

College of Education

News & Notes

Reflective Professionals Building Learning Communities

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COE/CAS Launch Collaborative Teacher Preparation Effort

The College of Education (COE) and College of Arts and Sciences (CAS) recently held the first in a series of summits on improving teacher preparation. The Summit Series centers around Goal II of the University’s strategic plan which addresses academic excellence and innovation. The series also focuses on the COE piece of the NCATE accreditation process relating to collaboration with faculty from arts and sciences.

Plans for the summit series grew out of faculty discussions generated by a COE/CAS Joint Committee on Teacher Preparation. It was decided that the two colleges would hold a series of collaborative summits centered on developing shared means for improving students’ knowledge and skills, with writing as the focus of the first summit. **Sandra Bedy-Lorie (SPED)** and Tim Scherman, Associate Professor, Department of English agreed to chair the series.

Nearly ninety faculty participated in the first summit which was centered around creating shared writing standards across the two colleges. Participants were divided into groups of eight to ten people with a mix of CAS and COE faculty in each group. They analyzed three NEIU student writing samples, considering these questions: 1) What worked and what didn’t? 2) What priorities/goals would you set for each student? 3) What feedback would be appropriate to provide to each student? The summit also included a presentation on developing rubrics by



At summit series launch, President Sharon Hahs (left) talks with CAS Dean Kate Forhan, COE Dean Maureen Gillette & summit chairs Tim Scherman (ENGL) & Sandra Bedy-Lorie (SPED).

Mary Diez, former President of the American Association of Colleges for Teacher Education, and Professor of Education and Dean of Graduate Studies at Alverno College in Wisconsin.

Since September, faculty have been developing a writing assessment rubric using the work from Summit One as a springboard. Plans are in the works to hold a second summit in February with the intention of piloting the rubric using another set of student writing samples. Stated Dean Gillette, “The summit series is an ongoing process in which the results of each summit will lead us to the next logical step. Everyone involved in the process is pleased with these initial results and we anticipate that the final outcome will benefit all of our students, not just students in the College of Education.”

Dean's Message

The fall 2008 semester brought with it many exciting opportunities and several unique challenges. I am always amazed at how much we get accomplished each semester and, despite our best efforts, how much work there continues to be as we strive to prepare the most effective school and community-based professionals in Illinois.

We are embarking on several new and notable projects: we welcomed a new Grow Your Own Teachers cohort in collaboration with Organization of the Northeast (our third GYO project), a new partnership with the four schools sponsored by Aspira of Illinois, Inc., and a venture that supports student teaching in Korea during the spring 2009 semester. The GYO collaboration is our third project and that cohort is currently completing their AA degree at Truman College. They should arrive on campus next fall. Our Aspira partnership seeks to develop and support a "pipeline" of prospective Latino teachers from Aspira high schools to our COE. CTC staff are involved in this multifaceted undertaking that includes professional development for teachers. Finally, many faculty have been interested in finding ways to offer our teacher candidates an international experience and thanks to Dr. Kyu Park, the first group of NEIU student teachers will get the opportunity to teach in Korea for half of the required capstone semester. I hope this will be the beginning of being able to offer our prospective teachers the option to student teach in a number of countries where we have developed agreements.

On the NCATE front, I was pleased to tell the faculty that NCATE has requested that all accredited schools and colleges of education delay their next accreditation visit for one year. Our new target date for the next NCATE visit is in the fall of 2012. While this date change provides us with a little more breathing room, I do know that all program faculty have been working

hard on data collection, refinement of assessment instruments, and data analysis. We have held two "mini-retreats" this semester around assessment topics that will contribute to NCATE success as well as to documenting student outcomes in all programs. I appreciate all of work that is being done to ensure that our students are thoroughly prepared for their chosen professions. The accreditation team from CORE will be here this spring to examine our Rehabilitation Counseling program and Ken, Craig, Nan, and the staff are working hard to ensure that they are as ready as we were for CACREP. I know our visit will be just as successful!

