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Professional Statement of Teaching, Scholarship, and Service

Dear Members of the Committee on Reappointment, Promotion, and Tenure,

Please accept this letter as an introduction to my file regarding teaching, scholarship, and service for promotion from Assistant Teaching Professor to Associate Teaching Professor during the 2020-2021 academic year. Thank you in advance for your time and consideration.

My appointment responsibilities within the Institute for Educational Initiatives entail being an Assistant Teaching Professor in the Alliance for Catholic Education, Director of the English as a New Language program, and Director of the Catholic School Advantage. I also have the honor of holding courtesy appointments as a Fellow in the Institute for Educational Initiatives, Institute for Latino Studies, Global Center for the Development of the Whole Child, and the Center for Literacy Education. Within these parameters, I have made an extensive investment in the following areas with the corresponding percentages: teaching (50%), research (10%), and service (10%). In addition, I carry a heavy administrative role (30%), as I oversee an academic licensure program and 11 outreach initiatives with direct connections between scholarship and practitioners - (arch)dioceses, Catholic schools, school leaders, and educators. As I outline these responsibilities below, it would be remiss of me to not take the opportunity to express the immeasurable pride, gratitude, and respect for which I regard these roles and responsibilities on behalf of children, communities, the University of Notre Dame, and the Church.

The intent of this professional statement is to describe my contributions provided in teaching, scholarship, and service. This statement underscores the ways in which I have deeply committed myself to this vocation and have amplified the mission of serving culturally and linguistically diverse students. In what follows, I provide evidence of the manner in which my trajectory, responsibilities, and outreach have burgeoned over time with a particular emphasis on program formation and the dissemination of best practice to Catholic schools.

Mission focus:

I would like to begin this professional statement by situating my role through the articulation of the mission that undergirds the important work entrusted to my care. I will frame the ways in which I have visioned, advocated for, and systematically grown the mission of embracing, educating, and empowering culturally and linguistically diverse students in Pre-K - 12th grade Catholic schools.

I began consulting for the Alliance for Catholic Education in the spring of 2012 as I was completing my dissertation. Based on my academic interests, I was asked to assist in evaluating the English as a New Language (ENL) program for content, delivery, and vitality. The ENL program at that time was a slim academic unit devoted to providing an ENL licensure program (18 graduate credit hours) to cohorts of 25 Catholic school educators per year. In my assessment of the program, it was abundantly obvious that ENL, established by ACE in 2005, was critical in supporting Catholic schools, but the program had several key deficiencies. The program was running in the red financially, experiencing low enrollment, lacking a national presence, and in need of a full-time faculty member and director. While comprised of a small and mighty unit (and our team continues to be!), the reach was limited, especially considering the significance of the population served: English language learners. English learning children or emergent bilinguals were (and continue to be) the fastest growing population in U.S. schools, and research is crystal clear that educators do not receive substantial or sufficient coursework, professional development, or training in this area.

The mission of ENL - to serve culturally and linguistically diverse students and families - is part of a larger historical narrative of Catholic schooling that matters immensely and has begged to be retold and promoted as a

reminder of the mission at the heart of Catholic education. Catholic schools were founded over a century ago to serve immigrant and marginalized communities in a Gospel-centered environment that honored the inherent God-given dignity, gifts, and culture of each child. It is my aspiration that linguistically and culturally diverse students continue to benefit fully from a legacy of Catholic education serving their unique academic and cultural needs. I can take zero credit for the rich and beautiful story of which my work is rooted, however I would like to articulate the ways in which my dedication, vision, entrepreneurial spirit, and expertise have allowed this story to flourish.

In 2015, I was asked to be the faculty coordinator for ENL and was promoted to the director role in 2016. In comparison to the program's early formation, I am proud to share that under my leadership, ENL now forms thousands of educators each year. ENL has grown to include robust cohorts of educators in the licensure preparation program – renamed Hernandez Fellows in 2016 thanks to a generous gift – with 372 teacher leaders now embedded in Catholic schools as English learner experts. Additionally, ENL now provides professional development at a national level, having conducted over 60 national and international professional development keynotes, workshops, and diocesan-wide professional development days over the course of the past five years, ultimately serving 5,271 educators in this capacity. We have also expanded ENL's reach to include online professional development modules which have enrolled 694 educators nationally, and we have become the go-to experts for resources regarding serving emergent bilingual students in Catholic schools, reaching over 6,000 educators through monthly pedagogical videos, podcasts, eLearning blog for digital learning in the time of COVID, an EL diagnostic tool, and articles. Recently, I have begun the work of forming dual language Catholic schools, transforming and revitalizing a local Catholic school here in South Bend, Holy Cross Catholic School, and forming a mid-west network of Catholic two-way immersion schools. Today, ENL sits squarely as the preeminent expert in serving English language learners in Catholic schools, and we have a bright future as a thriving, financially sound, and visionary academic unit.

