

News & Notes

College of Education

College of Education Professionals: Reflective, Collaborative & Transformative

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COE Faculty Host Annual Forum

Several faculty members in the Department of Educational Inquiry and Curriculum Studies (EICS) recently hosted, in collaboration with the Chicago Grassroots Curriculum Taskforce (CGCT), the annual spring CGCT Forum. The CGCT Forum provides current COE teacher preparation and school counselor students with an opportunity to connect with practicing teachers, counselors, community activists and organizations, administrators, scholars and other students across the city of Chicago who are currently engaged in anti-oppressive, liberatory, humanizing and culturally relevant education.

Throughout the day students and community members engaged in multiple workshops, panel discus-

sions and conversations with teachers. During the morning panel discussion, panelists were asked questions about ever **(continued on pg.3)**



Dr. Ann Aviles de Bradley offers opening remarks at the annual CGCT forum.

HPERA Student Wins Teacher Award

Casey Barclay, HPERA student, recently received the Illinois Association of Colleges for Teachers and Education (IACTE) Outstanding New Teacher Award. Recognizing this accomplishment, Deborah Conroy, Illinois State Representative, took note of Casey's talent and also presented her with a separate recognition award in Springfield. Bill Quinn, HPERA department chair stated, "Casey has worked selflessly in every aspect of her new professional life, from the classroom to the gymnasium to the practice field she is a most sincere and effective teacher."



Dean's Column

Whew! It is hard to believe that another academic year has come to an end. A lot of great things happened in the College of Education during the 2014-15 year. The COE is more robust than ever due to the wonderful efforts of our faculty and staff.

The NEIU Board of Trustees approved the new Master of Arts in Community and Teacher Leaders!! The Foundations faculty have worked long and hard on this wonderful program so it was especially gratifying to hear the four former teachers on the Board of Trustees praise this innovative program as being exactly what the field needs right now. Congratulations to the Foundation faculty!! The program is on the way to IBHE for approval. Revised programs in Elementary Education (undergraduate and graduate) are at ISBE for approval as well. The work to align the new programs with new ISBE regulations was extensive. Congrats go to the Elementary Education faculty for their hard work!

The fall semester was busy as we hosted the 3rd Annual Jean B. Carlson Memorial Lectureship. We had a wonderful turnout at this year's event as our keynote speaker, Dr. Angela Valenzuela, provided participants with thought-provoking perspectives on working with the state legislature to ensure we maintain a diverse teacher candidate pipeline. We will begin planning the 4th annual Jean B. Carlson Memorial Lectureship soon.

The COE continues to move forward with the new education building. The design plans, which are now at the Capital Development Board for approval, highlight collaborative learning spaces for faculty and students, incorporate the latest teaching technology to ensure student success, and provide clinic and classroom spaces to ensure that we are able to model the type of teaching we expect from our candidates. SmithGroup JJR brought in a consultant group, Sextant, to do an active learning session with the faculty which was highly successful in getting us to think about how we want to model inquiry-based, active learning in the new building.

As everyone in teacher education knows, the new, state-mandated edTPA assessment is upon us. I so appreciate everyone's hard work in getting our programs and our candidates ready. We conducted a pilot this semester that involved all student teachers and we are now beginning to analyze our data and develop strategies for our fall candidates to ensure their success. Thanks to each and every faculty member and supervisor who worked so hard on this pilot!!

Many thanks to our faculty, staff, students, and alumni for making this academic year such a success! Here's to a restful and relaxing summer!!

Maureen Gillette



Dr. Maureen Gillette, Dean
College of Education

NCATE

The Standard of Excellence
in Teacher Preparation

CAEP

Council for the
Accreditation of
Educator Preparation

(Education Forum—continued from pg. 1) changing policies and teacher evaluation systems. This year’s forum had broader appeal than in previous years as emphasis was given to special education and bilingual education initiatives, and more novice and seasoned teachers participated on the panels. Anne Tran, participating panelist and special education teacher at Finkl Elementary School, encouraged education forum participants to get involved in public meetings, at all levels, in their schools. Other perspectives were also offered. Raise Your Hand representative and parent, Eric Reyes, noted that parent involvement can also make a significant difference. He suggested that such involvement can have an impact on underfunding, privatization, and standardized testing in schools.

Co-director of CGCT, Anton Miglietta, led an afternoon workshop that focused on establishing a justice-centered curriculum. During Mr. Miglietta’s workshop, he prompted participants to look at how issues such as consumerism, deculturalization, and segregation, among others, influence the broader education system and how they specifically impact schools in Chicago. By the end of the workshop, students discussed other important issues including school dropout rates, police brutality, and gang violence.

When asked about importance of the CGCT forum, Dr. Maureen Gillette, dean of the College of Education stated, “the Forum is an important opportunity for practicing teachers to meet with experienced teachers, parents, and community members to get a first-hand feel for how culturally-relevant pedagogy can be implemented.” The date of the next Forum will be announced soon.



