



# INDIANA UNIVERSITY

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## SCHOOL OF EDUCATION

### Examples of School and Community Partnerships

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#### *IU Bloomington*

**To the Bell and Beyond** - The instructional systems technology department (IST), in a collaborative effort with Monroe County Community School System (MCCSC), the Boys and Girls Club, the Bloomington Department of Parks and Recreation, and WonderLab, has received a \$1.4 million grant to provide enrichment activities to targeted students in Bloomington. Dr. Bob Appelman is the principal investigator for the grant. The program offers a four prong strategy: after school program for grades 3-6, parent education, family celebrations and summer programs for grades K-5. The specific objectives to be measured will be increased math, language arts, and science scores as well as attendance and other behavior measures. The goal of the MCCSC project is to implement and expand opportunities for targeted students to improve their academic, personal, health and social needs through a seamless delivery of services. The three enrichment partners work primarily with the after-school program by rotating through each school in 6-week sessions. Pre-service teachers in the computer educator license program will have the opportunity to spend 60 hours a semester in elementary field teaching contexts. For more information, contact Dr. Bob Appelman at [appelman@indiana.edu](mailto:appelman@indiana.edu).

**Master's Program in Teacher Leadership.** This masters program is developed to meet the expressed needs of teachers and school districts. It provides high quality relevant content, delivered flexibly and in a timeframe that meets the professional and personal needs of teachers. The program incorporates advanced level professional knowledge, skills and dispositions into a curriculum that allows maximum flexibility. It fosters academic, practical, and professional development of a cohort of practicing teachers with the ambition to be leaders in their classrooms, schools, communities, and fields. For more information about this degree program, please visit

<http://www.indiana.edu/~educlead/Teacher%20Leader%20Program.html>.

**High School Survey of Student Engagement (HSSSE).** HSSSE (pronounced hessie) is an annual survey developed by the Indiana University School of Education that assesses the extent to which high school students are involved in activities associated with high levels of learning and development. It identifies

student behaviors and school characteristics that can be altered to enhance student learning and school effectiveness. About 200,000 students across 28 states participated in the survey in 2004 and 2005. More information about HSSSE can be found at <http://ceep.indiana.edu/hssse/> .

**Interdisciplinary Collaboration for Content Area Teachers (ICCATs)** is a joint professional development program for math, science, and reading teachers in content-based second language instruction and assessment. This two-year, \$209,000 grant is based in two high need school corporations in East Chicago and Hammond, with the main objective to provide a joint, embedded and sustained professional development program for 30 math, science, and reading teachers in incorporating and undertaking content-based second language instruction and assessment for Limited English Proficient students (LEPs). The program is innovative in three distinct ways: the interdisciplinary nature of content and language instruction for English Language Learners (ELLs); the embedded and sustained nature of the professional development wherein it takes place in the context of the participants' classroom over an extended period of one year; and online instruction is supported by onsite visits and workshops. ICCATs is bringing direct training to 15 teachers per corporation, for a total of 30 over the two-year grant period. All coursework is applicable toward ESL certification and the Masters program in language education. And added bonus is that successful ICCATs graduates will be eligible to pursue a DOE fully-sponsored accelerated ESL certification program called TACIT, a five-year grant program already in place in the language education department since 2004. For more information, contact Dr. Faridah Pawan at [fpawan@indiana.edu](mailto:fpawan@indiana.edu) .

**Science EDUCATES: Science Educator Development: Understanding Content and Teaching it Effectively to Students** This \$120,000 grant included a partnership with three school districts, the Monroe County Community School Corporation, Spencer Owen Community Schools, and Richland Bean Blossom Community School Corporation. Its goals were to improve K-6 teachers' (a) abilities to adapt their curricula to meet Indiana Academic Science Standards, (b) understandings of physical science content, (c) understandings of and abilities to teach through scientific inquiry, and (d) understandings of and abilities to teach nature of science (NOS). A related goal was to improve elementary students' understandings of nature of science. Key teacher education innovations included K-6 teachers participated in physical science inquiries and increased their content knowledge in a content area most elementary teachers avoid, participants made a strong impact on curriculum adoption and disseminated their new instructional practices through presentations at national and state science teacher conferences, as well as through written reports, and participants designed and carried out action research on their science teaching to assess the impact of their instruction on K-6 student knowledge. We anticipate that the K-6 students from the teacher participants will improve their understandings of nature of science over the course of the school year, as evidenced by early data analysis from the action research studies. More information about the project can be found at [www.indiana.edu/~scieduc/](http://www.indiana.edu/~scieduc/) .

**The Indiana Reading Academy Project** was awarded 1.7 million dollars by the Indiana Department of Education for 2005-06 year to provide programs of professional development for 640 reading teachers in 49 schools and 17 counties across the state of Indiana . In its second year of existence, the program is delivered primarily through distance education with the goal of improving student reading achievement at each of the targeted schools. Participants are able to receive six graduate credits for each year they participate, and all credits can be used for reading licensure. Information about the Indiana Reading Academy and other professional development opportunities may be found at <http://www.indiana.edu/~profdev/> .

**The Secondary Transition to Teaching** program is a graduate level, initial licensing program for talented individuals who have already earned a baccalaureate degree in a subject area and who are interested in becoming secondary (middle school, junior high or high school) teachers in one of these specific subject areas: science, mathematics, social studies, English, journalism, or foreign language. The program is designed to develop, support and promote thoughtful, innovative practices and reflective teaching in secondary schools. Currently, the field component of the program is based in Columbus, Bedford, or Mooresville. Candidates spend two full days a week in a middle school and two full days per week in a high school during the Fall Semester. Student teaching may be accomplished with mentor teachers at either the middle or high school levels during the Spring Semester. It is expected that the mentor and our candidates work together as a teaching team to provide high quality instruction and student support. The program is an alternative route to licensing program in which the credit may then be applied toward one of the MS programs in the School if desired. More information about the Secondary Transition to Teaching program can be found at <http://www.indiana.edu/~t2t/> .

**The Armstrong Teacher Educator Program** in the School of Education is an example of an outstanding K-12 partnership. Thanks to a generous gift from the Cook Group Inc, the Martha Lea and Bill Armstrong fund in Teacher Education funds two initiatives. The first is an endowed chair, the Martha Lee and Bill Armstrong Chair in Teacher Education, which is held by a distinguished faculty member in teacher education for a period of five years. The Armstrong endowment also funds a program that recognizes outstanding Indiana school teachers each year as recipients of The Martha Lea and Bill Armstrong Teacher Educator Award. Nominations are solicited annually from school superintendents throughout the state, and a committee makes the selections from that pool. To emphasize the importance of collaboration between the Indiana University School of Education and the K-12 community, the Armstrong Teacher Educators work with our undergraduates in courses, field experience sites, student teaching seminars, research projects, and other activities that are mutually beneficial. The Armstrong fund provides money for substitute teachers to fill in when the Armstrong educators travel to the IU Bloomington campus, for travel and lodging, for an annual summer retreat where former and current Armstrong teachers meet to share teaching ideas in a professional development context, and also provides the Armstrong teachers with a modest stipend at the end of their active year. Since 1997, School of

Education students have had the opportunity to work with 96 outstanding teachers through the Armstrong Teacher Educator program. Learn more about the current Armstrong Teacher Educators and the Armstrong Teacher Educator program at <http://education.indiana.edu/~atea/>.

**The Teacher Quality Partnership Project helps teacher/leaders design and pilot Core 40 instruction** for their students and colleagues across the state. This project proposes to establish a partnership comprised of 47 teacher/leaders from nine school corporations and local education agencies that will work in collaboration with staff from the Center for Innovation in Assessment as well as faculty from the Indiana University's School of Education and the College of Arts and Sciences. The partnership proposes to jointly develop and pilot several standards-based teaching units and other support materials related to Core 40 courses. These materials will also be adapted and supplemented to increase access for lower ability students, ESL students, and special needs students. The impact of the teaching units will be assessed using pre and post-tests comprised of appropriate Classroom Assessment Items and Core 40 test items developed by the Indiana Department of Education in conjunction with the Center for Innovation in Assessment. After piloting, all materials will be revised, edited, made available over the Internet, and shared with other Indiana teachers through both local and state-wide professional development meetings. Teacher/leaders who developed and piloted the materials will be available via e-mail to serve as mentors for other Indiana teachers wishing to use the teaching units. More information is available at <http://www.indiana.edu/~cia/>.

