

Faculty, staff, students and alumni
making a world of difference

ANNUAL REPORT 2009-2010



INDIANA UNIVERSITY
SCHOOL OF EDUCATION

Showing leadership in education

In times like these, it's important to remind ourselves of how important the work of education is to our society. The author Michael Fullan called it the "moral imperative" of educators, whose job carries with it a great responsibility. He also notes that we should constantly remind ourselves of the "why" rather than the "how to."

That's educational leadership. In this annual report, you'll see numerous indicators of how the Indiana University School of Education is leading through a continuous process of answering the "why" question. We are the leaders, in schools, in research, in innovation, in teaching. These pages provide example after example, evident through the awards earned by our faculty, students, and alumni who are all impacting education today.

First, notice the faculty that we've highlighted in special photos. These are some of the faculty recognized in the last academic year for particular

achievement. In some cases, these honors represent years of faculty contributions to the field, but some are the best of our relatively young faculty. They are not following educational trends; they're making them. From video games as a better educational tool to creating some of the best ways to teach using the latest technology, to assessing how well students learn in higher education, their research touches all corners of education.

Second, take a glance at the achievements of our students. Organizations and publications are taking notice of the work our graduate students are performing even before they complete their programs. We are preparing a whole new generation of leading educational researchers. And we are continuing to bring in higher quality undergraduates to enter the education field. We welcomed our first class of Direct Admit Scholars, some of the best and brightest students recruited into the undergraduate teacher education programs in the School of Education. This group entered with a collective high school grade point average of more than 3.8 on a four point scale.

Of course the best evidence of whether we are helping students become graduates who impact our nation's schools and communities is our alumni. One of our graduates who is now a superintendent received recognition from Indiana's senior senator Richard Lugar. Another who is a teacher received an award bestowed by the President of the United States. Alumni also received multiple forms of teaching recognition from the state of Indiana.

Finally, read over the innovative new programs we've implemented. We're building on the history of strength—the National Survey of Student Engagement (NSSE) celebrated its first decade—by doing more to understand how students learn and how best to

teach. The Strategic National Arts Alumni Project is a direct outgrowth of the NSSE model, examining the effectiveness of arts education and the resulting careers of art education students. So is the High School Survey of Student Engagement (HSSSE), which provides real qualitative and quantitative data to help understand today's secondary students. The Woodrow Wilson Teaching Fellowship is growing into a new "Urban Excellence Project." Work partnering the School of Education with the Gary school corporation is showing real results—the first time one of our partner schools has exceeded state benchmarks.

And our supporters have also responded to the critical nature of our efforts. We concluded a very successful Bloomington Matching the Promise capital campaign, no small feat in our present economy. Contributors to the IU School of Education have come through to ensure we keep a leading role in education. For that we offer our deep appreciation and sincere thanks to the many faculty, alumni and friends who made our success possible.

But of course we can only truly fulfill that vote of confidence by leading forward. Inside these pages, you'll see the kind of work that has made us one of the world's leaders in preparing educators and developing new methods for effective education. Here you will see exactly how we're following the imperative to lead, ever aware of why we should do so.



A handwritten signature in black ink that reads "Gerardo M. Gonzalez". The signature is written in a cursive, flowing style.

Gerardo M. Gonzalez
Dean, IU School of Education



Indiana University **School of Education**

ANNUAL REPORT 2009-2010

- 2 Faculty Excellence
- 9 Student Excellence
- 10 Leadership Excellence
- 12 Programs and Partnerships
- 15 Alumni Excellence
- 16 Matching the Promise
- 18 Research and Development
- 23 Honors, Distinctions, and Awards
- 24 Alumni Association Officers
- 25 Directory

The mission of the Indiana University School of Education is to improve teaching, learning, and human development in a global, diverse, rapidly changing and increasingly technological society.



Professor leading the way for teaching with **technology**

Exceptional technology-supported teaching usually comes after a lot of thought and experimentation. An international award recognized that an assistant professor is a leader in thinking of new ways to teach with tech then using it successfully.

Joshua Danish, a faculty member in the Learning Sciences program, studies how innovative technologies can be used to support teaching and learning. The Sakai Foundation selected Danish as an honorable mention winner for its third annual “Teaching with Sakai Innovation Award.” Danish presented his submission at the Sakai Conference 2010 held in Denver, Colo. in June. The course design he submitted for the competition incorporated tools such as blogs and Twitter feeds to engage students in continuing discussions about course material. Danish said the goal was to create a richer learning experience than that just available in face-to-face classroom exchanges.

“It came about kind of naturally, where I thought about what kinds of activities I want students engaged in,” Danish said of developing the course. “Once I had a clear vision of that, I looked for the tools that would make it happen.”

Danish said his background as an engineer and educational software designer made it easier for him to develop useful tools.

The award-winning submission is called “Computational Technologies in Educational Ecosystems,” designed to help class participants think about how different forms of technology can work effectively in different types of learning contexts. According to Danish’s submission, the course goals were to give students a broad survey of technology used in education, provide background knowledge about technology’s role and its current state in education, and help students develop uses for technology in their own educational contexts.

Danish describes his approach to technology in education as one that thoughtfully applies the latest tools. It’s important to gauge what will be most effective based on how students will use the tools, he said.

“What do we really need and want students to be engaged in so they not only learn, but also engage critically and thoughtfully with the technologies in their life?” he pointed out.

“Once I had a clear vision...I looked for the tools that would make it happen.”

Spencer Postdoctoral Fellowship spurs further study of using **videogames** in education

The National Academy of Education has selected counseling and educational psychology Assistant Professor **Melissa Gresalfi** as a 2009-2010 Spencer Postdoctoral Fellow. Gresalfi is one of just 20 researchers selected from a pool of more than 150 applicants.

The National Academy of Education's Spencer Postdoctoral Fellowship Program supports early career scholars working in critical areas of education research. Researchers are selected within five years of earning a Ph.D.

Gresalfi said she is excited about the fellowship, particularly because she understands from working with a group of past fellows that it's not simply an award to fund research.

"It's sort of an intentional opportunity to create a really collaborative group of people who are somewhat familiar with each other's work, even if they are drawing from different fields," Gresalfi said. "With this group of people, it was very clear that they became a set of

resources for one another that extended beyond the year or two years they had the fellowship."

The fellowship will support her project, "Designing for Consequential Engagement: The Role of 'Push Back' on Student Thinking," examining how students can become better engaged in learning math through video games. Gresalfi expects students will better master the subject because they will be making decisions that have consequences in the game.

Her study will test her theory that engaging students through making choices with consequences is more effective at teaching math. "That requires more than just putting a fancy story on things," Gresalfi said. "It actually requires creating opportunities for kids to problem-solve and make decisions and make mistakes. So you don't have to create stories or even video games to get kids to really love math, but you do have to create dilemmas."

"...creating opportunities for kids to problem-solve and make decisions."





Award furthers early research drive for faculty member

The Oak Ridge Associated Universities organization chose **Dionne Cross**, an assistant professor of education for a 2009 Ralph E. Powe Junior Faculty Enhancement Award. The prestigious award is intended to foster research and professional growth and lead to new funding opportunities during the early stages of the recipients' careers. The ORAU's award consists of unrestricted funds for research and is matched by the awardee's home institution.

"This is a highly competitive program for junior researchers," said Sarita Soni, IU vice provost for research, who also serves as a councilor to ORAU. "Dr. Cross's selection for this award from more than 100 applications speaks volumes about her dedication to scholarly pursuits. We're very proud that she has received this exciting opportunity to further develop and enhance her research."

Cross has been a secondary-level mathematics teacher in Jamaica and the United

States. She focuses her research on strategies to improve both student learning and teachers' professional development in the areas of mathematics. She has been involved in a range of projects, such as a two-year initiative with the Gary (Ind.) Community School Corp. aimed at studying how to increase engagement with science and math among African American girls.

"Dr. Cross' accomplishments have been outstanding," said Gerardo Gonzalez, dean of the IU School of Education. "The work she has been doing to improve math and science education in Gary already has contributed to a major improvement in test scores. The research-based methods of instruction and professional development she and her colleagues have developed are impacting one of the most challenged areas in the state. Her research has national and international implications for improving STEM education among traditionally underserved populations."

"... dedication to scholarly pursuits."

Bonk runs down the way the **Internet** is changing education across the globe

Anyone can learn anything from anyone else “At any time,” says **Curt Bonk**, professor of instructional systems technology. That makes our time exciting, full of possibility, but also raises a host of questions.

Bonk writes of the changes and the questions in *The World is Open: How Web Technology is Revolutionizing Education*, released in July 2009. The book is inspired by the best-selling work of *New York Times* columnist Thomas Friedman, *The World is Flat*. In that 2005 book Friedman documented 10 “flatteners” that have made economic globalization much easier.

Bonk’s book provides a framework for understanding the availability of education through Web technology with his own list of 10. “With it, people can go down the list not of ‘flatteners,’ as Friedman talks about, but of ‘openers,’ as in the doors becoming open for education,” Bonk said. “By having that list

of 10, it is a somewhat succinct list from the potentially hundreds that could be listed, so as not to overwhelm people with the possibilities.”

The website EDTECH Tools named it one of the top EDTECH books of the decade.

The 10 key trends Bonk explores include “Web searching in the world of e-books,” “availability of open source and free software,” and “real-time mobility and portability.” The beginning letters of each trend spell “WE-ALL-LEARN.”

Education leaders around the world have noticed the work, including Boise State University’s president Robert Kustra, who cited Bonk’s publication in his August 2010 State of the University address. Kustra said he was making sure the campus bookstore ordered copies of what he called “perhaps the best account I have read of the potential to create entirely new learning venues in the new world of open software and open learning.”

“...perhaps the best account I have read of the potential to create entirely new learning venues in the new world of open software and open learning.”



Governor's award cites a young leader on School of Education faculty



An impressive array of work bringing technology to youth who may most need access has earned recognition from Indiana's governor. Assistant Professor **Kylie Pepler** received a 2009 Governor's Award for Tomorrow's Leaders in a ceremony at the Indiana Statehouse on December 15.

The award is presented by the Office of the Governor of Indiana and the Indiana Humanities Council as an initiative to "bring attention to excellence and achievement among a broad, diverse group of young leaders in Indiana."

Pepler has proven a productive member of the School of Education faculty since her appointment in January 2008, earning 7 grants, publishing 6 scholarly articles, and co-editing a book published this year. That book, *The Computer Clubhouse: Constructionism and Creativity in Youth Communities*, focuses on her work with media arts as a tool to help improve literacy and learning for young people. The book examines Computer Clubhouse, an international after school program designed to provide the latest in computer technology to underserved youth.

Since arriving in Indiana, Pepler has worked with the Bloomington

Boys and Girls Club to create a similar media arts program. In this program, youth are introduced to a visual computer programming and design tool that allows them to create anything from a short animated story to a music video. Children use not only their imagination, but literacy and computer skills, to create a unique expression of self which can then be shared worldwide on the Internet.

Another tool is an "e-puppet," called BeeSim, which makes use of "wearable computers." Through "e-textiles," which have computer circuits built into fabric, such puppets can teach young children (ages 7-9) about how honeybees collect nectar from a complex systems perspective in their science classroom.

