

COLLEGE OF EDUCATION



END OF YEAR REPORT CARD

2019-2020



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A Letter from Dean Paul Zions



In the midst of the global pandemic, this past spring and summer conjured challenges far beyond prediction. Nationwide, an inspiring and impassioned civil rights movement engaged activists in support of anti-racism. Schools and institutions at all levels worked with local leaders and parents to determine plans for returning to school safely. And communities continued to support small businesses, local organizations, and one another to forge ahead during the era of coronavirus.

Though this time often feels overwhelming, isolating, and downright impossible, I am reminded again and again of this simple truth: together, we find a way.

We in the College of Education spent the spring, summer, and fall combining our efforts to meet the needs of our students, alumni, and community in creative ways. Instead of recoiling in these moments, we confront challenges head-on, in collaboration. I am proud of our faculty for rising to an incredible occasion, asking “What must be done”, and committing to answering the call. I am proud of our staff for tackling projects collectively and providing our students expert advising, communications, academic and technical support, and encouragement. And I take great pride in our students, whose dedication to their schooling, communities, and futures is inspiring.

The future may be uncertain, but it will be fruitful. Let’s keep moving forward, together.

A handwritten signature in black ink that reads "Paul Zions". The signature is written in a cursive, flowing style.

Paul Zions, Ph.D. Dean
College of Education

COE Leadership and Report Contributors

College of Education Leadership

College Administration

Paul Zions, Ph.D.
Dean, 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 meet the needs of urban and suburban schools and who share that commitment with the university and with the College. The Council provides advice and support to the Dean regarding significant aspects of the College's educational mission.

Many thanks to the 2019-2020 College of Education Dean's Advisory Council Members!

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

Daniel Hayes
Jennifer Healy
Bennett Johnson III
Larry Kugler
Darlene Larson
Connie Lindsey
Juan Mir

Susan Power
Kendra Wallace
Katie Weitz
Ernest Wish
Nanette Zander

Contributors

This 2019-2020 COE Report Card was prepared by Erin Rice and Sarah Magnuson and made possible by the efforts of so many people. We thank all of the faculty and staff for contributing to the content of this report and we give special thanks to the following faculty and staff in helping us put this report together!

Cassidy Bradford
Jim Duignan
Jen Fleming
John Gieger
Meredith Gioia
Jason Goulah

Nancy Hashimoto
Alyssa Hepker
Donna Kiel
Andre Lewis
Kate Liston
Martha Mason

William McFarland
Nora Murphy
Nikki Nudo
Roxanne Owens
Sonia Soltero
Jennifer Walberg

Department Developments and Activities:

Teacher Education

In cooperation with the Office of Global Engagement, the Department of Teacher Education developed an Early Childhood Education degree in partnership with Hainan Normal University in China. The first cohort of students is enrolled at Hainan Normal University. They will eventually transfer to DePaul and complete their program in the US in 2024.

In order to increase marketability of our graduates, the Middle Grades licensure and the Secondary licensure program were combined to create a new program. This required approval from the Illinois State Board of Education and the creation of a new course sequence. Students who complete our program are eligible to be licensed for Grades 5-12.



The Illinois State Board of Education required re-evaluation of all university Secondary Education Licensure programs across the state. All DePaul programs passed without issue.

The new concentration in pre-Physical Therapy for Exercise Science majors began in Fall of 2019 with the first cohort of students.

The new School Nurse program began in Fall 2019 with the first cohort of 12 students. Nine students completed the program in June 2020. Two courses were taught by the President of the School Nurse Association.

The Elementary Education program completed an extensive review of its course descriptions, eliminating pre-requisites and co-requisites as necessary to provide a more seamless registration process for students.

With the COVID-19 situation, faculty and students had to pivot to online learning during the Spring Quarter. Accommodating field experiences and student teaching proved most difficult. For the field experiences we contracted with The Teaching Channel to provide high quality videos that our students were able to view and analyze. Students teachers were granted remote access to their assigned classrooms and cooperating teachers reported great appreciation for the assistance of tech-savvy extra personnel. The flexibility and creativity shown by all during this quarter was admirable.

Goals for 2020-2021

- Early Childhood Program plans to develop a model Infant/Toddler Room at Marillac/St Vincent for Demonstration Purposes
- Physical Education program plans to explore the development of an Athletic Training Program.
- Education, Culture, and Society Program Faculty plan to submit a proposal to offer the ECS degree online.
- Faculty have committed to enhancing technology skills through participation in university offerings (DOTS, FITS, Center for Teaching and Learning workshops, etc.) and to share those skills with students for their future classrooms as remote learning continues to be a reality.

Department Developments and Activities:

Leadership, Language, & Curriculum

Throughout AY2019-2020, the faculty of Leadership, Language and Curriculum (LLC) worked diligently to expand the department's program portfolio. The Educational Leadership (EdL) Program launched a new Educational Specialist (EdS) degree to offer an advance degree for students who are not interested in pursuing a doctorate program but already have a master's degree. The Curriculum Studies (CS) Program also expanded their doctorate program by launching a PhD degree in Curriculum Studies. In addition to this degree, the CS Program collaborated with DePaul's Digital Communication and Media Arts program to approve a new Computer Science Endorsement in Curriculum Studies (MEd) for AY2020-2021. Another addition to AY2020-2021 is the new undergraduate certificate in Value Creating Education for Global Citizenship (VCE). This certificate has opened the VCE program to undergraduate students looking to pursue a completely online certificate program.

Strengthening DePaul's connections to Chicago partners, the EdL program helped create a cohort of Old St. Mary's (OSM) teachers who will take four graduate courses to receive a micro-credential in Instructional Coaching. This cohort is scheduled to complete their program after fall 2020, but five of the teachers intend on staying with DePaul to pursue an endorsement as principals in Illinois. This summer, the Bilingual-Bicultural Education (BBE) program opened three courses to the Academy for Urban School Leadership Cohort. In addition to these two cohorts, EdL faculty Sr. Mary Paul and Dr. Donna Kiel worked to maintain the COE's strong connection to the Archdiocese of Chicago. They facilitated numerous programs including professional development workshops on *Social Emotional Learning in the Context of Empathy* to over 100 teachers at 11 Archdiocesan Schools.

Beyond Chicago partners, EdL faculty Dr. Kiel and Dr. Leodis Scott worked with OIPL to make connections to teachers and educational leaders in China. Dr. Kiel and Dr. Scott help develop, facilitate and teach principal and teaching training programs in topics of STEM education, teaching critical thinking, and innovative leadership.

In spite of the challenges that COVID-19 presented during AY2019-2020, the LLC faculty came out of the year with a strong show of accomplishments. All programs published and presented at numerous conferences. Dr. Sunny Park Johnson received the COE 2020 Excellence in Teaching Award, Dr. Jason Goulah was promoted to the rank of full professor, and Dr. Gonzalo Obelleiro was hired as a tenure-track faculty. LLC students were also acknowledged for their excellence. Jazmín Brito (BBE) was awarded the 2020 Student Employee of the Year award for her work as a research assistant in the Bilingual Language Development (BiLD) lab, and Michael Cornell (VCE) received the Graduate Student Paper Award at the Bergamo Conference on Curriculum Studies. Cornell's paper went on to be published in the *Journal of Curriculum Theorizing*.



Dr. Leodis Scott working with educators from China

Goals for 2020-2021

- The Educational Leadership Program will continue to expand their doctoral program by created new PhD degrees and aims to rework their values statement and curriculum to align with racial justice, inclusion and equity.
- The Bilingual-Bicultural Education Program will look to create a micro-credential from three existing courses
- Curriculum Studies Program looks to reduce the MEd credit hour requirement to make their program more affordable

Department Developments and Activities:

Counseling & Special Education

In response to Covid-19, faculty in the department of Counseling and Special Education truly shined in their commitment to the values of St. Vincent DePaul. Through their focused outreach to children displaced from schools, commitment to providing wellness resources to the entire DePaul community, and creating a new program to help those who have experienced job loss, they answered the question, “What must be done?” with clear advocacy and action.

The Reading Specialist program expanded services to provide virtual reading instruction through the Education and Counseling Center. Children between kindergarten and second grade received explicit and systematic reading instruction from reading specialist candidates through Zoom and supervised by Dr. Amy Hollenbeck.

Counseling faculty created a new, innovative program, DePaul WORKS (**W**orkplace **O**pportunities through **R**eflection, **K**nowledge and **S**kills). Through this program, which was spearheaded by Dr. Rebecca Michel, the counseling faculty worked with a diverse team of counseling interns to provide career and wellness coaching in English and Spanish for individuals who have been impacted by the current pandemic (many of whom have experienced job loss or heightened job stress from serving as an essential employee). Referrals for this program came from 16 workforce development non-profits associated with the Community Based Organization (CBO) Collective.

Counseling faculty also created and implemented a strengths-based program in the ECC serving children and adolescents from 27 families in the surrounding community. They then worked to build a mental health and wellness landing page for the College of Education website where resources and internship students’ webcasts related to wellness topics were shared with the Chicago community.



Faculty members Dr. Rebecca Michel and Dr. Alexandra Novakovic with Counseling students.

The Counseling Internship Showcase, a large event where students present their capstone projects in a setting modeled after a professional conference poster session, went virtual this year! In a typical year, students, faculty, staff, families, friends, and prospective students join for research, food, and fun through a celebration of the soon-to-be graduates’ work. Created and facilitated by students in our CCSA specialty area, this virtual conference honored the tradition and paid tribute to our DePaul alumni and current graduates. With over 100 attendees, participants moved through different breakout rooms listening to student research presentations. Afterwards, attendees engaged in virtual wellness activities that included a dance parties and games. The evening concluded with an inspiring, moving and humorous video containing words of wisdom from faculty and past graduates.

Scholarly productivity this year was impressive, despite the pandemic, and every tenured and tenure track member of the department faculty published or presented in 2019-20. Furthermore, CSE faculty received more than \$100,000 in grant funding. The largest of these through a cross departmental initiative featuring a collaboration between Drs. Melissa Ockerman, Alexandra Novakovic and Rebecca Michel in CSE in with Drs. Rieckoff, Sr. Mary Paul McCoughey, and Donna Kiel in LLC and focusing on a Catholic Outreach and Resource program

Goals 2020-2021

- CSE Counseling will apply to extend their initial 2-year CACREP accreditation to a full 8-year accreditation.
- CSE Special Education Program will continue to develop and maintain AUSL partnership with cohorts of 35 +students per year.

Department Developments and Activities:

Doctoral Program

The 2019-2020 academic year ushered in three new additions to the COE Doctoral Program: PhD in Curriculum Studies, Higher Education Concentration in the Educational Leadership EdD and an Education Specialist Degree (EdS) in Educational Leadership.