**GEAR UP Orange County was created by a multi-year** grant from the US Department of Education to Indiana University during 1999 -2000. The Project seeks to encourage young people to have high expectations, stay in school, study hard and take either the Core 40 or Academic Honors Diploma courses to become well-prepared for post-secondary educational experiences. Through the grant students, teachers, parents, schools, communities, businesses and Indiana University have formed a partnership. This partnership encourages, supports, and expands the education, training and career opportunities for young people to strengthen their communities through post-secondary education experiences. Through numerous ongoing activities and special programs, the grant has promoted early awareness and readiness for undergraduate programs for all 7<sup>th</sup> – 11<sup>th</sup> grade students in Orange County. Orange County is one of the poorest counties in Indiana with the highest unemployment in the state of Indiana. Over the five year life of the grant, the Project will impact well over 1500 students in middle school and high school in three Orange County schools, Paoli, Orleans and Springs Valley.

**A \$6.2 million grant from the National Science Foundation to Indiana University** will help Indiana's elementary and high school teachers develop more effective ways to teach math. The grant facilitates a partnership between the IU Center for Mathematics Education and the Indiana Mathematics Initiative, a consortium of nine urban school districts in the state. The grassroots partnership, formed six years ago, is nearing the completion of an NSF-funded program for middle school teachers; the new funding will target

elementary and high school math education. Professor William Frascella, director of IU's Center for Mathematics Education and principal investigator for the 50-month grant, said the professional development and leadership training that will be provided to teachers could become a statewide model. "There's been a realization in recent years that we must significantly improve the way we teach math at all grade levels. The partnership's work during the past six years has built the trust and confidence among all involved that are needed to achieve this goal," said Frascella, adding that one of the unique aspects of the project will be interaction among math educators, mathematicians and experienced resource teachers to provide professional development for teachers. More information is available at <http://newsinfo.iu.edu/news/page/normal/577.html>.

**The Interdisciplinary Collaborative Program prepares Indiana's K-12 teachers to meet the needs of limited English proficient students.** According to the Indiana Department of Education, the number of LEP students in Indiana's schools increased 357 percent from the 1993-94 to the 2000-01 school year. With the aid of a five-year \$1 million grant from the Office of English Language Acquisition, the School of Education is offering the ICP that annually links 36 ESL teachers with content-area teachers in schools that have strong ESL needs. Participation in the program is at its maximum with a waiting list of schools wanting to participate. To help meet the mounting need of teachers requiring ESL teaching skills, ICP is now offering Web-based training incorporating the School of Education's Inquiry Learning Forum and providing courses via the Internet and video-conferencing. The program also offers a fully stocked on-line lending library to help support in-service learning as well as trained personnel to provide onsite in-service workshops. More information is available at <http://www.indiana.edu/~icp/>.

**The Banneker History Project** is now under way in Bloomington as a joint effort with the Indiana University School of Education, local schools, city government and residents in the Banneker Community Center area on the city's near west side. Student groups will study the impact of racism and segregation on the neighborhood's past and consider ways for citizens to continue to fight racism. The project also seeks to educate future teachers to think of themselves as community teachers who are oriented to neighborhood strengths, resources, and concerns. Project TEAM, an IU School of Education honors enrichment program for future teachers of color, will assist with the project. Some 24 TEAM pre-service teachers are leading three projects involving Students Against Violent Events (SAVE) at Bloomington High School North, who are interviewing people who attended Banneker when it was a segregated school; students at Fairview Elementary School, who are writing biographies of Benjamin Banneker; and past directors of Banneker Center to learn about its community service role over time.

**Education professor Jesse Goodman is the co-director of the Harmony Education Center,** an organization that represents collaboration between IU and Harmony School. In addition to its Pre/K-12<sup>th</sup> grade academic program, HEC is also comprised of an Institute for Research and an Office for Outreach Services. The latter facilitates the work of the National School Reform Faculty (NSRF), a national

professional development initiative that focuses on developing collegial relationships, reflective discourse, and effective leadership for the purposes of helping educators to become more thoughtful about the complex challenges involved in teaching children who live in an extremely complex, diverse, and imperfect democracy. There are up to 40,000 – 60,000 teachers, administrators, and other educators involved in NSRF work. One of the key projects established by the NSRF is Critical Friends Groups, school-based reflective seminars that focus on issues of authentic achievement of children and issues of equity in education. In 2002, there were more than 1,000 CFGs in 900 schools nationwide. In addition to supporting CFGs, NSRF is also involved in several specific school reform projects through CFG staff development efforts. For more information about the Harmony Education Center, the NSRF, and the CFGs, visit <http://www.nsrffharmony.org/>.

**The Center for Innovative Assessment** has developed a series of assessments for elementary classroom teachers. A recent effort has been on Indiana Grade 2 Reading Assessments for the Indiana Department of Education. The assessment package includes components designed to measure students' knowledge of beginning reading skills including phonics, phoneme-grapheme matching, and word and sentence comprehension; vocabulary; story comprehension; and beginning writing skills. These assessments are designed for use by classroom teachers to help them plan instruction and prepare students for future reading demands. Twelve elementary school field test sites in Indiana volunteered to pilot test the assessment package in spring 2002 reaching approximately 1,463 first and second grade students. For the 2002-03 academic year, 5,098 teachers or classes and 61,747 students are participating.

**The Inquiry Learning Forum Project**, funded by a \$1.5 million National Science Foundation grant, is a Web-based professional development system designed to support a community of in-service and pre-service secondary mathematics and science teachers sharing, improving, and creating inquiry-based pedagogical practices. ILF's attention to both inquiry-based learning and to state and national standards can help teachers view examples of teaching through inquiry that prepare students for success on standardized tests such as Indiana's ISTEP+ and, at the same time, engage them in important mathematical activity. The ILF has 3,014 registered users and averages 222 visits to its site each day. Through the first 19 days of February, there have been 1,070 posts to the discussion forum this month. This semester, education psychology students from an Australian Catholic University will be using the ILF. Nearly 500 users from Sydney will be registering. One section of the ILF features a group collaboration tool that allows smaller groups of users to come together and work online. There are currently 95 of these collaborative groups. More information about the ILF can be found at <http://ilf.crlt.indiana.edu/>.

**The Learning to Teach with Technology Studio** is an online professional development system to help K-12 teachers learn to use technology to support student inquiry and problem solving in the classroom. LTTS courses, which are based on national technology standards, were developed by teachers with

expertise in technology integration. PBS TeacherLine licensed the use of 12 LTTS courses in their own professional development system and awarded a \$225,000 grant to LTTS to develop video vignettes to enhance each of these courses. By partnering with Public Broadcasting System's TeacherLine project, the University of Georgia, IMS Global Learning Consortium, the University of Colorado at Denver, and Alliant International University, LTTS has expanded its reach to provide support to in-service and pre-service teachers who can earn graduate credit at Indiana University, certification renewal unit credits in Indiana, and other forms of professional development credit in other states. Development of LTTS is funded by a \$1.5 million grant through the Department of Education's Fund for Improvement of Postsecondary Education Learning Anytime Anywhere Partnerships Program. The Web site can be accessed at <http://ltts.indiana.edu>.

