Golden Apple winner Carla Stone (MEd ‘97) is scoring points for STEM learning. See page 11.
Dean’s Corner | ACTION IN EDUCATION

PROGRESS THROUGH PASSION

As I begin my third term as dean of the College of Education (COE), I have been asked to reflect on the past 10 years of my service at DePaul University. There were many reasons I was drawn to DePaul—its students, programs and service to Chicago—but most crucial was its mission and the remarkable faculty and staff with whom I met during my interview process. I immediately sensed an urgency and desire among members of the college to actualize the university’s mission in the essence of the college: effective teaching, meaningful service and scholarly contributions to our disciplines. Reflecting the efforts of our college family, I will focus this year’s Dean’s Corner columns on how many of the college’s activities and initiatives have helped propel us to where we are today.

When the college (and the university at large) experienced a significant enrollment drop in 2012, we added a number of programs to our portfolio, including a new successful undergraduate major in special education, conducted a reformation of our EdD program and added a PhD program. These efforts resulted in significant growth and an increased market share of our enrollment in nearly every subsequent year. We also implemented predictive analytics in enrollment projections, which proved highly accurate, allowing us to better plan for our future. Thanks to these efforts, our graduate enrollment has remained steady in a very difficult marketplace.

We consistently have encouraged and supported new program development, and I am convinced our programs, including our nationally recognized and newly CACREP-accredited counseling program, will continue to grow. In addition, our innovative, online Global Catholic Leadership EdD program; our impending online International Baccalaureate doctoral program; and the latest revisions to our doctoral programs are certain to attract a dedicated and impressive pool of new students. Our growth was aided by an activist Dean’s Advisory Council comprising both alumni and Chicago community members who are committed to working with COE faculty in improving the lives of those who need it most. Our COE faculty members regularly step up and commit their time and/or resources to initiatives they present to the board.

For example, Advisory Council member Elizabeth Blinderman and her husband, David, organize an annual fundraiser that benefits our iSTEM program, which supports STEM education and training for young girls in the Chicago Public Schools system. Other projects supported include our DePaul University and Facing History and Ourselves Collaboration, the Stockyard Institute, the Academic Success Center, the Education and Counseling Center and the new Lift as You Climb initiative.

I am thrilled to enter my third term as dean of this innovative college and look forward to all of the incredible work, collaboration and successes to come.

In Brief | ACTION IN EDUCATION

Mayoral Mentors

This past spring, Sonia Sottero, professor and chair of the College of Education’s Department of Leadership, Language and Curriculum, served on the education transition committee for Lori Lightfoot, following Lightfoot’s history-making election as Chicago’s 56th mayor.

The education team, in its report to the mayor, made recommendations to “advance inclusive voice, fair funding, and diverse talent, with the belief that long-standing enrollment, discipline, and funding practices perpetuate historic inequities. Rooted unapologetically in a shared commitment to equity, we also include policy, program, and strategy recommendations for those working to meet the learning needs of all Chicagoans.”

Equity also prevailed in Lightfoot’s interactions with co-chairs of the 10 transition committees.

“She had thoughtful questions that clearly weren’t scripted responses to each report about how these 10 areas, from education to transportation to housing, interfaced so they’re not these siloed things,” says Sottero.

It wasn’t a one-and-done opportunity.

“The plan is to keep in touch with people who served,” adds Sottero, who believes educators will have significant, ongoing input with the mayor’s office. That seems evident considering one team member, Sybil Madison-Boyd, who has directed citywide youth education programs, was named Chicago’s first-ever deputy mayor of education and human services.

Celebrating Teachers

Founded in 2012, COE’s Celebrating Teachers initiative recognizes exceptional K-12 teachers who made a significant impact on the lives of DePaul students in their formative years before entering higher education. Each year, DePaul juniors and seniors across the university are invited to nominate teachers by sharing their stories with a committee of COE faculty and staff involved in selecting their honorees.

