Message from the Dean

The School of Education has a long and distinguished history of working closely with our Pk-12 school partners in the greater Chicago metropolitan area. As a Jesuit university, these school partnerships include a long-standing commitment to Catholic schools, not only in the Chicago area, but across the country. Our School, along with the School’s Center for Catholic School Effectiveness (CCSE), partners with the Office of Catholic Schools by delivering degree-based programs that focus on developing teachers and leaders for the Catholic schools.

For seven years CCSE has delivered national workshops, including an Annual Summer Institute for department chairs and instructional leaders from Catholic high schools and an Instructional Leadership Conference for national and international participants. The professional clinical faculty attached to the CCSE work directly with numerous Catholic schools in the Chicago area via onsite professional development focusing on reading and literacy, curriculum development, instruction, and assessment. Finally, the CCSE has taken a leadership role in the development of National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools, which will be released in March of this year.

Fall 2011 Alumni Reception
Celebrating teachers and teaching

On Saturday, October 17 the School of Education’s Fall 2011 Alumni Reception celebrated the profession of teaching and recognized our future, current, and alumni teachers. The event was attended by 77 alumni, faculty, staff and friends. Alumni who have been teaching just a few years had the opportunity to network with veteran teachers like Karen Thomas, (BSEd ’73, MEd ’80) who has been in the classroom for 38 years. When asked why she teaches, Karen said, “Teaching is my life, my joy. I look forward to each September to begin a new journey into the lives of my students. What an adventure!” Dalila Duarte (BSEd ’06) traveled from Nashville, TN to be part of the celebration. To read their stories and learn what other alums say about “Why I Teach”, go to LUC.edu/soe40.
Dr. Anita Thomas has always been interested in understanding and promoting psychological health and well-being in African American youth. Her own childhood experiences led to some early curiosity around these issues. Thomas clearly remembers the first time she was called a racial slur, her reactions, and more importantly, the response of her parents and how they coached her through it in a way that promoted healthy self-concept. Her early research began with the attempts to understand racial socialization; the processes that parents engage in to help children to develop positive racial identity in the light of oppression. Two themes emerged from that research. First, while parents report giving a lot of messages on racial pride, strategies for coping with racism, and the importance of spirituality, it is not clear how children interpret and integrate the messages. The second theme that emerged was the importance of addressing gendered racial identity, as parents report giving very different and specific messages to girls and boys.

Dr. Thomas then became very interested in better understanding the intersection of gender and race on psychological functioning. When she came to Loyola, she engaged in research examining gendered racial identity of African American women and girls. Early studies included focus groups with girls on what it means to be Black, a woman, and a Black woman. The participants were also asked how psychologists should use the results, and all groups suggested developing curriculum for girls to help with self-esteem. Dr. Thomas and her research team developed PRIDE (Promoting Resilience and Identity Development and Empowerment), a curriculum for girls based on deconstructing historical images of African American women and fostering positive self-concept. The team began to examine the outcomes of the curriculum, but realized that adequate measures did not exist. The intent of the curriculum is to deconstruct images and help participants develop critical consciousness. Critical consciousness is a construct hypothesized to lead to thriving in African American youth, according to the American Psychological Association’s Resilience and Strength of Black Children and Adolescents Task Force report, of which Dr. Thomas was a member. The primary question fueling the research that Dr. Thomas is currently conducting involves developing a better understanding of critical consciousness. The two projects include developing a scale of critical consciousness, and a project tracking awareness of oppression and critical consciousness in Loyola undergraduates.

Dr. Thomas hopes in the next year to bring the research full circle back to family racial socialization processes. The first phase of the study will include understanding the process in African American mother-daughter dyads, and will include a quantitative examination of factors that influence socialization processes of mothers, and the ways in which girls interpret and integrate the messages. A companion PRIDE curriculum for mothers is being developed, and the second phase of the research will be an outcome study of the curriculum and socialization processes in families.

For more information about Dr. Anita Thomas’ on-going research, visit LUC.edu/ThomasCV.

Robert Roemer, PhD
At the December SOE faculty and staff meeting, Dr. Robert Roemer, a former Dean of the SOE, was recognized for his exemplary contributions to the academy spanning 38 years. Dean Prasse, referring to the 11 years he worked with Bob stated, “You have been gracious, kind, supportive and gentle. I am deeply grateful for all you have done and more importantly for who you are. On behalf of all your former students and colleagues, I say ‘thank you.’”

Vivian Gordon, PhD
After nine years as a professor of Educational Leadership, Dr. Vivian Gordon announced her retirement from the School of Education. Dr. Gordon joined the faculty in 2003 and was awarded tenure as an Associate Professor in 2009. She is a distinguished legal scholar with an emphasis on special education law. We are grateful for her many contributions to the School of Education.
In early October, the National Council for the Accreditation of Teacher Education (NCATE) visited Loyola’s School of Education (SOE) to evaluate the school for its continuing accreditation. The NCATE visit began with a reception that welcomed the accrediting team with research presentations by faculty and students. The following two days included meetings with faculty, students, staff, and alumni. Standards, or evaluation criteria, guided the NCATE accreditation process of the SOE and included the consideration of student knowledge and skills, evaluation and assessment, clinical practice, diversity, quality of faculty, and governance.

The accrediting team provided feedback at the end of their visit, noting outstanding findings regarding the integration of the conceptual framework in the programs of the school. Team members indicated that faculty effectively embeds the theory and practice of social justice throughout their scholarship, course assignments, and clinical experiences. Official status of the accreditation will be acted on at the NCATE Unit Accreditation Board meeting in April.