"These tools allow youth to speak their minds, and to share their media arts products for the whole world to see," Joyce Alexander, chair of the Department of Counseling and Educational Psychology, wrote in the letter nominating Pepler for the award. "These opportunities allow children to view their possible selves and potential skills in a whole new way outside of the traditional school subjects. I believe this program makes a positive impact on our community and on our children."

"These opportunities allow children to view their possible selves and potential skills in a whole new way."

International Organization for advancing children's education honors professor



The Association for Childhood Education International (ACEI) named Associate Professor of early childhood education **Jacqueline Blackwell** as its selection for the organization's highest honor in May 2010. ACEI awarded Blackwell with the Patty Smith Hill Award which goes to a long-term member who has demonstrated a deep commitment to improving children's education and fulfilling the goals of the organization.

"It is a true pleasure to honor Dr. Blackwell by bestowing this recognition," said ACEI Executive Director Diane Whitehead. "Dr. Blackwell is a valued member of ACEI, and she displays an extraordinary commitment to preparing new teachers to enter the classroom."

Blackwell is a past president of ACEI who began her career as a classroom teacher and has also served as a private school administrator and consultant.

Now Blackwell is continuing her work to ensure that early childhood teachers enter the classroom with the best tools available and a variety of experiences. The chair of the ACEI Technology Committee, she teaches one of her pre-service classes in a newly-refurbished technology classroom on the IUPUI campus. In the class, students can collaborate through networked laptops, sharing their ideas over one of several large display screens throughout the room.

Leadership in the field has taken Blackwell across the globe for presentations in England, Russia, Turkey, China, Indonesia, and other countries. In a release marking her award, the ACEI stated "Blackwell's leadership, enthusiasm, and dedication serve as an inspiration to her students and colleagues alike."

"...an extraordinary commitment to preparing new teachers to enter the classroom."

Pike the latest higher education faculty member selected for prestigious **national award**



The Association for Institutional Research (AIR) presented **Gary R. Pike**, an associate professor of Higher Education in the Indiana University School of Education and executive director of Information Management and Institutional Research at Indiana University-Purdue University Indianapolis, for the prestigious Sidney Suslow Award in May 2010. Overall, AIR has selected four School of Education faculty for the Suslow Award, more than any other institution.

The Suslow is given by AIR to note a long record of contributing to the development of higher education institutional research, planning or administrative decision-making. It is not necessarily given every year, but only when the selection committee receives a nomination that meets the award criteria.

"Gary is considered by some of the most respected leaders in the field to be among a half-dozen of the best statisticians working in higher education today," said Trudy W. Banta, professor of Higher Education and senior advisor to the chancellor for academic planning and evaluation at IUPUI and herself a Suslow award winner (in 2003). "He has a gift for explaining complex concepts in clear, understandable terms." Banta said the fact that he's received four "Best Paper" awards from AIR is testament to his expertise and his communication skills.

Professor of Higher Education Don Hossler won the award in 2009. Before Banta's selection in 2003, the Suslow Award went to George Kuh, chancellor's professor of Higher Education and director of the Center for Postsecondary Research.

Pike is internationally recognized for scholarship on assessment of student learning and institutional effectiveness.

"I'd like to think that people see the research that I've done as useful beyond just the technical kinds of things you do in institutional research," Pike said, noting that a recent electronic search revealed an article he authored was cited 160 times, indicating other scholars and researchers are paying attention.

Pike's research has delved into many aspects of higher education student and institutional success, including the impact of residential learning communities (which bring together students with similar interests), the importance of high school on freshman success, adult learners and the connection of the *U.S. News and World Report* rankings to measures of learning quality. He's delivered more than 100 presentations and workshops across the U.S. and Canada and written 46 refereed articles in scholarly journals as well as a dozen book chapters.

"...among a half-dozen of the best statisticians working in higher education today."

Students already making an impact

The continuing excellence of student experiences and scholarly development is reflected by some notes of recognition from across the state, nation, and world.

The Association for the Student of Higher Education (ASHE) named **Gen Shaker, who completed her Ph.D. in Higher Education in 2008** as the selection for a prestigious national dissertation award. Shaker's dissertation, *Off the Track: The Full-time Nontenure-track Faculty Experience in English*, earned the national Bobby Wright Dissertation of the Year Award. ASHE presented the award in November at the 2009 international conference in Vancouver.

"I was interested in faculty and also in 'hot topics' in higher ed — that is those things that are on people's minds now and also are relevant to the future of institutions," Shaker said of her dissertation topic. "To narrow this broad interest, I decided to focus on full-time, non-tenure-track (FTNT) faculty, a growing population in colleges and universities."

The experience of non-tenure track faculty in English became a focus because Shaker said that department is such a central part of the undergraduate experience, among other factors. "English faculty are responsible for a core part of the undergraduate curriculum, a notable number of FTNT faculty teach in English, and those in the English are quite interested in the issues surrounding faculty appointments," she said. "Thus it became a natural choice to write my dissertation about the FTNT experience in English."

Oren Pizmony-Levy, a double major in Education Policy Studies and Sociology,

earned IU's prestigious Wells Graduate Fellowship for the 2010-2011 school year. Earlier in the year, he earned a prestigious award for a research paper, the Dr. Judith Torney-Purta Outstanding Paper Award from the Comparative and International Education Society.



Gen Shaker

It is the second consecutive year a student from the Educational Leadership and Policy Studies (ELPS) department in the IU School of Education has won Wells Graduate Fellowship.



Oren Pizmony-Levy

was the recipient for the 2009-2010 school year. The award carries the name of Herman B. Wells, IU president for 25 years and then University Chancellor until his death in 2000. In his estate, Wells provided for an annual graduate fellowship. The fellowship is awarded each year to students who demonstrate the qualities for

which Chancellor Wells was renowned: leadership abilities, academic excellence, character, social consciousness, and generosity of spirit.

Literacy, Culture and Language Education doctoral student Lenny Sanchez earned recognition for his work as a source for a story on Oprah.com, the website component of media superstar Oprah Winfrey's lifestyle information resources. In an article titled "The Best Ways to Teach Kids to Read," Sanchez offered suggestions for parents and others helping children to read. Sanchez said making sure children are reading for meaning is important while making sure they take on texts they can handle.

"We always want to make sure we're challenging our kids and ourselves as readers, but when you're pushed beyond what you can handle, it's going to negatively affect what you can do," Sanchez told Oprah.com. "We want to give [children] situations that are challenging to them, that have a lot of struggles, but that also have a lot of opportunities for success."

The *Chronicle of Higher Education* focused on **Educational Leadership and Policy Studies doctoral candidate Nicholas Hillman** in an article highlighting recent research on financial aid. Hillman analyzed financial aid data from 209 public four-year colleges over three academic years and found some interesting results. The final conclusion included his finding that "market-oriented forces and state merit-aid policies appear to provide incentives for colleges to direct money away from financially needy students."

Faculty influence spans the globe, nation

Rankings

U.S. News & World Report Rankings

	2011
Overall ranking	19
Overall score	72
Reputation rank by academics	3.9
Reputation rank by superintendents	4.1
Verbal GRE score	551
Quantitative GRE score	648
Research expenditures (millions)	\$22.2

Top 10 Individual program rankings 2011

Counseling and Personnel Services	6
Secondary Education	10
Higher Education Administration	5
Elementary Education	8
Curriculum/Instruction	9(t)

A glance at editions of the French evening newspaper *Le Monde* and the Paris daily *Libération* in April 2010 provides one example of the expansive influence of IU School of Education faculty expertise and research.

The issues each featured prominent photos and interviews with **Professor in Counseling and Educational Psychology Russ Skiba**, who provided the keynote speech April 7 at a conference organized by the French minister of education in Paris. The conference called “Les Etats Généraux de la sécurité à l’école” (The General Assembly on the Security of School) came in the wake of a series of incidents involving serious violence in French schools over the previous months.

Skiba told *Libération* that the policy of “zero tolerance” in the U.S. has not been effective and recommended that the delegates to the assembly act on three levels to reduce school violence. He said the effort should actively teach all students the elements of safe and civil behavior, include active work with students identified as at-risk students, and have plans in place for students who engage in violence or disruption.

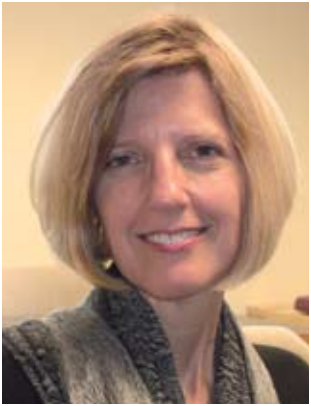
Ongoing global work includes the major project led by **Professor of Educational Leadership and Policy Studies Heidi Ross**, who is also director of the East Asian Studies Center at IU. Ross is working on a project that will apply much of the learning assessments developed by the National Survey of Student Engagement (NSSE) at IU to China’s high school and college populations.

“Developing National Student Engagement Surveys for Chinese Secondary and Higher Education: Effective Practice for an Era of Mass Schooling” is a project involving other units at IU and Chinese colleagues.

Another effort that has stretched across oceans includes the work of **Nancy Chism, professor of Higher Education and Student Affairs** (HESA) at the IU School of Education, part of a new tool to provide more college teaching preparation to new faculty in England and the U.S. “Teacher Training Online” from Epigeum, a company affiliated with Imperial College in London began online operations in January. The program offers online training for graduate teaching assistants, lecturers, part-time faculty, or any faculty member who wishes to gain increased knowledge and skills in teaching. Chism has designed the course “Developing your Teaching,” part of an overall offering Epigeum calls a “development group” focused on higher education teaching.

Ninety-two institutions in the U.S., Europe, Asia, and Australia have signed up for Epigeum courses. The IU School of Education and the IU School of Medicine are designing partners, joining around 15 institutions helping to develop the coursework.

Chism said the project attracted her because of the renowned faculty involved in the project, which includes Graham Gibbs, a British higher education expert formerly with British Open University, England’s largest postsecondary institution. “I wanted to work with these people and be a part of a high-end course development,” Chism said. “You have to be constantly



Heidi Ross

thinking of activities and using storyboard formats. It's very different from the way we're used to working."

Chism is part of a higher education faculty that includes some of the most productive and most referenced researchers in the world. A recent study published in *Research in Higher Education* examined citations in higher education literature and found three IU faculty among the 20 most-cited individuals. The study called "Higher Education Literature Revisited: Citation Patterns Examined" sampled six years of higher education journal articles.

Chancellor's Professor of Higher Education and Director of the Center for Post-secondary Research George Kuh was the third-most cited; **Associate Professor Gary Pike** was the 11th-most cited; **Professor Don Hossler** was 17 on the list.

Tapping into faculty expertise, the National Student Clearinghouse

appointed **Professor Don Hossler** as executive director of the National Student Clearinghouse Research Center (NSCRC) in February. The NSCRC is the non-profit organization that maintains a comprehensive registry of higher education student data. An internationally-recognized expert on issues of college choice, student financial aid policy, enrollment management and higher education finance, Hossler oversees the Research Center's operations, strategies and delivery of its public service mission. Earlier this year, the American College Personnel Association presented Hossler with its "Contribution to Knowledge" award, given for outstanding contributions to the profession's body of knowledge.

