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Issue 1

Department of Educational Leadership Fall '17 Newsletter

A Message From the Chair, Dr. Scott Day



Dear Students:

We hope your fall semester is off to a great start. The Principal Preparation program continues to grow and we are excited to host an informational meeting for a new cohort at Springfield #186 District Office on Tuesday, October 24 at 4 p.m. If you have friends who may be interested, please tell them about this event.

Superintendent Redesign Process

Our new superintendent preparation program was approved by the Illinois State Board of Education in August. New applicants will be accepted for the Fall of 2018 cohort.

New Adjunct Instructors

We are pleased to welcome three new instructors to the department this semester. Dr. Kerry Cox is teaching the Principalship course. Dr. Cox is superintendent of Carrolton School District and previously served as an elementary and middle school principal. Dr. Cox is also an alumna of our principal and superintendent programs. Dr. David Lett is teaching Organizational Theory and Leadership in the superintendent cohort program. Dr. Lett is a retired superintendent from Pana School District and previously served as a middle school principal. Mrs. Hattie Llewellyn is teaching School Improvement this semester. Currently, she is principal of New Berlin High School and is a graduate of our superintendent program. Previously, Mrs. Llewellyn served as a high school principal, curriculum director, and high school science teacher. Welcome to the department!



Kerry Cox, EdD



David Lett, EdD



Hattie Llewellyn, EdS

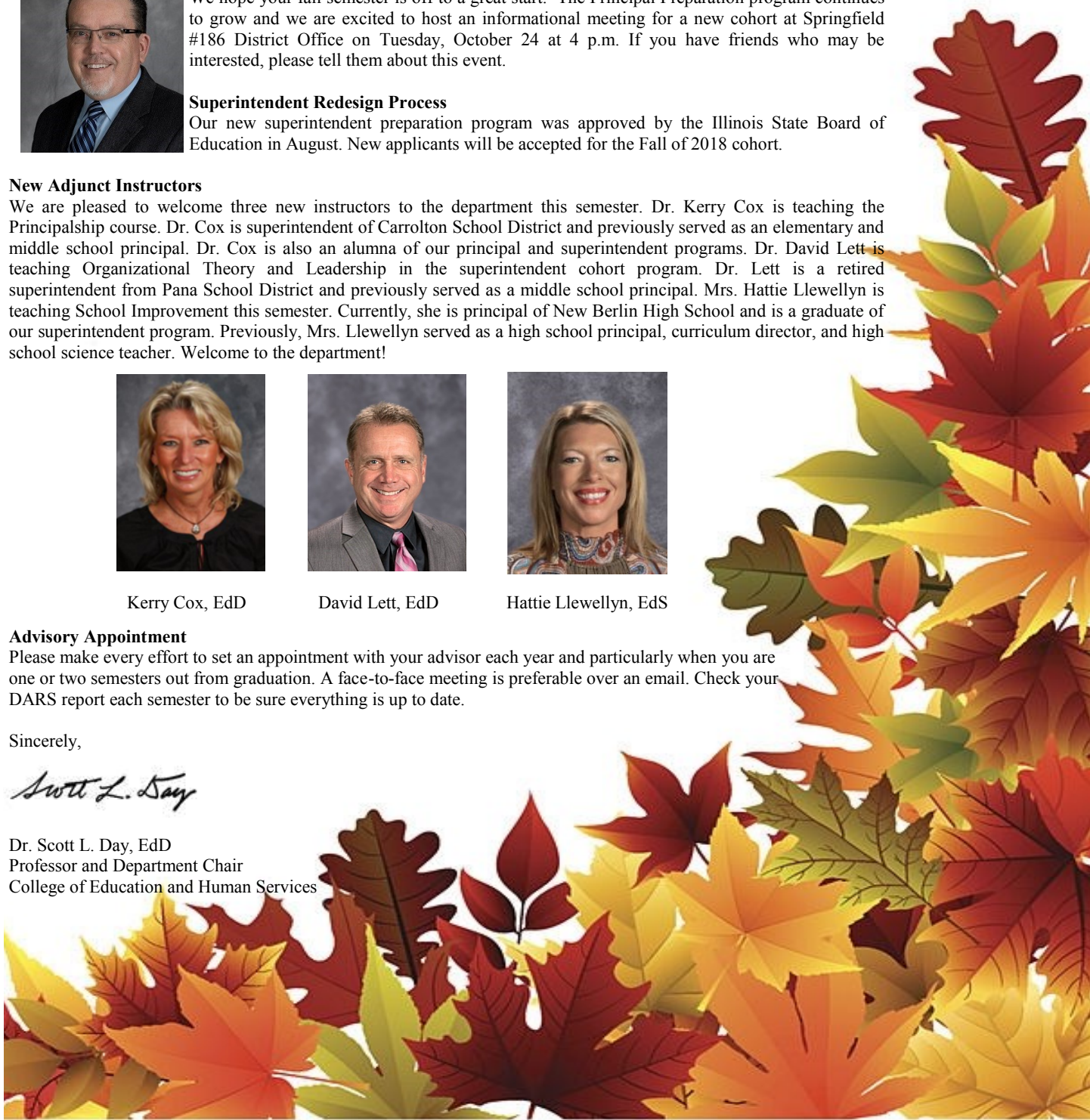
Advisory Appointment

Please make every effort to set an appointment with your advisor each year and particularly when you are one or two semesters out from graduation. A face-to-face meeting is preferable over an email. Check your DARS report each semester to be sure everything is up to date.

Sincerely,

A handwritten signature in cursive script that reads "Scott L. Day".

Dr. Scott L. Day, EdD
Professor and Department Chair
College of Education and Human Services



In the Spotlight: Meet Our Alumni !

By AMBER HARITOS



Mrs. Jacie Shoufler
Principal, Riverton Elementary School

Jacie Shoufler, a devoted principal for Riverton Elementary School (RES) values the opportunity to lead an educational system and the advancement of learning for students. In 2004, Jacie earned a Master of Arts Degree in Educational Leadership from the University of Illinois at Springfield. *"The program had a good balance of coursework and practical application of skills during the internship portion, where I completed on-the-job tasks for my cooperating principal,"* says Jacie. Like many other students, she was seeking to gain an educational experience that would aid in developing the skills needed to excel in leadership roles. The Educational Leadership (EDL) program helped her to do just that.

