SXU MOURNS THE LOSS OF DR. BEVERLY GULLEY

The Saint Xavier University (SXU) community joins in mourning the loss of former School of Education Dean Beverly Gulley, Ph.D., who resigned her leadership role last December.

Dr. Gulley served as dean of the School of Education for 17 years and worked tirelessly to advance programs in early childhood, elementary and secondary education – both at SXU and throughout the State of Illinois. She was the longest serving dean of education in State of Illinois history and was instrumental in leading the School of Education through an accreditation process for the National Council for the Accreditation of Teacher Education. At that time, SXU was one of only 23 universities in Illinois to receive national accreditation.

Another of her prized accomplishments was the creation of the Barbara Vick Early Childhood and Family Center. This landmark program emphasizes a close partnership among educators, families and the community, providing multidisciplinary intervention and support to children aged 3 to 5 who are at-risk and have been diagnosed with special needs. Advisory councils for each of the School's education programs were also initiated by Dr. Gulley in an effort to build collaborative partnerships with education and community neighbors. In honor of her many years of dedication and success at SXU, the Sarah Beverly Gulley Educational Leadership Lecture Series was established in December 2013.

A Memorial Prayer service gathering family, friends and the University community was scheduled for 10 a.m. on Friday, March 7 at McDonough Chapel of the Mother of Mercy. All were invited to attend. In lieu of flowers, the family has requested donations to the Bev Gulley Student Scholarship Fund for the SXU School of Education.

Please keep Dr. Gulley and her family in your thoughts.
SCHOOL OF EDUCATION SCHOLARSHIP WINNERS

Interim Dean Richard Venneri, Ph.D., and the School of Education are pleased to announce the winners of the available SOE 2014 Scholarships.

There were many outstanding essays and exemplary recommendations, as well as clear evidence of the development of scholars, lifelong learners, leaders and reflective professionals dedicated to the pursuit of excellence --- the hallmarks of the School of Education. We thank all applicants for sharing their stories, dreams and plans. We know that as they continue their journey at Saint Xavier University and in the teaching profession, those qualities highlighted in their applications will continue to be a source of pride for them and the School of Education.

The exact amount of tuition grants depends on available funds from endowments and individual students' account status.

- The winner of the Dorothy Ritter Davis Scholarship is Megan Sarich.
- The winners of the George and Eunice McGuire Scholarship are Jason Carter (graduate) and Samanta Dziadkowiec (undergraduate).

Interim Dean Venneri, the faculty and staff of the School of Education join the University community in congratulating the winners and thanking all those who submitted applications. It is a privilege to read the applications as we are again reminded of the high caliber of our students and their commitment to our profession.

Congratulations!

COUNSELING PROGRAM CHANGES

The Graduate Counseling Program welcomes Chris McCullough, Ed.D, to a more formal faculty role in our program. McCullough has been regularly teaching the Graduate Counseling "Statistics and Research Design for the Social Sciences" course and will now add teaching "Standardized Assessment" to his regular course load. His expertise and creativity in the classroom make him a welcome and valued addition to the Graduate Counseling Program faculty.

EARLY CHILDHOOD EDUCATION – GREAT NEWS

The Early Childhood Education program has been selected as a recipient of the Early Childhood Educator Preparation Program Innovation Grant. The grant was written by Anne George, Ph.D., chair of the Early Childhood Education program. The grant will support enhanced early childhood educator preparation in Illinois, the development of articulation and alignment of curriculum between two- and four-year programs in our area and support the redesign of the Early Childhood Education program in response to the latest standards for licensure and accreditation. Larry Sondler from the Office of Teacher Education will participate in grant-related activities to support the work of articulation.

The award is in the amount of $45,000 and is funded through federal monies from the Race to the Top Early Learning Challenge and is a collaborative effort of the Illinois Board of Higher Education, Illinois Community College Board, Illinois State Board of Education, The Center: Resources for Teaching and Learning and the Governor's Office of Early Childhood Development, in conjunction with the Illinois Early Learning Council's subcommittee on Higher Education Learning and Professional Development.
TEACHING AND LEADERSHIP PROGRAM OFFERS A NEW TEACHER LEADER ENDORSEMENT TRACK

Saint Xavier University School of Education is one of a few schools in Illinois that has approval from the Illinois State Board of Education to offer the new Teacher Leader Endorsement. The Teaching and Leadership program is a field-based master degree program offered in a hybrid delivery format. The program is 32 semester hours and prepares current teachers to assume leadership roles in their schools such as dean of students, curriculum specialist, etc. Cohorts are now forming and interested persons should contact Earl Thomas, Ed.D., Program Chair at 773-341-5032 or thomas@sxu.edu.