The PhD in Curriculum Studies attracted students interested in a Curriculum Studies doctorate program focused on research and scholarship. This new program also increased interest for international students who desired a more globally visible PhD. The Educational Leadership EdD Program launched their new Higher Education concentration to serve students interested in the field of higher education. The existing Educational Leadership EdD will now be the General Educational Leadership concentration. The Education Specialist (EdS) Degree in Educational Leadership offers an advance degree for students who are not interested in pursuing a full doctorate program but already have a master's degree.



Many doctoral students were accepted to present at professional and refereed academic conferences:

- Nozomi Inukai, Ritsuko Rita, Mwendu May, Joy Williams, and Paula Estrada Jones: Second International Annual Conference on Value-Creating Education and Critical Thinking in a Global World. University of Nairobi, Nairobi, Kenya.
- Courtney Griffin: Association of Black Women in Higher Education Conference.
- Nozomi Inukai: American Educational Research Association Conference.
- William McHenry, 2020 College Board Prepárate: Educating Latinos for the Future of America Conference
- Sarah Bright, National Association for Gifted Children conference.
- Ritsuko Rita and Nozomi Inukai , American Educational Studies Association Annual Conference
- Hal Schmeisser, 37th Annual Winter Roundtable: Teaching to Transform

Curriculum Studies doctoral students Nozomi Inukai and Michio Okamura received the Education Fellowship from the Ikeda Center for Peace, Learning and Dialogue in Cambridge, MA.

Goals for 2020-2021:

- The Educational Leadership Program will create a PhD in Educational Leadership with a general concentration and higher education concentration.
- The Educational Leadership Program will create a PhD in Global Educational Leadership with a general concentration, global catholic concentration and international baccalaureate concentration.

Academic Success Center

In the 2019-2020 academic year, the Academic Success Center (ASC) continued to provide quality test preparation and tutoring to COE students. Many of the licensure exams changed content and format, and the ASC tutors worked diligently to learn and adapt their workshops to the new tests. With the onset of COVID-19, workshops and tutoring were held on ZOOM, which provided more access than it had to students in the past.

Director Nora Murphy continued to monitor and provide intervention for students who receive negative academic progress reports, for students on academic probation, conditionally admitted students, and students with dispositions. The ASC developed workshops to help Counseling students pass the School Counseling Licensure Exam and Licensed Professional Counsellor (LPC) Exam.

Falling Behind?
Having Trouble Getting to Class?
Or Just Feeling Stuck?

Get Unstuck!

The Academic Success Center in COE believes that each individual is unique and requires a personal approach for academic success.
Contact Nora Murphy to set up an appointment.

The ASC continued its [Get Unstuck Program](#), open to all DePaul students who struggled academically and were falling behind. This program became very popular as students were having difficulty learning alone and online. Students were referred to the ASC by faculty, advisors, and the Academic Progress reporting system on Bluestar.

The Get Unstuck Program served about 25 students during spring quarter and over 50 students during fall quarter 2020. The predominant interventions included assistance with executive functioning such as organization and time management; reading and study skills; strategies to deal with

anxiety including test anxiety; and emotional support.

The ASC also worked with students in the COE individually to help them finish IN courses. Nora teaches EDU 115, Strategies for Learning and Critical Thinking, an academic skills course for all DePaul students who are struggling academically. Twenty-four students self-enrolled this past fall 2020, after having experienced difficulty spring quarter.

The Center also began a series of Instagram videos to provide students with tips and tricks for a variety of ways to better succeed in the classroom. The first few videos discuss tips such as how to email professors professional emails, good virtual study habits, and how to best respond to class discussion posts.

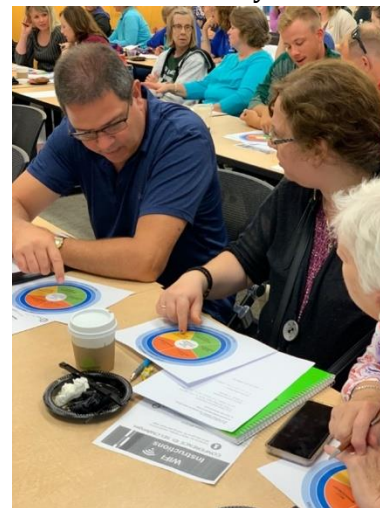
The ASC manages the Katie Brown Memorial library and the scholarship voucher distribution for ILTS exams. The Peer Mentor program for COE transfer students is directed by Nora Murphy in the ASC.



The Office of Innovative and Professional Learning

The Office of Innovative and Professional Learning (OIPL) within the College of Education coordinates the extending the expertise of the faculty of the College of Education (COE) with educators, business professionals, community organizations, and international education organizations for the purpose of providing customized professional learning that aligns with the mission of DePaul University. Launched in 2014, the number national and international professionals who have engaged with OIPL professional learning experiences has grown exponentially. During the past year, OIPL has experienced tremendous success as a key resource to support educators challenged by the pandemic and endemic of racism. This year's success of OIPL in extending the impact of COE beyond undergraduate and graduate programs has served the needs of professionals in five key areas that include, 1) customized micro-credential programs, 2) professional coaching and mentoring, 3) program development to meet emerging needs (i.e., remote teaching, anti-racism efforts, etc.), 4) international professional development in China and South Africa, and 5) certificate programs in the International Baccalaureate.

Supporting Catholic K-12 schools and the Archdiocese of Chicago, Office of Catholic Schools (OCS) is central to the work of OIPL. Since its inception, OIPL has partners with the Office of Catholic Schools to provide professional development and consultation to leadership. Again, this year, OIPL was selected to provide principals of the Archdiocese a Faith Leadership Micro-credential program to support customized leadership success within the framework of Catholic faith. In addition to ongoing professional development and coordination of COE faculty as keynote speakers at OCS Leadership Days, as the crisis of the pandemic launched Catholic schools into emergency remote teaching, OIPL provided Catholic school teachers and leaders across with extensive support and resources to navigate this new way of teaching.



In order to support the unique impact of Catholic schools, OIPL created a Catholic Identity: Social Justice micro-credential. This micro-credential was designed to not only train teachers in action research projects supporting Catholic identity but also offered prepared lesson plans for teachers to implement. The intent of the earning of the digital badge associated with the micro-credential was to elevate the distinctiveness of Catholic schools regardless of remote teaching or in-person teaching. Most significantly, as the awareness of systemic racism in our country was heightened, OIPL was selected professional development for Catholic schools. OIPL coordinated the RISE: Catholic Educators Rise for Racial Equity micro-credential as an ongoing support to schools. OIPL is also a member of the Safe and Peaceful Schools Committee and was selected to support the efforts of creating a suicide prevention protocol.

In addition to supporting Catholic schools, OIPL has an extensive relationship with Chicago Public Schools and other public and private schools. OIPL engaged over 1400 educators through its workshops, consultation, and coaching. Noteworthy this year, is the innovative relationship OIPL has established Little Black Pearl Academy as they work toward creating a new model of arts integrated virtual school. The virtual Little Black Pearl Academy will have a unique model of learning which will also support COE pre-service teachers and future principals in completing internship and field service hours at the school.

OIPL's connections also extend to community organizations. This year, as the pandemic emerged, OIPL coordinated a Women's Empowerment and Leadership program for the young women of the Penedo Charitable Organization. OIPL work with Penedo continues this year with plans to create a peer mentoring program for the young women.

OIPL's work internationally continues to grow this year. For the past six years, OIPL has been the selected resource for educators across China. The innovative nature of the COE as well as the high quality of professional learning has resulted in significant growth in the number of professional learning experiences offered by OIPL. Of particular note, is the choice of OIPL to host 30 educators from China on DePaul's campus in October of 2019. OIPL coordinated a 15-day professional learning experience that included faculty from the COE providing customized learning in leadership, teaching methods, and curriculum development. Even the Dean of the COE facilitated a session with the educators from China. In addition to the professional development, OIPL coordinated visits by the educators to Catholic and public schools throughout Chicago. The experience was highly successful and resulted in OIPL being chosen to provide several virtual professional learning experiences from November until the current day. In addition to training teachers, leaders, and curriculum experts, OIPL was selected for a unique project that involved pre-service teacher candidates virtual teaching pre-school and kindergarten students English. The program, entitled AEIOU, enabled COE student teacher, Nora Gaul to teach children in China.

OIPL's international endeavors also extend to South Africa. Through OIPL connections, Dr. Darrick Tovar-Murray traveled to South Africa and worked with the Good Work Foundation providing his counseling skills program to the adult learners. OIPL's collaboration with the Good Work Foundation will continue with Dr. Tovar-Murray continuing his work with an online program.



Dr. Donna Kiel, Dean Paul Zions, and visiting educators from Beijing, China in October 2019

Again, this year, for the third year, OIPL was selected by the Barat Education Foundation as the

preferred subcontractor for the Library of Congress, Teaching with Primary Sources (TPS) Program grant. Past OIPL work has been focused on developing Citizen U civic action lesson plans and at TPS Civics Micro-credential. The subcontract award for this year continued the work on the TPS Civic Micro-credential by facilitating this micro-credential with over 25 teachers. As the pandemic emerged, the Barat Education Foundation requested OIPL's expertise to support teachers with remote teaching using Library of Congress primary sources and to address systemic racism using Library of Congress primary sources. OIPL developed and successfully delivered the CARE micro-credential training teachers in remote teaching practices and a primary sources iteration of RISE: Educators rise for racial equity that used primary sources. The success of these two programs was so enormous that the Barat Education Foundation increased the subcontract award for the 20-21 grant period.

As part of the Catholic School outreach, OIPL had developed a Social Emotional Learning (SEL) micro-credential. In partnership with faculty from the Counseling Program including Dr. Melissa Ockerman, Dr. Rebecca Michel, and Dr. Alexandra Novakovich, and faculty from Educational Leadership, Dr. Barbara Rieckhoff and Sr. Mary Paul McCaughey, Dr. Kiel, the Director of OIPL was awarded an AGIF grant to take the micro-credential to Catholic schools most in need. Drs. Ockerman, Michel, and Novakovich enhanced the existing SEL micro-credential with their expertise in trauma informed teaching and SEL. In addition, Sr. Mary Paul McCaughey enhanced the micro-credential with essential Catholic theological components.

The OIPL International Baccalaureate Educational Certificate Program has experienced tremendous success. This year again demonstrated significant increases in enrollment due to greater online learning that led to surpassing the projected enrollment by 50%, and there are students from 55 different countries involved in the program with three cohorts from China. There are also four new IBEC certificates planned for launch in 2021 and include IB certificates in Leadership Practices, Leadership Research, the Primary Years Program, and Advanced Curriculum Research.

