

COLLEGE OF EDUCATION

ANNUAL REPORT
2010-11



ROOSEVELT UNIVERSITY
COLLEGE OF EDUCATION

MESSAGE FROM THE DEAN



You have before you the third annual report of the College of Education at Roosevelt University since the beginning of my tenure as dean. As with each preceding report I begin my comments with a heartfelt thanks to our faculty, staff and students for what has been an outstanding year in the life of the college.

This academic year has seen the culmination of the considerable intellectual effort dedicated to telling the story of our successes to our accrediting body, the National

Council for the Accreditation of Teacher Education (NCATE). This May an accreditation team of respected educators came to our campus to engage with our faculty, students, school partners and staff to learn of our story firsthand. They left us with very positive comments, and we look forward to the review of their report by the NCATE Board of Examiners in October 2011. In addition, the coming year will find us addressing new challenges as we configure our programs to meet new standards for teacher education and principal certification enacted by the Illinois State Board of Education.

As you read the pages ahead you will learn of our great community outreach work. This work has been accomplished through partnerships, grants, course work, action research and, most importantly, the commitment and passion with which our faculty, staff and students dedicate themselves to our college's mission to

“Prepare students through real world experiences to transform schools and communities in the pursuit of social justice for children and families.”

Much of our community work is spearheaded by our college's Office of Community Engagement (OCE). Established in January 2009 under the leadership of Associate Dean Teryl Rosch, this office works to consolidate the community outreach

activities of the college by targeting specific communities for our work and promoting the existing themes of our outreach, i.e., promoting child literary and college readiness. The great successes of the OCE, both in acquiring funding, supporting faculty and impacting the community are detailed in this year's Annual Report. And the outreach and impact are ever expanding. This year in January 2011, three of the University's federal TRIO programs joined the OCE. These TRIO programs focus on college readiness and include Veterans Upward Bound, which is based on campus, and Upward Bound and Educational Talent Search, which do most of their work on site within the Chicago Public Schools.

Finally, take a look at the architect's renderings for College of Education Continuing Education Centers on both campuses. We are in the midst of a drive to fund Continuing Education Centers at both our Chicago and Schaumburg campuses to serve education and counseling professionals' needs for continuous improvement. We also envision the centers as resources for programming and services for children, youth and their families to support them in their academic and personal success.

The COE is a hub of activity, and I have only been able to scratch the surface of all that we are doing inside and outside the classroom. Enjoy this annual report, and thank you for your interest in and support for the college as we live our mission.

Sincerely,




Holly A. Stadler
Dean



CHICAGO CAMPUS
NEW BUILDING, OPENING IN 2012



COLLEGE OF EDUCATION | 2010-11



SCHAUMBURG CAMPUS

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COLLEGE OF EDUCATION ADMINISTRATION

Holly Stadler
Dean

Thomas Phillion
Associate Dean for Academic Affairs

Teryl Ann Rosch
*Associate Dean for Community
Engagement*

Diana Kidd
*Assistant Dean for Finance and
Operations*

Aparajita Maitra
Assistant Dean for Student Services

Caleb Paull
*Assistant Dean for Communications
and Continuous Improvement*

Nona Burney
*Chair, Department of Curriculum
Studies*

Renate Rohde
*Chair, Department of Specialized
Studies*

Cathy Lymon
Executive Secretary to the Dean

EXCHANGE PROGRAMS EXPAND COMMITMENT TO SOCIAL JUSTICE

Social Justice High School Partnership

Thanks to a renewed grant from the Polk Bros. Foundation, Roosevelt University and Chicago's School of Social Justice, Little Village Lawndale High School continued their partnership of offering summer college immersion programs. Approximately 20 to 25 students from the high school learned about college life during summer 2011 at Roosevelt's Chicago Campus by spending a week in the University Center residence hall, receiving instruction in writing and math, and receiving guidance in the college application process, including financial aid form completion.

Since 2008, Roosevelt has hosted more than 110 Social Justice High School students during summer programs and has held numerous parent, faculty and staff meetings. During the past two academic years, a total of 22 students from SJHS have enrolled at Roosevelt, making it the University's largest feeder high school. This is significant because SJHS is part of the Chicago Public Schools, where the drop-out rate for high school students is around 50 percent. And, many SJHS students are first-generation college students, who might not have had the opportunity for higher education without assistance from the Polk Bros. Foundation and Roosevelt University.

Creating Balanced Literacy Schools

An Illinois Board of Higher Education grant has supported the transformation of two Woodlawn Community Chicago Public Schools into Balanced Literacy Schools. This has involved the establishment of school-wide literacy teams, parent libraries, Read-Aloud libraries and Guided Reading libraries.