**Quest Atlantis**, a Web-based community-driven, meta-game built using 3D technology, combines elements of play, role playing, adventure, and learning. It allows 9- to 12-year-old children from diverse socio-economic backgrounds to virtually travel to 3D worlds where they select engaging quests, talk with other "Questers" and mentors, and build virtual personas. The program is currently being used in computer laboratories at the Bloomington Boys and Girls Club, at elementary schools in Indiana and in Miami, and in elementary schools in Australia and Denmark. The laboratories provide physical and social space for kids and volunteers to come together to work on Quest Atlantis. The format helps foster science as discovery through a technology-rich environment instead of using memorization as a learning tool. It also combines education, entertainment, and moral dilemmas, such as social responsibility, community involvement, and environmental awareness, to make the learning experience whole. The Quest Atlantis Web site is at <http://atlantis.crlt.indiana.edu/>.

**The Brock Reading Clinic, funded by an IU School of Education partnership grant**, gives students in the Teaching All Learners program and staff at the Bloomington dePaul School the opportunity to provide a community-based, after-school reading clinic for children with significant difficulties in reading. Eligible Monroe County students in grades 1-8 are offered intensive diagnostic assessments, feedback on skill level and needs, and recommendations for further resources and training to advance their reading levels. "The Brock Reading Clinic gives us opportunities as reading specialists to broaden our teaching beyond the school's mission in dyslexia, share in vital research with emerging talent in our field, and assess the needs of children to make education more about the splendor of who they are and how they learn," said David Duffee, director of the dePaul School. According to IU School of Education Associate Professor Genevieve Williamson, assessment can be very useful in determining student skill deficits and strengths and matching intervention to student needs.

**There has been a steady rise in the number of Latino students** attending Bloomington, Ind., schools. In order to seamlessly integrate this population into the daily life of school and stem the conflicts and misunderstandings that occasionally occur, School of Education faculty have initiated a project to create

sister high schools between Michoacán, Mexico, and Bloomington. According to project co-directors Bradley Levinson and Gerardo Lopez, the school-to-school exchange of students will serve as the catalyst for a sustainable, long-term cultural exchange between “sister” high schools in Mexico and the U.S. During the 2003-04 school year, a set of students and their supervising teachers from Bloomington High School North and the CBTIS 94 from Pátzcuaro, Michoacán, Mexico, will travel to their counterpart communities for approximately two weeks. Students will stay in the homes of students, attend classes, and take part in a variety of community activities. They will be trained in photography in order to document the daily life of the school and community. Students selected for the exchange will ultimately assume a leadership role in educating their fellow students about life overseas by creating a Web page that documents the exchange, providing an outlet for continued dialogue and lesson planning.

**Project DEEP (Documenting Effective Educational Practices)** examines the everyday workings of high-performing colleges and universities to learn what they do to promote student success. The National Survey of Student Engagement at IU, the American Association for Higher Education, Lumina Foundation for Education, and Center of Inquiry in the Liberal Arts at Wabash College are cooperating on the two-year project. The project will help colleges find out why students engaged in their work learn more and have higher retention rates so programs can be developed to improve student performance and graduation rates. More information is available at [www.indiana.edu/~nsse/html/projectdeep.shtml](http://www.indiana.edu/~nsse/html/projectdeep.shtml).

**A Web site is being created to enable teachers to share curriculum and activities** on a broader range of social justice and historical issues. Located at [www.pihnet.org](http://www.pihnet.org), Persistent Issues in History Network allows teachers to use a set of tools to develop their own units. The project, which is a partnership between Tom Brush, associate professor in Instructional Systems Technology, and Auburn University’s John Saye, will provide students an opportunity to grapple with social issues and look for new strategies to promote a more just society. Twenty teachers from across the U.S. are formulating a set of curriculum and activities for the site. They identified the civil rights movement as a subject which would provide them an opportunity to promote and implement certain strategies in social justice. The site currently contains a civil rights database with 1,500 primary and secondary sources. According to Brush, the site will soon branch out with more materials on the Spanish Conquest, post-Civil War reconstruction, and world history.

**The Collaborative Teacher Education Program** is a cooperative program at five campuses of Indiana University including Bloomington, East, Indianapolis, Kokomo, and Northwest. CTEP offers graduate coursework in special education at off-campus sites. The program is designed to meet the growing needs teachers and other school personnel have for new methods and approaches for teaching students who are at-risk or who display difficulties in learning and behavior. CTEP receives financial support from the Office of Special Education and Rehabilitative Services of the US Department of Education. More information is available at <http://www.indiana.edu/~ctep/home.html>.

**A Community Alliances to Promote Education grant** through the Lilly Endowment allows educational initiatives to be established throughout the local area, including a career center for Brown County schools; four family resource centers and 10 family literacy programs for Monroe County schools; and the hiring of 16 new counselors and social workers in Greene County schools. In Monroe County, many dedicated people worked for nearly a year to apply for and ultimately acquire the \$5 million in grant funds. Involvement of the School of Education, the Monroe County Community School Corp., the Richland-Bean Blossom School Corp., Ivy Tech, and the Community Foundation of Bloomington and Monroe County all were instrumental to the effort. Much of the money will help prepare young children for entry into school. More than \$1 million will wind up in an endowment to promote future educational initiatives.

**The Indiana Public School/University Partnership** was organized in 1986 to stimulate school improvement by bringing together Indiana University and a cross section of Indiana public school corporations that share mutual interests in advancing education. Of the total 295 Indiana school districts, the 16 school districts in the Partnership represent 12 percent of the total Indiana student population and reflect the entire spectrum of citizens in Indiana. This unique group – rural, urban, and suburban districts, both large and small – is geographically distributed throughout the state. The partnership has spawned several collaborative working groups. The Technology PartnerShare group is composed of the technology coordinators from each of the member districts and focuses on issues such as use of technology in member districts and professional development. The Curriculum and Instruction PartnerShare group, made up of curriculum and instruction directors of member districts, focuses on pertinent school curriculum issues, such as helping member school corporations with the algebra mandate. The Partnership Board serves as an external advisory group to the School of Education’s teacher education and educational leadership programs.

**The Teacher Institute for Curriculum Knowledge and Integration of Technology (TICKIT)**, funded in part by the Arthur Vining Davis Foundation, assists teachers in creating high quality uses of technology in their classrooms culminating in at least one major curriculum unit designed and taught each semester. Projects involve students using the Internet to perform guided research and solve real-world problems, create computer presentations, and use advanced software to learn their subjects. In addition to helping individual teachers, TICKIT is designed to create groups to support other teachers in the schools. TICKIT provides sustained support for teachers through workshops and Web-based interaction. Teachers earn graduate credit for their work. This project is now in its fifth year and has already supported the development of 133 in-service teachers from 18 schools in applying learning sciences principles to support technical integration. Schools participating in the project also contribute partial funding for their teachers’ work. Project descriptions, and Web links to most projects, can be found at <http://www.indiana.edu/~tickit/projectgallery/gallery.htm>.

**A Community of Teachers**, an alternative certification program for secondary education majors, and Indianapolis Public Schools are partnering to help limited-license teachers in IPS complete license requirements. During the 2001 spring semester, eight IPS teachers were enrolled in the program that featured distance education seminars, the aid of academic advisor Jeanne Novotny and an IPS site-based facilitator. "This grant helped us identify IPS teachers in need of licenses, provide them the opportunity to take classes through distance education and other alternative means, while continuing their work as teachers," said Susan Klein, chair of curriculum and instruction. This year, the grant will provide funds for the School of Education to provide a distance education seminar for Spencer Owen Community Schools in Indiana and surrounding schools to help reach limited-license teachers in rural settings. In order to participate, teachers are required to meet admissions requirements for the School of Education-Bloomington teacher education program. The project is supported by a grant from the Indiana Professional Standards Board. More information is available at <http://education.indiana.edu/~tched/community/>.