This issue of the newsletter reports on several of our successes. The first big COE-CAS Summit on Teacher Preparation, our marvelous 2008 Faculty Authors, and our first "Golden Eagle" awardees as selected by our five Golden Apple winners. Please take a moment to enjoy those stories and photos. Our semester will conclude by bringing closure to the work of the Reorganization Task Force. The Task Force wrote a thoughtful report and addendum and I gathered input from faculty in two open meetings and in writing. I will complete my recommendations for the Provost in the next week and share that with the faculty prior to discussing it with the Provost.

As 2008 draws to a close, allow me to take this opportunity to wish all of our faculty, staff, alumni, and friends a joyous holiday season and all the best for 2009. I appreciate your ongoing support for all of us in the College of Education, but especially for our students and those with whom they work.



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NCATE

The Standard of Excellence
in Teacher Preparation

SCENE FROM THE COLLEGE...

Golden²⁰⁰⁸
Eagle Award



Northeastern
ILLINOIS UNIVERSITY

Howard Bultinck (LEAD), Elaine Chakonas (TED), Dan Creely (HPERA), and Jo An Karr (TED) were selected by NEIU Golden Apple Award winners to receive the Golden Eagle Award at the recent inaugural annual meeting of the Northeastern Illinois University Foundation. The award was established this year to honor NEIU faculty who played a significant role in the education and careers of NEIU Golden Apple Award recipients. Other COE faculty selected by our Golden Apple winners to receive the inaugural Golden Eagle Award included **SPED Professor Emeritus Edmund Hunt, TED Professor Emeritus Edward Robinson and former ECED Assistant Professor Gussie Ware.**



COE Associate Dean Terry Stirling (left) was "Principal for a Day" at Volta Elementary School in Chicago, where she met many teachers who are NEIU alumni. With her is Ted Johnson, principal of Volta. According to the Chicago Mayor Daley's Press Office, "Principal for a Day has exposed thousands of local business leaders to the everyday challenges of improving schools... The program began with 667 participants and has blossomed to more than 1,300. They include business and professional leaders, as well as media, sports and entertainment celebrities."



ALUMNI CORNER



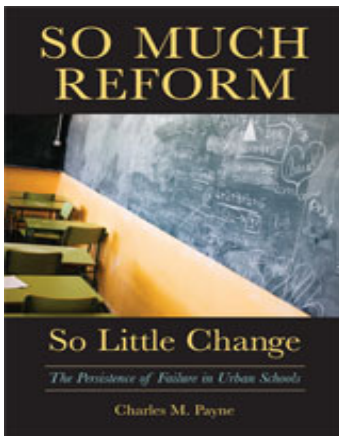
COE graduate Esme Raji Codell (B.A. '92 elementary education) is pictured speaking at a recent alumni event sponsored by COE's Department of Reading. Codell is the author of several books including *Educating Esme: Diary of a Teacher's First Year*, *How to Get Your Child to Love Reading*, and *Sahara Special*, winner of the International Reading Association Children's Book Award. She also hosts "Planet Esme" a web site devoted to promoting children's literature and a love for reading. At the alumni event she discussed "La Vie en Reading: How We Can Serve as Supporting Characters in the Lives of Young Readers." The event was also an opportunity for the Department of Reading to announce its plans to apply for a charter to house a chapter of Alpha Upsilon Alpha, the Honor Society of the International Reading Association. The targeted date for completion of the charter process and installation of chapter officers is February 2009.

We'd love to hear from you....Send notice of your accomplishments to our newsletter editor Susan Appel Bass at s-bass@neiu.edu.

SCENE FROM THE COLLEGE...



City Clerk Miguel DelValle (B.A. '74 Spanish Sec.Ed; M.A. '77 Counseling) was the keynote speaker at a celebration dinner for the first Alternative School Network (ASN) cohort graduating from the NEIU Educational Leadership master's degree program. Picture with DelValle are ASN Executive Director Jack Wuest, & NEIU President Sharon Hahs (left); COE Dean Maureen Gillette & ASN cohort graduate Marvin Garcia (right).