Picture highlights from the 2015 spring CGCT Education Forum.

COE Faculty Participate in Dialogue on Hispanic Serving Institutions

Drs. Ann Aviles de Bradley (EICS), Gabriel Cortez (ELAD), and Isaura Pulido (EICS) participated in an inter-institutional discussion focused on Hispanic Serving Institutions (HSIs). More than 20 representatives from nearby colleges and universities, including the University of Illinois at Chicago, College of Lake County, St. Xavier University, and Waubesa Community College, met at Northeastern’s new EI-Centro campus to discuss instruction, research, leadership, and student services related to Latinos. The members of the inter-institutional discussion will continue to identify best-practices for HSIs for Northeastern and across the state.



3rd Annual Dr. Kenneth Addison Draws Largest Crowd to Date

On **February 25, 2015**, the **Department of Educational Inquiry and Curriculum Studies (EICS)** held, in collaboration with the Departments of Latino and Latin American Studies, Women’s and Gender Studies, and African and African American Studies, the **3rd Annual Dr. Kenneth Addison Lecture for Multicultural Education and Social Justice**. This year’s guest speaker was Tanya Cabrera, who discussed aspects of The Dream Act. Her discussion included sociocultural, political, public policy, and economic aspects that impact educational opportunities for undocumented students.

Dr. Durene Wheeler, coordinator for the event, noted, “This year’s Dr. Kenneth Addison Lectureship focused on immigration reform. It positions the College of Education to be a leader in and take an activist stance towards much needed reform for out students and community.”

The COE will post detailed information concerning next year’s event as soon as it becomes available.



NEIU Faculty and Staff at the 3rd Annual Addison Lecture.



Tanya Cabrera

Breakfast with Golden Apple Scholars

On **April 16**, administrators met with several Golden Apple Scholars to celebrate their academic achievements. Golden Apple Scholars in attendance were: Josie Rivera, Gabriela Torres, Stephanie Cruz, Omar Fernandez, and Jennifer Delgado. Administrators in attendance were: Dr. Effie Kritikos (COE Associate Dean and Golden Apple Scholars Liaison), Dr. Alberto Lopez (COE Associate Dean), Melanie Bujan (CASEP Director), Angela Maglaris (CEST Interim Director), and Tracy Stillwell (CEST Interim Assistant Director).



NEIU Joins CPS Chicago Leadership Collaborative

Northeastern Illinois University has been approved by Chicago Public Schools (CPS) to be a partner in its [Chicago Leadership Collaborative](#) (CLC).

Under the agreement, Northeastern will be one of 10 institutions that will assist in the recruitment and training of future CPS principals and assistant principals.

“The College of Education is proud of our [Educational Leadership](#) faculty and of our outstanding program,” College of Education Dean Maureen Gillette said. “We are thrilled to be able to partner with CPS in the CLC as we have a long history of preparing excellent school leaders for CPS. Dr. Howard Bultinck and the Educational Leadership faculty did a wonderful job in preparing materials for the rigorous acceptance process, and I was happy to be included in the interview phase so that I could showcase our strengths. The CLC represents another venue for the sharing of expertise between Northeastern, CPS and the other members of the collaborative.”

The CLC is a unique partnership between CPS and leading principal development programs. It provides the school district with unprecedented capacity to develop, attract and retain high-performing principals from internal and external sources, making Chicago a “destination of choice” for aspiring urban school leaders.

The CLC is one of the recommended routes to principalship in the district, and prepares participants to lead a school after a rigorous one-year internship as a leader in a school serving CPS students.

COE Faculty Honored at Authors Reception

Several COE faculty members were honored at an authors reception hosted by Academic Affairs and the Libraries. The authors reception honored those faculty authors who published books and/or journal articles in 2014. The COE faculty members honored at this year’s event include, among others, C. Murray Ardies (HPERA), Josef Ben Levi (EICS), Sharon L. Bethea (COUN), Mei-Whei Chen (COUN), Alison G. Dover (EICS), Nan J. Giblin (COUN), Michele Kane (SPED/GIFT), Edward Y. Odisho (EICS), Isaura Pulido (EICS), Brian D. Schultz (EICS), Durene I. Wheeler (EICS), Kaija L. Zusevics (HPERA).