The 2018–19 honorees celebrated at COE’s most recent honors convocation include Nicole Small, Horace Greeley Elementary School, Chicago; Maggie Off, Peoria Notre Dame High School; Peoria, Ill.; Joseph Koshzobek, Mukwonago High School, Mukwonago, Wis.; Ping Wu, Columbus School for Girls, Columbus, Ohio; Bonnie Carpenter, Idyllwild Arts, Idyllwild, Calif.; Stephanie Payne, Stuttgart High School, Stuttgart, Germany; Sandy Schultz, Bethlehem Lutheran School, River Grove, Ill.; and Allison Kennedy, Lang Ranch Elementary School, Thousand Oaks, Calif. Working in different disciplines at schools nationwide, these teachers share the common trait of inspiring students beyond curricular specifics.

“I felt humbled and inspired after attending the Celebrating Teachers award and honors convocation program that evening,” says Ping Wu (above with Dean Paul Zionts), a Mandarin Chinese language teacher whose nominating former student, Michaela Milligan, is now pursuing a degree in Chinese studies and anthropology at DePaul. “Hearing stories of other amazing teachers has motivated me to work even harder in the future. It was a generous act from DePaul for which I am grateful, and I got to meet up with my former student, Michaela!”

Securing School Data

As schools grow more dependent on online technology, they’ve also become more vulnerable to cybersecurity incidents. COE’s Center for Educational Technology addressed this issue last spring in a panel discussion, “The edTech Privacy Problem.” Held at COE and streamed live online, the discussion focused on safeguarding student and teacher privacy and data. The panel’s experts shared insights and answering questions included Amelia Vance, policy counsel and director of the Education Privacy Project at the Future of Privacy Forum, a national, nonprofit policy alliance; Arlene Yetnoff, director of information security at DePaul; and Steve Garton, senior manager at Common Sense, a national nonprofit that recommends technology solutions for families and schools.
Learning (OIPL), the IBEC is offered on campus to students in
created and administered by COE’s Office of Innovative Professional
program, putting DePaul in a select group. Few universities offer an IBEC
educator certificate (IBEC) in teaching and learning, titled “Teaching
educators throughout the Chicago area. In 2013, COE responded
Guided by aligned missions, DePaul has long supported IB
preparing for university by providing schools with a curriculum
diploma recognized by universities around the world. The
program, intended for the children of diplomats and multinational
organizations, was inspired by the ideals of global peace,
community service and self-empowering inquiry.
The IB has since expanded its mission and now strives to make an
IB education available to students of all ages. The goal is to create
responsible, socially conscious adults who use their cross-cultural
education to promote world peace. Today, more than 1 million
social-emotional learning integration, inquiry-based learning and
authentic assessment, align with the teacher-preparation programs in
the College of Education.”

The foundations and framework of the IB program, including
the IB certification is a marketable asset for DePaul students, as it
for the children of international families. The IB, which currently
3 to 19, navigate the IB’s challenging curriculum in
nearly 5,000 schools across more than 150 countries.
Guided by aligned missions, DePaul has long supported IB
educators throughout the Chicago area. In 2013, COE responded
to the local expansion of IB schools with the launch of its
IB Educator Certificate (IBEC) in teaching and learning. Titled “Learning and
Learning in a Global Context,” few universities offer an IBEC
program, putting DePaul in a select group.

Created and administered by COE’s Office of Innovative Professional
Learning (OIPL), the IBEC is offered on campus to students in
middle- and secondary teacher-preparation programs. The
program is also provided online, certifying pre- and in-service
teachers worldwide to teach the IB’s Middle Years Programme
and Diploma Programme. Participants learn how to develop and
write curricula, create assessment and teaching strategies, and
collaborate and consult with IB educators and peers globally.

“The foundations and framework of the IB program, including
social-emotional learning integration, inquiry-based learning and
authentic assessment, align with the teacher-preparation programs in
the College of Education.” says OIPL Director Donna Kiel.
IB student projects that emphasize inclusion, creativity and
collaboration to address real-world community needs, from
renewable energy to homelessness, also mesh perfectly with
DePaul’s service-oriented mission, adds Kiel. “Not only are our missions aligned, but so is our
mission to inspire future teachers who are committed to global education.”

The IB certification is a marketable asset for DePaul students, as it
is for busy educators elsewhere, who are attracted to the online
registration, roll dialog sessions and asynchronous sessions. Participants also earn a DePaul IBEC minor credential, including an
electronic badge that offers evidence of competency within the IB
framework of skills.