SXU'S STEM EDUCATION CENTER HOSTS MADONNA SCHOLARS EVENT IN COLLABORATION WITH SXU'S CHEMISTRY DEPARTMENT

SXU’s Department of Chemistry and the STEM Education Center hosted its third annual STEM careers event for Madonna Scholars on February 17. Many high school scholarship awardees attended the full day event at SXU. The event started with chemistry demonstrations conducted by SXU chemistry students. The demonstrations were followed by a panel discussion with experts in the STEM fields. The panelists for the discussion included Argonne National Laboratory Scientists Seth Darling and Lynn Trahey, BP Environmental Engineer Rohini Sengupta, and UIC medical student Darryl Brown. The day ended with a tour of the campus.

DORIS GREDE '68, '76, STEM PROFESSIONAL DEVELOPMENT SERIES

The STEM Education Center is offering three series of workshops for practicing K-8 teachers who serve students with disabilities in special education settings, general education settings or both. These workshops are funded by a donation by William H. Grede, in the memory of his wife, Doris Grede '68, '76, who worked with students with disabilities. The goals for each seminar series are to use technology to support and enhance learning in math and science, use technology to deliver accommodations for students with disabilities, use Universal Design for Learning principles, and integrate common core standards and Illinois Learning Standards into the math and science curriculum.
Please see the STEM Education Center web page to learn more about the workshops and to register online to participate. The spring workshops are scheduled for Thursday evenings in March, April and May. Check in on the STEM Education Center web page in the summer and fall to find out about STEM activities available after spring 2014 as well!

**EDNEXT TECHNOLOGY LEADERSHIP SYMPOSIUM**

The EDneXt Technology Leadership Symposium at Saint Xavier University covering mobile technologies and 1-1 initiatives will take place on March 21, 2014 from 8 a.m. - 1 pm. Hosted by our School of Education and our Center for Instructional Design and Academic Technology, this event is intended to bring together like-minded K-12 administrators and SXU faculty for a rich discussion on strategies for leading your organizations towards a digital learning environment that can transform teaching and learning district-wide. Led by industry experts and our School of Education faculty, the event is designed for all administrators who have successfully adopted a mobile strategy and those looking for guidance and best practices. Breakfast and lunch will be served.

**Agenda:**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 - 8:30 a.m.</td>
<td>Welcome and Saint Xavier University Opening Remarks</td>
</tr>
<tr>
<td>8:30 - 9:30 a.m.</td>
<td>Why Mobility Matters - The Future of the K-20 Classroom</td>
</tr>
<tr>
<td>9:30 - 9:45 a.m.</td>
<td>Break</td>
</tr>
<tr>
<td>9:45 - 10:45 a.m.</td>
<td>Apple Distinguished Educator Guest Presentation</td>
</tr>
<tr>
<td>10:45 - 11:45 a.m.</td>
<td>Panel Discussion - K-20 Leaders/Educators</td>
</tr>
<tr>
<td>11:45 a.m. - Noon</td>
<td>Closing Remarks</td>
</tr>
<tr>
<td>Noon - 1 p.m.</td>
<td>Lunch and SXU School of Education Technology Showcase</td>
</tr>
</tbody>
</table>

**Location:**
Saint Xavier University  
Warde Academic Center  
Butler Reception Room  
3700 W 103rd Street  
Chicago, IL 60655

**GRADUATE READING NOW HAS TWO STRANDS**

We continue to offer our traditional reading specialist degree but have added a different strand: the Individualized Program - Reading that also leads to a master’s degree. The Individualized Program offers K-12 teachers a deeper understanding of literacy. With the demands of the Common Core, classroom teachers are required to teach literacy in their disciplines. Courses include:

- EDGIP 561 Foundations of Language & Literacy
- EDGIP 562 21st Century Literacies
- EDGIP 550 Content Area Reading
- EDGIP 564 Teaching Writing K-12
- EDGIP 563 Children & Adolescent Literature
- EDGIP 565 Teaching Reading and Writing in a Second Language
- EDGIP 566 Literacy Instruction, Materials, & Resources for Diverse Learners
- EDGIP 567 Practicum I: Assessment & Evaluation
- EDGIP 568 Practicum II: Literacy Interventions for Diverse Learners.

