

# News & Notes

Daniel L. Goodwin College of Education

College of Education Professionals: Reflective, Collaborative & Transformative

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## GCOE Appoints Dr. Sandra Beyda-Lorie as Dean

Dr. Sandra Beyda-Lorie's new position as Dean of the Daniel L. Goodwin College of Education comes at an exciting and evolutionary time in higher education and teacher preparation.

On January 1, She began her appointment as dean after serving as interim dean since July 2016, and Chair of the Department of Special Education for eight years.

On January 11, Dr. Beyda-Lorie launched the first Goodwin Field Experience Advisory Board as one of many initiatives to improve teacher preparation. In her Deans Welcome Column, Dr. Beyda-Lorie outlines three overlapping themes that will

guide the Goodwin community for productive innovation during these changing times. The three themes include: Innovation through authentic collaboration, relevance through exemplary professional preparation, and transformation through diversity. Find out more in the Deans Welcome Column.



**Dr. Sandra Beyda-Lorie**

## Dr. Conrad Worrill Retires After 40 Years

It looked like a paper tornado suddenly passed through Dr. Conrad Worrill's office at an unimaginable speed, leaving behind boxes of old documents, newspapers, plaques and awards. Surely, he was packing away 40 years of archives he accumulated while at the Jacob H. Caruthers Center for Inner City Studies (CCICS). On December 31, 2016 at 75 years old, Dr. Worrill retired after serving as director for 12 years.

*(Continued on page 5)*



**Dr. Conrad Worrill**

## Dean's Welcome Column

GCOE Alumni & Friends,

I am excited to serve as Dean of the Daniel L. Goodwin College of Education. My deep affection for our university inspires me to cultivate in collaboration with our community, a vision for the Goodwin College that does justice to our mission, "Professional practitioners who are collaborative, reflective, and transformative." Building upon the wonderful work of the Goodwin's previous dean, Dr. Maureen Gillette, we will continue to refine and expand what this mission means.

These are exciting times, and also uncertain times. Radical changes impact higher education and teacher preparation. Questions about the relevance of higher education, as measured by the translation of a degree into a good paying job, are difficult to ignore. Mistrust about the quality of teacher preparation and calls for greater accountability push us to make a stronger case for the excellent preparation we know we offer. Meanwhile, students who would make wonderful teachers are thinking twice before selecting education as a career. Also, we strive to recruit teachers of color in order to develop an educator workforce that resembles the diversity of today's students. The Council for the Accreditation of Educator Preparation's site visit is less than 3 years away and we have much to do to be ready to meet the new requirements. For our university as a whole, the disinvest-

ment in public institutions of higher education and lack of state appropriations urges us toward adoption of a revenue-based funding model and increasing reliance on charitable donations and endowments.

At the same time, innovations in technology are rapidly changing our lives and the job market. We can envision the day when safer, self-driving cars that we no longer have to own, transport us to work. That is, if our work is location-bound. In contrast, more jobs and professional development opportunities take place online, and are continually being improved through computer-based analytics. Smart technology, robotics and artificial intelligence are already replacing jobs we currently take for granted and creating new ones. Virtual reality environments pose interesting possibilities to practice job-related skills without ever leaving home.

A Chinese proverb states, "When the wind of change is blowing, some people build high walls, the others windmills."

*(Continued on page 3)*



Sandra Beyda-Lorie, Dean  
College of the Daniel L. Goodwin  
College of Education

**NCATE**

The Standard of Excellence  
in Teacher Preparation

*(Dean's Welcome Column —Continued)*

Three overlapping themes provide a guide for productive innovation during changing times, (1) innovation through authentic collaboration, (2) relevance through exemplary professional preparation, and (3) transformation through diversity. I will speak briefly to each of these ideas and rely on the talents of our Goodwin community to generate additional examples as we work together over these coming years for the greater good of Goodwin.

Innovation Through Authentic Collaboration.

"If you are the smartest person in the room, it is time to join a larger group." Collaboration is critical to reinventing ourselves to better serve our students. With resources, both human and financial, limited and new information and ways of accomplishing tasks constantly being revealed, it is more important than ever to work together to remain current and creative. Cultivating formal and informal partnerships is key.

We have only to look at our Amundsen High School partnership to see the value authentic collaboration can bring. This faculty-in-residence program has contributed to a host of positive outcomes for the school (e.g., increased ACT scores, decreased dropout rates). Yet our Goodwin faculty-in-residence and school professionals achieved success by working together. Additional examples of fruitful relationships include our Higher Education Leadership program cohort, built on the ENLACE model, our Rehabilitative Counseling program at El Valor, and the Chicago Cancer Health Equity Collaborative.