DePaul’s Center for Access and Attainment (CAA) planted the
program’s seeds years earlier. Its support of BI at Chicago Public
Schools (CPS) included research studies showing sustained
achievement in college for CPS graduates from disadvantaged
neighborhoods where IB had been introduced. CAA used a grant
from the McGowan Charitable Fund to increase awareness of IB
among CPS elementary schools, bolster CPS’s IB summer college
The rap audience, packed into Room 314AB of the DePaul Student Center one chilly evening last February, heard the physician’s caution.

“This is not only about traumatized students. It’s about all of us and turning the lens 360 degrees,” said Dr. Audrey Stillerman, a University of Illinois College of Medicine professor, family physician and community engagement specialist. One of three panelists, she had come to share frontline insights into how adverse childhood experiences (ACEs), ranging from hunger to abuse to systemic discrimination, affect learning for primary and secondary school students. Her co-panelists, Lauren Williams, a Chicago Public Schools counselor serving underprivileged South and West Side communities, and Kristine Argue-Mason, an Illinois Education Association professional development director, joined the discussion into how ACEs trigger a cascade of trauma that consumes not just the individual, but also caregivers, teachers and counselors.

“We’ll be discussing disturbing topics,” Stillerman continued. “We do this to honor the experiences of so many of us, identify root causes, and go forth to co-create healing spaces. If any of this gets too uncomfortable, feel free to leave or take a break.” Ninety minutes later, nobody had budged. Those listening had just absorbed three expert perspectives on systemic change in institutions, the neurobiological effects of trauma, the necessity of self-care, and pragmatic strategies from soothing, rhythmic classroom activities to coalition building with parents.

That knowledge came at no cost to audience members. COE’s Education Issues Forum series—31 forums and counting—is free and open to all students, faculty and the public. Diane Horwitz, a longtime educator and former COE adjunct professor, initiated the series in 2010 and coordinates its programming. Its purpose, she says, is to engage students in the discussion of current, major issues impacting educators and introduce different viewpoints from local and national policy advocates and experts.

“It’s primarily for COE students,” says Horwitz. “but, depending on the topic, we also get students from other departments—social sciences, social work, psychology—as well as practicing educators and people just interested in the general landscape of educational issues.” For many, the forum is their first exposure to a research conference or purely academic, although we often have guests who have done research within a particular issue to set a context.

Topics have included teacher evaluation, high-stakes testing, restorative justice, segregation, the local and national surge in Latino immigrant students, trauma-informed teaching and counseling, youth leadership in the wake of mass shootings, and the challenge of teaching in a racially and politically polarized time.

The guest speakers Horwitz has persuaded to participate include former Chicago Teachers Union President Karen Lewis, national school funding expert Ralph Marte, former U.S. Department of Labor chief economist Jesse Rothstein, and civil rights activist and math educator Bob Moses. But unsung heroes who toil in unique professional niches, such as DePaul alumna Tara Gill, a clinical psychologist at Lurie Children’s Hospital’s Center for Childhood Resilience, also contribute important perspectives.

“We hope it starts a conversation that continues in their classrooms and beyond when they become teachers or counselors,” says Horwitz.

Horwitz often plans forums in collaboration with COE faculty, who, in turn, integrate the forums into related curricula and bring classes to the discussions. For example, Horwitz worked closely with Melissa Ockerman, associate professor of counseling, to plan last winter’s ACEs-themed forum. “COE faculty have rigorous programs, but there’s no way we can get to everything,” says Ockerman. “This supplements the work we’re doing in meaningful, important ways and helps students explore topics in even more depth.”

Another benefit, adds Ockerman, is showing students how challenges can be met through an interdisciplinary approach. “We’ll have a counselor, teacher and principal talking about an issue, because those individuals need to interact in school buildings to tackle large issues such as trauma,” says Ockerman. “We believe that if our service-counselors, teachers and principals are doing the same at this level they’re more likely to continue that when they’re in service. These forums help start them thinking about working together and bringing their strengths to an issue that may seem overwhelming. When everyone is working on the same page, with the same knowledge, challenges can be addressed in a holistic way.”

“We hope it starts a conversation that continues in their classrooms and beyond when they become teachers or counselors.”

