This year marks the 40th anniversary of the School of Education. Since 1969, the School has launched the careers of thousands of professional educators, psychologists, counselors, and higher education faculty and administrators. It is a distinguished history created by dedicated faculty, staff and students. In the coming year we will highlight our history and remember some of those central to the School’s formation and development.

The School continues its evolution and development in both personnel and programs. During the past five years 27 new faculty members have joined the School representing a 58% change. Academic program expansion continues with new programs in Early Childhood Special Education, Science and Math Education, and Special Education Administration. The undergraduate enrollment in teacher preparation has more than doubled in the past four years.

International involvement today is crucial, and our programs in Rome, Cuba, and Indonesia continue to grow. The School has experienced substantial growth in acquisition of external grant and project funding from $180,000 in FY03 to $3.1 million in FY08. It is indeed an exciting time to be part of the School of Education, and we invite you to join us as partners.
School of Education and Swift School Win an Award

The School of Education recently received high honors from the Jimmy & Rosalynn Carter Partnership Foundation. Our collaboration with George B. Swift Specialty School in Chicago’s Edgewater community was chosen as the second place winner of the Carter Partnership Award for Campus-Community Collaboration, a premier state-wide award sponsored by Illinois Campus Compact. The award prominently featured Dr. Diane Schiller, SOE professor, and her service-learning work with Swift School.

Indonesia Program

The SOE has an international partnership with Sanata Dharma University, made possible by Edward Wanandi, LUC Trustee. The program’s goal is to educate Indonesian school teachers to become primary and secondary school administrators. Since June 2007, twelve leaders have pursued a master’s degree in our Instructional Leadership program. Two of the students will remain at Loyola to complete a doctoral degree. After graduation, all of these individuals will return to Indonesia to prepare educational leaders in their country.

New SOE Faculty

Back row: Stephanie Stewart (PhD ’07) and Christopher Rector (PhD ’07). Front Row: Teresa Sosa, PhD, Gina Coffee, PhD, and Emily Chambers. Not pictured: Leah Bricker, PhD, James Breunlin (EdD ’00), and Adam Kennedy.

Back Row: Thomas Wibowo, Agustinus Mintara, SJ; Robertus Santanu; Markus Budiraharto; Ben Hawley, SJ; Leonardus Winandoko, SJ; Yusaphat Muqiharto; Aris Prasetyo. Front Row: Benedictus Nugroho; Catharina Retno Astuti; Agustinus Adiartanto; Makarius Pamungkas; and Robertus Tujo.
Loyola and the School of Education created the Center for Catholic School Effectiveness (CCSE) in 2003 to better support and serve improvement initiatives and excellence in K-12 schools in the Chicago area and nationally.

“Loyola’s center is the first in the nation to focus primarily on providing Catholic and elementary schools with high-quality, research-based professional development designed within the context of Catholic identity and mission,” says Lorraine Ozar, PhD, CCSE director. “Our services include curriculum consulting; instructional leadership training; school effectiveness planning and implementation; teacher professional development; program assessment; accreditation assistance; research; and development, implementation, and evaluation of best teaching practices in faith-based schools.”

In its first five years of operation, CCSE has worked with more than 600 schools in 60-plus dioceses across the U.S. and in Canada, Australia, Guam, the Philippines, and Indonesia, serving an estimated 5,000 Catholic educators. CCSE’s participation in sponsored conferences has touched another 175 schools in 88 dioceses.

“The positive response to CCSE services indicates that Catholic educators and administrators are confident CCSE and Loyola can meet their complex professional and organizational development needs,” says Ozar, who is joined at CCSE by Michael J. Boyle, PhD, assistant director, and Sharon O. Smith, administrative assistant.

A few highlights of the CCSE’s many recent projects:

• Working with Chicago’s San Miguel Back of the Yards School and San Miguel Comer Campus to develop and implement curricula preparing students for success in college prep high school programs.

• Partnering with the Cristo Rey Network on a national summer conference for new teachers and a principals’ leadership academy.

• Helping the Office of Catholic Schools in Chicago and the dioceses of Joliet and Peoria develop standards-based curriculum and design strategies to better serve struggling and special-needs students.