This year marks our first Goodwin Field Experience Advisory Board. Comprised of approximately 30 school professionals from throughout the Chicago metropolitan area, we welcomed input from front line school stakeholders to improve teacher preparation. Our new Master in Public Health program, a collaborative effort between the Goodwin College and the College of Arts and Sciences (CAS) will be fully operational in a few short years. On its tail follows the RN to BSN program, another exciting collaborative initiative.

I foresee us embracing more cross college and discipline initiatives. Redesigning programs for online and hybrid delivery will help us work smarter with the resources and talents we have. Courses with common modules that serve several programs at once can be designed with shorter, specialized modules, differentiated to meet individual program needs. These re-imagined courses could encourage the sorts of conversations that clarify what it means to be a Northeastern student and a Goodwin candidate in particular. Shaping a shared understanding of our Goodwin mission is already in motion through the development of a Goodwin College dispositions and professional behavior assessment with common elements that all programs can stand behind.

Relevance Through Exemplary Professional Preparation.

Our strength has always been excellent candidate preparation. I envision further enhancement of our positive reputation by retooling for changing times. Ongoing

professional development will be critical for us all. We will learn from our students, as well, by sending them to conferences and asking them to teach us what they have learned. After all, learners retain best what they teach.

Will robotics change the way health care is delivered? Can virtual reality environments benefit the classroom management practices of future teachers? Are we making the most of virtual meetings to support our practicum students and their mentors? These are just a few of the interesting questions we may entertain over the next five to ten years.

Real life, problem-based experiences for candidate training is the gold standard for exemplary preparation. Programs like Human Resource Development (HRD) already do this well, as its candidates begin from day one working with businesses and organizations to help these groups determine better ways to work. Community based learning and social justice projects form the basis for important assignments in our new Master of Arts in Community and Teacher Leader program. Action research projects, like the ones integrated into our Master of Science in Teaching and Inquiry (MSTI) program, find candidates testing authentic learning hypotheses.

*(Continued on page 4)*

*(Dean's Welcome Column —Continued)*

We also have the ability to use existing online platforms to interface with schools, organizations and businesses to support candidate preparation. Picture, for instance, university and site-based mentors not only coaching students in real time, but also online after viewing video clips of these candidates during their practicum experiences. Candidates, too, can reflect upon their own implementation of high leverage practices following the review of their performance. An ancillary to such changes in candidate preparation will be an increased clarity around what constitutes a quality clinical practice experience and site mentor.

Goodwin's Literacy and William Itkin Children's Service Centers provide another example of problem-based practice where graduate candidates work with children and youth on academic and social skills. Might we expand these services to create a parent and family support center? Imagine candidates in family counseling, special education and, yes, social work refining their professional skills by working with parents and families on campus and also in the neighborhoods of these individuals.

Transformation Through Diversity.

Northeastern is known for its diversity and our recruitment and retention initiatives must reflect this core value. Building intentional partnerships with schools and districts to recruit students of color for our many programs is a worthwhile enterprise. High touch, intrusive advising and mentoring of potential Goodwin program majors are additional strategies we will use to support students from induction through graduation.

Also, we have a responsibility to prepare competent teachers for-

hard-to-staff schools as part of our commitment to serving all children. A new first year experience (FYE) course tailored to pre-education majors who have not yet attained the required passing score on the ACT, TAP or SAT exam will launch Fall 2017. These students will meet regularly with the university's Learning Center as one component of the course.

Even more, we have a proud tradition for faculty-led, social justice initiatives. Improving the lives of inmates through our Prison Neighborhood Arts Program, developing a student-centered, decolonized curriculum, through the Grassroots Curriculum Project, are two examples. I can envision these and other worthy endeavors as the arms of a future Goodwin Transformative Advocacy and Outreach Center, centralizing under one umbrella many of these heartfelt efforts. The core group of members need not be limited to Goodwin faculty, but could include faculty from CAS (e.g., justice studies, political science) and students (e.g., candidates from higher education leadership program) who interface with legislators and community activists for positive change.

Without a doubt, over time our collaborative efforts will cause us to re-examine, expand and transform our knowledge, our curriculum, our practice and our assumptions. Innovation will occur organically as well, as we hire diverse and talented individuals who bring new ideas and expertise to the Goodwin community.

As Heraclitus once said, "You cannot step twice into the same river." The times are no longer what they once were. Yet, we can move forward if -

there is a collective willingness to embrace change. Innovation will undoubtedly demand hard work. As Dean, I feel privileged to contribute in any way that I can on behalf of our Goodwin community.