Charles M. Payne was recently on-hand at Chicago Teachers' Center to discuss his new book *So Much Reform, So Little Change: The Persistence of Failure in Urban Schools*.



Nan Giblin, Chair (COUN) speaking on "The Qualities of a Good Supervisor," at the Counselor Education Breakfast for Practicum/Intern Supervisors. The breakfast is held annually in October to provide supervisors and counselor education faculty an opportunity to exchange information and ideas about their respective programs.



Susan Augustine (CEST), Sara Schwarzbaum (COUN), and Brian Schultz (LEAD) with COE Dean Maureen Gillette, are pictured displaying their recently published books at a reception honoring 2007/2008 NEIU faculty authors.

Spotlight on....

New Special Ed LBS II Program

Our LBS II graduates will have the expertise to be successful in a variety of special education-related roles within the school district and with students who exhibit behavioral challenges in a wide variety of settings.

*Sandra Beyda-Lorie, Chair
Department of Special Education*

The Illinois State Board of Education (ISBE) has approved the College of Education's Learning Behavior Specialist (LBS) II master's degree program. The new program will be offered beginning Fall 2009 and will be geared for teachers who are already certified in special education and are seeking a more comprehensive skill base in curriculum adaptation and/or behavior intervention.

In 2002, COE's Department of Special Education implemented an LBS I program at both the undergraduate and graduate levels. Both programs offer initial certification in special education and were developed in response to the State of Illinois' move toward sanctioning a cross-categorical as opposed to the historical categorical approach to special education. According to **Sandra Beyda-Lorie, Chair of COE's Department of Special Education**, the new LBS II curriculum builds on the strengths of the LBS I program. It offers more in-depth training in skills that can help to better serve students with special challenges.

"We developed the LBS II curriculum in response to a demand for more highly-trained special education teachers," said Beyda-Lorie. "Our LBS II graduates will have the expertise to be successful in a variety of special education-related roles within the school district and with students who exhibit behavioral challenges in a wide variety of settings. We're also maintaining our competitive edge by being able to offer an advanced program few other universities are offering in the greater Chicago metropolitan area."

In creating the curriculum, the faculty held numerous department meetings and retreats to get a consensus of what should be included in the program. They also divided up into teams, with each team responsible for writing curriculum for a specific course. **Associate Dean Elliott Lessen** whose area of exper-



SPED faculty member Mark Melton (center-right) discusses LBS II curriculum at recent department meeting. Also pictured are SPED faculty Jeff Messerer (left) and Gerardo Moreno (right) with office support specialist Barbara Quashie.

tise is special education and who has experience working with ISBE, gave support and guidance to the development of the final ISBE report.

"Every faculty member in the department worked very hard to develop this curriculum," said Beyda-Lorie. "We wanted to ensure that our students would be exposed to the cutting edge knowledge and skills in the field of special education."

Specifically, there are two strands to the program: behavior intervention and curriculum adaptation. Each strand consists of five core courses which include a practicum, five electives in SPED-related fields, and a capstone experience (involvement in an action-based research project). A student may elect certification in one of the two areas with a total of 30 hours worth of coursework or can choose to be certified in both areas by taking 36 hours of coursework. To accommodate delivery of the new program, the SPED department is hiring two new faculty, one of whom will also serve as LBS II Program Coordinator.

From the Faculty.....

Elizabeth Landerholm (TED) recently co-authored two book chapters: “Early Childhood Education Programs that Develop Multi-cultural Capacities through Technology and Empathic Field Experiences,” *Education Landscapes in the 21st Century: Cross-cultural Challenges and Multi-disciplinary Perspectives*, Cambridge Scholars Publishing; and “Creative Contexts for Literacy—A Reggio Emilia Approach Using Art and Documentation,” *Effective Early Literacy Practice: Here's How, Here's Why*, High Scope Press.