Based on the successes shown in ENL, including the establishment of solid team management, strong administrative skills, and the formation of a robust plan for strategic outreach, I was asked to undertake the director role of ACE's Catholic School Advantage in 2017. In this new role, I was able to build upon Fr. Joe Corpora, C.S.C.'s efforts to increase Latino enrollment in Catholic schools, recognizing that Latinos are both the fastest-growing segment of the U.S. Catholic Church and vastly underrepresented in Catholic schools. Among several goals, this initiative identifies and assists Catholic schools with substantial unmet capacity (open seats), favorable demographic potential - namely, a growing number of Latino families in the surrounding area - and motivated principals by offering a framework to transform schools in order to attract and serve Latino families. As was the case with ENL, the work of the CSA was mission critical to ACE and Catholic schools, but the efforts were in need of solid fiscal responsibility, deft management, and measurement of program impact and program evaluation.

In this new leadership role, I have been able to unify the work of multiple units, including the Catholic School Advantage, School Pastors' Institute, and English as a New Language under one, all-encompassing mission:

The Catholic School Advantage is a national movement committed to promoting the value and accessibility of a quality Catholic education among Church and school leaders, educators, and families. The work of the CSA is committed to embracing the universality of the Church by increasing Latino enrollment, educating culturally and linguistically diverse children through excellent academic formation, and empowering all Catholic school stakeholders through the celebration of faith, language, and culture.

In this role, I have been able to bring synergy and cohesion to this work, and we have grown our outreach to include the following:

- Latino Enrollment Institute (LEI): Serving 95 schools annually with 200 plus participants guided by 20 expert mentors
 - Overall impact: Since 2012, the LEI has formed 1,036 participants from 388 schools representing 155 (arch)diocese to enroll 6,421 Latino students in Catholic schools.
- School Pastors' Institute (SPI): Serving 100 pastors annually

- Overall impact: Since 2011, the SPI has brought together 1,060 pastors from 134 different (arch)dioceses to look more closely at the crucial role that the pastor plays in the parish school, as well as to foster best practices and collaboration among those engaged in this vital ministry.
- Regional Latino Enrollment Institutes: Serving three (arch)diocese annually through regional conferences
- Latino Enrollment Institutes 2.0 and 3.0 Principal Formation Modules: Serving 35 participants annually through mentorship and curriculum
- Adelante Conference in conjunction with the Institute for Latino Studies (ILS): Serving 125 attendees annually at the summer conference
- Latino Educator and Administrator Development (LEAD) program: Serving 17 LEAD Fellows guided by 3 LEAD mentors
- Catholic School Advantage newsletter creation and dissemination: Serving 3,500 recipients

In sum, my contributions are firmly rooted in the mission that I have been called to serve, and it is with utmost humility and gratitude for my team and for this opportunity that I share the incredible news about the growth of these initiatives. I regard the two directorship promotions in a five-year span to represent the great trust placed in me as a leader, as well as a sign of commitment and hope on behalf of ACE and the University to this mission. In my opinion, serving culturally and linguistically diverse students through ENL and CSA represents a commitment to fostering the future of our Church and of Catholic schools, and we absolutely must get this right.

While perhaps a lengthy introduction to the traditional bins of teaching, research, and service, I regard there to be great value in sharing the hope and success demonstrated in this story. I also conceptualize the execution of this mission and programmatic outreach to seamlessly involve all three areas outlined for promotion. In what follows, I provide evidence of the ways in which I have made a deep investment in teaching (50%), research (10%), service (10%), and an administrative role (30%) in a fluid manner.