This degree leads to the reading teacher endorsement when the Illinois tests are successfully completed. The Individualized Program can be offered in the traditional face-to-face format, hybrid or online. Spread the word and ask your colleagues to join this new program.
**READING SPECIALIST/LITERACY COACHING GROUP**

Under the direction of Tara Joyce, Ed. D., the Reading Specialist/Literacy Coaching Group meets several times each semester to share experiences and learn from each other. The group is open to current Graduate Reading program candidates and alumni. Most participants are reading specialists or literacy coaches, but you do not have to currently serve in those roles to attend. Topics this year have included the demands and challenges of the Common Core State Standards along with interventions and initiatives across the schools and districts. If you’re interested, please contact Tara Joyce at joyce@sxu.edu for future meeting dates and times.

**CONGRATULATIONS**

Congratulations to our McHenry cohort who finish their program in May. Candidates include Amy Chapman, Katie Draffkorn, Nicole Fuller, Sandra Groves, Kerry Klimkowski-Sterbenz, Alyson Kriewaldt, Laura Linnane, Sarah McCollum, Rick Pennington, Taya Pennington, Genevieve Owens and Kimberly Sindelar. Thanks for your continued hard work in this program – you join the group of literacy advocates who work to improve literacy for all students!

Another congratulations goes out to the graduate students in the Chicago and Peoria Reading Specialist cohorts who have successfully completed Benchmark 2 in their program and are preparing for their Practicum Courses in the fall. Benchmark 2 required candidates to address their professional literacy understanding of the International Reading Association Standards through an essay and artifacts that demonstrate proficiency.

**ILLINOIS READING COUNCIL CONFERENCE**

The Illinois Reading Council Conference will be October 2-4, 2014 in Springfield. The deadline for proposals is April 15. SXU graduates have so many areas that can contribute to the literacy learning community in Illinois. Consider submitting a proposal – we’ll see you in Springfield.

**MATH NEWS**

The Metropolitan Math Conference in Lemont Illinois asked Dr. Knight and graduate student, Dimitra Georganas to present the work they have done together in regard to mathematics for students in grade school. The following presentations were given on February 1, 2014.

**Structuring a Math Classroom That Works for Teachers and Math Coaches**
Eileen Quinn Knight & Dimitra Georganas 3 - 8
The focus is to assist teachers and math coaches in understanding some of the main concepts in mathematics. The pivotal variables are estimation, creating word problems, using a variety of strategies, using manipulatives and drawings and the use of everyday knowledge so that school math and home math are one and the same! These materials will help both math teachers and coaches in the classrooms.

**Math Journals and Math Word Walls: What’s Common Core Saying About Them?**
Eileen Quinn Knight & Dimitra Georganas 0 - 8
See examples of math journals and learn how they assist students in becoming more proficient in talking about mathematical concepts. We will also give examples of effective word walls. Find out how developing math vocabulary empowers students in understanding more difficult math concepts as well as being able to converse effectively with others about mathematics.

**THE BISHOP GORMAN INSTITUTE**

The Bishop Gorman Institute will take place on June 24 and 25, 2014 at Saint Xavier University Main Campus, located at 3700 West 103rd Street in Chicago. For the past ten years the Institute, under the leadership of the Saint Xavier University School of Education, has served teachers and administrators ministering in Catholic schools.

This year’s program, Nurturing Faith in Ourselves and Those we Serve, will include sessions for the personal and spiritual growth and development of the participants, as well as sessions...
specifically directed to assisting them in the growth and development of their students.

The Institute is named for Bishop John R. Gorman, auxiliary bishop of Chicago (ret.). Bishop Gorman was ordained a priest of the Archdiocese of Chicago in 1952 and has served the people of the Archdiocese of Chicago in many ways including rector of the Mundelein Seminary, pastor, and Episcopal Vicar of Vicariate V where he provided strong pastoral leadership to parishes and school on the southwest side of Chicago and the south suburbs. He holds a doctorate in clinical psychology, as well as advanced degrees in Theology. Bishop Gorman has served for many years as a mentor to both priests and laymen. He served on the Board of Trustees at St. Xavier University from 1996 to 2007. As pastor of Saint Michael’s church in Orland Park he created the parish ministry commission, which remains the primary model of parish governance and lay parish leadership in the United States.