Navigating Peace through Service Learning

A new seminar course, EDUC 352/452, Navigating Peace: Exploring Bullying, Conflict and Social Justice Issues in Education, introduces undergraduate and graduate education and counseling students to the broad field of conflict resolution education, including social emotional learning, anti-bullying programs, peer mediation, negotiation processes, expressive arts and conflict resolution education, restorative justice programs, and bias awareness programs. It provides students with examples of activities and programs and gives students the opportunity to put the lessons into practice through a service-learning collaborative with Safe Haven after-school programs in Chicago.

Chicago HOPES Service Learning for Counselors

One feature of CHS 400: Orientation to Graduate Study in Counseling, taught by Assistant Professor Dennis Frank in Fall 2010, was a service-learning project with the Chicago HOPES (Heightening Opportunity and Potential for Educational Success) program. The students taking this counseling course provided approximately 350 hours of after-school tutoring and enrichment activities to school-aged children in Chicago-area homeless shelters. The sessions were dedicated to reading, writing and math development, while also exposing the children to artistic and enrichment activities that cultivate curiosity and promote self-sufficiency.

Veterans Upward Bound (VUB)

Under the leadership of Vietnam-era veteran Chris Chalko, the Veterans Upward Bound program at Roosevelt University celebrated its 15th year of preparing military personnel to re-enter the classroom. Since its inception, the pre-college program, which provides training in basic language arts, math, computers and Spanish, has served veterans from every branch of the military service and all wars from Vietnam to the present. The program offers the support and encouragement that service people need to make the transition to civilian life and receive an education, so they can get on with their lives.

VUB is a nationwide, free-of-charge program funded by the U.S. Department of Education. The Roosevelt University program is the only one of its kind in Illinois and has helped nearly 2,000 veterans. With veterans of the Afghanistan and Iraq wars returning home, VUB continues to be a relevant and much needed service. Veterans who complete the VUB program often go to Roosevelt or another college to earn their bachelor's degrees.

Latino Literacy Project: Logan Square Partnership

With support from Roosevelt's Mansfield Institute for Social Justice and Transformation, the Latino Literacy Service Learning project was launched during the Fall 2010 semester in Assistant Professor Tammy Oberg De La Garza's course, READ 320, Teaching Reading in the Elementary School. This project is the product of a collaboration among Roosevelt University, the Logan Square Neighborhood Association (LSNA), local Chicago Public Schools and families. The multi-tiered project was deliberately designed to improve literacy and strengthen learning communities in an urban, Latino neighborhood of Chicago. Specific needs expressed by the partners included:

- Increase literacy achievement in Latino elementary students.
- Improve literacy instructional practice of pre-service teachers and parent tutors.

- Expand awareness of social injustices.
- Explore barriers to literacy access in an urban, Latino neighborhood of Chicago.

The results of the course were:

- **Increasing Literacy Achievement.** At the crux of the project, 17 undergraduate, pre-service teachers tutored small groups of Latino students in four elementary schools in the Logan Square neighborhood for eight weeks. In the tutor sessions, students explored a variety of research-based reading strategies and examples of quality children's literature.
- **Improving Literacy Instruction.** To improve the literacy instruction practice of pre-service teachers and parent tutors, the College of Education hosted two joint workshops exploring ESL and reading comprehension strategies. Over 75 participants engaged in interactive reading lessons.
- **Expanding Social Justice Awareness and Exploring Literacy Barriers.** To expand awareness of social injustices, the undergraduate, pre-service teachers and the elementary school students took photographs of literacy found in their homes and communities. By comparing the limited literacy access opportunities of Latino students to the abundant opportunities that were available to the undergraduates, it became clear that access to literacy and learning is not equitable within different populations of our city.

This project of inquiry, learning and practice can serve as a model for developing partnerships and outreach between higher education institutions and the community.

GEAR UP

In a summer writing program, incoming high school seniors from our GEAR UP partner schools came to the Chicago Campus for two weeks to work on their writing skills, which included drafting a personal statement for scholarship and college applications.

Beefing up algebra and geometry skills was the focus of the two-week College Math Prep Camp, where incoming college freshmen from GEAR UP schools were in the Gage Building preparing for math placement tests, while high school seniors were reviewing math concepts in preparation for retaking the ACT exam.

Educational Talent Search

In the Educational Talent Search Summer Program, students from Schurz and Senn High Schools participated in four weeks of science, leadership activities, ACT prep classes and a series of college preparation workshops, followed by a

weeklong college tour. Students also enjoyed social and cultural experiences designed to get them to think about their long-term goals and experience life outside of their schools and neighborhoods.

Upward Bound

High school students in the Upward Bound Summer Program lived at Roosevelt's Chicago Campus for the first two weeks of the program and then commuted for the third and fourth weeks. Students participated in a weeklong college tour. During the program, students strengthened their skills in English, math, science, history/cultural studies and foreign languages, and attended seminars in ACT and college preparation. Social and cultural experiences helped to round out the program.