Students & Faculty Working Towards Progressive Education

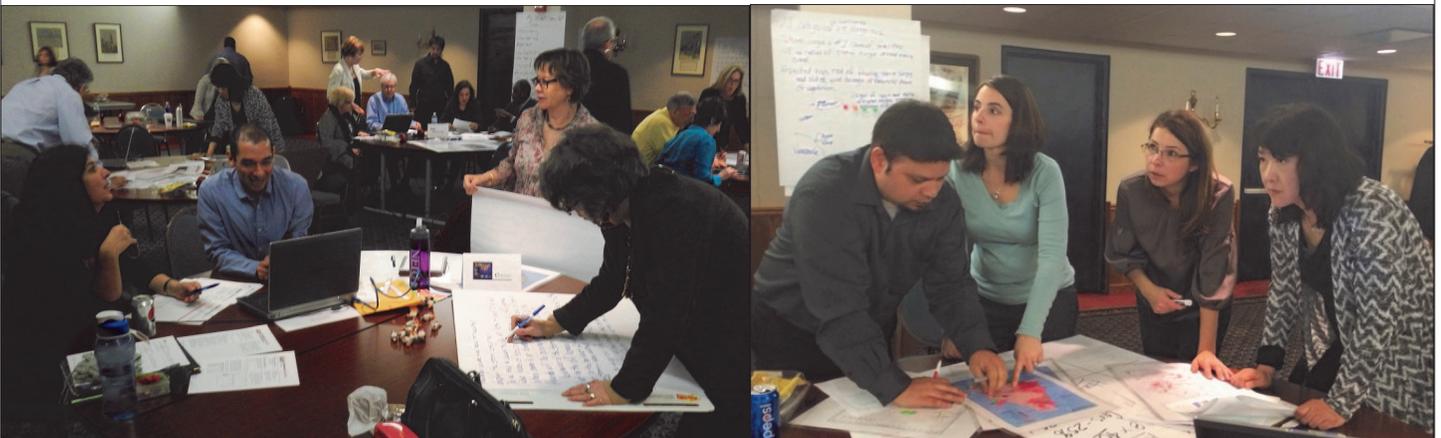
Dr. Brian Schultz, Educational Inquiry and Curriculum Studies (EICS) professor and chair, along with Melissa Barone (ELED/MSTQE student) and Matias Orbea (ELED student) and several other teachers and school administrators, are moving forward with publications on progressive education. *Using the Power of Questions to Organize for Progressive Education*, was recently published in **Midwestern Educational Researcher**, 26(2). Their work dates back to fall of 2013, when they established the Progressive Education Consortium to explore questions that are often missing in teacher professional development and in some teacher education programs. Their collaboration sought to discover ways progressive ideals can protect childhood and the art of teaching amidst the bombardment of test-driven local, state and federal mandates. This example of interchange between current educators and pre-service teachers has provided an opportunity to connect educators and influence the direction of educational discourse in schools.

Professional development and teacher education programs are also important facets that the Consortium will focus on in the coming months. When asked about the impact that the consortium will make on these areas, Matias Brunk, COE student said, "The Progressive Education Consortium gives pre-service teachers an opportunity to see progressive practices in classrooms and how it differs from the 45 minute lesson plan that the pre service teacher spent hours working on."

The Progressive Education consortium is interested in expanding its efforts in the coming year with more NEIU students, teachers, and potentially additional partner schools. Stay tuned for more information on their growth and continued success.

College of Education Building Update

The COE faculty recently met with associates from the Sextant Group for an Active Learning session. The session was designed to help faculty think about the types of pedagogies that would enhance student success, including how space is used and how technology tools can enhance learning. In addition to teaching and learning discussions, faculty also engaged in a simulation with NASA Mission Control, which included hurricane and tornado response. More information concerning the new COE building will be released soon.



Faculty engage in a technology-enhanced simulation.

Faculty SPOTLIGHT

Drs. Laura Tejada and Shede Tavakoli (COUN) presented at the **Illinois Association for Marriage and Family Therapy**, on Saturday, March 7, 2015. Their presentation focused on the Developmental Supervision Model, which is a stage-based model designed to help university and site supervisors learn how to tailor supervisory interventions to the developmental needs of trainees completing the clinical experience requirements for licensure in mental health counseling professions.



Drs. Tejada and Tavakoli presenting at the IAMFT Conference.

On February 10, 2015, **Dr. Charles Pistorio (COUN)** and **Susan Schwendener (Clinical Mental Health Counseling Student and Graduate Assistant)** presented their research findings at the **American Association of Behavioral and Social Sciences Conference**, in Las Vegas. Pistorio and Schwendener questioned why U.S. public conversations regarding basic quality of life issues are often conflictual, and they sought objective data to answer the question “Have there been changes since 1970 in U.S. residents’ basic health, education and work?” Amid factual evidence of changes in these fundamental U.S. health, education, and work factors, Pistorio and Schwendener offered psychological and business management theories about why these changes may be discounted and what Americans could do to facilitate more collaborative public conversations.

On April 10, **Dr. Chuck Pistorio (COUN)** presented, *Student Advocacy Includes the Family: Stories, Strategies, and Collaboration*, at the **Illinois School Counselor Association Conference**, in Springfield, Illinois. Dr. Pistorio’s presentation focused on advocacy for students that involves collaborating with stakeholders, especially the family. Working with students requires a respect and understanding that they are impacted by a family in all our encounters with them. A core set of beliefs and practical strategies was discussed.