Professor of mathematics education Diana Lambdin began a three-year term on the board of the National Council of Teachers of Mathematics (NCTM) in July 2009. The author of numerous publications, Lambdin is the co-director of the elementary Transition to Teaching program at IU Bloomington. Additionally, she is the principal investigator on the NSF-funded Noyce scholarship program, which provides scholarships for undergraduate mathematics majors to add teacher preparation to their program of studies and provides stipends for career changers (with bachelors degrees in mathematics) who enroll in the graduate-level Transition-to-Teaching program. She has just

concluded serving as the Martha Lea and Bill Armstrong Chair in Teacher Education, overseeing the Armstrong Teacher Educator program. Armstrong Teacher Educators are select teachers who participate in professional development opportunities and work with IU faculty and students studying to be teachers over a year.

The Association for Educational Communications and Technology (AECT) honored **Instructional Systems Technology Professor Charlie Reigeluth** with two awards and an award presented in his name. The Systemic Change Division has created the "Charles M. Reigeluth Emerging Research Award." The first award went to Sunnie Lee Watson, now an assistant professor of Educational Technology at Ball State University and a former Reigeluth student. Award recipients must be less than 5 years into a full-time academic position and have produced work which "is emerging as important to the field of systemic change, diffusion of innovations, systems theory or change management."

AECT also presented two awards to Reigeluth for his own work; the award for "Distinguished Service to the Systemic Change Division" and the "Outstanding Journal Article" award, also from the Systemic Change Division.

Reigeluth said he didn't expect these honors and added that having a former student win the research award was a particular point of pride.



Nancy Chism



Charlie Reigeluth

Undergraduate Enrollment and Degrees Awarded

Bloomington Enrollment:

2007-2008: 874
2008-2009: 781
2009-2010: 770

Bloomington Degrees:

2007-2008: 603
2008-2009: 398
2009-2010: 412

Indianapolis Enrollment:

2007-2008: 1,167
2008-2009: 1,055
2009-2010: 1,078

Indianapolis Degrees:

2007-2008: 233
2008-2009: 235
2009-2010: 204

Innovative programs and research place IU School of Education in leadership role

“We have some of the best teachers in the country, thanks to him.” That’s the high praise from a “culture teacher” who recounted his experience with the IU School of Education’s Cultural Immersion Project to the *Navajo Times* newspaper. John Henderson spoke of IU professor emeritus James Mahan, who founded the program that places student teachers in 15 different countries, inner-city Chicago, and on the Navajo Reservation. Henderson noted that while the student teaching placement is for up to 18 weeks, many of the teachers end up staying. The newspaper article noted many IU alums now teaching on the reservation.

The visionary program started sending teachers there in 1972. Foreign posts including India, Ecuador, and New Zealand came on in later years, with an inner-city Chicago placement becoming part of the program in 2008. The program continues to draw praise nearly 40 years since it started, most recently in a publication from NAFSA: Association for International Educators. In a report titled “Internationalization of Teacher Education: Three Case Studies,” author Charlotte West noted the Cultural Immersion Project as an innovative student teaching abroad program that helps new teachers gain skills for an increasingly global world.

“It’s working, and we want to continue that partnership,” said Frankie Woods McCullough Girls Academy principal Pearl Prince. McCullough and the Dr. Bernard C. Watson Academy for Boys in Gary, Ind. just completed three years of a partnership with the IU School of Education to provide continuing professional development for teachers and student enrichment opportunities. The elementary schools are part of an ongoing collaboration with the Gary Community School Corp. (GCSC).

The most recent results from the ISTEP-Plus state-wide learning assessment in Spring 2010 revealed great progress for McCullough. “When we looked at the benchmarks according to No Child Left Behind for 2010, we exceeded the benchmarks for reading, language arts, and science,” said Prince. “This is the first time we’ve exceeded the benchmarks.”

McCullough showed tremendous growth in nearly every category for each grade and subject tested. Those improving categories rose by at least 8 percent, the most dramatic rise coming in sixth-grade science, where the percentage of students passing that portion of ISTEP rose from 27 percent to 70 percent. Ninety-two percent of fourth-graders at McCullough passed the math portion, and 91 percent of fifth-graders passed the math section.

Prince said the efforts of IU faculty and staff through structures like a summer math camp for selected students are paying off. “We value the partnership and we know what it means not only to our teachers but to our students as well.”

The GCSC partnerships are coordinated by the Center for P-16 Research and Collaboration in the School of Education. The center, founded in 2006, is devoted to developing partnerships with schools and communities by understanding their needs and connecting them with groups at IU that can help promote student achievement. Through various activities, the P-16 Center is focused on improving high school graduation and college-going rates to better prepare students for the 21st-century workforce.

The “Urban Education Excellence” project of the Indiana University School of Education at IUPUI received a U.S. Department of Education a five-year, \$2.7 million Teacher Quality Partnership grant awarded in October 2009. The grant expands the

Woodrow Wilson Teaching Fellowship program and will lead to a master’s degree in education with graduates licensed to teach both general and special education. Federal guidelines for the grants steer them toward creating new pathways in teacher preparation and teacher residency programs, while providing high-need schools more teachers and the means to support their work.

The grant will fund the partnership among Indianapolis Public Schools, the IU School of Education and the Purdue School of Science at IUPUI. Twenty students will be recruited in concert with the Woodrow Wilson National Fellowship Foundation from undergraduate programs at universities that traditionally serve underrepresented groups.

A unique partnership that has revitalized a once-closed Indianapolis school provides secondary education students their first teaching experience. Each semester students learn and work at George Washington Community School (GWCS), which re-opened in 2000 with the help of 17 different entities at IUPUI. As many as 60 student-interns work in the schools for 14 weeks each semester, experiencing an urban school environment and discussing their experiences in an on-site class.

“We’re trying to prepare teachers to teach anywhere,” said Monica Medina, faculty member in teacher education. Medina oversees the student-interns and teaches the on-site class where School of Education students can discuss their experiences in the classroom minutes afterwards. The participating students are in the first stages of their teacher preparation. Their involvement with George Washington students is through small group teaching sessions or one-on-one meetings. “What this allows is for us to do then is to develop the field experience tangen-



tially with the curriculum,” Medina said.

Within the experience of the urban community school, Medina emphasizes three areas with student-interns as a part of the coursework they must complete along with the field experience: multicultural education, special education, and adolescent psychology. “From there our discussion goes to what is it like to teach in an urban school,” she said.

A new project to improve teaching U.S. history covers two states. Faculty members from the Indiana University School of Education and the College of Arts and Sciences are working on projects to enhance the teaching of U.S. history in schools, thanks to grants from the U.S. Department of Education. Grants from the Teaching American History program are funding the Monroe County Community School Corp. in Indiana, which received a \$497,917 grant over three years. Marilynne Boyle-Baise, professor of curriculum and instruction, James Madison, professor of history, and Pat Wilson, social studies chair at Bloomington High School North, are co-directors of the “History Educators Project,” bringing together faculty from the College of Arts and Sciences and the School of Education, along with staff from the Monroe County Historical Society, to work with a group of 30 selected MCCSC teachers over three years.

“There are three goals,” Boyle-Baise said. “To enhance the teaching of traditional U.S. history, to promote innova-

tive teaching practices, and eventually to raise student achievement.”

Continuing an ongoing relationship on a history teaching project with Auburn University in Alabama, Associate Dean for Teacher Education Tom Brush, also a professor in the Department of Instructional Systems Technology, is heading an IU School of Education effort

that is part of a more than \$1.7 million dollar Teaching American History grant. The federal government awarded \$1,723,751 over five years to Lee County, Ala., schools for a project headed by John Saye, alumni professor of secondary social sciences in the Auburn University College of Education. Brush is developing online learning and instructional tools as part of the project called “Plowing Freedom’s Ground.”

The collaboration expands longtime work by Saye and Brush on the “Persistent Issues in History Network,” an Auburn and IU partnership that has produced a set of Web-based tools and resources designed to support history teachers interested in implementing problem-based inquiry strategies in the classroom (online at <http://pihnet.org>).

A project examining the development of “systems thinking” in middle school students and developing new curriculum for teachers across disciplines earned more than \$727,000 from the MacArthur Foundation. Melissa Gresalfi, assistant professor in the Department of Counseling and Educational Psychology and its Learning Sciences Program, as well as IU’s Cognitive Science Program, and Kylie Pepler, assistant professor in the department’s Learning Sciences Program, will be co-principal investigators on the three-year study called “Grinding New Lenses: a Design Project to Support a Systems View of the World.” Their partners

in the project are Nichole Pinkard, visiting associate professor at DePaul University, and Katie Salen, executive director of the Institute of Play, and associate professor in the Design and Technology program at Parsons, the New School for Design, in New York City.

Systems thinking encourages students to understand subject matter through problem solving that connects issues as part of an overall “system.” Applicable to disciplines ranging from science, to the arts, to math, and even to business, systems thinking involves thinking about how different elements behave and interact in order to produce patterns and predictable outcomes.

“What this grant is really about is designing different models of curricula that leverage different forms of technology and address different big ideas,” Gresalfi said. “The goal is to support kids’ dispositions toward seeing the world as coherent systems.”

Peppler and Gresalfi are working on two initiatives. One will develop teaching plans to develop systems thinking in sixth-graders by using various technological tools in a variety of study areas such as science, art and literature. Teachers will begin working on those plans in a month-long workshop this summer in collaboration with Chicago Public Schools. Then during the course of a year, Gresalfi, Peppler and their partners will study how students use the developed modules to adopt a “systems thinking disposition” that helps them see and interpret the world.

In Spring 2010, a new exchange program with a university in China from the IU School of Education at IUPUI began. Elementary education major Sarah Hall became the first student teacher at a Chinese elementary school in Guangzhou, China. It was the start of an exchange of education students between the IU School of Education at IUPUI and Sun Yat-sen University.

The School of Education partnership continues a strategic partnership between IUPUI and Sun Yat-sen University established in 2007. Executive Associate Dean Pat Rogan and Dr. Chris Leland, a faculty member in the department of Literacy, Culture, and Language Education, traveled to Guangzhou in September to firm arrangements for Hall’s visit.



Rogan said the exchange has a lot of potential for both sides. “Sun Yat-sen University is interested in sending students to become Chinese teachers. There is a growing need for Chinese teachers in Indianapolis and the U.S.,” she said. “We’re also working on joint graduate degree programs.”

“Who knew it would work?” That was only a slightly-joking remark from George Kuh, Chancellor’s Professor of Higher Education and Director of the Center for Postsecondary Research at the IU School of Education, speaking of the beginnings of the National Survey of Student Engagement, known best by its popular acronym

NSSE—pronounced in a sound emulating the name of a Scottish sea monster, “Nessie.”