Some sessions will include: Attention to the Hispanic Population, Technology: what’s New!, What does it mean to run a Catholic Grade School, a High School, History of the Eucharist, History of the patron of Teachers, and others. Visit the Bishop Gorman Institute web page for registration information. Contact Ann Touhy at touhy@sxu.edu or at 773-298-3177.

COUNSELING STUDENTS SPOTLIGHT

Francesca Nasti, a third-year Graduate Counseling student, and Amber Randolph, Ph.D., recently presented two posters at the Illinois Counseling Association conference in Skokie, Ill. Francesca was lead presenter on a poster titled "Adolescent health and wellness in action: School counselor advocacy strategies” and co-presented a poster with Randolph titled “Balancing dimensions of wellness: Strategies for counseling interns and their supervisors.” Francesca is currently completing a school counseling internship at Lemont High School and will graduate in May with her Master of Arts degree in School Counseling.

Graduate Counseling students Samantha McAdams, Monica Stanek and Katelyn O'Donnell registered for and submitted their essay to the American Counseling Association 2013 Graduate Student Ethics Competition, with John (Jack) Zibert, Ph.D., as their faculty sponsor. The purpose of the competition is to educate members of the association regarding ethical issues and to engage graduate students (masters and doctoral level) in critically analyzing a potential ethical case and creating an appropriate ethical decision making plan to respond to the ethical situation. To see more, visit the American Counseling Association web page!

JAMES STEYSKAL, ED.D., EMBRACING SERVICE

In the middle of the desert located in the upper four corners of the United States at an altitude of 8,000 ft. above sea level, exists some of the most beautiful terrain created, while at the same time has the most devastating and hard living conditions within our environment. There is a dichotomy of existence, with the land, communities and cultures that, when experienced, seems like they would exist in a place outside of our worlds or at least outside of the United States of America.

Over the years, I have been able to bring various individuals from a wide range of backgrounds to provide service and opportunities for the area in the upper northwest corner of New Mexico. The key has been to align opportunity to support, nurture, respect and align to the needs of so many who have very little, yet, have the most to offer in return. The ability to work with the culture of the Native Americans – both on and off the reservation, has provided many of the individuals we bring down an opportunity to serve, provide skills through the schools and learn to appreciate the vast and varied needs in a culture that seems to be off the radar within our society. All that have gone, and hopefully, continue to go, never come back the same. Their lives change forever. In many ways and cognizant of the needs, the compassion, empathy, respect, dignity and needed systems of support to provide for those within this environment, as well as offer leadership and social justice to recognize the ability to serve and get back while serving.

Many within the communities do not have water, heat, gas, electric, food, services, jobs, and opportunities. The terrain is varied with great mesas, mountains, forests, clay, ash, animals, plants, and beauty. Yet, very hard and brutal. Weather changes 40 degrees within a day. Summers are dry and hot,
with very limited water, for all living things, while winters are cold, windy and difficult. Yet, all try to survive. A key term that brings new meaning, when we go down to assist. The dichotomy of beauty and survival becomes a way of life that we respect, become in awe and reframe our beliefs on purpose and passion. The ability to exist and survive through spirit and integrity and respect for all surrounds us, and provides a newly aligned form of service from those who go to serve. Devastation and need is beyond comprehension. Yet the beauty and the ability to continue to exist in harmony with what God has provided leads to an opportunity for those who serve to grow as well. The gifts from the people, the land and the environment are served to both those who receive and those who provide.

I have been fortunate enough to lead various groups of individuals from all backgrounds to New Mexico to work with the Navajo Indian Culture located in the Northwest cornerstone of the four corners. We have, and continue to provide support through the schools, local small communities and provide a chance to learn and grow together based on needs and definitions of success. Many live on reservations, with limited resources and very little opportunity – professionally and personally. There are no jobs. The land, while beautiful, is limited for use. Social issues abound, due to the lack of opportunity and location. Opportunity and advancement also are limited. Yet, the pride, respect, dignity and beauty of the land and people provide inner meaning and a reframing of what may be important in life.