Education and Counseling Center (ECC)

This year, the Education and Counseling Center (ECC) expanded its community influence with the official establishment of the home of the Penedo Charitable Organization's Penedo Program. Within this program, young middle-school women receive social-emotional and academic support services in the form of tutoring, counseling, and mentoring.

In addition to the success of the Penedo Program, the ECC partnered with Chicago Survivors to launch a summer camp and support services for the families of homicide victims. These services include counseling and academic support and lasted the duration of the school year.

The ECC's partnership with United Stand allowed the organizations to work together to provide services to Catholic school families, which included counseling and academic support. The ECC continues to provide academic support and counseling services to families throughout Chicagoland, both in-person and now remotely.



The DePaul Works program was introduced, providing career coaching to participants referred to the ECC by CARA. Also, DePaul Cares for Kids was initiated, which provides resiliency building activities for children of frontline workers during the ongoing COVID-19 crisis.

To meet the ongoing mental and emotional needs of the university's student body, the ECC partnered with University Counseling Services to provide counseling support to DePaul students who were unable to utilize the University Counseling Services program.

Facing History and Ourselves

In July 2019, the DePaul University and Facing History and Ourselves Collaboration team began Phase II. With the departure from the university of former director Dr. James Wolfinger, the group resolved to recruit a knowledgeable expert to continue to guide the project to completion. As such, during summer 2019 the College's leadership convened to discuss and provide input and feedback on the collaboration activities. To maintain the DePaul and Facing History Collaboration Faculty Network, in December 2019 the College leadership conducted a webinar with representatives from the 12 colleges in the network in attendance. They provided an update on their projects and they provided Dean Zions with input and feedback on the collaboration to inform the program plan and practices moving forward.

In March 2020, faculty member Dr. Hilary Conklin assumed the role of manager of the DePaul University and Facing History and Ourselves Collaboration, rejoining this work after having previously served in this role from 2011-2014. The spring quarter marked an opportunity for Dr. Conklin to introduce herself to key collaboration stakeholders and survey university network partners to seek input on their goals and interests for involvement in the upcoming academic year. Based on the survey results, the collaboration hosted a successful virtual convening for October 2020, where members of the university network, the COE's administration, and FHAO participated.

Goals 2020-2021

- Support and collaborate with established university partners engaged in justice-oriented, anti-racist work via quarterly virtual convenings.
- Engage COE faculty and students in justice-oriented, anti-racist professional development in collaboration with Facing History and Ourselves staff.

Stockyard Institute

The Stockyard Institute, an ongoing civic, artistic, and social practice, was founded in 1995 by Teacher Education faculty member Jim Duignan in the Back of the Yards community of south Chicago. Duignan was influenced by community artists, revolutionaries, local activists, collectives, and radical teachers. Projects and ideas are shaped alongside youth and adult poets, artists, activists, architects, teachers, performers, and always, neighbors who live in the communities. Currently, active neighborhoods are the Back of the Yards, Austin, and Dunning.

Exhibitions

- Keteletka! Library & Stockyard Institute, Chicago Architectural Biennial, Sept. 19 to Jan. 5, 2020
- Jim Duignan: Envisioning Justice, Illinois Humanities Council, Sullivan Gallery, Chicago 2019-2020.
- 2019: *Jim Duignan, Claire Pentecost, & Melissa Potter: Love All Potatoes*, The Franklin, East Garfield Park, Chicago June 14 – September 1.



Publications:

- Umolo, Yesomi, Sepake Angiama, and Paulo Tavares (Eds.)....*and other such stories*. New York: Columbia Books on Architecture and the City, 2019.
- Andel, Jaroslav (2019) *Back to the Sandbox*, Art and Radical Pedagogy, W. Washington Press.
- Hieggelke, Brian (2019) New City, [‘33 Visions for the Next City’](#)

Press:

- Esangga, Bridget. [“The Interrupter.”](#) *UIC Advancement: Extraordinary Alumni*, May 26, 2020.
- MacPhee, Josh, ed. *Celebrate People’s History: The Poster Book of Resistance and Revolution (2nd Edition)*. New York: Feminist Press, 2020.
- Potter, Melissa. [“Looking Back: BOMB on the past decade in art.”](#) *BOMB Magazine*, December 23, 2019.
- [Chicago Architecture Biennial](#)
- <https://envisioningjustice.org/news/>
- [Exhibit Envisions A Better Criminal Justice System Through Diverse Community Art](#)
- [WBEZ Art Exhibit Explores Problems, Solutions To Troubled Criminal Justice System](#)
- [Envisioning Justice ABC 7 Chicago](#)
- Hieggelke, Brian (2019) [New City ‘33 Visions for the Next City’](#)

Goals for 2020-2021:

- Strengthen our ongoing and meaningful partnerships with area schools and art centers.
- Launch a major international retrospective and catalogue with DePaul Art Museum 2021.
- Design, produce, and install a sculptural installation with St. Alphonsus Center for the Arts.
- Cultivate new and support existing relationships with international organizations, residencies, and arts and pedagogical alliances around the world.
- Provide arts careers educational support to teachers and students.
- Produce *Trans Action #3* on Chicago in 25 years, a museum primer as a prospective at the DePaul Art Museum in 2021.
- Continue to present historical research documentation and arts-based research in public settings with galleries, museums, journals, and alternative spaces.

Institute for Daisaku Ikeda Studies in Education

In 2019-2020, the DePaul University Institute for Daisaku Ikeda Studies in Education saw continued international growth in its online credential and master's degree program in *Value-Creating Education for Global Citizenship*. It hosted the U.S.-Canada Research Forum on Ikeda/Soka Studies in Education, which was attended by scholars and doctoral students from the Université Laval (Quebec), University of Guelph-Humber (Ontario), University of Ottawa, MacEwan University (Edmonton), University of St. Joseph (Macau), Soka University (Tokyo), Augusta University (Georgia), North Central College (Illinois), Purdue University (Indiana), and faculty and students affiliated with DePaul's Institute for Daisaku Ikeda Studies in Education.

To date, the Institute has secured over \$1 million in grants and gifts for initiatives, including translation and research projects for students and faculty and providing full- and partial-tuition scholarships for a dozen graduate and doctoral students pursuing Ikeda/Soka studies at DePaul. The Institute also welcomed MIT Professor Cesar McDowell to deliver the 2019 Ikeda Lecture on the theme of *Dialogue and Demographic Complexity: Overcoming the Invisible Arrow of Discriminatory Consciousness*.

In addition, Institute-affiliated faculty and students published two refereed books, four refereed articles, ten refereed chapters, one book review, and one scholarly translation in leading outlets. They also presented 25 refereed and invited papers at conferences within the U.S. and abroad, including keynotes by Institute director Prof. Jason Goulah in Japan, Germany, and Kenya.

Two Institute-affiliated doctoral students, Nozomi Inukai and Michio Okamura, completed their two-year education fellowships with the Ikeda Center for Peace, Learning, and Dialogue in Cambridge, MA.



Michael Cornell, an Institute-affiliated master's student and in-service teacher in New York City Schools, received the 2019 Bergamo Outstanding Graduate Student Paper Award for his paper *Conceptual Research in Theoretical Studies: Intersections of Human Education and Curriculum* at the 40th Annual Bergamo Conference on Curriculum Theory and Classroom Practice in Dayton, OH. As the award winner, Michael's paper was published in *Journal of Curriculum Theorizing*, a leading peer-reviewed journal in the field of Curriculum Studies. Additionally, Institute director, Professor Jason Goulah, was featured in the March 2020 Japanese national education magazine *Todai* for his work in Ikeda studies.

Goals 2020-2021:

- Establish a doctoral track in Value-Creating Education for Global Citizenship.
- Continue producing translations of, and research on, the educational philosophies and practice of Daisaku Ikeda, Tsunesaburo Makiguchi, and Josei Toda.

Student Teaching & Field Experiences

The Office of Field Experiences & Student Teaching welcomed two new Placement Specialists in the summer of 2019: Jalen Hamilton and Elyse Kienitz. Elyse and Jalen utilized their flexibility skills when the Chicago Teacher Strike began in October 2019, altering field experience placements. The Office reassured students and helped them to understand Strike protocol as staff tried to secure alternative placements. During the pandemic, field experiences were completed via the Teaching Channel or remotely with Cooperating Teachers where COE students had already been placed for the following year's Student Teaching. Innovative field experiences, such as DePow, were created depending on the course's field experience assignment.

Throughout this unusual year, the Office provided daily communication via phone, e-mails, visits with students, principals, assistant principals, school district offices cooperating teachers, university supervisors and parents of students. Ten Mandatory Meetings were given in September 2019 for students planning on student teaching in Fall 2020.

- **Fall 2019:** Student Teaching began on Tuesday, September 3, 2019. 10 Mandatory Meetings were given at the end of September 2019/beginning of October 2019 for students planning on student teaching in Fall 2020. All student teachers passed edTPA except for one, who is working on a retake.
- **Winter 2020:** Student Teaching began on Monday, January 5, 2020. 12 Mandatory Meetings were given in January 2020 for students planning on student teaching in Winter 2021 and/or Spring 2021. All student teachers passed edTPA except for one, who is working on a retake.
- **Spring 2020:** Student Teaching began on Monday, March 16, 2020 just as schools were closing due to the COVID-19 pandemic. Working closely with their Cooperating Teachers, our student teachers quickly learned how to seamlessly teach remotely. The Illinois State Board of Education waived edTPA for all Spring 2020 student teachers in April 2020.



Goals for 2020-2021:

- Expand field experience and student teaching placements in more diverse communities throughout the city of Chicago.
- Develop a guidebook to support student teachers in remote learning environments for Task Two: Instruction on edTPA.
- Strengthen our relationship with schools, school districts and Exercise Science sites to expedite the placement process.

Office of Advising

The College of Education Advising Office has risen to the challenges presented in recent months and shifted to exclusive virtual advising. The Office has been hyper-responsive to student inquiries and requests, navigated registration issues, and engaged in proactive advising to foster personal growth and development of students. Email volume increased dramatically (over 60% increase compared to last year in corresponding months), demonstrating the Advising Office's responsiveness and proactive approach to communicating with students. Additionally, advising staff provided opportunities for students to engage socially through Student Social Hours between July and October and through group advising sessions.

In January and February, the Office responded to an audit by the Illinois State Board of Education (ISBE) to identify and justify how individual students meet requirements for candidates for licensure. In March and April, advising shifted gears to engage with students virtually and answer questions about online courses and modalities, pass/D/F options, and executive (governor) orders related to licensure requirements. In June, July, and August, staff conducted new student undergraduate orientations through individual engagement over Zoom as well as welcomed incoming graduate students.