**The Indiana Unified Training System** is a state-wide comprehensive system that annually trains 12,000 teachers, therapists, physicians, and psychologists from every community in Indiana to be certain that their work with children with disabilities and their parents is the most informed and proven from research. Parents of children with disabilities are co-trainers with professionals. Susan Klein, chair of the Department of Curriculum and Instruction, is the principal investigator for the program funded by the Indiana Family and Social Services Administration and Indiana Department of Education. She also directs the state-wide system for children 0-6. The federal special education legislation requires that each state that gets federal dollars for serving students with disabilities in public schools has a plan to keep all professionals up-to-date on the latest research to practice instructional techniques. The partners designing and delivering the entire training system include the School of Education; the IU Institute on Disability and Community; the IU Department of Pediatrics at IUPUI; the IU Riley Child Development Center at IUPUI; and IN\*SOURCE, a parent support organization for families of persons with disabilities in South Bend.

**Saturday Art School**, which has been in existence for more than 30 years, provides local children an opportunity to experience visual arts activities in small group environments while also providing teacher education students an excellent source of field experience. Emphasis is on teaching basic studio skills, looking at and talking about images, and exploring contemporary themes through the visual arts. This year's program was taught by 22 undergraduate and 10 graduate art education students. Teams of three teachers led 11 different classes for children in K-6, using mediums of drawing, painting, mixed media, and, for the older children, clay and sculpture. The eight-week course focused on the home as children shaped their personal experiences into an art form, including architecture, interior and furniture design, and self-portraits. More information is available at <http://www.indiana.edu/~arted/saturday.html>.

**Reducing recidivism of young females is the goal of a new collaboration** between an IU School of Education faculty member and the Indiana Department of Corrections. According to Sheri Anderson, assistant professor of special education, the current recidivism rate at the Indianapolis Juvenile Correctional Facility for females aged 13-18 is approximately 70 percent. As part of her research, Anderson is analyzing pre-release questionnaires completed by female juveniles in the Indianapolis facility. Ensuring that the juvenile facility is adequately providing correctional tools for behavior modification is a key to reducing the recidivism rate. According to Anderson, female juveniles are the most misunderstood population in the system. "Studies haven't been done on the rehabilitation of these girls," she said. "We hope to make a more positive learning environment for those who are at risk of being incarcerated or those already in the system."

**The Education Circle** is a collaborative effort between School of Education faculty, the IU Office of Community Outreach and Partnerships in Service and Learning, the Monroe County Community School Corporation, and members of Bloomington human service agencies. The group's monthly discussions are devoted exclusively to service-learning activities and possibilities between the School of Education and the community. The Education Circle brainstorms service-learning projects, provides feedback to community and School representatives, and serves as a sounding board for future projects. Recently, the Education Circle has focused on a proposed Indiana University tutor-mentoring program for Monroe County elementary and middle school students.

**A systemic change process is being used to help schools be more responsive to student learning styles.** Instructional Systems Technology Professor Charles Reigeluth is incorporating an information-age approach to help create systemic change at MSD Decatur Township in Indianapolis. "The industrial-age paradigm, in which experts invent and others adopt their innovations, won't work with a system as complex as education," he said. The industrial-age conception of a "real school" prevents teachers, parents and administrators from being willing and able to assume the new roles required by a new educational system -- one that will better meet their needs in an information-age society. The systemic change process helps stakeholders expand and deepen their understanding of students' educational needs in the information age, and that helps build common beliefs. For more information, visit <http://www.indiana.edu/~syschang/decatour/index.html>.

**Learning Science Extension Centers** are being developed in public schools and at participating informal sites. These LSEC's will have a common research library, various technologies, and professional support, providing geographically distributed locations where researchers and educators can come together to discuss, learn about, and determine how to integrate research from the learning sciences into the various disciplines. They also provide an integrated framework for building cross-institutional relations as they offer a common meeting ground for individuals from K-12 schools, staff from informal settings, and

faculty and students from the university to collaboratively investigate and apply important teaching and learning issues.

**Functional family therapy** is a nationally recognized program to aid troubled youth that is directed through the IU Center for Adolescent and Family Studies by IUB School of Education faculty member Thomas Sexton. "In functional family therapy we assist at-risk adolescents facing problems of conduct, drug abuse and delinquency. We treat the entire family as the client, not just the child," Sexton said. The IU program has had significant success in Bloomington and in more than 100 other communities nationwide. This has resulted in praise from the surgeon general, the Centers for Disease Control, the Center for the Study and Prevention of Violence, and Bloomington court and probation leaders.

**Successful school discipline projects** have been reported in two school districts near the IU School of Education. Russell Skiba, IU associate professor of educational psychology and an expert on school violence, helped establish the programs with officials at the Richland-Bean Blossom and Spencer-Owen School Corporations. Dramatic decreases in school suspensions and expulsions were reported at all five participating schools. At Owen Valley High School, an Intervention Room program resulted in a one-year decline of nearly 60 percent in school suspensions. Skiba presented findings on the school discipline project in Congressional testimony last year.

**The Partners in Education program**, created by the School of Education staff council, provides area eighth-graders an up-close look at college life. Education staff members have partnered with Batchelor Middle School in Bloomington to provide 10 children each year a hands-on view of college life. "The children chosen for the PIE program have the potential to go on to higher education but hadn't previously considered college as an option," said Michelle Machek, PIE program chair. Campus tours for the children have included the IU Auditorium, Lilly Library, the Indiana Memorial Union, Assembly Hall and the Student Recreational Sports Center. Students also are provided information on the 21st Century Scholars Program and financial aid opportunities. More information is available at <http://www.indiana.edu/~edstaff/partnersineducation.html>.

**Valarie Akerson and Deborah Hanuscin have teamed with teachers** from Arlington Heights Elementary School to improve their skills in science instruction. The teachers recently participated in a series of workshops provided by Akerson, assistant professor in science education, and Hanuscin, an education doctoral student. The workshops focused on learning science through an inquiry approach. Funded by a Proffitt Grant, the collaboration provides teachers the opportunity to learn a hands-on approach blending learning and fun. In the school's science laboratory, the teachers practiced the skills of a scientist, such as observing, classifying, and drawing conclusions. In the classroom, the teachers both observed and taught inquiry-based science lessons and were provided feedback and support from their

peer team members. Completing this training has helped teachers more readily create linkages between the science curriculum and academic standards as well as between classroom instruction and assessment.

**ESL/EFL Program via Distance Education (EPDE)** is a specialized program in language education via distance to selected EFL/ESL and Language Education instructors. This program has global reach and has participants from several regions in the world. Currently, the heaviest concentration of students consists of Central Asians. The program was initiated in the Fall of 2002. More information is available at <http://www.indiana.edu/~langdist/certificate.html>.

**A partnership between the IU School of Education and the recently established Afghan Education University (AEU)** in the field of English as a Second Language Education has been made possible through a U.S. Department of State Bureau of Education and Culture Fulbright Educational Partnership Award. There are three major objectives in this partnership. Curriculum development will be accomplished by conducting a needs assessment of current ESL practices and materials at AEU in Kabul and collaboratively developing a new/revised ESL curriculum. Faculty enhancement for both partners will take place primarily by a combination of short-and long-term exchanges (two IU faculty and two advanced graduate students and four AEU faculty). These exchanges will focus on ESL instruction and understanding issues of language, culture, and schooling in Afghanistan. Two graduate students from the U.S. will teach for a month in Afghanistan, and four AEU faculty will work with IU faculty in Indiana for a full semester. In addition there will be a donation of 8,000 English language books to the AEU library through the Sabre Foundation. Teacher Education includes the development and implementation of a series of ESL workshops to be conducted at AEU in Kabul and for 240 teachers from regional pedagogical institutes in Afghanistan.

**The Mount Saint Vincent University Partnership** delivers an online, education-as-inquiry master's degree program in Language Education. The project entails working with cohorts of classroom teachers in the Toronto area, delivering courses, and supervising theses. Professor Jerome Harste works with each cohort for a two-year period meeting them face-to-face monthly. In between face-to-face meetings, students interact with him and fellow students on-line as they read articles and engage in mini-inquiry projects. This program is built on the conceptual work that he has done elaborating what an education-as-inquiry model of education might look like. The Mount uses this model to organize and think through what an advanced degree in teacher education might look like.