Another faculty collaborator who seconds that notion is Horace Hall, associate professor of human development.

“I applaud Diane and my colleagues for providing these sorts of beyond-the-book experiences for future teachers, so that when they get into schools it’s not a culture shock,” says Hall. “More broadly, it’s important for everyone to know these things, because schools are microcosms of society. The two are inextricably linked.”

Hall cites a winter 2018 forum panel on sanctuary schools moderated by bilingual education expert Sonia Sotomayor, chair of the Schoolyard: Racism and School Closings themed forum.

“We discussed how institutional mourning is similar to the loss of a loved one,” says Hall. “What comes with the institution are your rights, how you’re perceived as a citizen. It’s where you receive services, apply for a job, use a computer, get food. When that’s taken away, you feel less than, and it’s unfair. Most of our audience that night probably hadn’t experienced that, and they had questions about whether it was a conspiracy—which Eve shot down—and how to navigate it when it happens again, because it will. It was arousing information for a younger generation.”

For details about upcoming Education Issues Forum events, visit education.depaul.edu.
Enora Brown
Professor Emerita, Teacher Education, Doctoral Program

“...My area of interest is human development within education policy and research. I approach that from an interdisciplinary perspective that spans psychology, history, sociology and economics. Context, culture and power relations are important to consider for children and youth as well as adults and educators.

“On a macro level, I’ve examined youth identity in schools globally and how reform and policy changes, such as privatization and standardization, impact how and whether students learn and are being taught. Something as simple as middle-school students competing to get into school creates new pressures and anxiety that has really changed the landscape.

“People are beginning to resist some of the changes and think about what’s best for youth and learning so that all kids, no matter where they’re from, have a shot at a good education and future. DePaul’s ethos of intention and Vincentian personalism, its support for first-generation students, is impressive, important and sets the tone for classroom conversations, papers and dissertation.”

Jim Wolfinger
Dean, College of Education, Illinois State University, Former Associate Dean, College of Education

“I was at DePaul for 16 years. I had a joint appointment in the history department and the College of Education, where I was associate dean of curriculum and programs for seven years. Although I’m on another path now, I left with nothing but good feelings about the friendships I made. DePaul’s support of me as a teacher and scholar, and the future of the university’s urban, multicultural, social justice-informed mission.”

“...I’ve written two books about Philadelphia’s urban history, and I’m working on a third about the city’s black politics. Research makes me think in new ways about the classes that I teach. It reminds me why I became a historian in the first place. You have questions, look at new sources, weigh those sources, find new tools for examining knowledge that isn’t static. In my Readings in American History class at DePaul, I’d sometimes have friends from other universities come in to teach their books. It’s a balance for graduate students, who are adept at critiquing a book mercilessly, to hear a different point of view or see two historians argue with each other. It’s all part of the academic enterprise.”

Beverly Trezek
Morgridge Chair in Reading, University of Wisconsin-Madison
Former Professor, Special Education

“I taught English as a second language at several universities and community colleges, then worked for 15 years at DePaul, mainly in curriculum studies. I teach kids in schools, wherever they are, to teach kids in schools, wherever we’re teaching, so that children are going to another country, and the host country tends to totally ignore their history. If you want to teach kids in schools, wherever they are, and if they come from other places, you have to understand their history.”

Karen Monkman
Professor Emerita, Teacher Education, Doctoral Program

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Rev. Patrick McDevitt, C.M.
Professor Emeritus, Counseling Doctoral Program

“I’ve been a Vincentian for 42 years and a priest for 3. I’ve been called to be rector of a seminary program in Nairobi, Kenya, to train Vincentian priests and brothers.

“I had the great pleasure of being a part of DePaul’s counseling program since 1996, first as a doctoral student, then teaching as an adjunct before becoming a faculty member. I taught almost every course in that curriculum: psychopathology, testing and appraisal, and psychometrics, which became my forte. For the past several years, I specialized in assessment.

“It’s been exciting to see the growth of that program and the profession. I experienced a lot of personal and professional growth, as well, as did colleagues and students. For the introductory course I taught, I’d bring a panel of alumni who spoke to the newer students. That was a real testimony to me, and deeply moving, about how they have done great things.