Additionally, over the past few months, advisors have been dedicated to engaging in discussions about racial justice and equality. Advising staff has been involved with students, affinity groups, and fellow staff and faculty in the College. Ongoing critical examination of the Office's beliefs, perspectives, privileges, and systems of power is critical for the society, the university, and the College so that it might foster an inclusive and just system that address the social/racial inequities and creates an environment that is compassionate, inclusive, equitable, and socially just as the College works to become better allies and co-conspirators.

Throughout the year, advising staff continued to be involved with the DePaul community. Among staff, there are several True Blue members, Double Demons and Triple Demons, ASK Mentors, the Fiscal Advising Chair for Staff Council, DePaul Parent Connection President and Founder, COE Staff Council members, members of DePaul Women's Network, a Golden Apple Liaison, and members of various DAAN (DePaul Academic Advising Network) committees.

Goals for 2020-2021:

- Develop personal connections to students through outreach.
- Act as a resource for students, providing accurate and timely information about curriculum, college policies and administrative procedures.
- Empower students to take ownership of their education and goals.
- Assist students in navigating the university community through education and appropriate referrals.

Office of Advancement

Advancement Fundraising:

During Academic Year 2019-2020, the College of Education raised and received over \$4,542,020.42 in external funds in Advancement activity to support faculty efforts and programs across the College, expendable and endowed student scholarships, and an endowed lecture series. Of the total raised, \$4,149,621.00 was designated to endowments that will ensure the legacy and operation of programs and scholarships in College; the remaining \$401,399.42 were designated for expendable to support programs and scholarships.

Giving to the College spanned across the spectrum of stakeholders with over 370 donations from alumni, faculty, staff, students, organizations and foundations, and friends of the College contributed in this outstanding year of fundraising. Over \$126,112 was raised for scholarship support for the COE's talented and deserving students. The remainder was given in support of programs such as the DePaul University and Facing History and Ourselves Collaboration, inSTEM Camp for Girls, the Stockyard Institute, and the DePaul Penedo Program.

Identification, Cultivation, Stewardship, and Solicitation Activities:

Meetings, meals, and visits were held with prospects for the purposes of identification, cultivation, stewardship, or solicitation. Dean's Advisory Council meetings were held in December, March, and May. In October, the COE hosted its annual Ikeda Lecture and reception, which featured speaker and MIT professor Ceasar McDowell. Also in October, the COE hosted its annual alumni event at Rock Bottom Restaurant.

Travel included a September 2019 visit to New York, which resulted in a significant donation from the Krasula family, as well as a February 2020 stewardship visit to the Ogilvie family in Florida for the Elsie A. Luhan Endowed Scholarship. Since the university pivoted to remote instruction and service, the Advancement office has remained focused on outreach, staying connected with alumni through email, text, phone calls, and Zoom. In June 2020, Associate Dean Sally Julian completed an end of the year outreach campaign to over 50 alumni that resulted in multiple donations to the COE.

College of Education Scholarships:

The COE offered 18 expendable and endowed scholarships. During the 2019-2020 academic year, over 227 COE students were awarded expendable and endowed scholarships. The total amount awarded to COE students was \$315,484.00.

Center for Education Technology

During Academic Year 2019-2020, the Center for Educational Technology collaborated with LinkedIn Learning and DePaul DSC to host a two-part workshop for students, as well as for staff and faculty. Topics included Improving LinkedIn Profile and LinkedIn Learning.

In Autumn 2019 and Winter 2020, CET hosted a panel discussion on Digital Citizenship. The Center also hosted two film screenings, quarterly edTPA workshops, Lunch & Learn sessions, and classroom presentations—all with positive reception from attendees.

Despite challenges posed from the pandemic, in Spring 2020 the CET held a remote teaching workshop specifically for COE faculty and staff for transitioning to COVID. The Center transitioned to holding virtual CET hours hosted by CET staff, in addition to the workshops and open office hours held by Director John Gieger.

Goals 2020-2021:

- Increase collaborations across university units to create resources and events (incl. virtual) for students, faculty, and staff.
- Explore alternative ways the CET can provide support to student and faculty success in the COVID environment.
- Continue to develop digitally accessible, long-term resources for the COE related to remote teaching and educational technology.

College of Education Website

Web Designer and Developer Meredith Gioia has been hard at work helping the College transition from traditional learning to remote instruction and working. In response to the global pandemic, Meredith created a “COE RESPONDS TO COVID-19” website on the College of Education website. This site provides resources for all of the College’s shareholders (students, teachers, counselors, public) to cope with the pandemic. Included in this was the construction of a simple tool for faculty to submit resources that they have found on the internet that they deemed helpful.

As the COE RESPONDS website grew, Meredith collaborated with the Counseling program to establish a subsite that allowed for their students who completed video projects in response to the COVID-19 crisis to share those projects with the public. Instructors who believe a presentation is worthy of the website share a link to a form with their students. The students then fill out the form and attach their project. These files are then prepped and uploaded to the College of Education YouTube channel and linked on the COE RESPONDS website.

Meredith also added a chat functionality to the COE website and Facebook page. Under supervision and referencing a “script” created for them, College of Education student workers monitor the chat during regular business hours, answering basic questions and referring the visitors to College of Education staff members when necessary.

The COEAdvising email was changed to a new mobile-responsive and more visually-appealing design. In addition, the frequency of weekly mailing was increased to up to three-times-a-week during the beginning of the COVID-19 pandemic and mailings were continued over the summer when it would usually go into hiatus.

For student outreach, Meredith produced multiple videos this year:

- Congratulations Graduates video featuring clips of good wishes collected from faculty and staff that was shared with the COE Class of 2020 via email and our social media.
- COE and DOTS video highlighting how prepared the COE faculty are to teach online
- Virtual Student Services video showcasing how the CET, Advising Office, ASC and ECC were able to move their services to an online environment when COVID-19 closed campus.
- In conjunction with the Academic Success Center, a series of short videos with online learning hints.

Admissions and Enrollment

Enrollment

The 2019-2020 Academic Year showed stable enrollment in the College of Education. In fact, graduate enrollment surpassed its budgeted target for all four terms: fall, winter, spring, and summer terms.

Autumn Quarter 2019

The College of Education enrolled 1395 students—472 undergraduates and 923 graduates.

Winter Quarter 2020

The College of Education enrolled a total of 1384 students— 452 Undergraduates and 932 graduates.

Spring Quarter 2020

The College of Education enrolled a total of 1325 students—427 undergraduates and 898 graduates.

Summer Quarter 2020

The College of Education enrolled a total of 537 students—70 undergraduates and 467 graduates for Summer I.

Top Ten Graduate Majors at DePaul			
Rank	College	Major	# New Students Enrolled in Fall
1	KGSB	MBA (all concentrations)	134
2	CDM	Computer Science	87
3	CDM	Data Science	85
4	LAS	Public Service (all concentrations)	80
5	CSH	Nursing-Generalist	64
6	COE	Counseling (all concentrations)	59
7	KGSB	Accountancy (all concentrations)	58
8	CDM	Human Computer Interaction	53
9	COE	Teaching & Learning (all concentrations)	49
10	KGSB	Management	48

Two of the most popular majors for incoming graduate students for fall 2019 were offered in the College of Education: Counseling (#6) and Teaching & Learning (#9).

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%.

Enrollment in New Undergraduate Program Offerings

New Program Report, Fall 2010 - Fall 2019

September 28, 2019

Published February 1, 2020

	Enrollments									
	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Education										
Middle School Language Art and Science (2018)									1	
Middle School Science and Social Science (2018)									1	1
Middle School Math and Science (2017)								1	1	3
Pre-Middle School Language Art and Science (2017)								2	0	0
Pre-Middle School Math and Language Art (2017)								2	4	
Pre-Middle School Math and Social Science (2017)								1	0	0
Middle School Language Art and Social Science (2016)							1	1	0	3
Middle School Math and Social Science (2016)							1	0	0	1
Pre-Middle School Language Art and Social Science (2016)							1	1	1	1
Pre-Middle School Science and Social Science (2016)							1	1	1	
Sec-Ed Environmental Science (2015)						1	1	1	0	0
Middle School Math and Language Art (2015)						1	0	0	0	3
Pre-Middle School Math and Science (2015)						1	1	1	3	
Pre-Sec-Ed w/DbI Major (2015)						2	2	2	2	1
Sec-Ed w/DbI. Major (2015)						1	4	3	2	3
Special Education (2014)					14	28	36	46	35	38
Exercise Science (2013)				3	26	41	48	35	34	46
Pre-Sec-Ed Japanese (2012)			1	1	1	2	1	0	0	0
Early Childhood Education (joint SCPS/Education) (2010)	4	4	3	2	2	4	2	4	0	4
Sec-Ed Chinese (2008)	0	3	2	5	3	1	2	2	2	1
Sec-Ed Italian (2008)	0	0	0	0	1	1	0	0	0	0
Sec-Ed Japanese (2008)	1	0	0	0	0	0	1	0	0	0
Pre-Sec-Ed Environmental Science (2008)	1	0	1	2	1	0	0	1	0	0
Pre-Sec-Ed Italian (2008)	0	0	0	0	0	0	0	0	0	1
Pre-Sec-Ed German (2006)	0	0	0	0	0	1	1	0	0	0
Pre-Sec-Ed Geography (2004)	0	0	0	0	0	0	0	0	0	0
Total enrolls in college	954	835	766	728	660	608	574	511	452	472
Enrolls in new programs in the first year	4	0	1	3	14	6	4	6	2	0
Enrolls in new programs in preceding five years	6	7	7	6	43	77	97	97	51	54
% of enrolls in new programs in the first year	0.4%	0.0%	0.1%	0.4%	2.1%	1.0%	0.7%	1.2%	0.4%	0.0%
% of enrolls in new programs in preceding five years	0.6%	0.8%	0.9%	0.8%	6.5%	12.7%	16.9%	19.0%	11.3%	11.4%

Education programs include all degree types, BA, BS, Pre-World Language, and Pre-Secondary Education.