**The National Council of Teachers of English Reading Initiative** is a long-term professional development project in the Reading and Language Arts area with elementary, middle school, and secondary teachers. This program involves the establishment of teacher support groups in schools led by an educational leader from the area. Each summer, districts that join the Reading Initiative send personnel to come to IU to be prepared to run teacher study groups as well as become acquainted with the materials

that have been developed for their use. This project is carried out in conjunction with the National Council of Teachers of English. IU has been one of the summer training sites for leaders for the past three years. Professor Harste is in charge of maintaining and updating the Reading Initiative Co-Learn Web site for NCTE <http://www.ncte.org>.

This involves monthly reformatting of the site as well as planning guest experts and responding to site coordinator questions. Professors Harste, Lewison, and Menosky are members of the national consulting and teaching team.

**The Indiana English Teacher Collaborative** is a cohort of about 25 in-service middle, secondary, and university English teachers and university-based teacher educators committed to teaching, learning, and literacy research that enacts as it promotes social justice. The ETC began in 1995 and has been involved in teacher research since 1998. Members have conducted numerous individual and collaborative projects at sites throughout Indiana and these projects have been disseminated at state, national, and international conferences. The ETC has been supported by a variety of grants, and some of its members are actively involved in the PorTRAIT project, underwritten by the Arthur Vining Davis Foundation, which funded projects that enabled teacher researchers to collaborate across the country.

**Kids and Community Action** is a C.A.P.E funded project that brings together elementary, middle school, and high school students, their teachers, and community members in order to plan and implement education projects about important national and community issues. There are five major project activities. Youth as Mentors provides children and youth opportunities to discuss perspectives on social issues and to collaborate on planning public forums. Middle and high school students will mentor elementary children. Community Agency Mentors is comprised of adult volunteers from local community agencies who will teach youth about social service agencies and jointly plan public education forums in different venues. Teacher Study Groups involves teachers from various schools and grade levels who will attend monthly study group meetings in order to learn more about service learning, community action, and cross-age collaboration. The study groups are a key component to affecting lasting change in Monroe County. Books for Students and Teachers utilizes children's books on social issues that have been identified by the National Council Teachers of English. Teachers will check out books for use in their classrooms at each study group meeting. At the end of the year, teachers and participating agencies will keep the books in order to use them with future students and social service recipients. Professional books that address teaching for social action and social justice will be provided for teachers. Public Education Forums is an opportunity for students to conduct six different public education forums about national/local issues.

**Disrupting the commonplace: Elementary Teachers Researching Critical Literacy** is a study funded by a Proffitt Grant that examines what happens when teachers familiar with implementing a critical literacy curriculum based on social issues books expand their curriculum to include children's life worlds,

every day texts, and critical language study. It is a collaboration with a group of 15 local teachers who attend a series of Saturday and Summer workshops. Many of the teachers who participate in this project have published their research in professional journals. (See April 2003 School Talk, NCTE). To understand the complexities of implementing a critical literacy curriculum and the support necessary for ongoing classroom inquiry and research, four overarching questions guide the project. How do teachers bring the lives of students into the classroom, including their social, political, and cultural questions? In what ways do teachers and students interrogate media, advertisements, toys, newspapers, popular culture, and the like, to better understand how such texts position oneself within the world? How do teachers and students engage in critical language study as a way to understand how language shapes identity and constructs cultural discourses? What is the feasibility of having a group of teachers conduct teacher research and write on issues regarding critical literacy and social justice?

**The National African American Read-In** celebrates African-American literacy. One goal of The African American Read-In is to build community and give students, faculty, teachers, staff, and parents an opportunity to continue to facilitate conversations that center on literacy, diversity and teacher education. The event also has a recruitment and retention effort that is designed to give prospective education students an opportunity to ask questions of peer undergraduates as well as to better understand the school's various academic and organizational offerings.

**Closing the Gap Intervention Program (CLIP)** was born out of the African American Read-In program and is a collaboration that began in 2005 with Bloomington High School North and Bloomington High School South. The program emphasizes reading and writing from a cultural perspective. It supports African American high school students who want to improve their literacy abilities. The goal of the program is to help African American high school students build bridges and make connections between their home and school cultures in order to improve their academic achievement. The program also provides an opportunity for pre-service English teachers to have a field placement that works primarily with students of color. For more information about CLIP or the African American Read-In, contact Dr. Stephanie Carter at [stecarte@indiana.edu](mailto:stecarte@indiana.edu).

**The Fairview Study Group and Teacher Research Community** is a partnership between Fairview Elementary School and Indiana University that is in its second year. It began as a study group designed to investigate issues of literacy and reading comprehension. It is currently expanding into a teacher research community focused on providing critical access for Fairview students to eventually attend college/university.

**The Project Pride Collaboration** links teachers and students in a school "at-risk" program with IU professors and students. This collaboration gives IU students the opportunity to work with diverse

learners and IU professors the opportunity to collaborate with teachers around issues of literacy. Current collaboration projects are several book clubs and a writing workshop.

**Enhancing Teaching and Learning Through Inquiry** is a partnership between the Center for Research on Learning and Technology and rural middle schools in southern Indiana which serves to more effectively infuse inquiry into curriculum. According to project director Mary Pietsch Alexander, the partnership is designed to help enhance teaching quality to support inquiry in teacher practice. “We encourage and support teachers’ work on expanding content knowledge through a process called inquiry. This teaching and learning model has proven merit in increasing the kinds of thinking and involvement of students in the middle schools,” said the former elementary school teacher. “We provide monthly in service training and funding for guest authors, COAS professionals, equipment, new technology, and literature. It is our biggest hope that our support will directly affect the students of our participating teachers.” The project is in partnership with the Inquiry Learning Forum by posting lessons on the Web site which can then be used by teachers throughout the country to aide them in their own lesson plans. The two-year project is funded through a \$400,000 Improving Teacher Quality Grant from the Indiana Commission for Higher Education.

**The Construction and Adaptation of Responsive Environments (CARE) Group Partnership** is a teacher study group for K-12 MCCSC teachers who teach learners of English as a new language (ENL or ESL) in their content area classrooms or ESL/ENL classes. This study group is coordinated by Dr. Martha Nyikos of the Language Education Department partnering with Aniko Bahr, Multicultural Coordinator for Monroe county schools. Bloomington area teachers meet regularly to discuss issues and to share innovative solutions together with SOE international graduate students in Language Education who act as language resources, providing cultural and pedagogical support and lesson modification plans to assist teachers in better accommodating newly arriving immigrant and international children in regular classrooms. This teacher-driven project offers professional development on specific issues that teachers elect to discuss and strives to keep abreast of the changing governmental/DOE language policies that impact the students in their classes, particularly regarding No Child Left Behind legislation.

**The Family Language Exchange at Templeton Elementary School** is facilitated by SOE graduate students in the Foreign and Second Language Education program who speak languages of ENL (English as a New Language) learners at Templeton. The intent of the exchange is for American parents and their children to learn a sampling of the languages of the immigrant and international parents of ENL students (and their children) and for the American parents to converse reciprocally in English. Often immigrant or American children lead the group in songs, activities, or other expression they have learned in high-energy evening meetings twice a month. Graduate students use the experience as an internship, noting challenges of teaching in a multicultural, multi-age setting. An outgrowth of this project is that Templeton

children are now connected via e-mail with two Florida bilingual schools and one in the Dominican Republic.

**Rogers/Binford, Templeton, Clear Creek, and Grand view Elementary School Collaboration** partners local elementary schools with IU elementary students from 300 cluster classes. Students are placed in classrooms to work closely with teachers around areas of need in the classroom. Teachers involved with IU students participate in professional development study groups around current research and issues in the area of literacy.