“Education has to be mission-driven and about people in relationships, more than a business model. A systemic and significant difference can be made when people are in community, and communities are powerful entities for change. DePaul is built on that mission. It’s not about me or you. It’s about something greater than ourselves, and that has a spiritual core.”

Jeffrey Kuzmic
Professor Emeritus, Curriculum Studies, Doctoral Program

“During my 26 years at DePaul I found that my background in K-12 teaching helped me connect with students preparing to become teachers, to understand and remember the fear of walking into the classroom for the first time and the challenges of teaching in an educational environment that often doesn’t value teachers.

“Part of it is helping people come to grips with the way race, gender, ethnicity and sexual orientation impact how we see the world and interact with others who are similar and different. Whether you’re teaching math, science or history, the personal and professional are intimately linked. It’s challenging to find the language, opportunity and space to deal with differences across voice, status and power.

“The diversity of DePaul creates opportunities and spaces that other institutions of higher education don’t necessarily get. Its social justice focus is fused throughout the curriculum, although each of us defines that in different ways. We’re serious about engaging in an intellectual environment where important ideas, skills and knowledge can be learned even while that’s challenged by larger forces in our society that think education is just about a certificate or getting a job and making money.”

We asked six COE faculty who recently moved on from DePaul to share some words of wisdom inspired by their experiences at the university.
A family turns its loss into a literary legacy benefiting COE students, teachers and the children they help

Carla Stone (MEd ’97), a former Academic All-American basketball player at DePaul University, has always seemed larger than life to her sixth-grade math and science students at Evanston’s Nichols Middle School. That was certainly true one spring day in 2011 when reps from the Golden Apple Foundation showed up at Stone’s classroom to present her with their Excellence in Teaching award, given that year to 10 teachers chosen from more than 600 nominees.

But Stone was literally larger than life recently. After delivering the game ball prior to tipoff, she was profiled in a video broadcasted on the Jumbotron during halftime of a DePaul men’s basketball game at Wintrust Arena at McCormick Square last February. The video was part of a game-night celebration of the College of Education and School of Continuing and Professional Studies. Stone enjoyed the view from a skybox while reconnecting with classmates and faculty.

It was a fulfilling moment. Stone, a Vancouver, Canada, native who’s also played some semipro and professional hoops, arrived at DePaul in 1991 on an athletic scholarship. Wavering between a political science and a pre-med focus, she decided to pursue a teaching career after being inspired by an education elective class.

“The teacher had all these stories about helping kids with special needs and the importance of mainstreaming them into the general ed population,” Stone recalls of that revelatory moment. “I wanted to help people, but I hadn’t known in what capacity. I realized, ‘Yeah, that’s why I’m here, to be a teacher.’”

That said, Stone bridles at antiquated notions of packing all learners together into monolithic cohorts.

“Everyone learns differently, at different times of the day, with different groups in different capacities,” she says. “That includes some team members in her classes who find their path to learning blocked by anxiety and stress. Stone has helped such students by borrowing breathing and mindfulness techniques from her yoga and meditation practice. Ultimately, says Stone, all of her classroom methods are based on making students feel respected.

“No doubt Katie would have appreciated this never-ending story and its growing cast of supportive characters looking out for children and their imaginations.”

The first set of books we ordered had the theme of characters overcoming obstacles.”

Where the Sidewalk Starts

A family turns its loss into a literary legacy benefiting COE students, teachers and the children they help

The first set of books we ordered had the theme of characters overcoming obstacles.”

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You need to be emotionally intelligent, self-disciplined and work at your craft so you can be better for your team.”

“In basketball, as in life, you have to learn to work with others, and things don’t always go your way,” says Stone. “You need to be emotionally intelligent, self-disciplined and work at your craft so you can be better for your team.”

That said, Stone brodies at antiquated notions of packing all learners together into monolithic cohorts.

“Everyone learns differently, at different times of the day, with different groups in different capacities,” she says.

That includes some team members in her classes who find their path to learning blocked by anxiety and stress. Stone has helped such students by borrowing breathing and mindfulness techniques from her yoga and meditation practice. Ultimately, says Stone, all of her classroom methods are based on making students feel respected.

“They will shine,” she says. “You see it every day. That light comes back on or it gets brighter. And that keeps me going, too.”

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