Enrollment in New Graduate Program Offerings

New Program Report, Fall 2010 - Fall 2019

September 28, 2019

Published February 1, 2020

	Enrollments									
	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Education										
<i>Master of Science</i>										
Sport Fitness & Rec Leadership (2015)						8	13	18	26	21
Middle School Math (2009)	52	48	1	0	0	0	0	0	0	0
<i>Master of Education</i>										
Middle School Math and Social Science (2019)								0	0	1
Middle School Science and Social Science (2019)								0	0	1
Value-Creating Education for Global Citizenship (2018)									8	14
Middle School Math and Language Art (2016)							1	0	0	0
Middle School Math and Science (2016)							3	2	1	3
Middle School Language Art and Science (2016)							2	3	0	0
Middle School Language Art and Social Science (2016)							1	1	3	2
Special Education (2015)						13	15	27	57	47
Sec-Ed Latin (2019)										1
<i>Doctorate</i>										
Curriculum Studies (2019)										25
Teaching & Learning - Early Childhood (2013)				2	7	7	10	9	13	8
<i>Education Specialist</i>										
Curriculum Studies (2017)								2	1	
<i>Certificate</i>										
Cert - Catholic School Principal Licensure (2019)										1
Cert - Early Childhood Bilingual/ESL Endorsement (2019)										2
Cert - School Nurse Licensure (2019)										11
ESL Endorsement (2018)									1	3
Sec-Ed Arabic (2018)									1	1
Sec-Ed Physics (2018)										1
Teacher Leader (2017)								1	0	0
Learning Behavior (2007)	6	14	22	10	4	7	2	3	5	9
Total enrolls in college	1,478	1,370	1,196	1,005	917	946	900	910	939	923
Enrolls in new programs in the first year	0	0	0	2	0	21	5	3	11	42
Enrolls in new programs in preceding five years	58	62	1	2	7	28	43	63	99	112
% of enrolls in new programs in the first year	0.0%	0.0%	0.0%	0.2%	0.0%	2.2%	0.6%	0.3%	1.2%	4.6%
% of enrolls in new programs in preceding five years	3.9%	4.5%	0.1%	0.2%	0.8%	3.0%	4.8%	6.9%	10.5%	12.1%

DePaul Career Center



The Career Center supported students in the Education, Nonprofit, & Government (ENPG) Career Community through individual advising, classroom presentations, and events.

In addition, this year the Career Center was proactive in responding to the career development needs of students and alumni amid the Covid-19 Pandemic. This has included the creation of a dedicated webpage to Covid-19 career resources such as hiring lists, specific job search tips for 2020 graduates, a variety of virtual events, workshops on how to upskill, and a weekly job search club throughout summer 2020.

The services that directly relate to the College of Education are listed below in further detail.

- **Student Teaching Webinar**- Students met via zoom with a student teacher during the spring 2020 quarter who was student teaching remotely during the pandemic. She shared about her experience over all, including the technology platforms she was using. She answered questions about her current experience as well as specifics regarding her full time job search.
- **CPS Meet & Greet Event** - Students met virtually during spring quarter with representatives from the Chicago Public Schools' Talent Acquisition Office to participate in initial interviews and receive written and verbal feedback to aide them in securing a full time position within the district.
- **Education Consortium Job Fair** - DePaul, Loyola, and UIC students attended the Education Consortium Fair on March 1st at UIC to meet with representatives from school districts and educational organizations to learn about opportunities in Chicagoland, across the country, and even internationally.
- **Nonprofit & Service Programs Panel**- Students heard from panelists regarding career paths and opportunities in the nonprofit sector and through service programs. The discussion focused on the panelists' career paths, professional advice, and ways to get related experience.
- **Presentations** - The Career Center offered classroom presentations related to resume & cover letter writing, job searching, and interviewing to all students graduating from the Teacher Education and Counseling departments. In addition, a resume presentation was provided in each Student Teacher Mandatory Meeting as well as presentations focused on Career Center services, which were promoted in various COE courses.
- **ENPG Newsletter** - Students had the option to opt in to the Education, Nonprofit, & Government Career Community via Handshake in order to receive a bi-weekly newsletter containing relevant information pertaining to events, jobs, internships, and professional development.
- **Advising Appointments** - The Career Center completed a total of 542 appointments with students from the Education, Nonprofit, and Government Career Community within the 2019-2020 academic year.

COE Response to COVID-19

The efforts of the College of Education's faculty and staff to adjust services and instruction during the unprecedented global pandemic allowed for the seamless delivery of education, resources, support, and a lot of Zoom meetings during the COVID-19 crisis.



Transitioning to Zoom meetings for our Deans and Chairs bi-weekly meeting

Faculty and Staff Efforts:

- Through the leadership of Rebecca Michel, DePaul WORKS (Workplace Opportunities [through] Reflection, Knowledge, and Skills), was developed to provide free career and wellness coaching for individuals whose jobs have been impacted or eliminated due to COVID.
- Melissa Ockerman, Donna Kiel, alumna Emily Kraus, and others from DePaul and ten institutions in Australia, Brazil, India, Mexico, the Netherlands, and the United Kingdom facilitated 13 different virtual "Global Conversations" via Zoom to provide students an opportunity to connect and reflect on the impact of COVID-19 with students from across the globe.
- Meredith Gioia constructed a "COE RESPONDS TO COVID-19" page on the College of Education website. This site provides resources for all COE stakeholders (students, K-12 teachers, counselors, general public) to cope with the pandemic. As the COE RESPONDS website grew, Meredith worked with the Counseling program to create a section that allowed for their students who completed video projects in response to the COVID-19 crisis to share those projects with the public. These files were then prepped and uploaded to the COE YouTube channel, linked on the COE COVID website, and shared on COE social media.
- Rachel Harper worked with the John F. Kennedy Center for the Performing Arts in Washington, advising on instructional design and pandemic-specific audience engagement strategies for their transition to virtual education and remote outreach programming.
- Gloria E. Barrera is a public health nurse leader, President Elect of the National Association of Hispanic Nurses Board-Illinois Chapter, full time school nurse, and adjunct faculty for the COE and School of Nursing. Among her many efforts, she was involved with her school district and developed nearly 4,000 Face Shields using a 3D printer.
- Ronald Chennault created a website devoted to tracking some of the developments related to K-12 schooling in the United States and COVID-19: <https://k12covidtracking.org/>.

The Office of Innovative and Professional Learning (OIPL):

- The Office of Innovative and Professional Learning (OIPL) provided webinars to Catholic teachers and leaders to help them with the launch into remote teaching and manage the unusual stress that resulted for teachers, leaders, and parents. OIPL webinars have included:
 - How to Engage Students when Teaching Remote Teaching
 - How to Keep Students Engaged when Teaching Remotely
 - How to Navigate Student and Teacher Stress when Teaching Remotely
 - How to have Meaningful Assessment when Teaching Remotely
 - How to Thrive Through this Time of Uncertainty
- OIPL worked with the Office of Catholic Schools to provide a district-wide webinar focused on Parent Engagement entitled, “The Heart Work of Engaging Families,” which specifically focused on strategies for teachers to engage families during the COVID-19 situation.
- With OIPL partner the Barat Education Foundation, the groups designed and facilitated a series of four webinars focused on helping teachers to engage students with meaningful learning that integrates civic engagement and action. The webinars engaged teachers from all across the Chicago metropolitan area.
- OIPL provided CPS schools with webinars to support teachers in the shift to remote teaching and to navigate the unique challenges of engaging students who may not have access to technology.
- OIPL also provided resources to educators in China who have been engaged in remote teaching since January of 2020. In addition to providing webinars to K-12 teachers in China on how to teach remotely, OIPL has coordinated 10-day teacher training programs in STEM teaching practices and in the integration of Brain Science teaching strategies.



Department Chair Roxanne Owens teaching using one of our newly installed Zoom capable classrooms

The Education and Counseling Center:

- The Education and Counseling Center (ECC) provided tutoring/homework help for children who struggle with their virtual classes. The ECC is listed on many schools' websites for parent resources.
- Counseling students and counseling interns facilitated an 8-week program (flexible start dates) to help children K-12 identify personal strengths, resources, and coping skills to help them cope during this challenging time.
- DePaul Cares for Kids: In collaboration with school counseling interns, the ECC provided social-emotional support services to children of healthcare workers. This included working on coping skills and engaging in therapeutic activities to help them feel safe and connected with their front-line heroes.
- Fueling Our Frontline Heroes: A Go-Fund-Me initiative to raise money for Chicago-area healthcare workers launched in collaboration with school counseling interns. The money raised supported creating snack bags to fuel our healthcare workers, with an added self-care-based activity to fuel them mentally and emotionally, as they face daily challenges combating COVID-19.
- COVID-19 Resource Page: The ECC created a resource page on mental health and wellness and updates it regularly.

Student and Alumni Spotlight:

Achievements and Honors

Honors Convocation:

The 2019-2020 Honors Convocation announcement 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 2019- 2020:

Doctoral Students:

Raheela Al Karim
Yacoub Aljaffery
Deidre Berry
Sarah Bright
Brian Carlson
Alexandra Cruz
Brian Gilbert
Ayanna Gore
Ray Grant
Debra Harris
Nancy Hashimoto
Nozomi Inukai
Steven Jeretina
Fashawn Jones
Sarah Kaufman
Emily Kraus
Christina Matuschka
William McHenry
Sophia Neely
Antoine Reed
Hal Schmeisser
Ravi Shah
Rhonda Stern
Jerry Travlos
Collage Warner
Kimberly Washington

Graduate Students:

Meredith Adler
Margaret Baker
Alison Barratt
Holly Buchanan
Megan Buoniconti
Maria Beatrice
Isabel Cabrera
Jacqueline Carmona
Michael Cornell
Francesca Cottone
Hannah Daly
Farah Daoud
Rachel Ellis
Jenny Feliciano

Berenis Fernandez
Alexa Fisher
Gianna Gandy
Michelle Gessler
Mallory Gizowski
Beau Golwitzer
Valentina Gonzalez
Johnie Gustafson
Jessica Gutheil
Katrina Haritos
Oraia Jaramillo
Jaylon Joyner
Kelly Kenna
Alana Kenny
Sherine Kollamana
Ken Kritikos
Nell Langner
Andrea Lewis-Brisco
Jessica Leyden
Ranjan Kumar Lima
Stephanie Liverant
Emily Lowe
Geeta Madiraju
Marta Malinowski
Abigail McGohon
Nicolette Mendicino
Pamela Nehrke
Rachel Stephanie Pitman
Ian Price
Rebecca Reategui
Melanie Reiser
Valentina Roberts
Julie Rometty
Danielle Sanchez
Cari Sandoval
Esly Sarmiento
Amy
Schachman
Julia Schofield
Emily
Seymour
Genevieve
Spina

Morgan
Standley
Brittney Stern
Rosanna Suh
Kelly Sweeney
Alexandra
Thomason
Lottia-Marie
Tindall
Susan Tith
Laura Toth
Julia Vigran
Taylor
Wallace
Stephanie
Yoder
Jacqueline
Zara
Jacob Zobel

Undergraduate Students:

Summa Cum Laude

Alyssa Alioto
Skyler Arden
Nicole Axe
Sydney Block
Jazmin Brito
Nicole Davis
Eve Edmunds-
Diez
Louie Greanias
Hannah Hartung
Naneth
Hernandez
Samantha Hohs
Emma Hunt
Jacqueline
Jamieson
Michelle Krueger
Anthony Lazcano
Cassandra
Lueken

Anna Rivera
Kinga Rzezinowska
Jennifer Sanchez McCann
Donald Shipman
Meredith Stremmel
Ayesha Wahidi