Madrid Science Teacher Program

The second year of the Madrid Science Teacher Program demonstrated for 30 science teachers from Spain the skills and language needed to teach science content and activities in English. The Spanish visitors lived with host families during their stay, and participated in cultural, as well as academic, activities while in Chicago.

Transformational Learning at Ruiz School

Dr. Elizabeth Meadows has incorporated transformational service learning into the course, ELED 361-01 Pre-Student Teaching, through a partnership with the Irma C. Ruiz Elementary School in Chicago and its principal, Mr. Dana Butler. For the past two academic years, students taking her course spend one day a week in a kindergarten through 6th grade classroom, where they provide small group and one-on-one instruction and progress to teaching a specific subject area each week.

Transformational learning has allowed these undergraduates to serve in a community that many had not visited. This powerful experience has also motivated them to work in urban education, and several have requested either additional teacher preparation experiences or student teaching assignments at Ruiz School. In addition, Mr. Butler reports on the positive effects for his young students' learning and for his school overall.

SCHOOLS SERVED BY THE OFFICE OF COMMUNITY ENGAGEMENT AND GRANT PROGRAMS

GEAR UP

Clark
Clemente Community Academy
Curie Metropolitan
Dunbar Career Academy
Farragut Career Academy
Fenger Academy
Foreman
Harlan Community Academy
Hancock
Hope
Hyde Park Academy
Kelly
Kenwood Academy
Kelvyn Park
Little Village Lawndale High Schools
*Infinity
*Multicultural Arts
*Social Justice High School
*World Languages
Roosevelt
Uplift
Wells Community Academy

IBHE: Differentiating Professionalism

Dumas
Fermi

Jumpstart

Our Lady of Lourdes
Cordi-Marian
National Teachers' Academy

Polk Bros. Foundation

Social Justice High School

Chase

Dunbar
Hyde Park Academy
King

Illinois Campus Compact

Al Raby
Curie
Kelvyn Park
Lincoln Park
Walter Payton College Prep

Upward Bound

Social Justice High School

Educational Talent Search

Schurz High School
Senn High School
Brentano Math and Science Academy

FACULTY AT A GLANCE

21 TENURED FACULTY MEMBERS

11 TENURE-SEEKING FACULTY MEMBERS

2 FULL-TIME CLINICAL INSTRUCTORS

Promoted from Assistant to Associate Professor in 2010-11



Daniel L. White

Reappointed to Assistant Professor in 2010-11



Kristina Peterson

New Faculty Appointments in 2010-11

Jasmine Knight, Assistant Professor, Counseling



Dr. Knight has years of experience as a professional school counselor. She has had the opportunity to speak at numerous regional and national conferences on topics relevant to the field of school counseling. Her research interests focus on school counselor preparation, specifically how school counselors develop and implement multicultural competence and advocacy behaviors.

Alyson Lavigne, Assistant Professor, Elementary Education



Dr. Lavigne holds a PhD in educational psychology with a minor in human development and family studies from the University of Arizona. Her research interests include teacher retention, student and teacher motivational dynamics, and early childhood and elementary education. Dr. Lavigne utilizes her research interests to inform her teaching, particularly in the area of classroom application in child and human development courses.

Tammy Oberg De La Garza, Assistant Professor, Language and Literacy



Dr. Oberg De La Garza is a scholar activist who weaves literacy research, teacher education and service learning into practice with educators. Her research focuses on challenging the status quo of Latino Literacy access and achievement by working on projects that benefit students, parents and the community.

SELECTED FACULTY PUBLICATIONS AND PRESENTATIONS

Cindy Anderson

- Anderson, C.L., & Anderson, K.M. (2011). *Calculation and Culture: Adapted Accessible Mathematics Games from Different Countries*. *Proceedings of Society for Information Technology & Teacher Education International Conference 2011*. (pp. 4206–4210). Washington, D.C.
- Anderson, C.L., & Anderson, K.M. (2010). Access to science for ALL students. *Journal of Special Education Technology*, 12(5), 19–24.
- Anderson, C.L., & Anderson, K.M. (2010, November). *Universally-designed, ethnic math games in K–12 and teacher education*. Presented at the Teacher Education Division of Council for Exceptional Children Conference, St. Louis, MO.
- Anderson, C.L., & Anderson, K.M. (2010, November). *Wordles, Prezis, and Glogs, Oh my!: Integrating Web 2.0 Tools into Special Education Methods*. Presented at the Teacher Education Division of Council for Exceptional Children Conference, St. Louis, MO.
- Anderson, C.L., McPherson, S., & Dalton, E. (2010). *Is technology instruction in teacher education programs too narrow to meet current needs?* *Proceedings of Society for Information Technology & Teacher Education International Conference 2010* (pp. 2343–2353). Washington, D.C.