Recognizing the monstrous scope of the survey, a group of more than 80 higher education leaders, researchers, and faculty came to Indianapolis over two days to celebrate the 10th anniversary of NSSE in October 2010 and talk about its future. The annual survey of undergraduate students at 4-year institutions in the U.S. and Canada is designed to provide an estimate of how postsecondary students spend their time and what they gain from attending college. Survey items represent research-based “good practices” in undergraduate education—reflecting behaviors by students and institutions that are associated with desired outcomes of college. Fifty-nine institutions chose to participate in the first NSSE in fall 1999. In 2009, 643 colleges and universities took part. Over the last decade, 1,393 institutions have administered NSSE. By 2007, nearly 1.5 million college students had taken the survey.

The survey started with original support from the Pew Charitable Trusts. Pew funded the proposal by Kuh, which won out over bids from numerous other competing institutions. Kuh recalled how Russ Edgerton of Pew convened a group to discuss creating a new survey instrument to assess undergraduate education quality. He said the scholars who imagined the new survey wanted something that would provide more substantial information about postsecondary education quality than just the popular college rankings system. Kuh stepped down as director of NSSE after 2007, and continued as director of the Center for Postsecondary Research through Spring 2010.

Since NSSE’s start a decade ago, it has spawned other research arms with School of Education research centers. That includes a high school version of NSSE, the High School Survey of Student Engagement (HSSSE). “Charting the Path from Engagement to Achievement: A Report on the 2009 High School Survey of Student Engagement” presented the latest results from the annual survey conducted by the Center for Evaluation and Education Policy (CEEP). The

survey asked more than 42,000 high school students about their thoughts, beliefs and perceptions in 2009. The 2009 survey covered 103 schools in 27 states. This report also profiles individual schools and districts that are using HSSSE data, showing how schools are using the survey to improve the effectiveness of instruction.

The results between 2006 and 2009 have consistently shown a troubling trend among high school students in the U.S. “We could have the same headlines, ‘Kids are bored, not connected to school,’” said Ethan Yazzie-Mintz, HSSSE project director. “We’ve got similar numbers in terms of kids who are bored every day – about 49 percent of the kids are bored every day, 17 percent every class. That’s two-thirds of the kids who are bored at least every day.”

The Strategic National Arts Alumni Project (SNAAP) received the Institutional Research Initiative Award from the Arts Schools Network at its annual conference in Washington, D.C. in late 2009. Based at the Center for Postsecondary Research, SNAAP is an annual online survey, data management and institutional improvement system designed to enhance the impact of arts-school education.

In making the award, Roy S. Fluhrer, Director of the Greenville, S.C. Fine Arts Center and chair of the awards committee, noted that this “is not an annual award, but given only when the quality of the research and its impact merit the recognition.” He added SNAAP “is conducting significant research about the life and work of graduates of arts schools.”

SNAAP was established in late 2007 and has since worked with more than 90 educational institutions to learn about the educational experiences and career paths of arts alumni. By collecting the first national data on how artists develop in this country, SNAAP is identifying the factors needed to better connect arts training to artistic careers. This information will make it possible for education institutions, researchers and arts leaders to understand the factors that helped or hindered arts alumni in achieving their goals, whether they have chosen to work as artists or pursue other paths.

Student Diversity

Bloomington	2007-08	2008-09	2009-10
Minority Enrollment	253	205	258
Percent of Total	9.4%	9.9%	11.9%
Indianapolis	2007-08	2008-09	2009-10
Minority Enrollment	183	174	191
Percent of Total	10.8%	10.5%	10.8%

Alumni noted for leadership in education

During the last year, School of Education alumni received honors from the President, from a senator, and from international organizations. **Amy Knerr, MS'03** from the IU School of Education at IUPUI, earned a Presidential Award for Excellence in teaching science, math, and engineering. Knerr, a math teacher at Clay Middle School in Carmel, was honored for mentoring students in math. A colleague nominated her last year. Knerr has an undergraduate degree in elementary education and is endorsed for teaching language arts and French as well. In addition to receiving the award in a White House ceremony, Knerr got \$10,000 to advance mentoring efforts.

She said her goal is to assess and respond to the unique learning needs of each of her students. Her classes have improved their grades and students have improved achievement. Four of the top five site winners in pre-algebra at the 2008 Indiana Council of Teachers of Mathematics state mathematics contest were Knerr's students.

"This award is a tremendous 'thank you' to the teachers whose talents I admired as a student," Knerr said in a statement on the program's website. "And to the dedicated educators with whom I've shared ideas and problem solved. I'm grateful for the honor of the Presidential Award and determined to strive for the level of excellence that it represents."

Three alumni of the IU School of Education, received honors as "Outstanding Hoosier Educators" in a ceremony on Thursday, May 6, at the Indiana Statehouse. The recognition of six teachers overall came from Indiana Superintendent of Public Instruction Tony Bennett as part of National Teacher Appreciation Week.

Aimee Harvey, BS'00, MS'09, an English/language arts teacher at Brownsburg East Middle School, was among the honorees selected for demonstrating outstanding teaching. Harvey earned her English education degree and master's degree in educational leadership from the IU School of Education at IUPUI. Also honored were **Bobbi Speicher, BS'74** in elementary education,

a second grade science teacher at Shenandoah Elementary in Middletown, and **Jackie Macal, BS'08** in English education, an English teacher at Batchelor Middle School in Bloomington, both of whom attended the IU School of Education in Bloomington.

"I join students, parents and administrators across this state in saying thank you to the many teachers working to improve education each day and applaud them for their dedication to preparing our next generation of Hoosier leaders," said Bennett.

"It's kind of overwhelming to feel like I was chosen from what I know is thousands of wonderful teachers in the state of Indiana," Harvey said. "Overwhelming in a good way and I'm proud that I can represent our profession in this way."

Harvey said she has twice returned to teaching after a family leave, realizing that teaching is her life's work. Bennett said the extra time Harvey spends with students who lag behind on reading skills is making a difference.

"I am incredibly honored to have been selected for this recognition," Macal said. "I know that there are hundreds of other deserving teachers working tirelessly in their classrooms and improving the lives of children all over the state."

U.S. Senator Richard Lugar and Indiana State Superintendent of Public Instruction Dr. Tony Bennett presented the first "Lugar Education Patriot" award on March 13 to Indiana University alumna **Peggy Hinckley, BS'74**.

Hinckley is superintendent of the Metropolitan School District of Warren Township in Indianapolis, who earned her bachelor's degree in elementary education at IU Bloomington.

According to the award criteria, the honor is for "a school, school corporation, or education leader who has demonstrated leadership and initiative in improving the academic achievement and career preparation of Indiana students." Warren Township, an urban district which includes nearly 12,000 students with a poverty rate of more than 85 percent at some schools, made "Adequate Yearly Progress" (annual academic performance

targets) in every school in 2007.

The U.S. Department of Education honored Hawthorne Elementary School for closing the achievement gap in 2008-2009 among designated Title I schools (schools identified for extra funding for at-risk students).

"I had heard Senator Lugar mention that he was going to create this award, but never in my wildest imagination would I ever dream that I would be the first recipient," Hinckley said. "So I am really humbled because there are many superintendents doing good work in Indiana, and the fact they would single out Warren Township is a great honor."

"Peggy Hinckley has established a proven model for Warren Township," Lugar said, "and we look forward to many more exciting accomplishments coming from Warren Township schools."

Other notable recognition for alums included **Nicci Saari, BS'96** in Elementary Education, who was named the 2009-2010 Indiana Grades K-8 Teacher of the Year as named by the Indiana Foreign Language Teachers Association. In higher education, **Marybeth Gasman, PhD'00**, earned *Diverse Magazine's* designation as an "Up and Comer" in the field of higher education research. And in October 2009, Martin University in Indianapolis selected **Anita Siccardi, EdD'98**, as its dean of the School of Nursing. Siccardi earned her doctorate in higher education administration from the IU School of Education, adding to bachelor's and master's degrees in nursing and education.



Sen. Lugar with Peggy Hinckley



Amy Knerr

School of Education wraps its successful part of “Matching the Promise” campaign

The IU School of Education reached its \$11 million goal in individual gifts with the close of Indiana University’s seven year “Matching the Promise” fundraising campaign for the Bloomington campus. The effort started on July 1, 2003 and closed on May 31, 2010. Indiana University initiated the campaign to provide scholarships and fellowships, provide funding for faculty chairs to attract and retain leading academic talent, and to construct high-quality teaching and research facilities. In addition, the school received nearly \$18 million in non-governmental grants as part of the program.



The School of Education’s Executive Director of Development and Alumni Relations Sarah Baumgart said the “matching” part of the campaign’s title helped spur donor generosity. Indiana University provided matching money for contributions that supported students. “Donors

loved knowing that their gifts could be maximized,” Baumgart said.

For the School of Education, such donations have created some exciting opportunities. One example is the gift of **Keith Jepsen**, EdD’74, and his wife Kathleen Dore, who established the Keith Jepsen International Study Scholarship. Jepsen Scholars get \$4,000 to participate in the Cultural Immersions Overseas Project, which sends student teachers to work in 15 countries around the world.

Baumgart said aside from straightforward bequests, the School of Education will benefit from some different types of gifts from this campaign. “People really have taken advantage of gift annuities and charitable trusts,” she said. “Donors who do these other kinds of gifts receive incomes for their lifetimes, while at the same time our investment people are growing the fund. Once the school actually receives the gift, it will probably be a lot larger.”



IU School of Education campaign summary for “Matching the Promise” at IU Bloomington

Private Gifts	\$11,230,488
Non-governmental grants	\$17,926,395
TOTAL	\$29,156,883

Select group enters as first class of Direct Admit Scholars

The Indiana University School of Education welcomed its first class of "Direct Admit Scholars" at the start of the fall semester in August 2009. The Direct Admit Scholars program is designed to provide promising future teachers with the best possible experience at one of the nation's finest schools of education.

Direct Admit Scholars can take preliminary education coursework starting their first semester and have additional access to alumni and other educational mentors. Once they complete minimum coursework and pass the Praxis I test, they are guaranteed admission to the major program of their choice. Another benefit includes a \$2,000 stipend for Direct Admit Scholars who choose to participate in the Cultural Immersion Project to do student teaching at the end of their undergraduate experience.

Some facts and figures about the initial class show its quality and educational interests:

- The high school grade point average of the 2009 Direct Admits Scholars is 3.83.

- Most of the group is from Indiana, but 17 are from out of state, including students from Illinois, Ohio, Maryland, New York, New Jersey, and Pennsylvania.
- Twenty-two of the first group are interested in pursuing early childhood or elementary degrees.
- Ten are interested in pursuing math or science secondary education degrees.

Dean Gerardo Gonzalez, Associate Dean of Teacher Education Tom Brush, and other faculty and staff greeted the initial group of 61 students who made up this highly-select group of freshmen during a welcome ceremony. Gonzalez reminded the group that research has shown the single most important factor in a student's education is a highly qualified teacher. He then pointed out that the Direct Admit Scholars have been chosen because of their academic ability and desire to become a teacher. "We should have the best and the brightest go into teaching," Gonzalez said. "We are proud you have chosen to pursue this dream."