Magna Cum Laude

Maria Argyrou
Carmen Ayala
Samantha Chevalier
Alexandra Fakhouri
Nora Gaul
Oorusa Khan
Meghan King
Anna Lauterbach

Claudia Macialek
Hannah Miller
Maxwell Overholt
Zachary Stichnoth

Cum Laude

Charlotte Bono
Jasmine Carrillo
Amanda Crow
Hannah Czarnecki
Elizabeth Dukatt
Brianna Feliciano
Sydney Florsheim
Grace Garbrecht
Alexis Gratsonis

Emily Hoey
Angeleen Kipfer
Zoe Korman
Angelica Mendez
Sandra Morales
Karolina Mrozik
Alexander Nedeljkovic
Sabrina Olsen
Peter Paleczny
Priya Patel
Julianne Peterson
Judy Rogel
Jacqueline Sanchez
Thatcher Tong
Brianna Viles

Student and Alumni Awards, Recognitions, and Achievements:

- **Terese Gorman Black** and **Sister Ilse Aguilar** received the Jerry and Katherine Christensen Scholarship Award.
- The Gerald Foster Memorial Science Award was given to **Josh Park**
- **Sister Laura Toth** received the Dr. Andrew T. Kopan Senior Leadership Award
- **Daniel Burke** was awarded the Donald A. and Margaret Millette Scholarship Award
- **Michael Cornell** presented at the 2019 Bergamo Conference on Curriculum Studies and received the Outstanding Graduate Student Paper Award.
- **Kristen Smaga** and **Nicole Axe** were awarded Fulbright Scholarships.
- **Nozomi Inukai** and **Michio Okamura** received the Education Fellowship from the Ikeda Center for Peace, Learning and Dialogue in Cambridge, MA.
- Counseling alumni and 2019 recipient of the National School Counselor of the Year, **Brian Coleman**, was named to Governor Pritzker's Affirming and Inclusive Schools Task Force.
- Counseling student, **Pamela Nehrke**, was awarded the 2020 Illinois School Counselor Association's Graduate Student of the Year.
- Alumna **Elizabeth Rosenfeld** was named Elementary School Counselor of the Year. She is currently at Chase Elementary in the Chicago Public Schools.
- EdL student **Daisy Lopez** published an OpEd in ASCD titled "Addressing student concerns during an epidemic."
- **Jazmín Brito** was awarded the 2020 Student Employee of the Year Award for her work as a research assistant in the Bilingual Language Development (BiLD) lab.

Staff Spotlight: Achievements and Honors

College of Education staff received Staff Recognition Awards for their outstanding work on projects that went above and beyond their core job duties to improve university and department initiatives, student success and/or the student experience, operational efficiency, and/or provide exceptional customer service. Recipients include:

Fall 2019

- **Stephanie Berryhill**, Advisor
- **Cassidy Bradford**, EdD Program Assistant
- **Meredith Gioia**, Web Developer and Designer
- **Dalila Gonzalez**, Student Records Specialist
- **Nancy Hashimoto**, Director of Advising
- **Alyssa Hepker**, Department Assistant
- **Jordan Humphrey**, Assistant Dean for Assessment
- **Kate Liston**, Director of Field Experiences and Student Teaching
- **Sarah Magnuson**, Fundraising and Scholarship Administrator
- **Kevin McCann**, Advisor
- **Stephanie Parrillo McCullough**, Budget Manager
- **Nicole Nudo**, Department Assistant
- **Sandra Tanksley**, Department Assistant, Advising
- **Brandon Washington**, Advisor

Spring 2020

- **Cassidy Bradford**, EdD Program Assistant
- **Meredith Gioia**, Web Developer and Designer
- **Dalila Gonzalez**, Student Records Specialist
- **Alyssa Hepker**, Department Assistant
- **Jordan Humphrey**, Assistant Dean for Assessment
- **Kate Liston**, Director of Field Experiences and Student Teaching
- **Sarah Magnuson**, Fundraising and Scholarship Administrator
- **Stephanie Parrillo McCullough**, Budget Manager
- **Nicole Nudo**, Department Assistant



Stephanie Berryhill received the Gerald Paetsch Advising Award, the highest award given at DePaul for advising and a first for the College. It illustrates dedication to students, their goals, and holistic development.

Faculty Spotlight:

Publications, Grants, Presentations, and Notable Achievements



Mojdeh Bayat, Ph.D.

Professor
Teacher Education

Publications:

- ❖ Bayat, M. (2019). *Positive Interactions with At-Risk Children: Approaches to Enhance your Student' Well-Being, Resilience, and Success*: NY: Routledge & CEC.
- ❖ Bayat, M. (2020). *Addressing Challenging Behaviors and Mental Health Issues in Early Childhood* (2nd ed.). NY: Routledge.

Conference Presentations:

- ❖ Bayat, M. (2019- July- August). *Autism Spectrum Disorders and Interventions*. Series of One-week long invited lectures in Neuroscience and Education. Pan Americana University: Mexico City, Mexico.
- ❖ Bayat, M. (2019, September). *ACEs and Resilience: Early Childhood Innovations and Promoting Resilience in Children*. Paper presented at the Social Emotional Symposium 2019, UIC Forum. September 28, 2019.
- ❖ Bayat, M. (2019, October). *Innovation in research and practice*. Paper presented at the Sharing a Vision (SAV) conference. Oct. 3-4, East Peoria, IL.
- ❖ Bayat, M. (2020, February). *An Innovative Practice for Promoting Mental Health in Children*. Paper presented at Council for Exceptional Children 2020 Convention and Expo. Portland Organ.



Melissa Bradford, PhD.

Professional Lecturer
Leadership, Language, & Curriculum

Conference Presentations:

- ❖ Bradford, M. (2019). *Normative tensions in a non-coercive school environment: A self-study in support of student authorial agency*. Paper presentation, The 40th Annual Bergamo Conference on Curriculum Theory and Classroom Practice. Bergamo Conference Center, Dayton, OH.
- ❖ Bradford, M. (2019). *Ubuntu and Buddhism in Higher Education: An Ontological (Re)Thinking*. Provoking dialogue session (book response), The 40th Annual Bergamo Conference on Curriculum Theory and Classroom Practice. Bergamo Conference Center, Dayton, OH.
- ❖ Bradford, M. (2019, October 24). *Value-Creative Dialogue as a Collaborative Method of Inquiry*. Paper presentation, Critical Thinking and Value Creating Education in a Global World, University of Nairobi, Nairobi, Kenya.



Amy Clark, Ph.D.

Professional Lecturer
Teacher Education

Dr. Clark was a recipient of the DePaul 2020 Excellence in Teaching Award.

Publications:

- ❖ Clark, A. (2020). *Cultural Relevance and Linguistic Flexibility in Literature Discussions with Emergent Bilingual Children*. *Bilingual Research Journal*, 41(3).

Conference Presentations:

- ❖ Clark, A. (2020, April 17-21). *Opportunities for Making Meaning: Spanish-English Emergent Bi(multi)lingual Children's Authentic Questions Generated During Literature Discussions [Roundtable Discussion]* AERA Annual Meeting, San Francisco, CA



Jennifer Cohen, Ph.D.

Associate Professor
Teacher Education

Publications:

- ❖ Cohen, J. (2020, February 7). "Expert Teachers: Candidates Need to Consult Them on the Trail." The Hill. Retrieved from <https://thehill.com/opinion/education/481885-expert-teachers-candidates-need-to-consult-them-on-the-trail>
- ❖ Cohen, J. (2020, March 4). "It's More Important than ever that Teachers Influence Support for Public Education." The Hill. Retrieved from <https://thehill.com/opinion/education/489320-its-more-important-than-ever-that-teachers-influence-support-for-public>



Hilary Conklin, Ph.D.

Professor

Teacher Education

Publications:

- ❖ Conklin, H., Gatti, L., and Matsko, K.K. (2019). Teaching toward which ends? Residency candidates navigating competing programmatic aims. In J. Brewer and C. Lubienski (Eds.). *Learning to teach in an era of privatization: Global trends in teacher preparation*. New York: Teachers College Press. (equally shared co-authorship)
- ❖ Andolina, M. and Conklin, H. (2020). Fostering democratic and social emotional learning in action civics programming. *American Educational Research Journal*, 57(3), 1203-1240.doi.org/10.3102/0002831219869599 (equally shared co-authorship) (2018 Journal Ranking: 15/243 in Education and Educational Research; 4% AR)
- ❖ Conklin, H. (2019). Listening to students and using content as a resource in democratic, justice-oriented social studies education. *TeachingWorks*. Available at <http://www.teachingworks.org/support-resources/keeping-current/working-papers>

Conference Presentations:

- ❖ Brady, B., Morales, M., Andolina, M. and Conklin, H. (October 2019). Harnessing the power of action civics and youth voice to support SEL and academic goals in the high school and middle school classroom. Paper presented at the annual Social and Emotional Learning Exchange, Chicago, IL.
- ❖ Conklin, H. (2019, November). Preparing Novice Teacher Educators for Pedagogical Practice: The Impact of a Justice-Oriented Doctoral Course. Invited presentation for the Ed.D. Program Brown Bag, DePaul College of Education, Chicago, IL.



Anthony DeCesare, Ph.D.

Instructional Assistant Professor

Leadership, Language, & Curriculum

Dr. DeCesare was named the program chair for the 2020 annual meeting of the Ohio Valley Philosophy of Education Society and the managing editor for its journal, *Philosophical Studies in Education* in September 2019.

Conference Presentations:

- ❖ Dr. DeCesare along with fellow faculty member Dr. Thomas Noel presented at the American Educational Studies Association conference (October 2019).
- ❖ DeCesare presented a paper at the annual meeting of the Ohio Valley Philosophy of Education Society titled "(Re)Centering Democratic Education: Public Schools as Civic Centers."



Marie Donovan, Ph.D.

Associate Professor

Teacher Education

Publications:

- ❖ Donovan, M.A. (2019) Mirrors, windows, and springboards: Choosing and using quality literature with the young children we know. In: Mindes, G. (ed.), *Contemporary challenges in teaching young children: Meeting the needs of students*. New York: Routledge.
- ❖ Donovan, M.A. and Yockey, M. (2019) Check This Out: Nudging. *Illinois Reading Council Journal*, Vol. 47, No. 3 (Summer), pp. 43-51.
- ❖ Donovan, M.A. and Yockey, M. (2019) Check This Out: Belonging. *Illinois Reading Council Journal*, Vol. 47, No. 4 (Fall), pp. 51-58.
- ❖ Pruitt, R.J., Donovan, M.A., Latham, N., Main, C., Sheridan, K.M., Sherwood, E.A., and Steinhaus, P. (2020) From inaction to action: How one state formed a grassroots organization to impact early childhood teacher preparation. In: Ethridge, E.A., Davis, J.M., Winterbottom, C., and Beisly, A.H. (eds.), *Advocacy in education: Research-based strategies for teachers, administrators, and teacher educators* (pp. 63-84). New York: Nova Science.
- ❖ Donovan, M.A. and Yockey, M. (2020) Check This Out: Illinois' Inclusive Curriculum Act. *Illinois Reading Council Journal*, Vol. 48, No. 1 (Winter), pp. 60-68.