## Faculty Awards 2011

### John Dugan, PhD
**Outstanding New Scholar**

John Dugan, PhD received the 2011 Outstanding New Scholar Award from the College of Education Alumni Association at the University of Maryland.

### Bridget Turner Kelly, PhD
**Outstanding Contribution**

Bridget Turner Kelly, PhD was recognized with the 2011 Outstanding Contribution to Student Affairs through Teaching Award at the NASPA Region IV-East Conference.
ALUMNI & STUDENT NEWS

Alum wins Chicago Emmy
Garrard McClendon (PhD ‘10) won a Chicago Emmy at the 53rd Annual Midwest Emmy Awards hosted by the National Academy of Television and Arts in November for his program The Challenge of Raising American Boys.

Director of Special Education appointed in Niles
Lanée Walls (EdD ‘07) has been appointed Director of Special Education for Niles Township School District 219, effective July 1, 2012.

ACPA Coeptis Award
Christopher Bohle (MEd ‘11) is one of the 2012 recipients of the American College Personnel’s (ACPA) Annuit Coeptis Award. This is one of the most prestigious awards that the association gives in honor of emerging professional potential.

ISPA Scholarship Awarded
Current School Psychology student, Tamanna Haque, was awarded the 2012 Illinois School Psychology Association (ISPA) Minority Scholarship. The purpose of the award is to increase the representation of cultural and ethnic minorities in the profession.

Alum at work
Karen Ng (BSEd ’09) demonstrating the “Daily Five” reading work stations model she learned at Loyola with her first grade classroom. Her principal was very impressed with the level of engagement of her students.

President's Medallion awarded
The 2011 School of Education recipient of the President’s Medallion was Michael Levasseur (pictured above). The faculty described Michael as a phenomenal scholar, leader, and advocate for equal and just education for students in urban schools. And that Michael stands out from his peers as an engaging leader who is dedicated to the Ignatian pursuits of social justice, service, and scholar. The President’s Medallion is awarded to one student in each of the schools/colleges for their outstanding scholarship, leadership and service.

Distinguished Alumnus Award Recipient
Art Munin (PhD ‘08) will receive the Higher Education Distinguished Alumnus/a Award at SOE’s Alumni Reception at the American College Personnel Association Conference in March. Dr. Bridget Kelly had this to say about Dr. Munin, “He has contributed in numerous ways to helping undergraduate, graduate and professionals across the region and country to understand our role as emerging or seasoned change-agents in the area of social justice, cultural competence and diversity. “He is a true scholar-practitioner. Dr. Munin recently published a book, Color by Number: The Facts and Stats on Children and Racism, which is receiving rave reviews at conference presentations.” Dr. Munin is the Dean of Students at DePaul University, Chicago.

American Psychology Association (APA) Evaluation
This past fall, a team from the American Psychology Association (APA) evaluated the SOE’s PhD School Psychology program for APA accreditation. The School will receive a full report this coming spring.
Career Networking Event
Getting From There to Here
March 14, 2012
Regents Hall, Lewis Towers, WTC
Several highly successful SOE alums will share their wisdom on how they have used their education, experience, and networking skills to become respected leaders in their professions.
» Register at LUC.edu/alumni/education

An interview with Harry Rossi (EdD ’85)

Since 2008, Dr. Harry Rossi (EdD ’85) has served as chair of the Honors Circle—the School of Education’s leadership annual giving recognition society. A lifelong Chicagoan, Rossi served as superintendent of Northbrook/Glenview (IL) School District 30 for 17 years. Now he is the co-director of FED ED, an organization that advocates for suburban schools in the Chicago metropolitan area, a partner in the School Exec Connect search firm and an adjunct lecturer at the School. He reflects on his involvement with the Loyola, the School and the Honors Circle.

Why did you choose to attend Loyola?
Before deciding to enroll in a doctoral program, I did some research and ultimately knew that I wanted to become a superintendent. I decided to attend Loyola because the superintendents and other administrators I admired the most were educated at Loyola. Also, Loyola offered me the opportunity to not only be in the doctoral program, but also the administrative internship program. I was accepted into both which began my career as a school administrator.

What do you think sets Loyola’s School of Education apart? • It is the Jesuit tradition of education that values social justice and service. I was first exposed to it when I came to this university, and I’ve always tried to keep that in mind while I have taught my students at Loyola. I believe that when you leave Loyola its worth more in the market place because people know the value of a Jesuit education.

Why do you think others should become a part of the Honors Circle?
Serving as chair allows me to set an example of giving back to the extent that I can and to reach out to other Loyola alums to help them understand how important it is to give back. I know it’s difficult to make a commitment with the current economic challenges that we face. But for those who have been given so much, much is expected. It’s time to give back to those young people who want to become educators but who may not otherwise be able attend Loyola University Chicago without financial assistance. I am particularly pleased with Father Garanzini’s emphasis on fundraising for student scholarships.

If you are interested in learning more about supporting the School of Education, please contact Stephanie Gunter, Director of Development at 312.915.7292 or sgunter@luc.edu.
The Founders’ Dinner highlights the achievements of alumni who honor their alma mater through community, corporate and/or philanthropic leadership. Annually, each college and schools nominates one distinguished alumnus for the prestigious Damen Award.

» For more information, visit LUC.edu/founders.