fascinating facts about the Titanic*. Invited Presentation to Delta Kappa Gamma Women's International Education Sorority, (Virtual).

Owens, R. (2021, April 21). I see what you're saying: Using visuals, multiple genre and varied text structure to engage students. Invited Presentation to East Central Illinois Reading Council, (Virtual).



Dr. Sung Park-Johnson

Assistant Professor

Leadership, Language, & Curriculum

Publications:

Park-Johnson, S. (2020). Receptive knowledge of transitivity alternation by Korean heritage speakers. *Heritage Language Journal*, 17(3), 355-376.

Barrera-Tobón, C., Park-Johnson, S., & Brito, J. (2020). Language choice and use by bilingual preschoolers. In S. Sessarego, J.J. Colomina-Almiñana, & A. Rodríguez-Riccelli (Eds.), *Variation and evolutions: Aspects of language contact and contrast across the Spanish-speaking world*. (pp. 212-230). John Benjamins.

Presentations/Conferences:

Park-Johnson, S., & Barrera-Tobón, C. (2021). *Early Spanish immersion education for heritage and majority language development*. International Association for the Study of Child Language (IASCL), University of Pennsylvania, Philadelphia, PA.

Park-Johnson, S., & Kim, H. (2021). *Linguistic distance for the emergent heritage speaker: The case of Korean heritage children*. National Heritage Language Resource Center's Twelfth Heritage Language Research Institute, University of North Carolina.

Park-Johnson, S. & Barrera-Tobón, C. (2020). *Early second language development through an immersion preschool context*. Second Language Research Forum, Vanderbilt University, Nashville, TN.

Grants/Funding:

Park-Johnson, S. (2021, Summer). Morphosyntactic development of Korean-English bilingual children. University Research Council (URC) Summer Research Grant, DePaul University, \$7500.

Park-Johnson, S. (2021, Summer). The gentrification of dual language programs in Chicago. University Research Council (URC) Summer Research Grant, DePaul University, \$11,000.

Park-Johnson, S. (2021, Summer and Fall). Undergraduate Research Assistant Program, DePaul University.

Dr. Eva Patrikakou

Professor

Counseling & Special Education



Publications:

Novakovic, A., Patrikakou, E.N., & Ockerman, M.S. (2021). School counselor perceptions of preparation and importance of college and career readiness counseling. *The Professional Counselor*, 23(1), 1-11.

Patrikakou, E.N., Ockerman, M.S., & Feiker Hollenbeck, A.R. (2020). Perceptions of leadership and clarity of roles within multi-tiered systems: A structural equation model. *The Journal of Counselor Preparation and Supervision*, 13(4).

Conferences/Presentations:

Novakovic, A., Patrikakou, E.N., & Ockerman, M.S. (2021, March). *School counselor perceptions of preparation and importance of college and career readiness counseling*. Poster Presented at Evidence-Based School Counseling Conference, (Virtual).

Patrikakou, E.N. (2020, July). *Ask the expert: Students with exceptionalities*. Schola Empirica, Prague CZ.



Dr. Amira Proweller

Associate Professor

Department of Teacher Education

Publications:

Proweller A., Catlett, B., & Crabtree-Nelson, S. (2021, Winter). Feminist activism and YPAR: Privileged girls interrupt rape culture. *Violence Against Women*, pp. 1-19. doi.org/10.1177/1077801220978811.

Rieckhoff, B.S., Ockerman, M., Proweller, A., & Wolfinger, J. (2020, Fall). Building teacher empathy and culturally responsive practice through professional development and self-reflection. *Journal of Vincentian Social Action*, 5(2), 48-64.

Conferences/Presentations:

Catlett, B.S., Proweller, A., & Goldman, A. (2021). *Deconstructing gender within a Jewish framework: An intergenerational conversation*. Jewish Women's Foundation of Chicago Board of Trustees, Chicago, IL.

Dr. Barbara Rieckhoff

Associate Professor & Associate Dean
Leadership, Language, & Curriculum



Publications:

Damore, S., & Rieckhoff, B. (2021). Leading reflective practices in Montessori schools. *Journal of Montessori Research*, 7(1), 51-65.

Rieckhoff, B.S., Ockerman, M., Proweller, A., & Wolfinger, J. (2020). Building teacher empathy and culturally responsive practice through professional development and self-reflection. *Journal of Vincentian Social Action*, 5(2), Article 8.

Conferences/Presentations:

Rieckhoff, B.S., Kiel, D., & Michel, R. (2021, April 8). *Catholic school outreach and resource program for social emotional learning using micro-credentialing*. American Educational Research Association (AERA) Annual Meeting, (Virtual).