We bring professional educators, health practitioners, administrators, local laborers, college students, graduate students, undergraduate students, alum and high school students to this area, mostly in the summer to work on outreach, as well as within a summer school program in schools. I have been able to expand this to include a wide geographic area outside of Thoreau New Mexico, and am currently looking at expanding to the entire Gallup Diocese, in order to reach many and provide continued support and opportunity. The potential is endless, the needs continuous. Included, will be to provide additional Professional Development, Workshops, Skill Sets, Opportunities, Scholarship Potential, Mentorships, and Leadership for those within this area and within communities and schools. In addition, those that are part of the Mission receive more than they seem to give back through participating and immersed in the culture. We continue to grow and develop and are aligned to many of the Core Values that the University holds to, as well as the Leadership philosophy dictates. The goal is to continue to offer the necessary skill sets, the support, leadership opportunity, mentorships, labor, expertise and growth to these communities, people, children, elders, and animals – however; it is presented, evaluated and aligned to those going to serve.

This began by aligning personal Core Values, Leadership, Education and Administration, and my personal background and Indian Heritage to provide an opportunity for others to learn and experience a unique Leadership in serving others, promote Social Justice and Serve in a wide range of capacities. Whether that incorporates, cleaning, doing outreach and labor, teaching, adding summer activities for children, providing water and food to the elderly, service to the handicapped who are trapped on the reservation and have no support systems, purchasing hay for the animals, or any necessary “living” accommodations as seen fit. Through this all receive a wide range of unique and poignant experiences along the way.

There exists Juxtaposition of Differentiations that lie within All of Us. There are many Realities of this in Life.
We need to Support the Beauty and Culture
We need to RESPECT And HONOR Their Heritage
We need to Eradicate the Injustices, Ignorance and Apathy

There is a wide range of need and support that is evaluated through any of the services and leadership strategies. I also am focused on the ability to align many of those who are considering public service, education and a profession working in matters of Leadership, Education, Health and Social Service. Therefore, the ability to incorporate those interested in pursuing this endeavor are provided an experience and “internship” that serves others, while builds opportunity for all involved. The needs are great, the rewards are spiritual and uplifting and the connections last a lifetime.
The goal continues to be to serve and provide these leadership opportunities through a wide array of individuals and backgrounds to a wide scope of people, animals, cultures, environments and communities – relative to needs assessment, alignment and defined conceptualizations of opportunity. We continue to grow and will continue to provide the services and leadership to this area. While considering an expansion throughout other areas including possibly South Dakota, and Detroit at this time. I welcome those interested and who may be feeling a calling to this type of opportunity. I will continue, and look for those with the passion and purpose to lead, serve and Eradicate the Injustices and Ignorance in order to provide positive opportunities for those who I am destined to walk alongside.

NOYCE GRANT WRITTEN BY HARDY AND KNIGHT 2014

The Supporting Urban Mathematics Schooling (SUMS) Project is a 5-year, Phase I Noyce scholarship program that will fund six $15,000 scholarships for preservice secondary mathematics teachers in its first year and 12 scholarships each year thereafter. Award recipients will be chosen on the basis of merit with consideration given to financial need and diversity. The primary components of the program will be bi-weekly academic year colloquia and internships for preservice teachers and follow-up meetings over the first two years of the participants' teaching careers. Colloquia will focus on teaching methods, pertinent research, technology training and issues relevant to teaching in high need schools. Presentations will be made by the project staff, guest speakers and scholarship recipients and will highlight research-based best-practices. Colloquia will be advertised and open to the public. During the summer or the academic year, award recipients will complete (30-45 hr) internships in which they serve as mathematics tutors in urban high need secondary schools.

The Golden Apple Foundation, a nonprofit organization in Illinois that supports teacher development, particularly in high need schools, will assist in recruiting project participants and in placing those participants in high need secondary schools. After securing teaching positions in high need schools, participants will complete a follow-up support program consisting of monthly meetings spread over their first 2 years of teaching. The program is intended to support the teachers as they strive to overcome difficulties, thus increasing the probability of their staying in the profession. The support program is also designed to foster professional growth and improve both their teaching and ability to identify learning problems and design interventions to eliminate them. Accordingly, meetings will foster participant discourse about their teaching successes and challenges, action research training and instructional methods and resources.