As principal, Jacie believes her most important responsibilities at Riverton Elementary School are leading a positive culture and establishing positive relationships with all school stakeholders. Jacie explains, *"I want my staff, students, and parents to feel safe at RES and know that their voice can be heard. I want students to enjoy learning and teachers to enjoy teaching!"* While wanting to further educational opportunities for children was a motivating factor in her journey, Jacie eventually learned there is so much more that comes with the title. After entering the profession, she realized the importance of involving other support staff in order to establish a fully functional school system. Her most important takeaway is, *"Valuing the role of all employees and knowing that the building cannot run without their full support is extremely important."* Though running a team comes with some challenges, Jacie has yet to have any regrets.

Jacie gained valuable information throughout her years of academic preparation that provided her with knowledge to become an effective administrator and better teacher. *"It gave me perspective on the whole building and where my classroom fit into that larger setting,"* says Jacie. Also, with a better understanding of School Law, she now understands why her principal made some of the tough decisions he did. During her time as a student, the EDL program had an open and inviting environment for people to engage which created an even stronger platform for learning. Jacie stated, *"I formed connections outside of my building with both colleagues in the program and my professors. I've stayed in touch with some well after the completion of my degree."* She believes forming and maintaining relationships is essential in all aspects of learning and career-building.

Jacie has endured many obstacles, but she stayed determined and did not allow anything to stand in the way of accomplishing her goals. She is both happy and proud in her role as a principal, leading an entire school system on the path to success. Jacie advises students with similar career interests, *"Get involved in leadership opportunities! Join your school's leadership team. Step up to lead professional development. Coach a team. Any opportunities to be a leader will help you in your future role as a school administrator."*



Mrs. Kari Caldwell
ESL Teacher, Lombard Middle School

Kari Caldwell is an English as a Second Language (ESL) teacher at Lombard Middle School. She is dedicated to ensuring a quality education for English Language Learners at all levels, and providing adequate training to prepare teachers on how to effectively work with English Language Learners. Kari earned her Master of Arts in Teacher Leadership from the University of Illinois at Springfield. Along with her degree, Kari received an endorsement in ESL. *"I definitely think the education I received in this program has prepared me to not only teach ESL, but to be an advocate for my students and a valuable resource to other staff members,"* stated Kari.