Research and Development

Project Title	Agency	Total Amount	Principal Investigator
A Place to Call Home: Building on Success and Opportunity	INDIANA GOVERNOR'S COUNCIL FOR PEOPLE WITH DISABILITIES	\$73,000	GROSS, JACOB
ADA-Indiana Project	UNIVERSITY OF ILLINOIS, CHICAGO	\$26,000	PAPPAS, VICTORIA
Afghanistan Higher Education Project - Medical Component	ACADEMY FOR EDUCATIONAL DEVELOPMENT	\$99,914	MASON, TERRENCE C.
Afghanistan Medical Education Component Activities	ACADEMY FOR EDUCATIONAL DEVELOPMENT	\$308,749	MASON, TERRENCE C.
Aging in Place: Creating Livable Communities for Older Hoosiers	INDIANA ASSOCIATION OF COMMUNITY ECONOMIC DEVELOPMENT	\$8,005	STAFFORD, PHILIP BARTLETT
Arts4Learning: Evaluation of an Early Childhood Arts Education Program	YOUNG AUDIENCES OF INDIANA	\$16,000	SMITH, JOSHUA S.
Assignment Agreement - IPA/USAF Air Force Research Laboratory	AIR FORCE RESEARCH LABORATORY	\$156,647	REIGELUTH, CHARLES M.
Center for Evidence-Based Practices	INDIANA DEPARTMENT OF CORRECTIONS	\$238,192	SEXTON, THOMAS L.
Chicago Public Schools Capstone Course for Space Science	CHICAGO PUBLIC SCHOOLS	\$53,599	MALTESE, ADAM VINCENT
Children's School Success Plus (CSS+) -- Goal 2	UNIVERSITY OF KANSAS	\$143,222	BUTERA, GRETCHEN
Circle City Learning Community	MARY RIGG NEIGHBORHOOD CENTER	\$26,666	MEDINA, MONICA A.
Civitas - An International Civic Education Exchange Program	CENTER FOR CIVIC EDUCATION	\$216,000	MASON, TERRENCE C.
COLLABORATIVE & MAJOR Computational Textiles as Materials for Creativity: Online Participatory Design	NATIONAL SCIENCE FOUNDATION	\$216,280	PEPLER, KYLIE AINE
Common Goal Educational Initiative Evaluation Study	INDIANAPOLIS CHAMBER OF COMMERCE	\$38,724	PLUCKER, JONATHAN ALAN
Comprehensive Teacher Education Reform for English Language Learners	U.S. DEPARTMENT OF EDUCATION	\$599,819	TEEMANT, ANNELA
Conference Proposal: Midwest Noyce Regional Conferences for 2010 and 2011	NATIONAL SCIENCE FOUNDATION	\$352,437	NGUYEN, KIM SA T.
Contract between Indiana University and National Student Clearinghouse Research Center.	NATIONAL STUDENT CLEARINGHOUSE	\$303,033	HOSSLER, DONALD
Data and Technical Support for Indiana 21st Century Community Learning Centers	INDIANA DEPARTMENT OF EDUCATION	\$61,907	KING, MINDY HIGHTOWER
Deliberating in a Democracy	CONSTITUTIONAL RIGHTS FOUNDATION	\$54,590	MASON, TERRENCE C.
Designing for critical engagement: The role of 'push back' on student thinking	NATIONAL ACADEMY OF EDUCATION	\$55,000	GRESALFI, MELISSA
Developing a Commercial Viable (yet Pedagogically Innovative) Gaming Curriculum	JOHN D. & CATHERINE T. MACARTHUR FOUNDATION	\$500,000	BARAB, SASHA A.
Digital Media Literacy Beyond the Screen: Computational Crafts, DIY, and Education	UNIVERSITY OF PENNSYLVANIA	\$7,500	PEPLER, KYLIE AINE
I-STEM 2009-10	PURDUE UNIVERSITY	\$50,239	BARAB, SASHA A.
Early Childhood Meeting Place	EMERALD CONSULTING, LLC	\$19,000	CONN-POWERS, MICHAEL
Empowering a 21st Century Learning Environment in Monroe and Eastern Green County Schools	MONROE COUNTY COMMUNITY SCHOOL CORPORATION	\$74,991	HICKEY, DANIEL THOMAS
Empowerment through Knowledge	INDIANA PROTECTION AND ADVOCACY SERVICES	\$5,000	STAFFORD, PHILIP BARTLETT
ESL Professional Communities for Expertise and Leadership Development	INDIANA COMMISSION FOR HIGHER EDUCATION	\$139,510	PAWAN, FARIDAH
Evaluating Comprehensive Cancer Control in Indiana	AMERICAN CANCER SOCIETY, INCORPORATED	\$15,000	KING, MINDY HIGHTOWER
Evaluation of A Tale of Two Cities: Indianapolis and Anderson, Indiana	BD OF SCHOOL COMMISSIONERS OF CITY OF INDIANAPOLIS	\$5,000	SMITH, JOSHUA S.
Evaluation of Amgen Scholars: An Undergraduate Summer Research Program in Science and Biotechnology	AMGEN FOUNDATION	\$116,119	PLUCKER, JONATHAN ALAN
Evaluation of Carnegie Mellon IGERT	CARNEGIE MELLON UNIVERSITY	\$17,662	PLUCKER, JONATHAN ALAN
Evaluation of CISE Pathways to Revitalized Undergraduate Education	PURDUE UNIVERSITY	\$73,114	BROWN, COURTNEY L.
Evaluation of Four National Research Centers at Harvard	HARVARD UNIVERSITY	\$20,000	PLUCKER, JONATHAN ALAN
Evaluation of Indiana 21st CCLC	INDIANA DEPARTMENT OF EDUCATION	\$223,598	KING, MINDY HIGHTOWER
Evaluation of Kentucky's Transition to Teaching Program	KENTUCKY DEPARTMENT OF EDUCATION	\$7,501	MOSS, MARCEY ANN
Evaluation of Mary Rigg Neighborhood Center 21st CCLC Initiative	MARY RIGG NEIGHBORHOOD CENTER	\$10,000	KING, MINDY HIGHTOWER
Evaluation of Kentucky's Transition to Teaching Program	KENTUCKY DEPARTMENT OF EDUCATION	\$7,501	MOSS, MARCEY ANN
Evaluation of Mary Rigg Neighborhood Center 21st CCLC Initiative	MARY RIGG NEIGHBORHOOD CENTER	\$10,000	KING, MINDY HIGHTOWER

Project Title	Agency	Total Amount	Principal Investigator
Evaluation of the AYS 21st Century Community Learning Center	AT YOUR SCHOOL, INC.	\$10,500	KING, MINDY HIGHTOWER
Evaluation of the Bartholomew Consolidated School Corp. Cohort 5 21st	BARTHOLOMEW CONSOLIDATED SCHOOL CORPORATION	\$11,509	KING, MINDY HIGHTOWER
Evaluation of the Bartholomew Consolidated School Corp. Mathematics and Science MSP Prof. Development Model	BARTHOLOMEW CONSOLIDATED SCHOOL CORPORATION	\$30,000	KING, MINDY HIGHTOWER
Evaluation of the Blue River Services 21st CCLC Initiative	BLUE RIVER SERVICES, INC.	\$10,500	KING, MINDY HIGHTOWER
Evaluation of the Boys and Girls Club of Indianapolis	BOYS AND GIRLS CLUBS OF INDIANAPOLIS	\$5,535	KING, MINDY HIGHTOWER
Evaluation of the Crawford County High School 21st Century Community Learning Center	CRAWFORD COUNTY COMMUNITY SCHOOLS	\$4,375	KING, MINDY HIGHTOWER
Evaluation of the GEO Foundation 21st Century Community Learning Center Initiative	GREATER EDUCATIONAL OPPORTUNITIES FOUNDATION	\$10,000	KING, MINDY HIGHTOWER
Evaluation of the Hamilton County Grant to Integrate School and Mental Health Services	HAMILTON-BOONE-MADISON SPECIAL SERVICES CO-OP	\$10,000	KING, MINDY HIGHTOWER
Evaluation of the Indiana Afterschool Network Project	INDIANA AFTERSCHOOL NETWORK	\$15,000	SMITH, JOSHUA S.
Evaluation of the Indiana Statewide Longitudinal Data System Year 3	INDIANA DEPARTMENT OF EDUCATION	\$74,800	PLUCKER, JONATHAN ALAN
Evaluation of the Indiana Youth Institute's Compassion Capital Fund	INDIANA YOUTH INSTITUTE	\$31,012	BROWN, COURTNEY L.
Evaluation of the Indianapolis Public Schools Stimulus Support	BD OF SCHOOL COMMISSIONERS OF CITY OF INDIANAPOLIS	\$165,000	SMITH, JOSHUA S.
Evaluation of the Indy Parks and Recreation 21st CCLC Initiative	INDIANAPOLIS DEPARTMENT OF PARKS & RECREATION	\$19,500	KING, MINDY HIGHTOWER
Evaluation of the John H. Boner Community Center 21st CCLC Initiative	JOHN H BONER COMMUNITY CENTER	\$30,229	KING, MINDY HIGHTOWER
Evaluation of the Kentucky 21st Century Community Learning Centers	KENTUCKY DEPARTMENT OF EDUCATION	\$585,861	KING, MINDY HIGHTOWER
Evaluation of the Kentucky Math Coaching Program	NORTHERN KENTUCKY UNIVERSITY	\$29,592	PLUCKER, JONATHAN ALAN
Evaluation of the Miami-Dade County Public Schools- Project RISE	SCHOOL BOARD OF MIAMI-DADE COUNTY, FLORIDA	\$100,000	PLUCKER, JONATHAN ALAN
Evaluation of the Monroe County Community School Corporation 21st CCLC Initiative	MONROE COUNTY COMMUNITY SCHOOL CORPORATION	\$19,417	KING, MINDY HIGHTOWER
Evaluation of the North Adams Community Schools 21st CCLC Initiative	NORTH ADAMS COMMUNITY SCHOOLS	\$20,000	KING, MINDY HIGHTOWER
Evaluation of the Salem Community Schools 21st CCLC Initiative	SALEM COMMUNITY SCHOOL CORPORATION	\$12,000	KING, MINDY HIGHTOWER
Evaluation of the School Improvement Fund Program 2009-2010	FORT WAYNE, KOKOMO-CENTER, HAMMOND, SOUTH HARRISON, WA-NEE SCHOOLS	\$320,000	PLUCKER, JONATHAN ALAN
Evaluation of the South Harrison Community School Corporation 21st CCLC Initiative	SOUTH HARRISON SCHOOL CORPORATION	\$20,000	KING, MINDY HIGHTOWER
Evaluation of the YMCA 21st Century Community Learning Centers Initiative	YMCA OF GREATER INDIANAPOLIS	\$18,015	KING, MINDY HIGHTOWER
Evaluation of Welborn Baptist Foundation's HEROES Initiative	WELBORN BAPTIST FOUNDATION	\$161,720	KING, MINDY HIGHTOWER
Evaluation Plan for College Mentors for Kids	COLLEGE MENTORS FOR KIDS! INC.	\$11,827	PLUCKER, JONATHAN ALAN
Evaluation Services Kenai Peninsula Borough School District	KENAI PENINSULA BOROUGH SCHOOL DISTRICT	\$46,494	PLUCKER, JONATHAN ALAN
Evaluation Technical Assistance for Grantees in the Charter Schools Program	SYNERGY ENTERPRISES, INC.	\$70,702	PLUCKER, JONATHAN ALAN
Evaluation Technical Assistance for MSAP Grantees, Teacher Quality Partnership Program	SYNERGY ENTERPRISES, INC.	\$121,412	PLUCKER, JONATHAN ALAN
FFT Howard County Project	ROBERT J. KINSEY YOUTH CENTER	\$20,000	SEXTON, THOMAS L
Full Service Community Schools Evaluation	SYNERGY ENTERPRISES, INC.	\$16,370	PLUCKER, JONATHAN ALAN
GCSC Transitional Coaches Colloquium	GARY COMMUNITY SCHOOL CORPORATION	\$4,272	KING, CLAIRE JOSETTE
Grinding new lenses: a design project to support a systems view of the world	JOHN D. & CATHERINE T. MACARTHUR FOUNDATION	\$727,000	PEPPLER, KYLIE AINE
ICHE Learn More Survey	INDIANA COMMISSION FOR HIGHER EDUCATION	\$107,352	PLUCKER, JONATHAN ALAN
ICHE Tuning Survey	INDIANA COMMISSION FOR HIGHER EDUCATION	\$16,708	TORRES, VASTI
ICHE Tuning Survey of Employers	INDIANA COMMISSION FOR HIGHER EDUCATION	\$13,611	ZISKIN, MARY B.
Identification and Replication of Effective College Persistence and Completion Programs for Underepresented Populations	INDIANA COMMISSION FOR HIGHER EDUCATION	\$15,000	PLUCKER, JONATHAN ALAN
IDOE 21st CCLC Monitoring Proposal	INDIANA DEPARTMENT OF EDUCATION	\$54,432	KING, MINDY HIGHTOWER