Sincerely,



*Dr. Worrill Retires —Continued from page 1)*

“I’ve accumulated a lot of experiences the last 40 years working at Northeastern, even prior to that my involvement in the movement and activism for over 50 years,” Dr. Worrill said, reflecting on his time at the University. “Although, I’ve written numerous articles that appeared in publications across the country, it’s time to put down my experiences in this massive archive.”

In his retirement, Dr. Worrill will write books about his experiences as a community activist. In addition, he will build a state-of-the-art indoor track facility for kids in low-income communities, an initiative he first presented to Harold Washington in the ‘80s. Ten years ago, Dr. Worrill and housing developer, Elzie Higginbottom, founded “Friends of Track and Field”, to help raise money for the track facility. Today, he is pleased to announce that he signed a \$2.5 million contract with an architecture firm to begin construction.

Dr. Worrill has an impressive history with NEIU. For more than 28 years, he was a professor in Inner City Studies before becoming director in 2004. He notes that the Inner City Studies academic program was first housed in its own department until the mid-‘90s. The program was moved from different departments over the years before the College reorganized and permanently housed it in EICS.

“I call the Center an academic goldmine,” Dr. Worrill said. More than 1,700 students have earned their master’s degree in Inner City Studies including Chicago Teachers Union President Karen Lewis.

“I’ve had an opportunity to see how an off-campus community enterprise that started out of a funded program from the Office of Education, become an institutionalized part of Northeastern Illinois University,” he said.

Dr. Worrill names the late Dr. Jacob H. Carruthers, whom the Center is named in honor of and Dr. Anderson Thompson as great influencers in his life. Drs. Carruthers, Thompson and Worrill established a rich academic and community enterprise that has been serving the community for the last 50 years. The trio started traditions at NEIU such as the Annual Study Tour. In 1977, under the leadership of Dr. Carruthers, the center took over 40 students to countries in Africa for 21 days. Since the first Study Tour, students from the Center have traveled to other countries in the African Diaspora to learn about the impact of African people on civilizations over the world.

“There’s a foundation that can be built upon and expanded from what’s already been laid,” Dr. Worrill said reminiscing on CCICS’ transition throughout the years.

The Center was first built and designed in 1905 by the renowned architect Frank Lloyd Wright. The structure was a part of the settlement house movement that provided services to newly immigrated Europeans to Chicago. In fact, the historical Bronzeville neighborhood was originally a Polish community until the Chicago Race Riot in 1919, when African Americans migrated to Chicago from the south. Dr. Worrill says he hopes future generations will know the history about the Center and the rich history associated with the neighborhood and its various levels of transition. Dr. Worrill has also seen the GCOE transition over time.

“Wow, the first dean I’ve worked with was African American,” he said. Dr. Worrill has worked with five GCOE dean’s.

As of January 1, Dr. Barbara Scott will serve as interim director. Dr. Scott was a professor of Sociology in the College of Arts and Sciences.

GCOE would like to thank Dr. Worrill for all of his hard work and commitment to the University.

## Dr. Michele Kane Receives Legacy Award

The Illinois Association for Gifted Children (IAGC), awarded Dr. Michele Kane (SPED) its Bonnie Park Legacy Leadership Award. She will be recognized at the IAGC Annual Convention ceremony Feb. 2-4 in Naperville, IL.



Dr. Kane continuously shows her dedication to the field of gifted education. Last year, she was appointed to the Illinois State Board of Education Gifted Advisory Council, providing an avenue for her to provide feedback from the perspective of a university educator in gifted education.

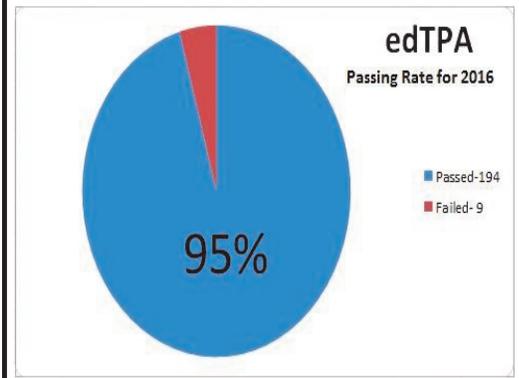
“I am very humbled by and proud of my work advocating on behalf of gifted children in Illinois and the Bonnie Park Leadership Legacy Award has deep meaning for me as it represents over 35 of being active in the field of gifted education,” she wrote.

GCEO would like to congratulate Dr. Kane on her achievements.