Kari feels her #1 responsibility and contribution to the daily operations of Lombard Middle School is to help her students become effective communicators in the English language. *"Their future success depends on their ability to not only speak the language, but to develop proficiency in understanding, reading, and writing in English. As my students become more literate in English, they are better able to make positive contributions within our school community,"* says Kari. She believes that through the ESL curriculum, English Language Learners will be able to find their niche and be productive members of society as a whole. Kari mentioned it is especially important for ESL teachers to be skillful in the ability to teach these students because districts now have a larger population of immigrant students who are newcomers to the country. Kari is extremely passionate about helping her students to succeed so that one day they too will become strong teachers and leaders.

While Kari gained much from her educational experiences, it definitely wasn't easy. She was not only working on her degree and an endorsement, but was also a working mother and wife. Kari expressed, *"I am going to be honest. It was hard. Very hard. Not only was I a busy mom, but half way through my program I had changed positions at work. The large majority of my school work was done on the weekends. This enabled my husband to be home to take care of our daughter and household responsibilities while I focused almost exclusively on school work. It also enabled me to spend weekday evenings lesson planning and spending time with my family."* With much support and despite the many responsibilities that Kari had, she found a way to accommodate her individual needs and those of her family. She realized that time management and self-control were essential to being a successful student in an online program.

To students with an interest in pursuing an online degree, Kari advises, *"... realize that earning an online degree is not a piece of cake and it does take effort to achieve results."* She specified that coursework for an online degree in education will consist of a lot of writing, research, and communication with peers. Students must master the APA format in their writing because it is recommended by most instructors. Kari stressed the importance of students allowing ample time to devote to coursework, as she spent 20-30 hours per week on average depending upon the course load. Kari's final piece of advice is, *"Don't be afraid to ask questions! Most of the professors are more than willing to clarify or help when you ask for it!"* Kari and her story are proof that no matter how much a person has gone on in life, an online degree is possible with the right amount of commitment.

Important Requirements for Teachers

Law went into effect July 1, 2014

If you have any general administrative endorsement (supervisory endorsement, lead teacher endorsement, general administration endorsement, and principal endorsement) on your license but do not use the endorsement during the five year cycle, you will be required to complete **one** administrative academy course during your five year renewal cycle.

This goes into effect when you have renewed your license under the new law. This currently affects only those that have renewed as of July 2014 or July 2015. If you are up to renew in 2017 or 2018, you will have five years from that date to complete this requirement.

Please contact the Regional Office of Education for more details regarding administrative academies. Remember, the earliest this should affect someone will be those renewing in July 2019.



Congratulations Dr. Karen Swan! Recipient of the National University Technology Network Distinguished Service Award (NUTN).

EDL Faculty Highlights

Publications:

Bloemer, W., Day, S. & Swan, K. (2017). Gap analysis: An innovative look at gateway courses and student retention. *Online Learning*, 21(3), 5-14. doi: 10.24059/olj.v21i3.1233

Cook, V.S. (June 2017). *Do Digital Learners Really Exist?* 2017 Teaching Professor Conference Proceedings.

Cook, V.S., & Schroeder, R. (in press). *Handbook of Distance Education (4th Ed.) Chapter: Needs Assessment and Strategic Planning in Distance Education.*

Whiteside, A. L., Garrett Dikkers, A., & **Swan, K.** (2017). *Social Presence in Online Learning: Multiple Perspectives on Practice and Research.* Sterling, VA: Stylus Publishing LLC.

Presentations:

Cook, V.S., & Schroeder, R. (February 2017) *Hallmarks of Excellence: Application to a Statewide System.* Pennsylvania State University Transforming Teaching & Learning Distance Learning Conference. University Park, PA.

Cook, V. S., Snow, S., LaBrie, J., & Branon, R. (March 2017). *Authentic Leadership: Institutional Representatives Forum.* UPCEA Annual Conference. Invited Panelist. Chicago, IL.

Halfond, J., **Cook, V. S.**, Fong, J., & Hansen, R. (March 2017). *Transforming the Academy from Within: Benchmarking Institutional Success in Online Education.* UPCEA Annual Conference. Invited Panelist. Chicago, IL.

Schroeder, R., Stoner, G., Fein, A., & **Cook, V. S.** (March 2017). *Modeling the UPCEA Hallmarks of Excellence in Online Leadership.* UPCEA Annual Conference. Invited Panelist. Chicago, IL.

Cook, V.S. (June 2017). *Creating a Generational Friendly Classroom: Do Digital Learners Really Exist?* 2017 Annual Teaching Professor Conference. St. Louis, MO.

Swan, K. (2017, October 12). *Social presence.* National University Technology Network (NUTN), San Antonio, TX.