**MCCSC (Fairview, Highland Park, Marlin), Richland-Bean Blossom (Edgewood Primary, Edgewood Intermediate, Gosport) Spencer-Owen (Spencer Elem., McCormick's Creek) and Martinsville Elementary.** This project partners local elementary schools with IU elementary teacher candidates from 400 cluster classes. For the literacy component of the cluster, IU teacher candidates are placed in classrooms to work with teachers and one-to-one with a child on a complete literacy assessment case study. Some clusters complete a variety of collaborative assessments with small groups of children. At semester end, some 150-180 holistic literacy assessment case studies have been completed with/for local elementary children under the supervision of IU instructors that include a reading interview, reading survey, Reading Miscue inventory, Running Record and three to four literacy engagements in addition to other observational assessments in order to support individualized curricular and instructional decision-making for those teachers and their students.

**The Indiana University-Shelbyville Outreach Project** is a collaborative effort involving faculty, graduate students, Shelbyville educators, students, and families. The purpose of the project is to facilitate the development of K-12 educational opportunities for newcomer Limited English Proficient (LEP) students. The project began in 2003 and has involved a wide range of instructional, administrative and family support activities in addition to research. A multilingual, multinational, multidisciplinary team of graduate students from the School of Education work with Barbara Korth and school officials to study, evaluate, create, and implement program activities. For example, distance education “Socialization Connections” were implemented for use with newcomer middle and high school students. Graduate students facilitated discussions in the home language with small groups of students on topics of cultural school knowledge. The groups “met” biweekly and provided a way to help students transition into the new school setting. Some other examples of activities include hosting parent information nights in the home language, providing professional development for teachers, and creating and implementing interdisciplinary peace curriculum at the high school. The project has been funded, in part, through a Proffitt grant. You may contact Barbara Korth at [bkorth@indiana.edu](mailto:bkorth@indiana.edu) for more information.

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## *IUPUI*

**El Puente, Meaning "The Bridge,"** is a program designed to address the need for Hispanic youths, both immigrant and non-immigrant, to finish high school and continue with post-secondary education. The three-year demonstration project at Arsenal Tech and Northwest high schools in Indianapolis aims to increase parents' expectations, knowledge of, and participation in their children's education. It also seeks to improve students' academic performance and preparation for post-secondary education by providing individual academic guidance to each student. Through the cultural exchanges with students from Granada, the program intensifies students' global awareness and understanding. Students are also urged to formulate partnerships within the community, thereby giving them a sense of belonging and purpose. Project coordinator José Rosario, IUPUI's director of the Center for Urban and Multicultural Education, sees progress in the students' academic and community achievements since beginning the cultural exchanges three years ago. Students' drop-out rates have decreased significantly, and they are developing effective community projects, such as mentoring to grade school children about the effects of substance abuse. Since September 2002, El Puente welcomed 39 new families, adding 46 students to the 75 recruited in 2001-2002. This represents four percent of the total Hispanic population in the school district and 40 percent of the total Hispanic population in the projects target high schools.

**Retaining and supporting new teachers in urban settings** is the goal of the New Urban Teacher Collaborative. Funded by Great Cities Universities, the collaboration between the School of Education at Indianapolis and Indianapolis Public Schools incorporates on-line discussion forums, teachers in residence, university professor liaison visits, and face-to-face focus groups to help nurture and retain new IPS teachers. Seventeen first-year teachers and four second-year teachers from three high schools, two middle schools, two K-8 schools, and six elementary schools in IPS are participating in NUTC for the 2002-03 school year. The participating teachers are required to spend 12 hours online, five hours in focus group meetings, and meet at their school site with a professor liaison. "The goal is to provide support structures for these new teachers so they will experience success in IPS," said Carole Damin, NUTC project coordinator and part-time lecturer at the School of Education. Outcomes of the program are already evident. According to Damin, faculty members in the university are becoming more knowledgeable about pressing problems confronting new teachers in city schools. They also gain an increased awareness of what support is most effective.

**The Indiana Urban Schools Association** is a partnership between 35 Indiana school corporations and the Indiana University School of Education. IUSA's specific purpose is to serve the needs of urban children in a way that will have a positive general impact on public education in Indiana. IUSA is an advocate at the local and state levels as an influence on public policy regarding the unique needs of urban children. The work of IUSA includes developing and supporting programs that recognize the needs of

urban children, providing a forum in which urban needs can be considered, communicating and cooperating with other individuals and school organizations that have a direct interest in the needs of urban children, providing services and programs designed specifically for urban schools, and supporting programs and initiatives designed to benefit all children in Indiana schools. This past summer the IUSA/Indiana University summer conference had more than 175 attendees participating in workshops, seminars and legislator panels. Best practices forums were conducted by five urban school corporations exhibiting mathematics and literacy competencies.

**Professional development initiatives for Indianapolis Public Schools** and seven other Metropolitan School Districts are offered by the School of Education at Indianapolis. The Train the Trainer model used in Lawrence Townships Schools, provides a series of courses in technology integration, digital literacy, Web page design, and digital video editing. The School of Education at Indianapolis is also collaborating with the Indiana Department of Education in the Indiana Summer Institute for Technology. Four more new collaborations are being developed with Wayne and Pike Township, the Center for Interactive Learning and Collaboration, and Brebeuf Jesuit Preparatory School.

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### *IPFW*

**Brentwood Elementary School Counseling Clinic** - The counseling program partnered with Brentwood Elementary School to offer a counseling clinic that serves as a practicum training opportunity for school counseling students while also offering free counseling services to students and families at Brentwood as well as consultation with Brentwood teachers and staff. The pilot clinic was developed and run by Dr. Amy Nitza, and took place in Spring 2006. It was well-received by the Brentwood staff, and there is a strong demand for this type of training from students, so the Clinic will run again for the 2006-2007 school year.

**Homestead High School Peer Mentoring Groups Program** - The counseling program is partnering with the guidance counselors at Homestead High School to provide a group work training opportunity for Homestead students selected as peer mentors. These students will participate in a group leadership training opportunity hosted by Dr. Nitza at IPFW, which will allow them to experience the group development process by participating in a two day training workshop. As a part of the workshop, students will participate in a live group demonstration that will be made into a group counseling training video in conjunction with the Association for Specialists in Group Work. In addition, this project will collect data on the success of the peer mentoring groups led by the student participants throughout the 2006-2007 school year.

**Leadership Education for Academic Development Project** is a collaboration between the School of Education and Fort Wayne Community Schools. The dean and associate dean are actively involved, from serving on the design team to program development and implementation. FWCS was awarded a five-year, \$5 million grant to implement the LEAD Project. Through the Wallace-Reader's Digest grant, the FWCS has established the Learning to Lead Collaborative to recruit, prepare, and support school leaders. The School Administration program at IPFW is developing and creating a new leadership program and curriculum to attract prospective teacher-leaders. It has designed creative courses for LEAD grant candidates in the "Exploratory Leader Academy." This Academy is designed to allow teachers to explore the prospect of becoming a principal or educational administrator without giving up teaching. The teachers will be selected as "pre-interns" and receive three credits in School Administration.

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**The Unit Assessment System (UAS) Taskforce** in partnership with East Allen County Schools (EACS) applied for and received a Title II grant in 2001-2002, renewed in 2002-2003, to help facilitate the implementation of the Unit Assessment System for the SOE, and, ultimately, help K-12 students perform better on state mandated tests by preparing better teachers. Collaborative projects, begun at the time of the grants, continue. The new introductory course to the teacher education programs, EDUA F300, Invitation to Teaching, pairs our students with K-12 teachers in EACS, "model teachers," for 15 hours of field experience and observation. During this course, students are introduced to standards- and performance-based assessment. EACS teachers and administrators participate in our "Portfolio Day," held each semester, at which we assess the exit portfolios of the student teachers. EACS administrators also participate in the newly initiated Educational Leadership "Portfolio Day," at which the Educational Leadership students' portfolios, completed during their Practicum course, EDUC A695, are read and evaluated. An administrator in EACS continues to be a member of the UAS Taskforce.