Dr. Janet Pariza (LTCY) co-authored an article, *Navigating the Flood: Exploring Literature for Children and Young Adults: Poetry*, which was published in the **Illinois Reading Council Journal, 43(1)**. The article assists teachers in choosing reading materials that will engage students, align with curriculum requirements, and promote lifelong reading habits.

Dr. Ann Aviles de Bradley (EICS) co-authored, *Recognizing Blind Spots in Teacher Education and Cultivating Counter-Narratives for Justice*, which was published in **Critical Questions in Education, 5(3)**. The article introduces readers to the underlying reasons for taking up the matter of educating homeless youth. It also addresses the lack of official policy and attention within teacher education programs to prepare future and practicing teachers for work with a growing homeless population. In addition, co-edited a special edition of the journal, **Critical Questions in Education**. The special-themed issue, *At the Crossroads of Policy and Poverty: A Critical Inquiry into Homelessness, Youth, and Education*, is linked [here](#).

Dr. Michele Kane (SPED) was recently invited to present/co-present at the 20th Annual Convention of the **Illinois Association for Gifted Children**, in Naperville, Illinois. Her presentations, *Living with Inten-*

Faculty SPOTLIGHT

sity and *Yes! You will be Teaching Gifted Kids*, focused on gifted children’s heightened sensitivities and intensities, and ways to assist students in developing their social, emotional and spiritual nature. In March, **Dr. Michele Kane (SPED)** co-authored, *Giftedness and Introversion: Joy and Challenge*, in **2e Twice Exceptional Newsletter** 69. Her article looks at characteristics/needs of introverted youth and discusses accommodations that can help them develop optimally.

Dr. Sandra Williams (HRD) published, *Perspectives in HRD—Logan Park Neighborhood Assistance—A Case of Analysis and Assessment*, in **New Horizons in Adult Education & Human Resource Development**, **27(1)**. Her teaching case study, explores how paid employees and volunteers of an organization contribute to its output, its culture, and its internal environment. The article presents an opportunity for planned assessment of an organizational worker situation with ramifications at various stakeholder levels.

Dr. Erica Meiners (EICS) received two awards at the **2015 American Educational Research Association (AERA) Annual Meeting**. Division G, Social Context of Education, awarded Dr. Meiners the *Henry T. Trueba Award for Research Leading to the Transformation of the Social Contexts of Education*. In addition, she was presented with the *Critical Educators for Social Justice: Scholar Activist Award*.

In March, **Drs. Alison G. Dover (EICS), Brian D. Schultz (EICS), Katy Smith (EICS), and Timothy J. Duggan (EICS)** published, *Who’s Preparing our Candidates? edTPA, Localized Knowledge and the Outsourcing of Teacher Evaluation*, in **Teachers College Record**. Their essay examined the impact of outsourcing teacher preparation and evaluation through high stakes teacher performance assessments like edTPA. In addition to undermining teacher preparation by marginalizing the local experts best situated to evaluate candidates performance, this has led to a growing industry of edTPA-related services. The authors used their own experiences with edTPA “coaching” and scoring to illustrate the inevitable consequences of shifting teacher preparation and evaluation to the private sector.

Dr. Brian Schultz (EICS) co-edited a book that is currently in press. *The Guide to Curriculum in Education*, **SAGE Publications**, illuminates how four commonplaces of curriculum—subject matter, teachers, learners, and milieu—are interdependent and interconnected in curriculum making. It also explores the ties between and controversies over public debate, policy making, university scholarship, and school practice in defining and developing curricula. Complex traditions of curriculum scholarship are traced to illuminate curriculum ideas, issues, perspectives, and possibilities.

In February, **Dr. Diep Nguyen (TED)** presented, *Supporting Biliteracy for English Learners and Emergent Bilingual Students*, at the **Illinois Writing Project Conference**. Her presentation focused on helping teachers understand and support bilingual students as they develop their biliteracy. This event was organized by **Dr. Katy Smith (EICS)**.

In March, **Dr. Nguyen** also facilitated two presentations at the **National Association of Bilingual Education**, in Las Vegas, Nevada. Dr. Nguyen’s first presentation, *Immeasurable Impacts of Dual Language Education*, was a report of her current ethnographic study of graduates of a dual language program in the Midwest. It explores the long-term impact of dual language education on individual students. Dr. Nguyen was an invited guest panelist for the second discussion, *Preparing, Attracting and Retaining Qualified Bilingual Professionals*. The second discussion was focused on a broader, national conversation of trends and effective strategies for the preparation and retention of bilingual teachers. **Dr. Judy Yturriago (TED)** was also an invited guest speaker on this panel.