• Working with the Big Shoulders Foundation, Chicago Office of Catholic Schools, and Loyola to implement a Catholic Educator Cohort to expand the pool of qualified Catholic school leaders. Supported by scholarships, cohort members earn an MEd degree in instructional leadership with K-12 administrative certification in exchange for a commitment to seek leadership in an archdiocesan school.

• Publishing a professional development article in each of five annual issues of the National Catholic Educational Association’s NCEA Notes. The articles are supplemented with online graphic organizers and webcasts.

• With the NCEA, hosting CCSE’s fourth national instructional leadership conference, focusing on obstacles and research-based strategies to increase teaching effectiveness in Catholic schools. Dr. Mike Schmoker was the keynote speaker.

• Serving, along with seven other Catholic universities, on the founding leadership team for the Catholic Higher Education Collaborative (CHEC), a partnership committed to finding ways for Catholic higher education to support the future of American Catholic elementary and secondary schools. Loyola’s School of Education and CCSE will host a national conference on leadership development and formation this year.

To learn more about CCSE and its initiatives, contact Ozar at 312.915.6947, or visit LUC.edu/ccse.

HOW YOU CAN HELP

As requests for Center for Catholic School Effectiveness (CCSE) services increase, CCSE has two strategic goals:

• Expand the breadth and depth of its presence in the Chicago area

• Increase the capacity to engage in research and develop templates and assessment instruments to be used by schools, dioceses, and funding organizations

To learn more about CCSE and its initiatives, contact Ozar at 312.915.6947, or visit LUC.edu/ccse.
Broadly speaking, Dr. Pam Fenning’s research and scholarship focuses on examining the use of suspension and expulsion, and evaluating alternatives to these procedures, particularly in high schools. For over 40 years, the literature has documented the disproportionate application of suspension and expulsion among students of color and those with academic problems, as well as the limited effectiveness of these responses in addressing student discipline. Suspension and expulsion are linked directly to undesirable school outcomes, such as dropout and entry to the prison system. Unfortunately, African American males, an already disenfranchised group, are the most likely to be on the receiving end of suspension and expulsion.

Use of Suspension and Expulsion

Over the last several years, Dr. Fenning, in collaboration with her graduate students, has conducted a number of studies examining the content of written discipline policies. Her findings have revealed a surprising and sustained major focus in these documents on suspension and expulsion, for even minor behaviors, such as tardies and truancy from school. Lacking in such policies are proven and research-based, systemwide alternatives that directly teach students what is expected of them. For example, references to systemwide approaches that incorporate multi-tiered models to address the behavioral and academic needs of all students, such as Response to Intervention models (RtI) and inclusive of Schoolwide Positive Behavior Support (SWPBS), are notably absent in schoolwide discipline policies. Dr. Fenning found sparse examples in policies of scientifically based, multi-tiered approaches that work to meet the needs of all students, a selected group of students requiring additional support, and individual students who require the most intensive support.

To determine why there is such limited attention to proven and proactive, multi-tiered models of addressing discipline and behavior, Dr. Fenning, along with her colleague Dr. Vivian Gordon of the School of Education, and her graduate students, is initiating a study that examines barriers to implementing alternatives to suspension and expulsion. During the spring semester, Dr. Fenning will conduct focus groups and interviews with school administrators and school psychologists about their belief systems surrounding discipline, suspension, and expulsion, as well as what alternatives might be feasible at the high school setting.

Implementation and Evaluation of Schoolwide Positive Behavior Support

Dr. Fenning’s second major strand of research, in collaboration with her School of Education colleague Dr. Hank Bohanon, centers on the implementation of SWPBS in urban high school settings. SWPBS focuses on directly teaching and acknowledging expected behaviors with all students, versus waiting until a problem occurs and then reacting through ineffective means, such as suspension and expulsion. Drs. Bohanon and Fenning were the first researchers to apply SWPBS to urban high schools. In two inner-city Chicago public high schools, SWPBS was associated with a significant reduction in the number of referrals to the office, resulting in recouped student instructional time and an estimated administrative time savings of approximately 20 minutes per referral. Currently, Drs. Bohanon and Fenning are co-directing two U.S. Department of Education grants focused on the nuances of implementing multi-tiered models of behavioral and academic supports in high schools across Illinois and Oregon. They will be examining the impact of their work on student behavioral and academic outcomes (e.g., credit hour generation, graduation/dropout rates, and statewide assessments), as well as the use of suspension and expulsion.