James Duignan, M.F.A.

Associate Professor

Teacher Education

Director of the Stockyard Institute

Conference Presentations:

- ❖ Duignan, Jim. Upswell Conference, Back of the Yards, Chicago, November 12, 2019.



Anna Marie Frank, Ph.D.

Associate Professor
Teacher Education

Conference Presentations:

- ❖ Frank, A., (October 2019) Collaborate to Infuse Diversity and Social Justice into Your Courses, Physical Education Teacher Education Conference, Salt Lake City, Utah.
- ❖ Frank, A., (January 2020) Take the Lead and Change: Graduate Students Affirm the Online Format and Quality of Their Program. National Association of Kinesiology in Higher Education 2020 conference, Palm Springs, CA.



James Goulah, Ph.D.

Professor
Leadership, Language, & Curriculum

Named as a Trustee for the Soka University of America Board of Trustees and was appointed Chair of the Policies and Politics of Education Section of the American Educational Research Association.

Publications:

- ❖ Goulah, J. (2019) Language Education into the Anthropocene: Possibilities and Perspectives from Soka Humanism at the Posthumanist Turn. *Professing Education*, 17(1&2), 6-16.
- ❖ Goulah, J. (2019) The Soka Heritage of Education. *Soka*, 93, 5-7.
- ❖ Goulah, J. & Katunich, J. (2020). *TESOL and Sustainability: English Language Teaching in the Anthropocene Era*. London: Bloomsbury Academic.
- ❖ Goulah, J. (2020). Human Education: Daisaku Ikeda's Philosophy and Practice on Ningen Kyōiku. *Schools: Studies in Education*, 17(1), 153-170.
- ❖ Goulah, J. (2020). Daisaku Ikeda and the Soka Movement for Global Citizenship. Special Issue: "Asian Cosmopolitanism: Living and Learning Across Differences," *Asia Pacific Journal of Education*, 40(1), 35-48.
- ❖ Goulah, J., & Gebert, A. (Trans.). (2020). Yamamoto, Shinichiro [Daisaku Ikeda] (1949). Pestalozzi the great Educator. *Schools: Studies in Education*, 17(1), 150-152. Originally published in Japanese as *Dai kyōikuka Pesutarocchi* in the October 1949 issue of *Shōnen nihon [Boys Japan]* (pages 85-87).
- ❖ Goulah, J. (2020). Value-Creating Education for Global Citizenship. *Sakura Peace Journal*, 30-35.

Conference Presentations:

- ❖ Goulah, J. (2019) English Learners and the Anthropocene: Climate Migration as Curriculum and Pedagogy in ESL. Paper presented at "¡El pueblo unido jamás será vencido!": Critical Community Building for Social Justice in Divisive Times, annual conference of the American Education Studies Association. Baltimore, MD.
- ❖ Goulah, J. (2019). A Pedagogy for Life and Death: Living Fully and Interdependently in Divisive & Co-Annihilating Times. Paper presented at "¡El pueblo unido jamás será vencido!": Critical Community Building for Social Justice in Divisive Times, annual conference of the American Educational Studies Association. Baltimore, MD.
- ❖ Dr. Goulah, J. (2019). Language education into the Anthropocene: Possibilities and perspectives from Soka humanism at the posthumanist turn. Invited keynote lecture in Education for Global Citizenship? Multilingualism, Cosmopolitanism and the Promises of International Teacher Education, inaugural lecture of Zwei Gastvorträge im Rahmen des neuen Projektes Discover - Internationalisierung der Lehrerbildung. Leibniz Universität Hannover, Hannover, Germany.
- ❖ Dr. Goulah, J. (2019). Creating Value in the "Multipolar" World: Daisaku Ikeda, Ningen Kyoiku and the SDGs. Invited Keynote at Value-Creating Education for Sustainable Development and Critical Thinking in a Global World, Second International Annual Conference on Value-Creating Education and Critical Thinking in a Global World. University of Nairobi, Nairobi, Kenya.
- ❖ Goulah, J. (2020). Daisaku Ikeda and the Soka Movement for Global Citizenship. Invited lecture given at A Dialogue between Global Citizenship Education and the Buddhist Tradition of Soka Gakkai, sponsored by the Paulo Freire Institute, the UNESCO Chair, and the UCLA Center for Buddhist Studies, UCLA. Los Angeles, California.



Horace Hall, Ph.D.

Associate Professor
Teacher Education

Publications:

- ❖ Hall, H. R. (2020). Ghosts of Black captivity and the curriculum of Freedom Square. In Eagle Shield, A., Paris, D., Paris, R. & San Pedro, T. (Eds.). *Education in Movement Spaces: Standing Rock to Freedom Square*. New York: Routledge.



Rachel Harper, Ph.D.
Professional Lecturer
Teacher Education

Publications:

- ❖ Harper, R.L.S. & Pilato, N. (2019). Reflective Exchange: Honoring the Children. *Visual Arts Research*, 45(1). 56-60.

Conference Presentations:

- ❖ *Learning in Public* (Panel). Chicago Department of Cultural Affairs and Special Events, Chicago Cultural Center, Chicago, IL 10/14/2019.
- ❖ *The Mission and Practice of Visual Arts at the Latin School*. The Latin School. Chicago, IL. 02/14/2020.
- ❖ *Creating and Inclusive Curriculum*. Teaching LGBTQ Curriculum in Elementary Schools (Panelist). DePaul University College of Education Winter Forum, DePaul University. 02.26.2020.

Stephen Haymes, Ph.D.

Associate Professor
Teacher Education

Publications:

- ❖ Haymes, S. (2019). Constructing Peace in Territories of Columbian Ecological Ethnicities. *Social Alternatives (Australian Academic Journal)*, 37(1).

Conference Presentations:

- ❖ Invited Lecture, Faculty Doctoral Committee. Department of Communications, Language, and Information. Pontificia Universidad de Javeriana, Bogota. November 17, 2019.



Mindy Kalchman, Ph.D.
Associate Professor
Teacher Education

Publications:

- ❖ Drake, C. Holmstrom, M., Kalchman, M., and J. Lenzotti, Eds. (2019). Going Beyond the Gradebook: Using Student Work to Guide Instruction. *Teaching Children Mathematics*, 25(6), 326-328.



Katherine Kapustka, Ph.D.
Associate Professor
Teacher Education

Conference Presentations:

- ❖ Kapustka, K.M. & Bright, S. (November 2019). Powerful Teaching: Social Justice Picture Books in Elementary Mixed-Ability Classrooms. Presentation at the Annual Convention of the National Association for Gifted Children, Albuquerque, NM.
- ❖ Kapustka, K.M. (November 2019), Using Informational Texts to teach Literacy and Socio-Emotional Skills in a K-3 Classroom. Poster presented at the Annual Convention of the National Association for Gifted Children, Albuquerque, NM.



Andrea Kayne, J.D.
Associate Professor
Leadership, Language, & Curriculum

Conference Presentations:

- ❖ Prof. Kayne spoke on a panel at the IDEACon Conference with doctoral students Kim Lloyd, Roberto Torres, and Timothy du Vall-Brown.



Donna Kiel, Ph.D.

Instructional Associate Professor
Leadership, Language, & Curriculum
Director, Office of Innovative and Professional Learning

Dr. Kiel, along with several other COE faculty members, was awarded the Academic Growth & Innovation Grant as a part of the Catholic School Outreach and Resource (COR) Program. She was also awarded a subcontract grant through the Library of Congress for the Teaching with Primary Sources Program and the partnership with Barat Education Foundation.

Conference Presentations:

- ❖ Kiel, D. (July 2019). *Transforming Professional Development for IB with Micro-credentialing*. International Baccalaureate World Conference, New Orleans, LA.
- ❖ Kiel, D., Rieckhoff, B., & Scott, L. (August 2019). *Catholic School Principal Leadership: Notes from the Field*. National Catholic Education Conference, Chicago, IL.
- ❖ Kiel, D. (November 2019). *The Power of Micro-credentialing to Transform Learning*. Poster Session at National Council of Social Studies Annual Conference, Austin, TX.
- ❖ Kiel, D. (November 2019). *Civic Education and Leadership using Micro-credentialing*. National Council of History Educators Conference, Washington, DC.
- ❖ Kiel, D., (November 2019). *Transforming Teaching and Leading with Micro-Credentialing*. National Council for Social Studies. Austin, TX.
- ❖ Kiel, D. (January 2020). *Micro-credentialing to Support Wellness in Leadership and Learning*. Mindfulness in Education Annual Conference (Virtual).

Richard Kozoll, Ph.D.

Associate Professor
Teacher Education

Publications:

- ❖ Kozoll, R.H. (2020). Content Versus Process: The Lifeworld Construction of a Science Teaching Identity. *Electronic Journal for Research in Science and Mathematics Education*. 24(1) 5-25.



Sr. Mary Paul McCaughey

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

Sr. Mary Paul was named Vice-Chair of the ACT Illinois State Council, and received, along with several other COE faculty, was awarded the Academic Growth & Innovation Grant as a part of the Catholic School Outreach and Resource (COR) Program.



Rebecca Michel, Ph.D.

Associate Professor
Counseling and Special Education

Dr. Michel, along with several other COE faculty members, was awarded the Academic Growth & Innovation Grant as a part of the Catholic School Outreach and Resource (COR) Program. Additionally, she was awarded a Summer Research Grant by DePaul University Research Council as part of a Career Success program. She also received the DePaul Public Service Council (PSC) Service Learning Instructional Grant from her work on preparing the next generation of school counselors to be advocates for social justice.

Publications:

- ❖ Novakovic, A., Michel, R.E., & Ockerman, M.S. (2020). Teaching School Counselors to Use Evidence-Based Practice to Advance Social Justice: A Case Study. *Professional School Counseling Journal*. 23, 1-7. DOI: 10.1177/2156759X20904472.

Presentations:

- ❖ Bayne, H., Dietlin, O., Michel, R.E. (October 2019). A Missing Piece? Political Identity in Counselor Education and Practice. Paper session presented at the Association for Counselor Education and Supervision Conference, Seattle, WA.
- ❖ Hays, D.G., Michel, R.E., & Crockett, S. (October 2019). A Grounded Theory of Counselor Educators as Academic Leaders. Paper session presented at the Association for Counselor Education and Supervision Conference, Seattle, WA.
- ❖ Bayne, H., Dietlin, O., Impellizzeri, J. & Michel, R.E. (June 2020). Navigating through Political Diversity and Division in Counseling and Beyond. Association for Multicultural Counseling and Development 2020 Virtual Summit.