“Preparing Teachers to use Technology in Literacy Instruction,” was the title of **Jo Ann Karr’s (TED)** presentation at the Moneague College Conference in Jamaica. She was also a guest on the Jamaican TV talk show “Emerging Issues.”

Barry Birnbaum (SPED) gave the keynote presentation “No Child Left Behind and its Impact on Students with Disabilities,” at the Learning Disabilities Association Conference Illinois Regions V and VI. He and **Effie Kritikos (SPED)** co-authored “Assistive Technology and the Law: A Guide for Persons with Learning Disabilities,” in the September 2008 issue of *Learning Disabilities: A Multidisciplinary Journal*.

Howard Bultinck (LEAD) wrote an article titled “School Safety Should Never be Risky Business,” for the September/October 2008 back-to-school issue of *The Illinois School Board Journal*.

Janalyn Meehan and JoAnne Vazzano (READ) presented “Recognizing the Need for Mentoring In-Service Teacher Practice” at the 50th annual conference of the College Reading Association in Sarasota, Florida, November 2008.

In October, **Ana Gil-Garcia (LEAD)** delivered three presentations: 1) “Transformation of Schools through Transformational Leadership,” at the Hispanic Association of Colleges and Universities in Denver; 2) “Preparation of Transformational School Environments,” at the 12th Consortium of North American Higher Education Conference, Monterrey, Mexico; 3) “The Role of the Fulbright Scholar on the Internationalization of Higher Education Campuses,” at the 31st Annual Fulbright Conference, Beijing, China. Also at the Beijing conference she was part of a roundtable on “Creating Partnerships between Worldwide Fulbright Associations and U.S. Fulbright Chapters.”

In the *Journal of Curriculum and Pedagogy* 5(1), **Brian Schultz (LEAD)** was a co-author of “Collective Memory, Curriculum Studies, and a Scoffing Dragon,” and “There are All Sorts of Possibilities—Take Notes.”

Katy Smith’s (TED) article “Becoming an ‘Honors Student’: The Interplay of Literacies and Identities in a High-Track Class,” was published in the August 2008 edition of *Journal of Curriculum Studies*. She also co-authored “Remembering to Laugh and Explore: Improvisational Activities for Literacy Teaching in Urban Classrooms,” which has been accepted for publication in an upcoming edition of *The International Journal of Education & the Arts*.

In November, **Alberto Lopez (TED)** delivered two panel presentations: 1) “Latina Teacher’s Culturally Accommodation Planning: Negotiating Curricular Mandates in the Bilingual Social Studies Classroom,” at the 88th annual conference of the National Council for the Social Studies (CUFA division); and 2) “Planning a Social Studies Curriculum for *Others*: Lessons from a Case Study with a Mexican First-Generation Latina Teacher,” at the 2008 National Association for Multicultural Education International Conference. He also presented a workshop on “English Language Learners in the General Social Studies Education Classroom: Five Teaching Strategies for Social Studies Teachers,” at the recent annual conference of the National Council for Social Studies.

Paul Blair (HPERA) was a guest lecturer speaking on “Sport Management: Istanbul and the 2020 Olympic Games,” at Bahçeşehir University, Istanbul, Turkey. He was a co-presenter at Marmara University, Istanbul, Turkey where he spoke about “Sport Management and the Municipality: Building Bridges to the 21st Century,” to the Istanbul Municipal Sports Authority. He also attended the 10th International Sport Sciences Congress at Abant İzzet Baysal University, Bolu, Turkey, and presented “Developing Competence and Self-Reliance in Physical Education and Sport: A Systematic Teaching Approach.”

Associate Dean Terry Stirling and April Nauman (READ) presented “Presidential Leadership: What Do Americans Really Want in their President?” at the 24th annual meeting of the International Society for the Scientific Study of Subjectivity. The conference was held in Canada.

David Cutton (HPERA) was a co-presenter on “Sport Self-talk: A Case Study of an Elite Powerlifter,” at the Association for Applied Sport Psychology annual conference in St. Louis, Missouri, September 2008.