Teaching:

Teaching is my vocation and my passion. My educational approach to teaching and learning is rooted in a transformative activist stance in which people come to know themselves and the world by collaboratively working to transform the world. In each course that I instruct and in each professional development session that I deliver, I call all students to re-envision equitable schooling for culturally and linguistically diverse students, to think critically about the role of academic language in their discipline, and to challenge the narrative of the language of power that prevails. As an educator, I believe firmly in the premise that students need to shift from seeing learning as the process of adapting to the world as it currently exists, and move toward a future-oriented vision of learning as engaging in collaborative social practices in order to transform the world.

Course instruction accounts for 50% of my appointment, and it currently takes the form of teaching five courses a year to ACE M.Ed. students, ENL licensure preparation program participants (educators in the classroom), and educators teaching in the ACE in Chile program (ChACE) at St. George's College in Santiago, Chile. Over the past several years as my directorship duties have increased, my teaching load has shifted away from direct supervision of the ACE Teaching Fellows, but I maintain my close connection to the teachers by instructing one of the only courses taken by all program participants.

Overall, my instructional history represents a diversity of topics related to language instruction, demonstrates a range of pedagogical experiences, and highlights creativity as most courses have been of my own design. Since 2012, I have instructed 49 courses with an average CIF composite score of a 4.52. I take great pride in my teaching and course development, and my reception of the Alliance for Catholic Education's Christ the Teacher Award in 2020 highlights my dedication to thoughtful, effective, passionate, and outstanding instruction and student formation.

I strive to be an exceptional educator, and I am attentive to the principles of the role of my own self-reflection and elements of good practice. I consistently participate in personal professional growth opportunities including national content-based conferences and webinars, Kaneb Center book clubs and sessions, and recently, engagement with antiracism initiatives (reading groups, presentations, local gatherings, etc.). Additionally, I strive to be innovative in

my instructional practices and have shaped ENL to include elements of case studies, student home visits, instructional videos, reflection opportunities, professional development projects, a focus on teacher leadership in school communities, and data drive assignments designed to improve student outcomes. I also regard mentoring to play a significant role in the formation of educators. I warmly welcome phone conversations, quick student check-ins, and updates on the daily life of teachers because I regard the establishment of these connections to have a profound impact upon learning.

Beyond my designated teaching load, I also regard teaching to take on the form of content development for programs, accreditation oversight for ENL, and the creation and delivery of professional development. As the academic director of ENL, I have devoted a significant amount of time to developing the scope and sequence of the 18-credit licensure program and aligning all assessments to Teaching English to Speakers of Other Languages (TESOL), Indiana Department of Education (IDOE), and Council for the Accreditation of Educator Preparation (CAEP) standards. In the past five years, I have also authored new course descriptions and articulated a set of clear instructional domains and outcomes for the program: understanding the process of language acquisition, employing research based instructional strategies, and developing culturally sustaining classrooms. In meeting accreditation requirements, I have also overseen the validation of key program assessments, administered culture and technology surveys, facilitated end of semester CIF reflections, organized the collection and assessment of student work samples, and ensured that the program accounts for multi-year data collection cycles in order to complete the national accreditation process and complete the Specialized Program Association (SPA) report.

As was indicated in the previous narrative about the growth of ENL outreach, I have conceptualized the growth of ENL professional development at a national scale of which I believe falls under the domain of teaching and instruction. In an effort to assist schools and (arch)dioceses all over the country in serving English learners, our team offers onsite professional development (PD) that is customizable, incorporates both theory and best practice, and is delivered through a blend of keynote presentations and workshop sessions. PD sessions create a strong foundational understanding of the unique academic needs of ELs, establish a common vocabulary among educators serving these students, and begin to equip teachers with the technical skills needed to ensure these students thrive in their classrooms. Collectively as a team, we have devoted hundreds of hours developing expert content that has been shared with over 6,000 educators. Finally, there is a dearth of practical strategies and resources for Catholic school educators of English learners in the mainstream classroom (which is the overwhelming majority of Catholic school educators), and I have sought to fill this void by disseminating digestible, usable, and teacher-focused resources (see the note above regarding ENL resource development). Both inside the classroom and in the field (now in a virtual format!), I am firmly committed to being an effective educator and to improve my craft of teaching.