Project Title	Agency	Total Amount	Principal Investigator
IDOE SES 2010 Monitoring Proposal	INDIANA DEPARTMENT OF EDUCATION	\$65,975	KING, MINDY HIGHTOWER
IMPACT Program Evaluation	ARCHDIOCESE OF INDIANAPOLIS	\$27,000	SMITH, JOSHUA S.
Improving Elementary Teachers' Mathematical Content Knowledge as a Route to Changing Beliefs	AMERICAN PSYCHOLOGICAL ASSOCIATION	\$7,500	CROSS, DIONNE
Improving Student Achievement & Supporting High Quality Instruction in Indiana through the Diagnostic Tools of Acuity: An Evaluation Study	MCGRAW HILL COMPANIES	\$4,000	PLUCKER, JONATHAN ALAN
Indiana Department of Education Alternative Education Program Profile Report	INDIANA DEPARTMENT OF EDUCATION	\$10,498	CHANG, YOUNG JOON
Indiana Family Project - Functional Family Therapy	MONROE CIRCUIT COURT PROBATION DEPARTMENT	\$17,250	SEXTON, THOMAS L.
Indiana Noyce Science Scholars: Teachers for a New Decade	NATIONAL SCIENCE FOUNDATION	\$1,199,805	SHERWOOD, ROBERT DAN
Indiana Resource Center for Improvement Activities for Transition to Adulthood	INDIANA DEPARTMENT OF EDUCATION	\$1,071,742	GROSSI, TERESA ANN
Indiana Resource Center for Improvement Activities--Assessment and Instruction	INDIANA DEPARTMENT OF EDUCATION	\$1,122,827	COLE, CASSANDRA MC CRORY
Indiana Youth Institute Fatherhood Initiative	INDIANA YOUTH INSTITUTE	\$70,000	BROWN, COURTNEY L.
Indianapolis Charter School Evaluation	PUBLIC IMPACT, LLC	\$151,000	PLUCKER, JONATHAN ALAN
Indiana's Effective Evaluation Resource Center	INDIANA STATE UNIVERSITY	\$264,810	SKIBA, RUSSELL
Inter-American Journal of Education for Democracy	ORGANIZATION OF AMERICAN STATES	\$14,462	LEVINSON, BRADLEY ADAM UNGER
I-STEM Indiana Science, Technology, Engineering and Math Resource Network	PURDUE UNIVERSITY	\$100,000	BROWN, CATHERINE ANN
IUPUI Reading and Writing Project	INDIANA COMMISSION FOR HIGHER EDUCATION	\$122,405	BERGHOFF, BETH ANNE
Junior Rocket Design Academy	THE INDIANAPOLIS FOUNDATION	\$4,000	MUTEGI, JOMO
Junior Rocket Design Academy	LUMINA FOUNDATION FOR EDUCATION	\$5,000	MUTEGI, JOMO
Learning to Improve: A Study of Evidence-Based Improvement in Higher Education	THE SPENCER FOUNDATION	\$300,000	MCCORMICK, ALEXANDER CASSIUS
Macedonian Primary Education Project	ACADEMY FOR EDUCATIONAL DEVELOPMENT	\$106,000	MASON, TERRENCE C.
Magnet Schools Assistance Program (MSAP) Rigorous Evaluation	SYNERGY ENTERPRISES, INC	\$101,221	PLUCKER, JONATHAN ALAN
Magnet Schools Data Enrollment	SYNERGY ENTERPRISES, INC.	\$18,530	PLUCKER, JONATHAN ALAN
Major: Transactive Narrative: An Inclusive Game-Based Programming Context	NATIONAL SCIENCE FOUNDATION	\$798,339	BARAB, SASHA A.
Making Learning Outcomes Usable and Transparent	UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN	\$95,900	KUH, GEORGE D.
Math and Molecules Matter	INDIANA COMMISSION FOR HIGHER EDUCATION	\$306,407	BROWN, CATHERINE ANN
Mathematics Education Training Program for Korean Secondary Level School Teachers	SEOUL METROPOLITAN OFFICE OF EDUCATION	\$240,450	GALINDO, ENRIQUE
Minority Disproportionality Project	INDIANA DEPARTMENT OF EDUCATION	\$285,619	SKIBA, RUSSELL
Monroe County Probation - Indiana Family Project	MONROE CIRCUIT COURT PROBATION DEPARTMENT	\$17,250	SEXTON, THOMAS L.
National Center for Education Research/Testing the Effectiveness of CALM for High School Chemistry Students	U.S. DEPARTMENT OF EDUCATION	\$531,623	PLUCKER, JONATHAN ALAN
New Tech Implementation Research: A Case-Study Design for Tier II and Tier III New Tech Schools in Indiana	UNIVERSITY OF INDIANAPOLIS	\$40,000	SMITH, JOSHUA S.
New York State Charter School Grant Program Evaluator	NEW YORK STATE EDUCATION DEPARTMENT	\$178,123	MULLER, PATRICIA ANN
PBS Indiana: Establishing a Statewide Network of Culturally Responsive Positive Behavior Supports	INDIANA DEPARTMENT OF EDUCATION	\$1,279,047	SKIBA, RUSSELL
Post-Graduate Follow-Up Survey	INDIANA DEPARTMENT OF EDUCATION	\$72,000	PLUCKER, JONATHAN ALAN
Power Up for Science II: Technology Enhanced Data Collection and Analysis in Middle School Science	INDIANA COMMISSION FOR HIGHER EDUCATION	\$100,180	BUCK, GAYLE ANNE
Monroe County Probation - Indiana Family Project	MONROE CIRCUIT COURT PROBATION DEPARTMENT	\$17,250	SEXTON, THOMAS L.
National Center for Education Research/Testing the Effectiveness of CALM for High School Chemistry Students	U.S. DEPARTMENT OF EDUCATION	\$531,623	PLUCKER, JONATHAN ALAN
New Tech Implementation Research: A Case-Study Design for Tier II and Tier III New Tech Schools in Indiana	UNIVERSITY OF INDIANAPOLIS	\$40,000	SMITH, JOSHUA S.
New York State Charter School Grant Program Evaluator	NEW YORK STATE EDUCATION DEPARTMENT	\$178,123	MULLER, PATRICIA ANN
Post-Graduate Follow-Up Survey	INDIANA DEPARTMENT OF EDUCATION	\$72,000	PLUCKER, JONATHAN ALAN