Leslie Rebecca Bloom

- Bloom, L. *Feminist Qualitative Methodologies for Social Justice Invited Paper*. School of Education, DePaul University.
- Bloom, L. *Historias del Campo: Investigaciones Cualitativas para la Justicia Social*. Fulbright Public Lecture. University of Antioquia and the Colombia Fulbright Commission, Medellin, Colombia.
- Bloom, L. *Interpretive Conflict and Authorial Privilege in Community Research*. International Congress of Qualitative Inquiry, Champaign-Urbana, IL.
- Bloom, L. *Investigación desde una perspectiva de Justicia Social: Experiencias y reflexiones desde Colombia*. International Congress of Qualitative Inquiry.
- Bloom, L. *Integrating Academic and Community Social Justice Activism: An Interview with Leslie Rebecca Bloom*. American Educational Research Association, New Orleans, LA.
- Bloom, L. *La investigación cualitativa desde la reflexión ética: Un requisito para promover la justicia social*. International Congress of Qualitative Inquiry.

- Bloom, L. *New Borders to Cross: Rethinking Interdisciplinary Research*. International Congress of Qualitative Inquiry, Champaign-Urbana, IL.

Nona Burney

- Burney, N., & Perkins, P. (2010). *Distributed Leadership: A Tool for Creating Learning Outcomes and Transforming Curriculum*. In S. Gano-Phillips, & R.W. Barnett (Eds.), *A Process Approach to General Education Reform: Transforming Institutional Culture in Higher Education* (pp. 39–53). Madison, WI: Atwood.

Dorota Celinska

- Celinska, D. (2010). Narrative voices of early adolescents: Influences of learning disability and cultural background. *International Journal of Special Education*, 24(3), 150–172.
- Celinska, D. *Taking different perspectives on narratives of diverse students with and without learning disabilities*. Second International Conference on Education Research, Center for Policy and Practice, New Orleans, LA.

Roberto Clemente

- Clemente, R. (2011). *Fantasias e ilusiones desde el exilio*. Buenos Aires, Argentina: Libros en Red.
- Clemente, R. *Are all Hispanics/Latinos the Same? Understanding their Worldviews and Intra-Ethnic Differences*. Diversity and Multiculturalism in Academe, Milwaukee School of Engineering, Milwaukee, WI.
- Clemente, R. *Do you want to teach abroad?: Faculty-led Immersion Courses and its Implementation in Counseling Programs*. Revisioning Research and Supervision in Counselor Education, North Central Association for Counselor Education and Supervision, Itasca, IL.
- Clemente, R. *Hacia el Desarrollo de Un Código de Ética en Guatemala: Implicaciones Culturales*. ACA-New Orleans, American Counseling Association, New Orleans, LA.
- Clemente, R. *My Counseling Students Do Not Know Statistics*. Revisioning Research and Supervision in Counselor Education, North Central Association of Counselor Education and Supervision, Itasca, IL.
- Clemente, R. *Teaching Research for Informed Practice*. Revisioning Research and Supervision in Counselor Education, North Central Association of Counselor Education and Supervision, Itasca, IL.

Clemente, R. *The Needs of Suburban Middle School Students: What Should School Counselors Know? Envisioning the Future: Advancing the Theory and Practice of Counseling*, Illinois Counseling Association, Lisle, IL.

Bruce Dykeman

Dykeman, B. *My Counseling Students Do Not Know Statistics*. Revisioning Research and Supervision in Counselor Education, North Central Association of Counselor Education and Supervision, Itasca, IL.

Dykeman, B. *Teaching Research for Informed Practice*. Revisioning Research and Supervision in Counselor Education, North Central Association of Counselor Education and Supervision, Itasca, IL.

Dennis Frank

Frank, D.A., II (2011). *Counseling & Diversity: Counseling LGBTQ Americans*. Florence, KY: Cengage Learning.

Frank, D.A., II. *Couples group counseling: Improving couples communication*. Revisioning Research and Supervision in Counselor Education, North Central Association of Counselor Education and Supervision, Itasca, IL.

Judith Gouwens

Gouwens, J. *Using Assessments to Inform Instruction*. Illinois Summer Migrant Education Workshop, ISBE, Springfield, IL.

Gouwens, J. *Using MAS Books in Balanced Literacy*. Illinois Summer Migrant Education Workshop, ISBE, Springfield, IL.

Gregory Hauser

Hauser, G.M. *Developing and Cultivating Democratic Learning Community: Research into Theory and Practice in a College of Education*. Annual Meeting of the American Educational Research Association, New Orleans, LA.

Hauser, G.M. *Expanding attention and responses to social differences in schools through teacher preparation and development*. Academy of Educational Studies, Missouri State University.

Hauser, G.M., & Koutouzos, D. (2010). *The Standards-based Digital School Leader Portfolio: Using TaskStream, LiveText, and PowerPoint*. Lanham, MD: Rowman-Littlefield.