Scholarship:

While accounting for 10% of my position, I am proud of the research agenda and scholarship that I have cultivated including program evaluation, dissemination of best practices and practice-based inquiry, and the application of bilingual education theory in service to the formation of dual language Catholic schools. Conducted regularly, I regard many of the administrative duties, particularly in ENL, to be scholarship in that they involve data collection, analysis, evaluation, decision-making, and ultimately a dissemination of information to multiple stakeholders.

Notable scholarship projects include the publication of four books: *Ten days to becoming a better educator of English learners* (Dees, Lichon, & Roach, 2018), *Supporting English learners: A diocesan handbook for K-12* (Prater, Lichon, Dees, & Roach, 2018), *Our legacy and our future: A framework for serving English learners in Catholic schools* (Dees, Lichon, Roach, 2017), and *English oral language assessment* (Tompkins, Lichon, Dees, & Roach, 2013). Additionally, the following texts are in the works: *Multicultural saints: An educator's guide to celebrating the universal Church* (Lichon, Moreno, Evans, Roach, & Dees, 2020), *Guiding principles for Catholic dual language program formation: From feasibility to finances to curriculum* (Hamman-Ortiz, Lichon, Salazar Harty, & Roach, 2021), and *Unity in the place we call home: Student cultural investigation of the U.S.-Mexico border: Middle school experiences during the election of 2016* (Bell & Lichon, 2021). I also feel that I have worked to contribute to the field through articles, national presentations, white papers, and practitioner-based pieces (video series, blog posts, webinars, etc.). For a complete description, please refer to my CV.

Currently, I am engaged in the Ursula Williams Faculty Fellowship through the Center for the Study of Languages and Culture (CSLC) in which I will be guided to deepen my understanding of technologies and best practices in second language acquisition. As new pedagogies and technologies are constantly emerging and developing, I look forward to learning from the CSLC and the Kaneb Center in this fellowship. The end goal will be scholarship (yet to be defined) around eLearning for educators now instructing ELs in a digital setting. Additionally, I am currently working on a mixed-methods investigation of pastors' experiences with, responses to, and ideas for future best practices related to the current Church sexual abuse crisis with a particular focus on Catholic education. In a \$34,726 grant awarded through the University of Notre Dame's Church Sexual Abuse Crisis Research Grant, we are seeking to better understand the impact of the Church sexual abuse crisis on parishes and Catholic schools, investigating how pastors are currently responding to the crisis and how their own wellbeing and flourishing is associated with their actions, and engaging pastors in collaboratively advancing an agenda for reform.

On a larger scale, I have crafted a research agenda around understanding the landscape of dual language Catholic schools and the formation of collaborative school networks. In January of 2020, I conducted a national survey of 24 Catholic school leaders representing 22 dual language Catholic schools (29 dual language Catholic schools are in operation nationally). The goal was to glean insights about student demographics and school enrollment, program design, program goals, sources of support, curriculum and assessment, program evaluation and program needs in order to better understand the landscape of Catholic schools with dual language programs and to identify opportunities to contribute to the field of dual language education in the Catholic school context. I hope to publish the results of this work in early 2021.

Service:

My primary research endeavor and service interest (service to Catholic education, the congregation, Church, and community) over the past four years has been the formation of a two-way Spanish-English immersion program at Holy Cross Catholic School, a nearly 100-year old Catholic school founded by the Congregation of Holy Cross. At one point in its history, Holy Cross was the largest Catholic school in the diocese and was staffed by 27 Holy Cross Sisters who lived on the property! In order to better serve the growing Latino population in the surrounding South Bend neighborhood and provide a superior education to all students, in partnership with Dr. Luis Fraga, Ph.D., Director of the Institute for Latino Studies, I designed the dual language program (and conducted a year-long feasibility study) in a way to serve balanced numbers of native English and native Spanish speaking students. It is to be noted that this balanced model is not the norm in program formation, and I continue to research and advocate for the social justice value of this approach. The aim of the program is to educate all students to be fully bilingual and biliterate, i.e., able to speak, read, and write with equal competency in both English and Spanish. In three short years, the two-way Spanish-English immersion program at Holy Cross has turned around a decade of declining enrollment, grown the school from 202 to over 316 students, significantly diversified both the teaching force and student body, and has reanimated its community of supporters.