## GCOE Scores Big on the edTPA

Designed by the Stanford Center for Assessment and Learning and Equity, the Teacher Performance Assessment (edTPA) is required in Illinois since fall 2015.

GCOE is proud to announce that **95%** of our student teachers passed the edTPA in 2016.



## Dr. LeViis Haney Turns Around Elementary School



On December 15, 2016, LEAD instructor Dr. LeViis Haney was featured on Education Dive site, for his work as principal of Joseph Lovett Elementary School on Chicago’s west side. Two years ago, Dr. Haney and his team partnered with LEAP Innovations to create new teaching and learning strategies for his students. Dr. Haney says prior to the new strategies, the students suffered from high failure rates and discipline infractions.

Lovett Elementary School chose the “Learner-led” component as a part of the LEAP Learning framework, to help students take ownership of their learning. Dr. Haney’s staff ignored test scores to focus the student’s attention on learning. Coincidentally, after using LEAP Innovations Lovett students test scores increased and discipline infractions decreased significantly.

GCEO would like to congratulate Dr. Haney on his success and for upholding our standards of being a leader in urban education.

## LEAD Partnership with CPS

On June 29, 2016, four LEAD resident principal candidates (**pictured right**) attended, the Chicago Public Schools Chicagoland Leadership Collaborative (CLC) graduation reception for the for the 2015-16 academic year. CLC is a leading principal development program highly regarded in the nation. It is one of three most effective resident programs that provide the CPS District with an unprecedented capacity to develop, attract and retain high-performing principals from internal and external sources.

In 2014 LEAD joined forces with CLC to accelerate and intensify the normal leadership learning that committed school leaders experience as first-year principals. As a part of the selection process, LEAD nominated 17 potential candidates for the program. After a rigorous scrutiny, CLC then selected four residents and a coach for the yearlong resident program. Residents must complete LEAD 434-435-437 internship courses and are responsible for upholding the rules and regulations that govern the CPS internship, as well as NEIU's master's degree program.

LEAD's partnership with CLC has produced highly competent principals that met and exceeded the programs' expectations. In fact, LEAD's four resident principal candidates were the first to be offered school leadership contracts among all nine participating partner universities.

Currently, Erik Olsen and Israel Perez are two CLC-LEAD principals at John Hamline Elementary School and Richard Yates Elementary School. Corrine Marie O'Connell and Courtney Milligan are Assistant Principals at Kenwood Academy High School and Liberty Elementary School, Orland Park District 135.



(L to R): Courtney Milligan, Judith Gibbs (Resident Coach), Kyle Schulte, Dr. Ana Gil Garcia (NEIU-CLC Coordinator), Israel Perez, and Erik Olson



Mayor Rahm Emanuel poses with NEIU-CLC

## HRD Student Awarded the Executive Learning Exchange's Chicagoland Learning Leaders' RightStart4Kids Scholarship

Graduating senior, **Andrea Contreras (HRD, B.A. candidate)** is the 2016-17 recipient of the **Executive Learning Exchange's Chicagoland Learning Leaders' RightStart4Kids Scholarship**.

Northeastern Illinois University (NEIU) alumnus and founder of the Executive Learning Exchange (ELE), Dirk Tussing and founder of RightStart4Kids, Tom Nguyen cofounded the Executive Learning Exchange's Chicagoland Learning Leaders' RightStart4Kids Scholarship Award. The scholarship provides undergraduate minority students, sophomore status or above, \$600 toward tuition per academic year to pursue a major in Human Resource Development at NEIU.

Contreras says the scholarship represents hope in achieving her dreams of making a mark in the HRD community.

"As a first generation college student aspiring a higher education, scholarship opportunities opens doors for many possibilities," Contreras said. "I am grateful to have been chosen as the recipient of the Executive Learning Exchange's Chicagoland Learning Leader's RightStart4Kids Scholarship award."

Contreras will continue her graduate education at NEIU in Human Resource Development.

"In the future, I am confident that my success will allow me to give back and help students, like me reach their educational goals," she said.

The RightStart4Kids scholarship marks the first endowed scholarship that donors Tussing and Nguyen started together. Tussing says that it was important for them to partner with NEIU because the University has such a unique HRD program.

"Many of the graduates will be working for the companies that we bring together," Tussing said.

Every year, ELE hosts a Chicago Learning Leaders Conference at McDonalds Hamburger University in Oak Brook, IL. Scholarship winners will have an opportunity to network with professionals in the field.

Tussing hopes that each year the scholarship will create buzz around NEIU's HRD program for more students to apply.