Practical Applications

Practical applications of Dr. Fenning’s research agenda largely surrounding the topic of discipline and the delivery of alternatives are as follows:

1) Identification of school-based, system-level supports that facilitate a proactive approach to addressing the behavioral and academic needs of students (e.g., use of data, administrative buy-in, and prevention-oriented philosophy)

2) Continued evaluation of alternatives to traditional discipline, such as suspension and expulsion and integration of these procedures in written policies

3) Tracking the use of suspension and expulsion in schools, particularly among students of color and those with academic problems

4) Designing and implementing a multitiered approach to meeting the needs of all students, beginning with evidence-based procedures that are delivered on a schoolwide basis
Alumni Highlights

Amanda Domich, (BSEd ’08), won the Banco Popular Chicago Half Marathon on September 14, 2008, completing the race in 1:20:58, at a pace of 6:11 per mile.

Golden Apple Teachers of Distinction Award 2008

Golden Apple Foundation, which is dedicated to recognizing and developing excellence in teaching, named Patrick McAndrew (BSEd ’87) as one of its ten 2008 Teachers of Distinction. A fifth grade teacher at Beye Elementary School in Oak Park, Patrick was praised for his superior teaching, and for his personal commitment to improving the lives of children around the world.

Joy is Reading Parent Student Conference

On September 13, 2008, the SOE hosted the second annual “Joy is Reading” conference, a literacy skills workshop at Loyola’s Lake Shore Campus. Approximately 150 students, parents, and teachers represented several CPS schools: Swift, Hayt, Walt Disney, and Oakdale Christian Academy. Students attended sessions taught by Loyola students and professors, and all received a backpack containing books and school supplies.

SOE students with Dr. Ernestine Riggs

Elizabeth Eberle, Lindsey Ihnes, Jin Dollentak, Megan Mally, Sara Knox, JoAnn Vaisman, Ernestine Riggs, Eliza Tkacz, Bliss Maki, Libby Hurbelbring, Kay Justiniano

For more SOE alumni news, check out our website at LUC.edu/alumni/education
In October, the School of Education received $150,000 from the estate of Ruth Mary Whelan (MUND ‘37, MA ‘54) to establish a scholarship endowment for students in the teacher preparation program. A Chicago native, Ruth Mary and her late husband Fred (PhD ‘57) moved to Walnut Creek, California in 1959. Ruth Mary was an instructor and coordinator of a “New Older Adult Program” at Diablo Valley College (DVC) which led her to the founding of Emeritus College at DVC in 1993. Ruth Mary served on several boards and volunteered with area community organizations. Each year, lasting in perpetuity, the Ruth Mary Whelan Scholarship Endowment will help alleviate tuition expenses for SOE undergraduates. To learn about making a gift through your estate, contact Emily Hoey, SOE Director of Development at ehoey@luc.edu or 312.915.6891.

SUPPORT OUR SCHOOL

This past fall, Loyola launched its capital campaign. Our theme, Partner: The Campaign for the Future of Loyola expresses our belief that a great education and a strong community rely on the combined efforts of individuals and organizations. One example of partnership within the School of Education is the mentoring relationship between Harry Rossi (EdD ‘85) and Julie Van Fleet (BSEd ‘08). Having met in spring 2008 while filming Loyola’s campaign video, Julie and Dr. Rossi kept in touch throughout the summer. While Julie searched for her first teaching job, Dr. Rossi provided contacts, set up with interviews, and helped her discern which school would best match her gifts. In a generous show of support, he made a special visit to Julie’s elementary school to make sure she was settled into her new position.

If you are interested in partnering with the School of Education and want to make a difference in the lives of our students, visit LUC.edu/partner.

New Scholarship Endowment

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