I feel strongly that one of the most substantial opportunities for influencing Catholic education is the innovative approach the immersion model promises for ensuring the success of Spanish-speaking Latino children in Catholic schools. As this model continues to grow in popularity among English-speaking families, I firmly resolve to advocate for immersion education as a way of simultaneously improving educational outcomes *and* preserving the linguistic, cultural, and faith inheritance of Latino children and families through Catholic schools. I contend that we must design programs that minimally involve a 50-50 split of Spanish and English speakers, and I am committed to this work in future scholarship.

The immersion program at Holy Cross has a strong institutional relationship with the University of Notre Dame and a track record of innovative partnerships. Countless Notre Dame undergraduates have served as volunteers in and completed capstone projects about the immersion program. Last year alone, three Notre Dame professors partnered their courses with Holy Cross immersion classrooms. One Romance Language and Spanish Community-Based Learning course met weekly in the school's library. In addition, the school principal is now a candidate in the Remick Leadership Program, which will no doubt lead to future action research at Holy Cross. Holy Cross has and will continue to serve as a site for outreach and research in the field of dual language education in Catholic schools.

Beyond the partnership with Holy Cross School, I also seek to serve the university and the congregation by participating in a variety of student-centered activities. I currently serve as an undergraduate capstone mentor, Fulbright interviewer, and spiritual director through Campus Ministry. In the past five years, I have also served as an undergraduate thesis advisor, graduate thesis advisor, a mentor for the Greater China Scholars Program, host family through Notre Dame's Family Friendship Program, planning committee member for the Serving Latinos through Campus Ministry Conference, and a leader for three Campus Ministry pilgrimages (Poland, Rome, and Canada). Serving the broader Notre Dame community in these various capacities has allowed me to build bridges with colleagues across the university, and I have especially enjoyed contributing to the personal and spiritual development of our students.

I also believe that it is vital to serve our own communities and make them stronger. Locally, I am proud to serve as a board member for La Casa de Amistad, where I also serve on their human resources, capital campaign, programs, and events committees. At Holy Cross School, in addition to founding the Two-Way Immersion Program mentioned above, I currently serve as the President of the School Board and a member of the annual fundraiser committee. Additionally, I am a parent volunteer at St. Joseph Montessori School. I have been humbled by the opportunity to support the growth of these innovative organizations. Finally, on a national level, I serve as a member of two committees with the National Catholic Educational Association – the Advisory Committee on Racial Justice and the Exceptional Learners Committee. With the Archdiocese of Chicago's Office of Catholic Schools, I am the co-author and editor of "Somos Comunidad" a monthly newsletter for Hispanic outreach.

Administrative duties account for 30% of my role, but as has been discussed, many of these responsibilities are viewed as teaching and scholarship. I also view portions of these duties to be service to ACE and the IEI. In line with my educational philosophy of investment and empowerment, the formation and care for my teams and team members is a substantial priority. I am humbled to supervise and learn from six staff members, six ENL faculty members, nine ENL teaching assistants, 23 mentors through CSA, three two-way immersion team members, and 11 professional development team members. I believe deeply that our work is stronger when each member of our team is valued, given voice, and cared for. Care in this role includes thoughtful performance reviews as well as attentive hiring, contract formation, and investment in professional growth. I also take pride in executing the following additional administrative duties with great care: marketing, recruiting, admissions (tuition, invoicing, pastoral support, handbook creation), federal Title funds paperwork (proposals, purchase orders, invoices, LEA relationship building), and unit dashboard and data management. While not always ways the most glamorous aspects of my position, I believe that conducting these tasks with utmost integrity and diligence is a service to our organization that I am happy to undertake. Finally, I believe that effective and prudent stewardship of financial resources is a gift that I possess and share with the IEI as I have the responsibility of managing two sizable budgets, multiple grants, and generous endowed gifts.

In closing, it is my most profound honor and privilege to engage in this critically important work through thoughtful and motivational teaching, practice-based inquiry and research, and dedicated service. I believe deeply that this work matters and deserves to be executed with great devotion and integrity. It is with joy and anticipation that I look forward to continuing to elevate the significance of this educational work, to devote my career to these efforts, and to making a larger impact upon children, families, schools, and communities. In conclusion, I would like to extend my sincerest gratitude for your consideration.

Sincerely,

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