Hauser, G.M., & Thomas, T.P. (2011). The Preparation and Training of Elementary and Secondary School Teachers in the USA Related to Social Diversity. In Issa M. Saleh, & Myint Swe Khine (Eds.), *Practitioner Research in Teacher Education: Theory and Best Practices*. Frankfurt am Main, Germany: Peter Lang.

Martin Jason

Jason, M. (2010). *A Needs Assessment to Determine Direction for Social Justice Classroom Initiatives*. National Network for Educational Renewal Conference, National Network for Educational Renewal, Bloomington, IL.

Jason, M. *Exploring a Performance-based Approach to Teacher Education Programs*. Critical Questions in Education Conference, Academy for Educational Studies, Chicago, IL.

Thomas Kersten

Kersten, T. A. (2011). Plan now to prepare for your retirement. *Kappan Delta Pi Record*, 47(2), 85–87.

Kersten, T. (2010). *Stepping into Administration: How to Succeed in Making the Move*. Lanham, MD: Rowman-Littlefield.

Kersten, T. (2010). *Taking the mystery out of Illinois school finance* (3rd edition). Houston, TX: NCPEA Press.

Kersten, T.A. (2010). Using a Group Interview Process in Teacher Hiring. *The School Administrator*, 67.

Kersten, T. A., & Edmonson, S. (2010). Publishing in educational leadership. *Education Leadership Review*, 11(1), 52–58.

Kersten, T., & Frost, L.A. (2011). The Role of the Elementary Principal in the *Instructional Leadership of Special Education*. *International Journal of Educational Leadership Preparation*, 6(2).

Kersten, T., & White, D.L. (2011) Improving Administrative Internship Programs: Recommendations from Secondary School Principals. *School Leadership Review*, 6(1).

Byoung Sug Kim

Kim, B. *Explicit versus Implicit Teaching: Pre-service Elementary Teachers' Peer Teaching Lessons on Inquiry Process Skills*. Annual Meeting of the National Association for Research in Science Teaching, Florida.

Kim, B. *The National Science Education Standards and Inquiry-based Science Teaching*. Professional Development Workshop for Middle School Science Teachers, Gyeonggi Institute of Science Education, South Korea.

Kim, B. *The Nature of Science, Science Learning, and Scientific Inquiry*. College of Education Colloquium, Korea National University of Education, South Korea.

Kim, B.S., & Szpunar, D. (2010). Integrating teaching experience into an introductory chemistry course: The chemistry of global warming. *Science Education and Civic Engagement: An International Journal*, 3, 35–40.

Jin-ah Kim

Bates, A., Kim, J., & Latham, N. (2010, May). *Comparing Mathematics Self-Efficacy and Teaching Self-Efficacy of Early Childhood and Elementary Education Pre-service Teachers*. Paper presented at Canada International Conference on Education (CICE), May 24–26, Toronto, Canada.

Bates, A., Kim, J., & Latham, N. (2009). *ECE pre-service teachers' perceptions and fears about mathematics instruction*. Paper presented at Association for Childhood Education International (ACEI) Annual International Conference & Exhibition, Chicago, IL.

Kim, J. (2010). *K-12 classroom teachers' perceptions on Professional Development School (PDS) program: Benefits and challenges of professional development*. Paper presented at 2010 Professional Development Schools National Conference (NAPDS), March 11–14, Orlando, FL.

Kim, J. (2009). *Changes in students' writing self-efficacy over time: Looking through grades kindergarten, 1, and 6*. Paper presented at Association for Childhood Education International (ACEI) Annual International Conference & Exhibition, Chicago, IL.

Kim, J. (2009). *Changes on Students' Perceptions of Writing Self-efficacy from Grades Kindergarten, 1, and 6: Issues For The Learning Environment*. Poster Board presented at American Educational Research Association (AERA) Annual Conference, San Diego, CA.

Kenneth King

King, K.P., Hennig, M., & Peterson, B. (2011). Infusing Science-Technology-Society into an Elementary Teacher Education Program: The Impact on Preservice Teachers. *Teacher Education & Practice*, 24(1), 46–65.

King, K.P. (2010). “Deal me in”: Using playing cards to model the periodic table of the elements. *Science Scope*, 34(4), 65–69.

King, K. *Embedding the Science Fair into Elementary Science Methods: Supporting Inquiry for Elementary Students*. ASTE Annual Conference, Association for Science Teacher Education, Minneapolis, MN.

King, K. *From College Class to Classroom Practice: Curriculum Development in Science Methods Courses*. ISTA Annual Conference, Illinois Science Teachers Association, Springfield, IL.

Jasmine Knight

Knight, J. Promoting the success of all students: School Counselors and Multicultural Competence. Illinois School Counselor Association Conference, Chicago, IL.

Knight, J. *Sugar and spice and something not nice: Methods for addressing relational aggression in girls*. Illinois School Counselor Association Conference, Chicago, IL.