The participants, project staff and guest speakers will present at follow-up sessions, and in their
second year of teaching, the participants will present at the undergraduate colloquia and thereby, serve as informal mentors to those following them in the program. Support will also be provided via a website at which teaching ideas and experiences may be discussed and via a resource library through which participants may borrow resources.

AN OUTSTANDING AWARD TO OUR ALUMS

Saint Xavier University’s Learning Center and Disability Services (LCDS) was recently presented with an Outstanding Post-Secondary Program Award during the 9th Annual Illinois Statewide Transition Conference held on Oct. 24-25, 2013 in Effingham, Ill. This award is given to a college or vocational program that has done an outstanding job of education and services to help students with all disabilities achieve their higher education. The SXU staff in the office of the LCDS includes Margaret McDonnell, director; Katie Szymczak, assistant director; and Donna Rook, coordinator. A plaque is visible on campus soon. Both Margaret and Katie are alumnae of the School of Education. Margaret earned a B.A. in elementary education and an M.A. in education and Katie earned an M.A. in education, with an emphasis in special education.

“We are honored to receive this recognition from our peers,” said Margaret McDonnell, director of the Learning Center and Disability Services. “However, our biggest reward is continuing to see SXU students with disabilities thrive in the classroom and meet the many challenges they face on a daily basis. Through our continued efforts, we empower students to be successful in all aspects of their college experience.”

The theme of the Conference was “Stepping Stones to Transition,” which encourages participants to “imagine the possibilities for students with disabilities in the areas of independent living, education and training, employment, community integration, health care and self-advocacy.”

The LCDS offers the following services to students with disabilities:

- Extended time for tests
- Distraction-reduced testing environment
- Books in an alternative format
- Scribes
- Note-takers
- Use of word-processors for tests
- Use of assistive technology

The LCDS offers the following services to ALL students:

- Student academic accommodations
- Peer tutoring
- Group study tables, computer lab and reference materials
- Supplemental Instruction
- Academic skills workshops (test-taking strategies, grammar/writing tips and time management)
- Individualized academic support

STUDENT ALUM UPDATES

A number of SXU alums teach students with disabilities in School District 170, Chicago Heights. Melissa (Calderone) Gambino (’06 M.A., Special Education) teaches students in grades 4 to 6 at Wilson Elementary School; Teresa (Ciscato) Piattoni (B.A., Elementary, M.A., Special Education) also teaches students in grades 4 to 6 but at Washington-McKinley School; and Mary Blachowicz (’13 M.A., Elementary, Endorsement LBS I), teaches students in grades 1 to 3 at Washington-McKinley School.

A number of SXU alums teach in School District 124, Evergreen Park. They include: Maura Quigley (M.A.) who is a special education teacher; Jenny Daly (M.A., Educational...
Administration) who is a math teacher at Central Junior High School; Linda Sellers (M.A., Curriculum) is also a math teacher at Central Junior High School; Cathy Costello (B.A. Political Science, M.A. Reading Specialist) teaches 4th grade at Southeast School; Gina Forenza ('08MA, Reading) teaches 3rd grade at Southeast School; Katie Suthland (M.A., Special Education) teaches 3rd grade at Southeast School; Sue Gordon ('01 M.A., Educational Administration) teaches ELL 7th and 8th graders at Central Junior High and ELL students in grades kindergarten, 1st, 3rd, and 5th at Southwest School; Tracy Bickham ('01 M.A., Reading) teaches 4th grade at Southwest School.

Evelyn Boateng ('13 M.A., Special Education) teaches students in an early childhood education blended classroom (some children have disabilities and some don’t) at Richton Square School in Richton Park, SD 162. Her students are 3 to 5 years old and she co-teaches with an early childhood educator.

Anne Dixon ('13 M.A., Special Education) began teaching at Curie High School in January, 2014. She is co-teaching chemistry and biology to the Mighty Condors.

Mary Sue Fitzgibbons ('13 M.A., Special Education) teaches young children with disabilities at Spaulding School is Midlothian in the Developmental Learning Program.