**New School of Education Journal** partners with East Allen County Schools (EACS) and Fort Wayne Community Schools (FWCS). The SOE has initiated an IPFW Center of Excellence entitled "Scholar-Practitioner Center for the Advancement of Educational Leadership and Learning Organizations." The

Center has initiated a journal, ScholarlyPartnershipsEdu, in collaboration with EACS, and, also, FWCS. This is a refereed journal that specifically selects scholarly articles, researched and written between university and K-12 school partners. The focus of this journal centers on the professional development of both parties as they co-construct meaning from their research relationships. The first issue of the journal will appear in fall 2006.

**Southwick Elementary School Science Integration** for Teacher Excellence (S.I.T.E.) Project – Funded by the Foellinger Foundation, children at Southwick Elementary School, with the help of their parents, teachers, administrators, and community resources, will learn the study of science using an inquiry-based pedagogical approach. Teacher representatives from four additional elementary schools, including one Fort Wayne Community School and a middle school will also participate in the training sessions. This grant will be used to develop a school-wide improvement model demonstrating that children who learn in an inquiry-based context perform better in school on standardized tests. Community partners including the Allen County Parks (Metea and Fox Island), Foellinger-Freimann Botanical Conservatory, Fort Wayne Children's Zoo, McMillen Health Center, and Science Central will host science-centered events related to this process.

Dr. Jeffrey Nowak, the principal investigator on the project has been the primary consultant to elementary teachers in the Indianapolis Public Schools for the past five years from IPFW. He's argued that once students begin learning content in an integrated hands-on, minds-on context under the umbrella of science, all standardized test scores in each content area will be evaluated and are expected to rise. When funded, the school-wide improvement model developed with the assistance of the Indiana University Center for Evaluation & Education Policy (CEEP) will be published in nationally respected peer-reviewed journals, and serve to positively impact elementary schools both locally and nationally. Serving as the external evaluator for the S.I.T.E. Project, the CEEP will also assess student achievement and improvement from the 2006-2007 academic year through the 2008-2009 academic year. In addition to assisting Dr. Nowak with the annual reporting required by the Foundation, the CEEP will also assist in the development of a school-wide improvement model.

**The "Everybody Reads" program** is a collaboration between the School of Education and Allen County through the help of a \$5 million Lilly Community Alliances to Promote Education Grant. IPFW was the only university associated with the grant. As part of the CAPE grant, the SOE offered new graduate coursework, "Literacy Framework for Teachers," which extended reading recovery strategies to K-3 teachers. The grant allowed funding of 102 students for six credits in this literacy course each semester of this current academic year. In the fall of 2003, 60 more candidates will be funded for the course. Currently 12 principals are enrolled in coursework, and several faculty members in the SOE have taken the course while others plan to take it in the next academic year. The SOE is currently developing a

Certificate Program in Reading and Emergent Literacy to respond to the intense interest of the local school districts in teaching reading. More information is available at <http://www.everybodyreads.org/>.

**The National Writing Project Workshop for Teaching** is an effort to enhance the writing skills of all school-age children. Faculty attended the workshop and then developed course work for teachers. Two workshops for teachers are currently offered: one workshop is for educators and the other is specifically for "Everybody Reads" grant recipients. Two writing workshops were offered in the summer of 2002. The coursework was developed in conjunction with the National Writing Institute.

**Two faculty members in Early Childhood Education were trained in Reggio Emilia** techniques in Reggio Emilia, Italy, in 2001. They then used that training to help FWCS design the newly formed Whitney Young Early Childhood Center, a magnet school, pre-K-2, that uses the Reggio Emilia approach to teach preschool and Kindergarten children. For FWCS, this is the first pre-school and all-day kindergarten under the auspices of FWCS. A "Pedagogista" has been hired, in addition to a new principal, to help facilitate the new Reggio Emilia approach. Those teachers, who formerly taught at a K-2 arts and multicultural magnet in the same building, are all undergoing Reggio training. The SOE's Early Childhood two-year program and the newly developed Early Childhood Concentration in the Elementary four-year program will benefit from having this innovative program available for field placements.

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### *IU East*

**Fayette County School Corporation** – Algebra Project - IU East Division of Education is a partner with Fayette County School Corporation in the implementation of "The Algebra Project" funded by a Title II Science and Math Partnership Grant. This innovative professional development effort will provide summer institutes led by IU East Mathematics and Education faculty and follow-up training for forty, fifth through ninth grade teachers of algebra over a period of three years. A Lead Teacher model will be used so that each of the ten buildings involved in the project will have the benefit of an expert to model new strategies, to encourage teacher understanding and implementation of new methods, and to serve as a link between IU East and their respective buildings.

**Townsend Community Center** - Through a partnership with IU East, all children attending Townsend Center have been involved in developing and strengthening their literacy skills. The children were engaged in such activities as reading a book and then writing and/or drawing their responses to the book, writing poetry and short stories, publishing a book of poetry, peer tutoring, read alouds, and involvement with games that necessitated a variety of reading and writing skills. These activities were either done individually or in small groups that were facilitated by IU East volunteers. These IU East students and faculty have been instrumental in the literacy growth process of the children through their

commitment to ensuring that all children have the necessary skills to be successful in the world. A Computer Club, in which the children will integrate critical thinking, reading, writing, and computer literacy skills is being developed by Division of Education faculty, and will be available to Townsend Center students in Fall 2006.

**The P-16 Advisory Council** - This P-16 working group includes representatives from schools and colleges, library and human service agencies in Wayne County who collaborate to implement best practices and research based strategies to meet the community's needs in the areas of literacy, student achievement, and workforce development, with initial emphasis on preschool through third grade literacy. The P-16 Group includes representatives from the IU East, five Wayne County school corporations, instructors from IVY Tech State College, and Earlham College, as well as representatives from Birth to Five, Inc., Head Start, Wayne County Division of Family and Children, Step Ahead and the Child Care Resource and Referral office. The P-16 Working Group has considered existing resources and how to coordinate efforts to meet the needs of families and children who are not succeeding in school. In 2005 the group received a CAPE grant of \$1.5 million to implement the program **Wayne County Reads - Wayne County Succeeds - Building on What Works!** The purpose of this program is to improve early childhood literacy by creating and supporting a connected system of services to enable families to improve literacy skills and educators to use best practices in order that all children are competent readers and writers. IU East Education faculty are part of this council and participate in professional development activities sponsored by its Parent and Professional Development Academy, which was developed through funding from a Wayne County Foundation Impact Grant.

**Richmond Community Schools Study Buddies** - IU East Education students in the Language Arts and Reading Methods block volunteer as study buddies, working one-on-one with children who are having difficulties in reading. Pre-service teachers design instruction to meet individual needs and work with their study buddies throughout the semester.

**Connersville Senior High School** - The Chair of the Division of Education participates in the Connersville High School "Compact for Student Success", a broad-based strategic planning effort for school improvement that includes many stakeholders from the community and school corporation. Guided by a newly written mission statement, strategy teams are now working to develop action plans for "student success".

**Northeastern Wayne Elementary School** and **Charles Elementary School** (Richmond Community Schools) Through a partnership with these two schools, IU East pre-service teachers taking their last methods block (Reading and Social Studies) work with students in a daily field experience in which they do whole group instruction in content areas, and work one-on-one with students diagnosing reading needs and providing appropriate instruction.

**Beginning Teacher Mentor Program** - IU East Division of Education offers services to all beginning teachers (first two years) in our service area. A full-time faculty member serves as a mentor, including such services as one-on-one consultation, resources, portfolio support, and content area consultation. Services are voluntary, upon request, and completely confidential.

[http://www.iue.edu/departments/doe/Beginning\\_Teacher\\_Mentor\\_Program.shtml](http://www.iue.edu/departments/doe/Beginning_Teacher_Mentor_Program.shtml)

**Mentor Teacher Training** - Indiana University East is a state-approved site for training of Mentor Teachers for the Indiana Mentoring and Assessment Program. Training sessions and follow up activities are offered each year.