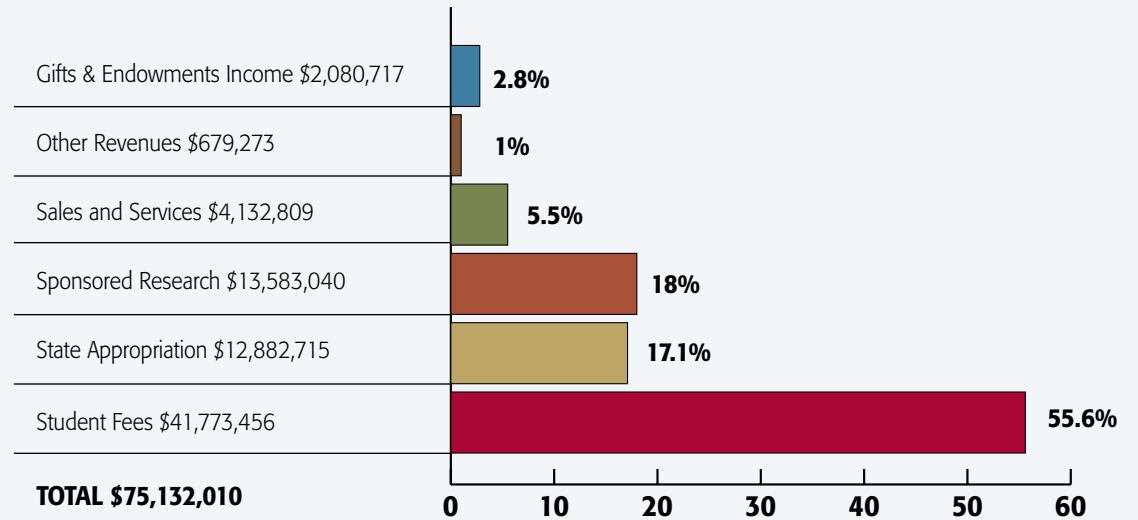
Project Title	Agency	Total Amount	Principal Investigator
Power Up for Science II: Technology Enhanced Data Collection and Analysis in Middle School Science	INDIANA COMMISSION FOR HIGHER EDUCATION	\$100,180	BUCK, GAYLE ANNE
Professional Development for OII Staff	SYNERGY ENTERPRISES, INC.	\$5,330	PLUCKER, JONATHAN ALAN
Professional Development-Schools and Transition	INDIANA DEPARTMENT OF EDUCATION	\$172,067	COLE, CASSANDRA McCRORY
Project-based Learning for GCSC Middle School Teachers Supported by Innovative Technologies in the Classroom	GARY COMMUNITY SCHOOL CORPORATION	\$5,000	KING, CLAIRE JOSETTE
Research Agreement between Indiana University and One Planet Education Network - Virtual Parks	ONE PLANET EDUC	\$250,000	BARAB, SASHA A.
School Disciplinary Climate and Educational Outcomes for African American Students: Phase II, School-Level Analyses	WILLIAM T. GRANT FOUNDATION	\$204,379	SKIBA, RUSSELL
School Leadership Evaluation Technical Assistance Project	SYNERGY ENTERPRISES, INC.	\$8,531	PLUCKER, JONATHAN ALAN
Special Education for Indiana's Schools Today	U.S. DEPARTMENT OF EDUCATION	\$193,273	BUTERA, GRETCHEN
Staff Development in Science Education	INDIANAPOLIS PUBLIC SCHOOLS	\$6,000	BUCK, GAYLE ANNE
State Disability Plan	THE INDIANA GOVERNOR'S COUNCIL FOR PEOPLE WITH DISABILITIES	\$95,821	PAPPAS, VICTORIA
Strategic National Arts Alumni Project	NATIONAL ENDOWMENT FOR THE ARTS	\$160,000	KUH, GEORGE D.
Strategic Plan Development for Westfield Youth Assistance Program	CITY OF WESTFIELD	\$5,000	SIMMONS, ADA BUCK
Student Driven Inquiry in Science Education	ELI LILLY AND COMPANY FOUNDATION	\$25,000	ROGAN, PATRICIA M.
Study of Educational Adequacy: How Much Money is Enough?	IND ASSN OF PUBLIC SCHOOL SUPERINTENDENTS	\$12,341	PLUCKER, JONATHAN ALAN
Substance Use in Early Adolescence: Risks from Parental SUDS, Parental Separation	NATIONAL INSTITUTE ON DRUG ABUSE	\$290,234	WALDRON, MARY CHRISTINA
Success Made Probable: McCullough Girls Math Camp	AMERICAN ASSOCIATION OF UNIVERSITY WOMEN	\$7,000	CROSS, DIONNE
Supplemental ADA-Indiana Support	THE INDIANA GOVERNOR'S COUNCIL FOR PEOPLE WITH DISABILITIES	\$52,892	PAPPAS, VICTORIA
Teacher Quality Partnerships Grant- Urban Education Excellence: STEM Teaching Residency with Dual Licensure in Special Education	U.S. DEPARTMENT OF EDUCATION	\$539,350	ROGAN, PATRICIA M.
Teaching American History	MONROE COUNTY COMMUNITY SCHOOL CORPORATION	\$109,732	BOYLE-BAISE, MARILYNNE
Teaching American History-Plowing Freedom's Ground	LEE COUNTY BOARD OF EDUCATION	\$46,332	BRUSH, THOMAS ANDREW
Testing the Effectiveness of CALM for High School Chemistry Students	U.S. DEPARTMENT OF EDUCATION	\$508,045	PLUCKER, JONATHAN ALAN
Indiana Department of Corrections Project	INDIANA DEPARTMENT OF CORRECTIONS	\$238,192	SEXTON, THOMAS L.
The Infant Toddler Specialists of Indiana Project	INDIANA FAMILY AND SOCIAL SERVICES ADMINISTRATION	\$229,073	MCMULLEN, MARY BENSON
The Medicaid Infrastructure Grant	INDIANA DIVISION DISABILITY, AGING & REHAB SERV	\$1,330,000	GROSSI, TERESA ANN
The Northern Illinois Superintendents Consortium PSAE Validity Study	TOWNSHIP HIGH SCHOOL DISTRICT 211	\$12,500	PLUCKER, JONATHAN ALAN
The Quest Atlantis Project - Virtual Science Learning to Support Real World Gains	BIOGEN IDEC FOUNDATION	\$37,413	BARAB, SASHA A.
The R. Freeman Butts Institute on Civic Learning in Teacher Education	CENTER FOR CIVIC EDUCATION	\$91,517	BARTON, KEITH CASEY
The Strategic National Arts Alumni Project	EDUCATIONAL FOUNDATION OF AMERICA	\$100,000	KUH, GEORGE D.
The Unified Training System	INDIANA FAMILY AND SOCIAL SERVICES ADMINISTRATION	\$403,200	CONN-POWERS, MICHAEL
Title VI East Asian Area Studies Consortium Evaluation	UNIVERSITY OF ILLINOIS	\$2,500	PLUCKER, JONATHAN ALAN
Total School Cluster Grouping Model	PURDUE UNIVERSITY	\$20,000	PLUCKER, JONATHAN ALAN
UCEDD Continuation	ADMINISTRATION FOR CHILDREN AND FAMILIES	\$1,070,000	MANK, DAVID MICHAEL
Using an evidence-based systemic approach to the prevention of adult violence	AMERICAN PSYCHOLOGICAL FOUNDATION	\$20,000	DATCHI-PHILLIPS, CORINNE CECILE
Vocational Rehabilitation Training Services	INDIANA VOCATIONAL REHABILITATION SERVICES	\$544,991	GROSSI, TERESA ANN
Voluntary Public School Choice Meta-Analysis Year 3	SYNERGY ENTERPRISES, INC.	\$126,602	PLUCKER, JONATHAN ALAN
What Mathematics Do Students Know? Implications from NAEP for Curriculum and Policy	NATIONAL SCIENCE FOUNDATION	\$1,356,030	KLOOSTERMAN, PETER W.

Financial Summary

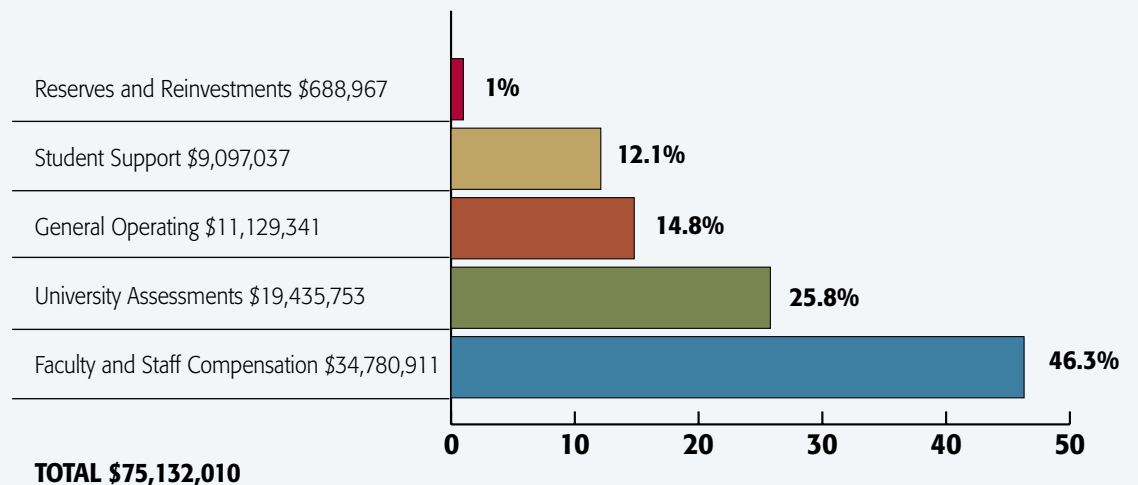
Bloomington and Indianapolis Campuses

The Indiana University School of Education strives to be responsible stewards of its resources, particularly in times when such fiscal responsibility is vital. In recent years, state support of the School has decreased—from more than 26% four years ago to just over 18% in 2008-09. That makes income through gifts, endowments and other sources of funding critically important to ensure the internationally-recognized quality of the School's education, student support, and faculty research.

INCOME



EXPENDITURES



FOLLOW US



education.indiana.edu
education.iupui.edu
twitter.com/IUSchoolofEd
[You.Tube.com/iuschoolofeducation](https://www.youtube.com/iuschoolofeducation)



Look at the "Education" category at:
<http://podcast.iu.edu>



Search "Indiana University School of Education" at:
<http://www.facebook.com>

Honors, Distinctions, & Awards

Martha Lea & Bill Armstrong Teacher Educator Award

Barbara Andrews

New Palestine High School

Natalie Hatton

Crestdale Elementary School

John Kruggel

Brownsburg High School

Stacy McCormack

Penn High School

Kristen Poindexter

Spring Mill Elementary School

Renee Risk Strietelmeier

Seymour Jackson Elementary

Distinguished Alumni Award

Young Hwan Kim, PhD'94

Professor of Education and Chair of Educational Technology Division, Pusan National University, South Korea

Joseph Russell, MS'68, EdD'70

Executive VP & Consultant, DLM Virginia Corporation

H.A.R. Tilaar, MS'66, EdD'67

Professor Emeritus, State University of Jakarta

Burton Gorman Teaching Award

Nancy Chism

Professor of Higher Education

Trustees Faculty Teaching Awards

Valarie Akerson

Curriculum & Instruction

Phil Carspecken

Counseling & Educational Psychology

Suzanne Eckes

Educational Leadership & Policy Studies

Leana McClain

Curriculum & Instruction

Joel Wong

Counseling & Educational Psychology

Anne Dopkins Stright

Counseling & Educational Psychology

Theodore W. Frick

Instructional Systems Technology

Elizabeth Wood

Teacher Education

JaDora Sailes

Multicultural and Educational Foundations

Outstanding Associate Instructor Awards

Kylea Asher-Smith

Alli Fetter-Harrott

Anne Elsener

Kristopher Holland

Karen Ross

Adjunct Faculty Teaching Awards

Maria Paula Ghiso

Literacy, Culture, & Language Education

Student Choice Awards

Catherine Diersing

Visiting Faculty Recipient

Natalie Mengel

Associate Instructor Recipient

**Graduate Studies Faculty Mentor
Awards**

Elizabeth Boling
Instructional Systems Technology

University, State, and National Faculty Awards

"Teaching with Sakai Innovation Award,"

Sakai Foundation **Joshua Danish**,
Assistant Professor, Learning Sciences

Student Choice Award for Outstanding Faculty, Indiana University Student Alumni Association **Leana McClain**, *Senior Clinical Lecturer in Curriculum and Instruction and Language Education*

Student Choice Award for Outstanding Faculty, Indiana University Student Alumni Association **Suzanne Eckes**, *Associate Professor, Educational Leadership and Policy Studies*

Governor's Award for Tomorrow's Leaders, Office of the Governor of Indiana, Indiana Humanities Council **Kylie Pepler**, *Assistant Professor, Learning Sciences*

David H Russell Award for Distinguished Research in the Teaching of English, The National Council of Teachers of English **Gerald Campano**, *Assistant Professor, Language, Culture, and Literacy Education*

Patty Smith Hill Award, The Association for Childhood Education International **Jacqueline Blackwell**, *Associate Professor, Early Childhood Education*

Lowenfeld Award, National Art Education Association **Enid Zimmerman**, *Emeritus Professor of Art Education*

Sidney Suslow Award, Association for Institutional Research **Gary R. Pike**, *Associate Professor of Higher Education*

Top 10 Educational Technology book of the Decade, EdTech Tools **Curt Bonk**, *Professor of Instructional Systems Technology*

2009 National Reading Conference Edward B. Fry Book Award **Robert Kunzman**, *Associate Professor of Curriculum and Instruction*

Ball State University's Outstanding Teachers College Alumnus **Rex Stockton**, *Chancellor's Professor and Counseling Psychology Program Training Director*

Contribution to Knowledge Award, American College Personnel Association **Don Hossler**, *Professor of Educational Leadership and Policy Studies*