Jenny Hudler ('13 M.A., Special Education) teaches science and physical education at PLAID Academy in Chicago, to students prek to grade 8. Jenny is also the office assistant at the Learning Disabilities Association of Illinois office in Palos Hills, IL.

Annie Kelly ('13 B.A., English Education) is teaching AP English and freshman seminar at Andrew High School in Tinley Park, one of the three high schools in School District 230.

Justin Laud ('13 M.A., Secondary Education Science) is teaching science at Seton Academy in South Holland, a Catholic high school serving primarily African American students.

Claire Roberts ('13 M.A., Special Education) teaches students with disabilities who are in 5th and 6th grade at Falconer School (CPS) on the north side. She says that the students are great and that she really enjoys working with them.

Mallory Ybarra ('13 M.A., Special Education) is the program day-to-day substitute teacher at Braun Center in the Southwest Cook County Cooperative Association for Special Education (SWCCCASE). Braun Educational Center is the therapeutic alternative program for SWCCCASE offering services for students experiencing social and emotional problems in school.

Cori Piper ('12 M.A., Special Education) is teaching special education at Melzer Elementary School in Morton Grove in East Maine District 63.

Kelly Bainaka ('11 M.A., Special Education) teaches special education at Carl Schurz High School in CPS. She is teaching sophomore English (self-contained and inclusion) and has also taught freshman English, Geometry, and Algebra. Most of her students have learning disabilities but several have Asperger Syndrome, autism, dyslexia, emotional disabilities, and OHI. She loves it at Schurz and says, "It is like nothing I have ever experienced. These kids have been through a lot and it is nice to make a difference."

Allen Hilt ('11 M.A., Special Education) is teaching at Easter Seals School in Tinley Park. Allen works closely with paraprofessionals and students with autism and other developmental disabilities.

Bridget Luby ('11 M.A., Special Education) teaches at Rosa Parks Middle School in West Harvey-Dixmoor School District 147. Bridget teaches reading and social studies to students with disabilities.

Matthew Gorney ('10 M.A., Secondary Education) teaches science at Back of the Yards College Preparatory High School in Chicago.

Nicole Grant ('09 English Secondary Education) has been teaching in Houston, Texas, since her graduation "and loving it." Originally she taught ninth grade at Nimitz High School and coached JV Girls' Soccer -- once again as a Cougar! "Meanwhile," she writes, "a brand new high school was being built. It was rumored that only the 'best of the best' teachers would get hired there. I was hired by them and spent my 2nd year (last year) and 3rd year (this year) at Davis High School. It is brand new, huge, and beautiful. I teach sophomores. When last year's test results came in, I found out my students had earned the highest overall passing rate above any other teacher's students! This September, I was nominated and then voted "Educator of the Year" by the student body. Before Christmas break, I was nominated for a separate award, "Teacher of the Year," by the faculty. Such an honor! I was also named the Varsity Head girls' soccer coach! Games start January 7th and we're looking pretty good! In July I got engaged and will be getting married on July 26, 2014." In her message, sent to Drs, Angelo Bonadonna and Norman Boyer of the English and Foreign Languages Department, Nicole added, "I teach some amazing souls from troubled backgrounds and conflicted home-life situations, and without your guidance, it's unlikely I could
handle the situations I face on a daily basis. By that, I mean that you've taught me the value of education and that even the most discouraged of youth deserve to receive the best education possible. It has become my life mission to make sure they get it when they step into my classroom. Of course there are moments that I play mom, big sister, bouncer, disciplinarian, counselor, and more, but primarily my students see and respect the value in me as an educator, and that has made all the difference in my approach to my job and life."

Julie Alvarado (’08 B.A., Elementary Education, M.A., Special Education), who is the coordinator and teacher in the Learning Resource Center at Mother McAuley High School, was recognized as a 2014 recipient of the Chicago Archdiocesan Distinguished Service Award. Congratulations, Julie!

Lois Goudeau (’06 M.A.) teaches general science and physical science and co-teaches chemistry/physical science at Bremen High School (Midlothian) in SD 228. She is working on her third masters degree in Counseling and is completing her internship at Bremen High School. One of her children is attending college and one just graduated from college.

Kendall Postema (’05 M.A., Special Education) teaches students with severe disabilities at Elim Christian School in Crestwood. Her son is 7 and enjoyed dressing as Harry Potter this holiday season.