Knight, J., Grothaus, T., Lorrell, S., & Anderson, K. (2011). Answering the call: Facilitating responsive services for students experiencing homelessness. *Professional School Counseling*, 14(3), 191–201.

Alyson Lavigne

Lavigne, A. *Beliefs as buffers of the first year of teaching: Does context matter?* Arizona Educational Research Organization Annual Meeting, Arizona Educational Research Organization, Phoenix, AZ.

Lavigne, A., & McCaslin, M. (2010). Social policy, educational opportunity, and classroom practice: A co-regulation approach to research on student motivation and achievement. In *Advances in Motivation and Achievement*, T. Urdan, S. Karabenick, & F. Pajares (Eds.). Bingley, UK: Emerald Group Publishing Limited.

Becky McTague

McTague, B. *Literacy Teams for Faculty: A Key to School Improvement*. International Reading Association Annual Conference, International Reading Association, Orlando, FL.

McTague, B. *Team Approach for School Change*. International Reading Association Conference, International Reading Association, Orlando, FL.

McTague, B. *Vocabulary a Key to Success*. Illinois Summer Reading Conference, Illinois Reading First, Tinley Park, IL.

McTague, B. *Vocabulary Instruction for All*. Illinois Reading Conference, Illinois Reading Council, Springfield, IL.

McTague, B. *Vocabulary Strategies: Combining Engagement with Efficiency*. 34th Day of Reading, Secondary Literacy Conference Grades 6–12, Tinley Park, IL.

McTague, B., & Policastro, M. (2010). Creating Parent Libraries: Enhancing Family Literacy Through Access to Books. *Illinois Reading Council Journal*, 39(1).

McTague, B., & Policastro, M. *Literacy Teams for Faculty: A Key to School Improvement*. International Reading Association Annual Conference, International Reading Association, Orlando, FL.

Elizabeth Meadows

Meadows, E. (2011). *Listening in Interpretive Discussion*. American Association of Educational Research 2011 Annual Meeting, American Association of Educational Research, New Orleans, LA.

Meadows, E. (2010). *Democratic Education through Interpretive Discussion*. Rouge Forum, Lake Geneva, WI.

Meadows, E. *Service-Learning in a Large Public School District*, Rouge Forum, Lewis University, Romeoville, IL.

Tammy Oberg De La Garza

Oberg De La Garza, T. (2011). *Cultural and Economic Divides of Literacy Access: Addressing barriers and advocating change*. Presented at the International Conference on Diversity in Organizations, Communities and Nations Annual Conference, Cape Town, South Africa.

Oberg De La Garza, T. (2010, August). A Review of Literacy and Power. *Education Review*.

Oberg De La Garza, T. *Exploring the Barriers of Latinos' Access to Literacy and Addressing Change through Community Partnerships*. International Association of Research in Service Learning and Community Engagement, Chicago, IL.

Oberg De La Garza, T. *Exposing the Barriers of Latinos' Access to Literacy and Addressing Change through Community Partnerships*. National Association for Multicultural Education Annual Conference, National Association for Multicultural Education, Chicago, IL.

Oberg De La Garza, T. *Research and design: Negotiating paradigms and theories in design service-learning research for teacher education*. International Conference of Service Learning in Teacher Education Annual Conference, International Conference of Service Learning in Teacher Education, Indianapolis, IN.

Oberg De La Garza, T. *Tailoring Professional Development to Foster Research-Based Instructional Practice in Urban Schools*. American Educational Research Association Annual Conference, American Educational Research Association, New Orleans, LA.

Oberg De La Garza, T. *Using Photovoice Methodology to Explore Latinos' Access to Literacy*. American Educational Research Association Annual Conference, American Educational Research Association, New Orleans, LA.

Kristina Peterson

Peterson, K., & White, D.L. (2010). Counseling Education Candidates' Perceptions of Theory. *International Journal of Learning*, 17(7), 511–522.

Linda Pincham

Pincham, L. (2011). A Dinosaur Hatches Its Eggs: Using Technology as a Pedagogical Tool. In S. D'Agustino (Ed.), *Adaptation, Resistance and Access to Instructional Technologies: Assessing Future Trends in Education*. Hershey, PA: IGI Global.

Pincham, L. (2010). Empowering GO-GIRL Teacher Mentors: More Than a Chance to Give Back. *Educational Horizons*, 89(1), 62–68.

Pincham, L. *Dolphins and Lions and Zebras, Oh My! What Type of Conflict Style Am I?* National Middle School Association, Louisville, KY.

Margaret Policastro

McTague, B., & Policastro, M. (2010). Creating Parent Libraries: Enhancing Family Literacy Through Access to Books. *Illinois Reading Council Journal* 39(1).

McTague, B., & Policastro, M. *Literacy Teams for Faculty: A Key to School Improvement*. International Reading Association Annual Conference, International Reading Association, Orlando, FL.