**Community Education Coalition** - The Community Education Coalition is a non-profit organization founded in Connersville, Indiana with the purpose of making education important for every area resident. In July 2001, the CEC in partnership with the Fayette County Foundation applied for a Lilly Endowment Inc. Grant for \$5,000,000.00 entitled Community Alliances to Promote Education. In December 2001, the full amount of the grant was award to the CEC in partnership with Indiana University Foundation and Indiana University East for the establishment of the establishment of eleven arts and science center programs. Indiana University East Division of Education currently facilitates the offering of graduate credit workshops for teachers.

**One of the IU East strategic management objectives** is to develop a plan for supporting students as they transition from high school to college. This objective supports Richmond High Schools school improvement plan goal of increasing the graduation rate and the IU East goal of enhancing the quality of educational experiences for residents of Richmond Community. To this end, liberal arts and education faculty have been working with Richmond High School administrators and department heads to establish a dual credit program that would provide opportunities for high school students to take college level classes either at Richmond High School or at IU East. Other collaborations are being explored, such as team teaching and sharing information related to ISTEP and COMPASS testing.

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### *IU Kokomo*

**Vision of Industry and Schools In Ongoing Networks** is a unique teacher and curriculum enhancement program created for the benefit of North Central Indiana teachers and students. In operation since 1994, VISION is made possible by a total community business/education partnership involving 13 businesses, eight school corporations and three universities/colleges. VISION is designed to help teachers bring relevancy to what they teach by transferring real-world, state-of-the-art business experiences into classroom instruction. The program begins with a three-week summer session at IUK during which teachers of grades 5-12 become actively engaged on site in the latest technology functioning in business

and industry. With assistance and instruction from an IUK curriculum specialist and technical assistance from Purdue University and Ivy Tech State College, the teachers are required to translate their business experiences into curricula for presentation in their classrooms. By meeting these criteria, the teachers can earn three graduate education credits from IUK and are paid a stipend. More than 150 teachers have successfully completed the program and earned the status of "VISION Fellow." More information is available at <http://www.netusa1.net/~easths/>.

**The North Central Indiana School Study Council** is a consortium of 20 public school corporations in the service area of Indiana University Kokomo. The group is co-sponsored by the IUK Division of Education and the IUPUI School of Education. The superintendents of these corporations meet once a month during the academic year. Past meetings have included speakers and discussions on topics such as Public Law 221, ISTEP testing, school funding, and Indiana State Standards. The public school corporations represented in this organization are ones in which many of the practica and student teaching assignments of IUK teacher education students are conducted. The connection of NCISSC and the IUK Division of Education has and continues to be mutually beneficial.

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#### *IU Northwest*

**The Franklin School Project** is a partnership between IUNW, the City of Gary, Gary Schools Corporation, and the Boys & Girls Clubs of Northwest Indiana to construct a new facility at what is currently the Franklin Elementary School site. The plan includes a 525 student K-6 school and comprehensive community center including a Boys & Girls Club. The project is slated to be completed by fall of 2004. IUNW will facilitate the integration of the Micro-society program into the school day curriculum with the principles applied in the before, during, and after-school programs.

**IUNW and the Merrillville school district** have entered a three-year partnership to provide college students hands-on opportunities in the classroom and much needed help for teachers. By making a long-term commitment and increasing the level of formalization, it is a significant step in improving the School's field experience process. The partnership calls for a team leader from Merrillville to work on curriculum with IUN Education faculty. Currently, the partnership focuses on elementary education majors, but could expand to higher levels if successful.

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#### *IU South Bend*

**Advance College Project** - Through the IU South Bend Advance College Project, the School of Education offers the F200 course, Exploring Self as Teacher, to seven high schools in the state of Indiana.

Four are in north central Indiana, one is near Indianapolis, and one is in the New Albany/Jeffersonville area. Three additional South Bend area schools plan to offer the course in 2006-07. The course addresses the basics of the profession of teaching, examining the self as a potential teacher, and requires a minimum 30 hour field experience working with elementary or middle school students. Most dual-credit students are already part of a cadet teaching program at their high school.

**Futures in Education** is designed to address the need for more minority teachers and teachers in general. The IUSB School of Education has created Advanced College Placement program at Elkhart Memorial, Elkhart Central, and Penn High Schools. Participating students are enrolled in cadet teaching classes that follow the syllabus of the School of Education's Personal Demands of Teaching course. Students learn professional, communication, and classroom management skills and spend many hours helping in an elementary or middle school classroom.

**Learn.fun after-school enrichment program** is an ongoing K-6 partnership between the IUSB School of Education and IUSB Community Links. There are currently five sites participating in the program, including Harrison, Jefferson, Kennedy, Muessel and Studebaker elementary schools. Education students from the F100 Introduction to Teaching and the E341 Methods of Teaching Reading II courses complete field experience requirements at several of the Learn.fun sites. Activities range from participating and working in recreation programs to assistance with home work to one-on-one diagnostic/corrective reading tutoring for students in need. More information is available at <http://www.sbcsk12.in.us/kennedy/learndotfun.html>.

**In order to better serve alternative schools and programs**, the IUSB School of Education is working with school directors on program areas and administrative tasks such as consulting on the PL221 Accountability Report and grant applications, analyzing school data, assisting with staff development, and coordinating social work services. The School's liaison helps teachers develop service learning projects, create new classes, integrate lessons with the Indiana standards, and incorporates creativity, problem solving, and emotional intelligence skills into classes. In addition, workshops have been created for teachers of at-risk students addressing subjects such as mental health issues in the classroom; adding creativity to lessons; and engaging students in social studies, history and global education. The workshops have been offered to all staff of South Bend Community Schools Corporation and to the staff of all alternative schools in northern Indiana and southwestern Michigan.

**Reaching Standards by Retaining Teachers** is a K-16 transition partnership funded by Title II to retain teachers in shortage areas in high poverty setting. The objective is to develop a rural mentor-training program focusing on general education content-specific support for beginning special education teachers. The partnership is with communities in Scott County School District and Scott County School District 2. The partnership includes four schools, approximately 18 teachers, and an estimated 50 students. The general education mentoring will focus on K-12 student standards in an effort to provide pedagogical and collegial support involving content skills to beginning special education colleagues. The project is funded for one year. However, one of the project's goals, the establishment of state mentor training site at IUS, has been accomplished.

**IUS/Galena Project** is a long-term professional partnership between IUS and Galena Elementary School that began in 1989. This project has gained a national reputation and has been shared at state, regional, national, and international settings. The project includes working with fifth grade teachers on how to use technology in their teaching. Other collaborations with this school include the Professor for a Day Program, when Galena students come to IUS to help train college students on software packages, and "Webyte Day," when the students and teacher candidates build Web pages together. Since hundreds of pre-service teacher candidates have worked in the IUS/Galena project, the effects are long-reaching. The IUS/Galena project was selected by the North Central Regional Educational Laboratory as one of 15 schools in the country as outstanding in incorporating technology into the curriculum.

**Transition to Middle School Teaching Project** is a funded Teacher Quality Grant to assist the New Albany-Floyd County Consolidated School Corporation in transitioning sixth grade teachers into three new middle schools. This project targets the acknowledged professional development needs of elementary teachers becoming sixth grade core subject teachers and utilizes vertical and lateral teaming. Over a two-year period, 48 teachers will receive training on how to realign instructional strategies and address core content knowledge, help teachers acquire middle school certification, and ensure that the middle school curriculum is challenging to high ability students.

**Transition to Teaching** is a US Department of Education statewide grant that includes the Indiana Professional Standards Board, IUS, and Calumet College of Saint Joseph. The goals of the project are to recruit and identify individuals, particularly teachers of color, who wish to pursue and prepare for a career in teaching in at-risk rural and urban educational settings and in some critical subject areas such as science, math, and special education. IUS will work with Scott County District 1 and 2, New Albany-Floyd County Schools, and Greater Clark County.