Carrie Fischer (’02 English Secondary Education) has recently been named Lead Instructional Designer with Expeditionary Learning. She joined Expeditionary Learning in 2007 as a School Designer and later served as Associate Regional Director and then as Associate Director of Professional Development. As Associate Director of Professional Development she created and facilitated professional development for New York state on Common Core literacy implementation. Prior to working for Expeditionary learning, Carrie taught at Steinmetz High School and then at Skyview High School in Thornton, Colorado, while pursuing an M.A. in Curriculum and Instruction (focusing on Literacy) at the University of Colorado, Boulder. When Expeditionary Learning opened MESA within the former Skyview High School in 2005, Carrie became a Lead Teacher. She will receive her EdD in Higher Education and Organizational Change from Benedictine University in December 2014. Carrie reports that one of her proudest moments occurred at a gathering of over 800 Expeditionary Learning teachers and staff in Denver. Michael Johnson, her principal at MESA and now a Colorado State Senator, addressed the gathering. Mentioning the many people he did not have time to acknowledge, he singled out only two. One was Carrie. Of her he said “I did not know what real teaching was until I entered Carrie's classroom.”

Julie Bekta Huhra (M.A., Special Education) teaches at Millenium School in Kirby School District 140, Tinley Park. Claudia Woodruff is Principal at Mother McAuley High School in Chicago.

Cathy Rogers (M.A., Special Education) teaches at Stratford Middle School in SD 93 in Bloomingdale. The district is initiating 1:1 technology and moving to standards-based grading.

Jessica Dominguez (B.S., Elementary Education) teaches social studies to 6th graders at Arbor Park Middle School in Oak Forest. Although she student taught in grade 1 with a cooperating teacher who was her 1st grade teacher, Jessica has taught middle school students for 14 years in SD 145.

Sarah (Perfetti) Whelton (M.A.) is teaching 5th grade math, language arts, and social studies at Arbor Park Middle School in SD 145, Oak Forest, IL.

Michael Lundberg (M.A., Elementary Education) is teaching literature to junior high students and math to 5th graders at Saints Cyril and Methodius Elementary School in Lemont. Mike is also a religious education director at SS Cyril and Methodius and director of Youth Ministry at Sacred Heart parish in Palos Hills.

FACULTY ACTIVITY

Cathleen Paterno, Ed.D., and Amber Randolph, Ph.D., will be presenting at the DuPage Counselor Countywide Institute Day on February 28, 2014 at the College of DuPage in Glen Ellyn, IL. Drs. Paterno and Randolph will be presenting information regarding self-care strategies for school counseling interns and supervisors.

Research conducted by Christopher A. McCullough, Ed.D., and Renee Robinson, Ph.D., will appear in the upcoming March/April 2014 issue of Assessment Update.

- McCullough, C. A. & Robinson, L. R. (In Press). Faculty Voices on Assessment: A Case Study Involving the Role of an Institutional-Level Assessment Committee in Faculty Professional Development Initiatives. Assessment Update.
Christopher A. McCullough, Ed.D., and Catherine Larsen (DePaul University) will be presenting a scholarly paper at the Annual Meeting of the American Educational Research Association (AERA) in April. The paper is titled, “Student Achievement Impact: Analysis of Long-term Effects of An Urban School-university Partnership on Student Learning” and describes the residual impact of a four-year school-university collaboration on student achievement.

David Bell, Ed.D., is supporting the Illinois RtI Network as the Area Wide Instructional Leader for Area1/ISC: Administering and delivering the area-wide plan for implementation of the Illinois Response to Intervention (RtI) Network of professional development, technical assistance and coaching. The following are some topics in which he will co-present: February 11, 2013 for the Illinois RtI Network External Coach Meeting held at South Cook Intermediate Center

- Problem Solving Process and Aligning Policies and Procedures to RtI/MTSS February 20, 2014 for the Illinois RtI Network (Network Meeting) held at South Cook Intermediate Center
- Making Progress Monitoring Work at Tier 2 February 7, 2014, Dr. Bell also conducted a workshop for K-3 teachers on
- Problem Solving in K-3 classrooms

Jessie Panko, Ph.D., was awarded the 2014 Most Valuable Trainer from Population Education. Panko became a PopEd trainer in 2001, and since completed over 35 workshops.