Policastro, M. Creating a Balanced Literacy School: Data Driven Literacy Centers and Guided Reading. Professional Development Presentation, St. Luke School, River Forest, IL.

Policastro, M. *Differentiating Professional Development: Data driven teams to create and sustain a balanced literacy school*. Illinois Reading Council Conference, Illinois Reading Council, Springfield, IL.

Policastro, M. *Getting to Guided Learning and Reading: Differentiating and Small Group Instruction*. School Inservice, Fermi School, Chicago, IL.

Renate Rohde

Rohde, R. *Teaching Research for Informed Practice*. Revisioning Research & Supervision in Counselor Education, North Central Association of Counselor Education and Supervision, Itasca, IL.

Maria Earman Stetter

Stetter, M.E. (2011). Computer-assisted instruction to enhance the reading comprehension of struggling readers: A review of the literature. *Journal of Special Education Technology*, 25(4), 1–16.

Stetter, M.E. (2011). *Overview of Computer Interventions for Comprehension Instruction of Generally Performing Students*. Proceedings of Association for the Advancement of Computing in Education Conference, Nashville, TN.

Stetter, M.E. (2011). *Using Digital Stories to Increase Self-Reflection in an Introductory Special Education Course*. Society for Information Technology and Teacher Education International Conference, Society for Information Technology and Teacher Education, Nashville, TN.

Stetter, M.E. (2011). *Using Digital Stories to Increase Self-Reflection in an Introductory Special Education Course*. Proceedings of Society for Information Technology and Teacher Education International Conference, Nashville, TN.

Stetter, M.E. (2011). *Using Story Grammar Instruction to Improve Comprehension in Students with Learning Disabilities*. Convention & Expo, Council of Exceptional Children, Baltimore, MD.

Stetter, M.E., & Tejero, M. (2011). *Using Story Grammar Instruction to Improve Comprehension in Students with Learning Disabilities*. Proceedings of Council of Exceptional Children Conference, Baltimore, MD.

Stetter, M.E. *Overview of Computer Interventions for Comprehension Instruction of Generally Performing Students*. Society for Information Technology and Teacher Education International Conference, Society for Information Technology and Teacher Education, Nashville, TN.

Thomas P. Thomas

Hauser, G.M., & Thomas, T.P. (2011). The Preparation and Training of Elementary and Secondary School Teachers in the USA Related to Social Diversity. In Issa M. Saleh, & Myint Swe, Khine (Eds.), *Practitioner Research in Teacher Education: Theory and Best Practices*. Frankfurt am Main, Germany: Peter Lang.

Thomas, T.P. *Expanding attention and responses to social differences in schools through teacher preparation and development*. Academy of Educational Studies, Missouri State University.

Daniel White

White, D.L. *Student-teachers Perceptions of Theory: What have we learned?* Utrecht University, Utrecht Schools Conference, Utrecht University, Division of Teacher Education, Utrecht, Netherlands.

White, D.L., & Kersten, T. (2011). Improving Administrative Internship Programs: Recommendations from Secondary School Principals. *School Leadership Review*. 6(1).

White, D.L., & Peterson, K. (2010). Counseling Education Candidates' Perceptions of Theory. *International Journal of Learning*, 17(7), 511–522.

FUNDED FACULTY RESEARCH AND SERVICE PROJECTS

Cindy Anderson

Society for Information Technology and Teacher Education (SITE) Grant:
simSchool: OER Modules for Learning to Teach

Nona Burney

Albert & Anne Mansfield Foundation Grant: Re-envisioning transformational leadership: Engaging social justice practices

Byoung Sug Kim

Roosevelt University Professional Development Grant: Expanding the Scope of Cross-Curricular Instructional Pedagogy in Teacher Education

Alyson Lavigne

Roosevelt University Summer Research Grant: Teacher Retention Project

Elizabeth Meadows

State Farm-Illinois Campus Compact Grant: Sharing Visions: The Process of Re-Imaging Service-Learning

Tammy Oberg De La Garza

McCormick Tribune Foundation Transformational Service Learning Grant: Latino Literacy Service Learning Project: Improving ESL Literacy Instruction

American Association of University Women (AAUW) American Fellowship Publication Grant: Capturing and Dismantling Barriers of Latina Students' Access to Literacy and Power

Roosevelt University Professional Development Grant: Expanding the Scope of Cross-Curricular Instructional Pedagogy in Teacher Education

Margaret Policastro and Teryl Ann Rosch

Illinois Board of Higher Education Grant: Differentiating Professional Development: A Data Driven Model for Creating Balanced Literacy Workgroups

COLLEGE OF EDUCATION AT A GLANCE

Academic Departments

Curriculum Studies

Undergraduate Degrees and Programs

Early Childhood Education (BA)

Elementary Education (BA)

Secondary Education (Minor)

Graduate Degrees and Programs

Early Childhood Education (MA)

Elementary Education (MA)

Secondary Education (MA)