Contribution to Higher Education Award, American College Personnel Association **George Kuh**, *Chancellor's Professor of Higher Education*

Senior Scholar, American College Personnel Association **Vasti Torres**, *Professor of Educational Leadership and Policy Studies*

Best Practice Award, American Counseling Association **Sue Whiston**, *Counseling and Educational Psychology*

Distinguished Service to the Systemic Change Division, Association for Educational Communications and Technology **Charlie Reigeluth**, *Instructional Systems Technology*

John Grenzbach Award for 2009, Outstanding Published Scholarship, from the Council for Advancement and Support of Education, **Andrea Walton**, *Associate Professor of Higher Education*

Indiana University School of Education Alumni Association Officers and Board of Directors 2009-2010

BOARD OFFICERS

Jamia Jacobsen, BS '62, MS '75, Ph.D.'83
President
Professor of Psychology
Kaplan College
Indianapolis, IN

Suzanne M. Zybert, MS'89
Vice President/President Elect
Principal
Nora Elementary School
Indianapolis, IN

Nancy Sutton, BS'66
Secretary/Treasurer
Education Leader in Residence
University of Indianapolis
Indianapolis, IN

Jack W. Humphrey, MS'56, EdD'62
Past President
Project Director, Middle Grades
Reading Network
University of Evansville
Evansville, IN

DIRECTORS

Thomas C. Anderson, MS '99
Chicago, IL

Karol L. Bartlett, BS'86
Experience Science
Indianapolis, IN

Edward Bradford, Jr., BS'78
Principal
Riley High School
South Bend, IN

David L. Dimmett, MS'00
Evansville, IN

Patricia L. Gainey, MS'79, EdD'94
Teacher
Raymond Park Middle School
Indianapolis, IN

William D. Gardner, MS'00
Cleveland State University
Cleveland, OH

Virginia M. Harrison, BS'72, MS'77
Indianapolis, IN

Myrna Y. Hernandez, BS'94, MS'99
Dir., Campus Living & Community
Development
DePauw University
Greencastle, IN

Earlene L. Holland, Spclst'80
Provost, Emerita
Oakland City University
Oakland City, IN

Nicole V. Law, BS '94
Curriculum Coordinator of ENL
and Science
M.S.D. of Wayne Township
Indianapolis, IN

Andrea M. Smith, BS'04
Teacher
North Central High School
Indianapolis, IN

Amanda M. Stewart, BS'04
San Antonio, TX

Martha D. Street, BS'63, MS'66
Bloomington, IN

Hazel R. Tribble, MS'75
Teacher
Key Learning Community
Indianapolis, IN

David L. Wallace, BS'69, MS'71,
Spdst.'78
Teacher
Noblesville Schools
Noblesville, IN

Robb K. Warriner, BS'69
Supervisor, Elementary Spec. Ed
Indianapolis Public Schools
Indianapolis, IN

H. Douglas Williams, EdD'84
Management Consultant
Energy Education
Ninevah, IN

EX-OFFICIO

Carolyn Emmert, EdD
Principal
Nashville Elementary School
Nashville, IN

Rachael L. Crouch
Director, Alumni Programs
IU Alumni Association

Gerardo M. Gonzalez, Ph.D.
Dean
School of Education
Bloomington, IN

Jack A. Cummings
Executive Associate Dean
IUB School of Education
Bloomington, IN

Jayne T. Little
Director of Alumni Programs
IUPUI Office/Alumni Relations
Indianapolis, IN

Patricia M. Rogan, Ph.D.
Executive Associate Dean
School of Education, IUPUI
Indianapolis, IN

Michelle L. Stuckey
Director, Alumni Relations
& Annual Giving
School of Education, IUB
Bloomington, IN

National Board of Visitors Roster 2009

Donald J. Almquist, LL.D.
President and CEO, Retired
Delco Electronics
Noblesville, IN

Carole A. Ames, Ph.D.
Dean, College of Education
Michigan State University
East Lansing, MI

Cynthia L. Cleveland
President/CEO
Broadthink
Sherman Oaks, CA

Arthur W. DeCabooter, Ed.D.
President/CEO Emeritus
Scottsdale Community College
Scottsdale, AZ

Sari G. Factor
Managing Director, Education
Weld North, LLC
New York, NY

W. Rob Foshay
Corporate VP, Instructional Design
Texas Instruments
Dallas, TX

Steven J. Fredericks, Ed.D.
Chief Operating & Business Officer
Sports/Arts in Schools Foundation
New York, NY

Margaret Gaffney Graf
General Counsel
Archdiocese of Los Angeles
Los Angeles, CA

Craig C. Grannon
Vice President & Financial Advisor
Morgan Stanley
Oak Brook, IL

Douglas C. Harris, Ed.D.
Vice President and Secretary, Retired
Knight-Ridder, Inc.
Highlands Ranch, CO

M. Kem Hawkins
President
Cook Incorporated
Bloomington, IN

Dennis C. Hayes, Esq.
Director
Public Justice Center
Baltimore, MD



Indianapolis Campus

G. Thomas Houlihan
President and CEO
Institute for Breakthrough Performance
Oxford, NC

Phyllis Gillie Jaffe, Ed.D.
President
Danielson Gillie Imports/Associates
Washington, DC

Keith J. Jepsen, Ed.D.
President
Global Student Loan Corporation
New York, NY

Vernon L. Johnson, Ed.D.
Partner
Best Associates
Dallas, TX

Richard A. Moran, Ph.D.
Partner
Venrock Associates
Menlo Park, CA

Lena B. Prewitt, Ed.D.
Professor of Management Emeritus
University of Alabama
Tuscaloosa, AL

Leah R. Rampy, Ph.D.
President
Illumine, LLC
McLean, VA

Suellen Kinder Reed
Vice President Business Development
Ross, Sinclair & Associates, LLC
Indianapolis, IN

Samuel Robinson, Ed.D.
Executive in Residence, Retired
Bellarmine University
Louisville, KY

Dr. Betty A. Smallwood
Manager
Center for Applied Linguistics
Washington, DC

Ronda C. Talley, Ph.D.
Health Scientist
Centers for Disease Control and Prevention
Atlanta, GA

Barbara A. Underwood, Ed.D.
Superintendent
Carmel Clay Schools
Carmel, IN

John D. Welty, Jr., Ed.D.
President
California State University
Fresno, CA

Eugene G. White, Ed.D.
Superintendent
Indianapolis Public Schools
Indianapolis, IN

School of Education Alumni Board President

Jamia Jacobsen
Professor of Psychology
Kaplan College
Indianapolis, IN

School of Education Staff Gerardo M. Gonzalez, Dean

Michelle Stuckey,
Director of Alumni Relations & Annual Giving



Bloomington Campus

School of Education Directory

Gerardo M. Gonzalez
Dean
(812) 856-8001

BLOOMINGTON

Jack Cummings
Executive Associate Dean
(812) 856-8391

Elizabeth Boling
Associate Dean, Office of
Graduate Studies
(812) 856-8393

Robert Sherwood
Associate Dean, Research and
Development
(812) 856-8154

Thomas Brush
Associate Dean, Office of
Teacher Education
(812) 856-8458

Jill Shedd
Assistant Dean, Office of
Teacher Education, Student
Teaching, Field Experience
(812) 856-8013

ACADEMIC PROGRAM AREAS

Curriculum and Instruction
Jesse Goodman
Chair
(812) 856-8184

**Counseling and Educational
Psychology**
Joyce Alexander
Chair
(812) 856-8352

**Educational Leadership and
Policy Studies**
Martha McCarthy
Chair
(812) 856-8384

Instructional Systems Technology
Theodore Frick
Chair
(812) 856-8437

**Literacy, Culture and
Language Education**
Larry J Mikulecky
Chair
(812) 856-8290

ADMINISTRATIVE OFFICES

**Administrative and Academic
Support Services**
Gene McClain
Director
(812) 856-8070

Cultural Immersion Projects
Laura Stachowski
Director
(812) 856-8507

Early Field Experiences
Tyna Hunnicutt
Director
(812) 856-8541

Education Technology Services
Larry Riss
Director
(812) 856-8434

Development and Alumni Relations
Sarah Baumgart
Director
(812) 856-8021

**Communications and Media
Relations**
Chuck Carney
Director
(812) 856-8027

Human Resources
Amy Sutley
Director
(812) 856-8530

Recruitment and Retention
Ghangis Carter
Director
(812) 856-8002

Student Teaching
Letha Taylor
Director
(812) 856-8736

RESOURCE AND RESEARCH CENTERS

**Center for P-16 Research and
Collaboration**
Ada Simmons
Director
(812) 856-8018

**Center for Adolescent and
Family Studies**
Tom Sexton
Director
(812) 855-2355

**Center for Evaluation and
Education Policy**
Jonathan Plucker
Director
(812) 855-4438

Center for Innovation in Assessment
Susan McClasson
Director
(812) 855-9715

Center for Postsecondary Research
Vasti Torres
Director
(812) 856-5824

**Center for Research on Learning
and Technology**
Sasha Barab
Director
(812) 856-5377

**Center for Social Studies and
International Education**
Terry Mason
Director
(812) 855-3838

Center for Human Growth
Lyn Gilman
Director
(812) 856-8302

INDIANAPOLIS

Pat Rogan
Executive Associate Dean
(317) 274-6862

Floyd Robison
Associate Dean for Academic Affairs
(317) 274-6815

Claudette Lands
Assistant Dean for Student Support
and Diversity
(317) 274-6824

Linda Houser
Assistant Dean for Evaluation and
Program Development
(317) 278-3353

ACADEMIC PROGRAM AREAS

Graduate Programs
Beth Berghoff
Chair
(317) 278-1108

Secondary Education
Joy Seybold
Chair
(317) 274-6851

Elementary Education
Anne Ociepka
Chair
(317) 274-6818

ADMINISTRATIVE OFFICES

Office of Technology
Jon McMahel
Director
(317) 278-2016

Office of Development
Matt Holley
Director
(317) 274-5046

RESOURCE AND RESEARCH CENTERS

**Center for Urban and
Multicultural Education**
Josh Smith
Director
(317) 274-6843

**Urban Center for the Advancement
of STEM Education**
Kathy Marrs
Director
(317) 274-6813

PARTNERSHIPS

Indiana Urban Schools Association
Chuck Little
Director
(317) 274-6816

New Faculty

Stacy L. Weiss,
Assistant Professor,
Special Education

Raymond Smith,
Assistant Professor,
Literacy, Culture and
Language Education

Brendan Maxcy,
Assistant Professor,
Educational Leadership
and Policy Studies

Ben Edmonds,
Clinical Lecturer, Special
Education, Director of
Secondary Transition
to Teaching Program

Leslie A. Rutkowski,
Assistant Professor,
Counseling and
Educational Psychology

Thu Suong Thi Nguyen
Assistant Professor
Educational Leadership
and Policy Studies



INDIANA UNIVERSITY

SCHOOL OF EDUCATION

201 North Rose Avenue
Bloomington, IN 47405-1006

Non-Profit
Organization
U.S. Postage
PAID
Bloomington, Indiana
Permit No. 2