Swan, K. (2017, October 27). *Developing social presence in online classes.* Mid-Michigan Community College Educational Technology Organization of Michigan (ETOM), Mount Pleasant, MI.

Swan, K. & Scott, J. (2017, November 6-9). *Online learning gets a passing grade: How online course taking impacts retention for university students.* National Symposium on Students Retention, Destin, FL.

Swan, K. (2017, November 15). *Online learning and the success of non-traditional students.* Online Learning Consortium (OLC) Conference, Orlando, FL.

Swan, K., Picciano, T., Dziubn, C., Moskal, P., & Niemiec, M. (2017, November 16). *Higher education's digital future is closer than we think!* Online Learning Consortium (OLC) Conference, Orlando, FL.

Congratulations to the Fall Graduates!

Graduating Students

Submit the online graduation application via student self-service (apps.uillinois.edu/selfservice — “Graduation” tab) by February 16, 2018 (Spring grads).

Fill out the Graduation Signature Form, have your advisor sign it and drop the completed form off at the EDL office.

For additional information, please visit uis.edu/registration/graduation or contact the Office of Records and Registration (registrar@uis.edu) or (217) 206-7730.

Approval Request Reminder

Have your EDL 526 Principal Internship I, and EDL 531 Capstone I approval request forms turned into Jennifer May in BRK 377, by the end of October if you wish to have these classes for the Spring 2018 semester.

Seats fill up fast so please complete this as soon as possible so you will be able to register in November.

Forms can be found on the EDL website at (www.uis.edu/edl/) under the “Forms” tab or in the box by the office door (BRK 377).

Spring 2018 Registration

Registration begins on November 6, 2017. Students may register via student self-service (apps.uillinois.edu/selfservice — “Registration” tab).

Please meet with your advisors before this date to keep track of your course plan. Registration is open until January, but do act quickly before your ideal classes fill up or are dropped because of low enrollment.

For additional questions, please contact the Office of Records and Registration (registrar@uis.edu) or (217) 206-7730.

EDL Faculty & Staff

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Department Chair

Leonard Bogle, EdD
Associate Professor

Vicki Cook, PhD
Associate Research Professor
Director of COLRS

Kerry Cox, EdD
Adjunct Professor

David Lett, EdD
Adjunct Professor

Hattie Llewellyn, EdS
Adjunct Professor

Laurie McWard, EdM
Adjunct Professor

William Phillips, EdD
Associate Professor

Brian Schwartz, JD
Adjunct Professor

Karen Swan, EdD
Distinguished Professor

Maureen Talbert, EdS
Adjunct Professor

Ryan Williams
MAE Coordinator

Jennifer May
Office Support Specialist

Amber Haritos
Graduate Assistant

Charlene Poindexter
Graduate Assistant



Academic Year 2017-2018 Calendar

Fall Semester 2017

October 20, 2017, Friday – Fall Break
October 21, 2017, Saturday – Mid-Point
October 23, 2017, Monday – Last-Half Classes Begin
October 25, 2017, Wednesday (Noon) – Mid-Term Grading Deadline
November 23-24, 2017, Thursday-Friday – Thanksgiving Recess
December 9, 2017, Saturday – Last Day of Classes
December 11-16, 2017, Monday-Saturday – Finals Week
December 16, 2017, Saturday – Semester Ends
December 20, 2017, Wednesday (Noon) – Final Grading Deadline

Spring Semester 2018

January 15, 2018, Monday – Martin Luther King, Jr. Day, Campus Closed
January 16, 2018, Tuesday – Full-Term and First-Half Classes Begin
March 10, 2018, Saturday – Mid-Point
March 12-16, 2018, Monday-Friday – Spring Recess
March 14, 2018, Wednesday (Noon) – Mid-Term Grading Deadline
March 19, 2018, Monday – Last-Half Classes Begin
May 5, 2018, Saturday – Last Day of Classes
May 7-12, 2018, Monday-Saturday – Finals Week
May 12, 2018, Saturday – Semester Ends/Commencement
May 16, 2018, Wednesday (Noon) – Final Grading Deadline

Summer Semester 2018

June 4, 2018, Monday – Full-Term and First-Half Classes Begin
June 30, 2018, Saturday – Mid-Point
July 2, 2018, Monday – Last-Half Classes Begin
July 4, 2018, Wednesday – Independence Day, Campus Closed
July 28, 2018, Saturday – Semester Ends
August 1, 2018, Wednesday (Noon) – Final Grading Deadline

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