Specialized Studies

Undergraduate Degrees and Programs

Special Education (BA)

Graduate Degrees and Programs

Bilingual Education (Graduate Certificate)

Clinical Mental Health Counseling (MA)

Educational Leadership (MA, EdD)

English as a Second Language Education (Graduate Certificate)

Reading (MA)

School Counseling (MA)

Special Education (Graduate Certificate, MA)

Teacher Leadership (MA)

Office of Community Engagement

Grant Projects

CRETE (Conflict Resolution Education in Teacher Education)

Differentiating Professional Development: A Data Driven Model for Creating Balanced Literacy Workgroups

GEAR UP (Gaining Early Awareness & Readiness for Undergraduate Programs)

Illinois Campus Compact Service Learning

Jumpstart

Math Boot Camp

Social Justice High School Partnership

Texas Instruments Partnership

THE FUTURE AT A GLANCE

Continuing Education Centers

Ever focused on its mission to prepare students to be socially conscious citizens and active, dedicated leaders in their professions and communities, Roosevelt is expanding both campuses in visionary and dramatic ways. The College of Education will enhance its exceptional learning experiences at the Schaumburg and Chicago facilities through the incorporation of continuing education centers, which feature new conference and breakout rooms; new lounge areas; updated, more accessible technology; new office services and food-preparation areas; and environmentally friendly designs.

Chicago Campus

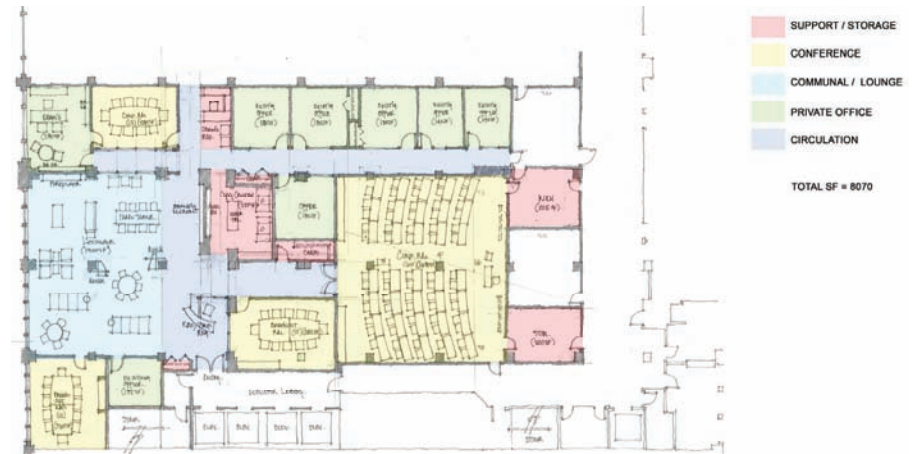
The seventh floor of the Gage Building, a landmark building with an ornamental façade by world-renowned architect Louis Sullivan, will be renovated to expand the College of Education's space and to capitalize on the Chicago lakefront and Millennium Park views. Some highlights include upgraded walls and flooring throughout; the incorporation of glass wherever possible; and a remodeled dean's office space.

Schaumburg Campus

College of Education updates will complement the overall redesign of the Schaumburg Campus, as it transforms into a highly collaborative and green learning space—capitalizing on its access to outdoor space. Some highlights include the addition of small, private offices and a new outdoor courtyard/reception area.

PROPOSED COLLEGE OF EDUCATION FACILITIES

Chicago Campus



Schaumburg Campus



OPPORTUNITIES FOR GIVING

Dean's Excellence Fund

Donors will support all the activities of the College of Education, including scholarships, assistantships, faculty development and other college needs, at the discretion of the dean.

Minimum gift: any amount

College of Education Student Scholarship Fund

Donors will support undergraduate and graduate student scholarships in the college.

Minimum gift: any amount

College of Education Faculty Teaching and Learning Fund

Donors will support research, conference attendance and other professional development for faculty of the college.

Minimum gift: any amount

College of Education Graduate Assistantship Fund

Donors will support tuition and stipends (9 months or 12 months) for graduate assistantships in the college.

Minimum gift: any amount

The Leading Lights Fund

Donors can honor an inspiring educator, school leader or counselor. Contributions to the fund can support a broad range of needs, including scholarships, assistantships, faculty development and other college needs, at the discretion of the dean.

Minimum gift: \$2,500

FOR MORE INFORMATION

Visit: www.roosevelt.edu/giving

Contact: Mirna Garcia, Associate Vice President for Development and Director of Development, College of Education

Phone: (312) 341-2309

Email: mtgarcia@roosevelt.edu

For information about making a gift to the College of Education and Roosevelt University, please visit our donor website at www.roosevelt.edu/giving or contact Mirna Garcia, Associate Vice President for Development and Director of Development, College of Education, mtgarcia@roosevelt.edu, (312) 341-2309.



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