**Andrea Contreras**

## Student Council for Exceptional Children Executive Board

On January 17, Dr. Mickie Wong-Lo (SPED) announced the new Executive Board members for the 2017-18 Student Council for Exceptional Children (SCEC-NEIU). Students, Lyndsay Tamis, Justin Boltz, Shqipe Imeri and Victoria Valentine (**pictured right**) will lead their cohort in advocating on behalf of students with exceptionalities.

This semester, their mission is to make a stronger impact in NEIU's community. Their main goal is to have a stronger presence on campus. Ms. Tamis says they will accomplish their goals by helping a classroom that needs extra support and materials, volunteering at the Learning Support Center (LSC) and hosting fundraising events.



(L to R): Lyndsay Tamis (President), Justin Boltz (Secretary), Shqipe Imeri (President-elect) and Victoria Valentine (Treasurer)



SCEC-NEIU 2017-2018 Cohort

The Executive Board has many projects and events underway.

They are most excited for their trip to Boston in April for the International Council for Exceptional Children (ICC) Conference. Mr. Boltz says the executive team will bring back the latest interventions and strategies for improving educational outcomes for individuals with exceptionalities.

Currently, SCEC is planning a fundraiser to help them get to ICC. To learn more about SCEC follow their collegiate link [here](#).

## HRD Program Partners with the College of Business

This spring, students from HRD along with Accounting, Management and Marketing majors can earn credit in seven different undergraduate classes in the College of Business.

“This is an effort to broaden the curricula opportunities for NEIU students across the campus,” said HRD Program Coordinator, Dr. Sandra Williams. “This will enable our students to look beyond their respective programs and colleges for applicable knowledge to fit their career interests.”

Likewise, undergraduate Accounting, Management and Marketing majors will have the opportunity to earn credit in four HRD classes in the Goodwin College of Education.

# Faculty SPOTLIGHT

In October 2016, **Dr. Katherine Smith (EICS)** co-presented, "*Reading, Writing, and ACTION! Yes, College and Career Ready--But Also CITIZEN Ready*" at the Illinois Association of Teachers of English Annual Fall Conference, with Steve Zelman of the Illinois Writing Project. In addition, Dr. Smith presented a working session entitled, "*Current Cityscapes: Stories of Possibility for Teaching in Urban Classrooms,*" at the National Writing Project Annual Meeting in November along with Tonya Perry of the University of Alabama-Birmingham. Lastly, Dr. Smith conducted "Students in the Center/Students Being Centered: Promising Practices in Urban Classrooms" at the National Council of Teachers of English Annual Convention.



**Dr. Katherine Smith**

In December 2016, two articles co-authored by **Dr. Sandra Williams (LEAD)** and GCOE Professor **Mark Hurley (LEAD)** were accepted for publication in the *New Horizons in Adult Education and Human Resource Development Journal*. Prior to publication, the articles are entitled, "*New Horizons in Tanzania, Ltd. - A Two Part Case of International HRD.*" The articles are sequential case studies about leadership, strategic planning and human resource development practices in international organizations and multicultural settings. One key aspect of the cases is the use of new technologies to help develop successful rural communities in third-world countries. Publication is expected this year as two separate case studies, in sequential quarterly publications of the *New Horizons in Adult Education and Human Resource Development Journal*.

On November 14, 2016, **Dr. Laura Tejada (COUN)** held a staff development play therapy training for mental health therapists called, "Play Therapy: Starting Points." The training took place in Normal, IL at the ABC Child and Family Counseling Center.

This year, **Dr. Jennifer Banas (HPERA)** published a book called, *The flipped college classroom: conceptualized and re-conceptualized through Switzerland: Springer International Publishing*. Dr. Banas also has a book chapter published entitled, *Pre-service Teachers' Motivation to Use Technology and the Impact of Authentic Learning Exercises* in L. Tomei (Ed.) *Exploring the new era of technology-infused education*, Hershey, PA: IGI Global. In addition, Dr. Banas published "*Adolescent healthcare brokering: prevalence, experience, impact, and opportunities*" in the *Journal of School Health*, 86(12), 898-904. Lastly, Dr. Banas has an article in press called, "*The adolescent healthcare broker - adolescents interpreting for family members and themselves in healthcare*" in the *Journal of Community Health*. DOI: 10.1007/s10900-016-0312-5.

**Dr. Erica Meiners (EICS)** upcoming book, *For the Children? Protecting Innocence in a Carceral State* will be available this November. Also, a related article, "*The Problem Child: Provocations Toward Dismantling the Carceral State*" is forthcoming in the March issue of the *Harvard Educational Review*.