Rieckhoff, B., Kiel, D., Ockerman, M., Cinnamon, M., Salton, J., Kelly, C., & Salazar, I. (2021, April 6). *Catholic school outreach-Social emotional learning using micro-credentialing*. National Catholic Education Association Conference, (Virtual).

Grants:

Kiel, D.S., Ockerman, M., Rieckhoff, B.S., Michel, R.E., & Novakovic, A. (2020, July). Catholic school outreach and social emotional learning micro-credential. Academic Growth and Innovation Fund (AGIF) Grant, DePaul University. \$92,000.



Dr. Leodis Scott

Assistant Professor
Leadership, Language, & Curriculum

Publications:

Scott, L., Mizzi, R.C., & Merriweather, L.R. (2021). Philosophical foundations of adult continuing education. In T.S. Rocco et al., *2020 Handbook of Adult and Continuing Education* (pp. 11-21). Sterling, VA: Stylus.

Scott, L. (2021). Learning cities as smart cities: Connecting lifelong learning and technology. In F. Annansingh (Ed.), *Examining the Socio-Technical Impact of Smart Cities* (pp. 68-90). Hershey, PA: IGI Global.

Scott, L., Howard, J., Howard, D., & Freeman, A. (2021). From followers to leaders: Building first-time leaders through transformational leadership and lifelong learning. In M. Guah (Ed.), *Innate Leadership* (pp. 191-203). Hershey, PA: IGI Global.

Howard, D.M., Howard, J., Scott, L., & Freeman, A. (2021). Student job readiness during a pandemic. *Journal of Health Administration Education*, 38(1), 377-388.

Howard, D.M., Howard J., Scott, L. (2020). Experiential learning platforms that advance students to their careers. *Medical Research Archives*, 8(5).

Conferences/Presentations:

Scott, L. (2021, March). *Learning cities: the American distinction concerning democracy*. North American Alliance of Learning Cities (NAALC), (Virtual).

Howard, J., Scott, L., Howard, D., & Freeman, A. (2021, April). *What it means to be represented at the table: From theory to practice*. American Society for Public Administration (ASPA), (Virtual).



Dr. Sonia Soltero

Professor

Leadership, Language, & Curriculum, Chair

Publications:

Soltero, S.W. (2021, March). The building blocks of dual language education. *Multilingual Educator*, 45-50.

Illinois English Learner Handbook: A Guide for School Board Members, District Administrators and Principals (2020). Latino Policy Forum. Contributing Author <https://elhandbook.org>.

Conferences/Presentations:

Soltero, S.W. (2021, May). *Leading the way to equity, access, and inclusion: Additive bilingual education as the great equalizer*. Keynote Speaker. New York State Association for Bilingual Education Conference. New York, NY.

Soltero, S.W. (2020, August). *A cultural biliteracy pedagogy of dual language education*. Keynote Speaker. Annual Georgia Dual Language Immersion Institute, GA.





Dr. Akihiko Takahashi

Associate Professor

Department of Teacher Education

Publications:

Takahashi, A. (2021). *Teaching mathematics through problem-solving: A pedagogical approach from Japan (studies in mathematical thinking and learning series)*. Routledge.

Dr. Darrick Tovar-Murray

Associate Professor

Counseling & Special Education

Publications:

Tovar-Murray, M., Parries, M.M., Gutheil, J., & Carpenter, R. (2021, June). Sociodemographics, beliefs, and attitudes as determinants of college students' career aspirations. *The Career Development Quarterly*, 69(2), 114-129.



Dr. Christopher Worthman

Professor

Department of Teacher Education

Publications:

Worthman, C. (2021). And that's why I hate the wind: Magical realism and re-imagining anguish. In N. Sieben & S. A. Shelton (Eds.), *Humanizing pathways of grief: Writing hope in the academy* (87-93). London: Routledge.

Conferences/Presentations:

Worthman, C. (2021). *Internalizing the curriculum and teaching in English: A pedagogy in response to the contradictions*. Paper presented at Centro Paula Souza's Approaching EMI: English as a medium of instruction, Sau Paulo, Brazil.

Worthman, C. (2021). *Internationalization during and after the pandemic*. Symposium presented at the DePaul University Global Conversations Conference, Chicago.

Dr. Liliana Barro Zecker

Associate Professor

Department of Teacher Education

Conferences/Presentations:

Zecker, L. (2020, December). *Poll Everywhere*. Presenter at the DePaul Teaching and Learning Fall Forum, Small Ideas for Big Impact: Engaging Students Online, (Virtual).

Grants/Funding:

Zecker, L. (2020, Summer). *Teacher education: From face-to-face to online pedagogy*. Quality of Instruction (QIC) Summer Stipend, DePaul University.



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