Thomas Noel, Ph.D.
Assistant Professor
Leadership, Language, & Curriculum

Conference Presentations:

- ❖ Noel, T. (2019) Teacher Flight: An Examination of Teacher Residency Requirements and Student-Teacher Relationships. *American Educational Studies Association*, Baltimore, MD.



Alexandra Novakovic, Ph.D.
Associate Chair & Associate Professor
Counseling & Special Education

Dr. Novakovic, along with several other COE faculty members, was awarded the Academic Growth & Innovation Grant as a part of the Catholic School Outreach and Resource (COR) Program.

Publications:

- ❖ Novakovic, A., Michel, R.E., & Ockerman, M.S. (2020). Teaching School Counselors to Use Evidence-Based Practice to Advance Social Justice: A Case Study. *Professional School Counseling Journal*. 23, 1-7. DOI: 10.1177/2156759X20904472.



Melissa Ockerman, Ph.D.
Associate Professor
Counseling & Special Education

Dr. Ockerman, along with several other COE faculty members, was awarded the Academic Growth & Innovation Grant as a part of the Catholic School Outreach and Resource (COR) Program.

Publications:

- ❖ Novakovic, A., Michel, R.E., & Ockerman, M.S. (2020). Teaching School Counselors to Use Evidence-Based Practice to Advance Social Justice: A Case Study. *Professional School Counseling Journal*. 23, 1-7. DOI: 10.1177/2156759X20904472.

Conference Presentations:

- ❖ Better-Bubon, J., Goodman-Scott, E., Donohus, P., Ockerman, M., & Kortemeir, H. (October 2019). Training Pre-Service School Counselors to be Collaborative Leaders in Multi-Tiered Systems of Support (MTSS). Panel Session. Association for Counselor Education and Supervision, Seattle, WA.



Roxanne Owens, Ph.D.
Department Chair & Associate Professor
Teacher Education

Publications:

- ❖ Owens, R., Lead Editor, Illinois Reading Council Journal, Summer 2019, 47(3).
- ❖ Owens, R., Lead Editor, Illinois Reading Council Journal, Fall 2019, 47 (4).
- ❖ Owens, R., Lead Editor, Illinois Reading Council Journal, Winter 2020, 48 (1).
- ❖ Owens, R., Lead Editor, Illinois Reading Council Journal, Spring 2020, 48 (2).

Conference Presentations:

- ❖ Owens, R. (March 12, 2019). The Nonsense and Good Sense of Dr. Seuss: The Man, The Myth, and the Women Behind the Legend. Presented to the Beta Tau Chapter of Delta Kappa gamma Society International, Northbrook, IL.
- ❖ Owens, R. (March 14, 2019). Don't Sink Their Interest: Using Engaged Learning Strategies to Teach about the Titanic. Presented to the Alpha Delta Chapter of the Delta Kappa Gamma Society International, Chicago, IL.



Sung Park-Johnson, Ph.D.
Assistant Professor
Leadership, Language, & Curriculum

Dr. Park-Johnson was a recipient of the DePaul 2020 Excellence in Teaching Award.

Conference Presentations:

- ❖ Dr. Park-Johnson presented her talk entitled "Bilingualism in Early Childhood: The Impact of Spanish Immersion Education" at Opening Minds Early Childhood Conference (January 2020).



Eva Patrikakou, Ph.D.
Professor
Counseling & Special Education

In July 2019, Dr. Patrikakou was invited for the seventh year to give lectures at Prague’s Schola Empirica on exceptionality and development. She presented on learning disabilities, behavioral and emotional disorders, and autism, and parent involvement in the age of media.

Conference Presentations:

- ❖ Patrikakou, E.N. (Prague, Czech Republic, July 2-4, 2019). Learning Disabilities: Assessment and Interventions. Schola Empirica, Prague CZ.
- ❖ Patrikakou, E.N. (Prague, Czech Republic, July 2-4, 2019). Behavior and Emotional Disorders: The Importance of SEL. Schola Empirica, Prague, CZ.
- ❖ Patrikakou, E.N. (Prague, Czech Republic, July 2-4, 2019). Parent Involvement in the Age of Media and Technology. Schola Empirica, Prague, CZ.
- ❖ Patrikakou, E.N. (Prague, Czech Republic, July 2-4, 2019). Autism Spectrum Disorders. Schola Empirica, Prague, CZ.



Amira Proweller, Ph.D.
Associate Professor
Teacher Education

Publications:

- ❖ Catlett, B., Proweller, A. & Crabtree-Nelson, S. (2019). Power and Negotiation in a University Community Partnership Serving Jewish Teen Girls. *Journal of Community Engagement and Scholarship*, 11(2), 19-30.

Conference Presentations:

- ❖ Crabtree-Nelson, S., Proweller, A. & Catlett, B.S. (October 2019). Group Work as an Avenue of Critical Consciousness Raising with Privileged Youths. Presentation at the 65th Council on Social Work Education’s National Conference, Denver, CO.



Barbara Rieckhoff, Ph.D.
Associate Dean of Curriculum and Programs
Associate Professor
Leadership, Language, & Curriculum

Dr. Rieckhoff received, along with several other COE faculty, the Academic Growth Initiative Grant to support Catholic Schools in the integration of social emotional learning and trauma informed teaching.

Conference Presentations:

- ❖ Kiel, D., Rieckhoff, B., & Scott, L. (August 2019). *Catholic School Principal Leadership: Notes from the Field*. National Catholic Education Conference, Chicago, IL.



Leodis Scott, Ph.D.
Assistant Professor
Leadership, Language, & Curriculum

Conference Presentations:

- ❖ Kiel, D., Rieckhoff, B., & Scott, L. (August 2019). *Catholic School Principal Leadership: Notes from the Field*. National Catholic Education Conference, Chicago, IL.



Sonia Soltero, Ph.D.
Department Chair & Associate Professor
Leadership, Language, & Curriculum

Dr. Soltero was elected to the Executive Board of Directors of the National Association for Bilingual Education (NABE).



John Taccarino, Ph.D.

Associate Professor
Teacher Education

Publications:

- ❖ Taccarino-Leonard S-Factor Assessment (2019). Available on MommyDaddyMe.com.
- ❖ Taccarino, John (2020). The S-Factor Developmental Patterns Indicator. John Taccarino and Associates, Chicago.
- ❖ Taccarino, John (2020). Manual for the S-Factor Developmental Patterns Indicator. John Taccarino and Associates, Chicago.



Akihiko Takahashi, Ph.D.

Associate Professor
Teacher Education

Publications:

- ❖ Huang, R., Takahashi, A., da Ponte, J. (Eds.). (2019). *Theory and Practice of Lesson Study in Mathematics: An International Perspective*, Springer International Publishing. DOI: 10.1007/978-3-030-04031-4
- ❖ Watanabe, T., Takahashi, A., & Isam Barham, A. (2019). Implementing school-wide Collaborative Lesson Research in Qatar. *Journal of Institutional Research South East Asia*, 17(2), 47-70.
- ❖ Takahashi, A. (2019). Teaching for robust understanding of mathematics (TRU Math) and Collaborative Lesson Research (CLR). In L. Chap Sam, C. Cheng Meng, & S. Bharath (Eds.), *Mathematics Education from An Asian Perspective*. Penang, Malaysia: Penerbit Universiti Sains Malaysia.
- ❖ Takahashi, A. (2019). Using school-wide collaborative lesson research to implement standards and improve student learning: Models and preliminary results. In R. Huang, A. Takahashi, & J. da Ponte (Eds.), *Theory and Practice of Lesson Study in Mathematics: An International Perspective*. Springer International Publishing. DOI: 10.1007/978-3-030-04031-4
- ❖ Huang, R., Takahashi, A., Clivaz, S., Kazima, M., & Inprasitha, M. (2019). Lesson study in mathematics: Current status and further directions. In B. Sirakov, P. Ney de Souza & M. Viana (Eds.), *Proceedings of the International Congress of Mathematicians: Rio de Janeiro 2018 (Volume 1: Plenary Lectures)* (pp:1141-1172). World Scientific Publishing Company. <https://doi.org/10.1142/11060>

Conference Presentations:

- ❖ Takahashi, A. (June 2019). Lesson study, teaching through problem solving and Neriage: a virtuous circle. Keynote presented at the 46e Colloque COPIRELEM – Lausanne, Lausanne, Switzerland.



Darrick Tovar-Murray, Ph.D.

Associate Professor
Counseling & Special Education

Publications:

- ❖ Tovar-Murray, D., Jones, B., Wright, D., Donham, s., Porter, A. (2019). Blended Families of Color, Gay and Lesbian Blended Families, and Blended Worldviews. In J. Gold Intervening for Stepfamily Success One Case, Multiple Perspective (1st. ed), 115-138. Alexandria, VA: American Counseling Association.

Conference Presentations:

- ❖ Parries, M., Tovar-Murray, D. Gutheil, J., & Carpenter, R. (November 2019). *How a Feminist Worldview Impacts College Students' Self-Efficacy and Career Aspirations*. Illinois Counseling Association Annual Conference, Skokie, IL.
- ❖ Tovar-Murray, D., & Trivedi, D. (November 2019). Cross-Cultural Counseling: Dalits, the Dynamic of Shared Experiences. Workshop presented at Illinois Counseling Association Conference, Skokie, IL.



Jennifer Walberg, Ph.D.

Department Chair & Associate Professor
Counseling & Special Education

Conference Presentations:

- ❖ Walberg, J.L. (2020). Technology Use by Teachers of Students with Mild, Moderate, and Severe Disabilities. 21st International CEC-DADD Conference on Autism, Intellectual Disabilities, & Developmental Disabilities. January 22-24, Florida.

Christopher Worthman, Ph.D.

Associate Chair & Professor

Teacher Education

Publications:

- ❖ Worthman, C. (2020). *In Search of Internationalization: Changing Conceptions of EMI among Mexican University Instructors*. In H. Bowles and A. Murphy (Eds), *English medium instruction and the internationalization of universities* (155-179). New York: Palgrave.



Liliana Zecker, Ph.D.

Associate Professor

Teacher Education

Publications:

- ❖ Zecker, L. B. (2020). *Scaffolding Multilingual Young Learners in Multilingual Classrooms*. In G. Mindes (Ed.) *Contemporary Challenges in Teaching Young Children*. NY: Routledge.

Conference Presentations:

- ❖ Zecker, L. B. & Schutz, K. (June 2020). *A Community of Language Learners: The Growth of Young Bilingual Writers in a Dual-Language Program*. Presentation at SIG Writing 2020, Umea: Sweden.