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Indiana University School of Education Alumni Association

Spring/Summer 2007

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Small Learning Communities

DECAUR CENTRAL HIGH SCHOOL

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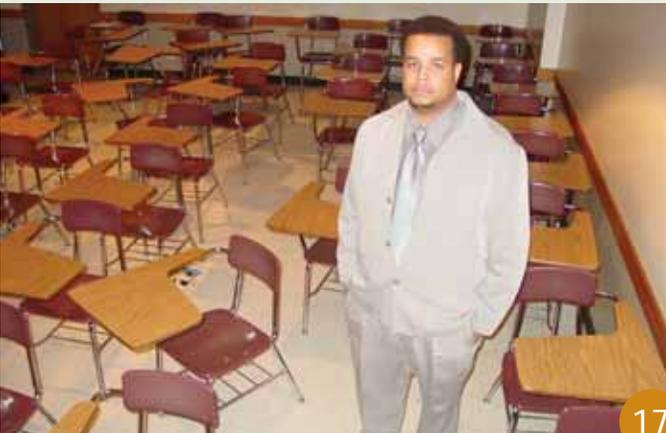
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Indiana University School of Education Alumni Association Spring/Summer 2007



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IU School of Education University Dean	Gerardo M. Gonzalez
Director of Communications and Media Relations, Editor	Chuck Carney
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Editor for Constituent Periodicals	Julie Dales
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Tomorrow's Schools Today

The IU School of Education and the future of education

by Gerardo M. Gonzalez
University Dean, School of Education

In a *Time* magazine cover article published late last year called "How to Bring Our Schools Out of the 20th Century," the authors pointed out that while the new global economy requires new and different approaches to teaching and learning, many schools are essentially the same as they were at the turn of the 20th century.

Now just past the turn of the 21st century, the IU School of Education is at the forefront of a "paradigm change." Starting this fall, Decatur Township in Marion County will begin implementing a plan developed with the assistance of our researchers to create smaller learning communities. Decatur Central High School is the start of a first-of-its-kind effort to shift an entire community's thinking about education delivery. The systemic change process facilitated by Professor Charlie Reigeluth in Decatur Township has led to the transformation of a school corporation that had been frozen in time for decades. Likewise, faculty members from the School of Education at IUPUI provided leadership for signing of the first campuswide Memorandum of Understanding for collaboration with an Indianapolis magnet school, the Crispus Attucks Medical Magnet High School and Early College. Our IUPUI faculty also are actively involved with the broader Indianapolis Public Schools reform initiatives to create smaller high schools.

In Marion, St. Joseph, and Lake counties, we're undertaking the "Pathways Initiative," a plan to partner with high-need schools to improve graduation rates and preparation for college. This effort will focus on working with a specific set of high schools and their feeder middle schools, and in some cases even elementary schools, to enhance "STEM" disciplines — science, technology, engineering, and math — that are critical for success in postsecondary education.

While increasing our engagement in school reform efforts, Indiana University continues to prepare over a third of the teachers recommended for license in the



Dean Gerardo M. Gonzalez

Chris Meyer, IU Media Relations

"Our work is readying a new workforce for a new workplace."

— Dean Gerardo M. Gonzalez

state each year and provides continuing professional development in critical shortage areas for the state's teaching workforce. As the immigrant population grows, for example, members of our faculty have responded with the implementation of the Interdisciplinary Collaborative Program, a combination of Internet and on-site instruction to prepare content-area teachers to teach the increasing number of English-as-a-New-Language students in Indiana classrooms. Members of our faculty also are working with the Indiana Department of Education to provide professional development to teachers on the use of National Assessment of Educational Progress data to improve math instruction statewide.

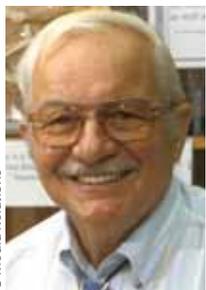
Although the IU School of Education touches the world with its work, the efforts you read about in this issue of *Chalkboard* are just a few of many continuing projects that utilize our faculty expertise, enhance research on educational outcomes, and disseminate knowledge about best practices throughout Indiana. The worry about "brain

drain" in the state is real; we must retain our brightest minds for success in the new life-sciences, technology, and information-driven industries. But the issue of "brain gain" is equally important. The state must nurture young minds through education that prepares students for citizenship in a world in which many of the sustainable jobs will require more than a high school diploma. A strong system of education from prekindergarten through college is needed for the state to reach its economic development goals. The IU School of Education is a strong partner with the state of Indiana in creating a more seamless, better aligned system of P-16 education. Our work is readying a new workforce for a new workplace.

Robert Osgood, associate professor in educational foundations and chair of graduate studies at IUPUI, is the recipient of the 2007 Thomas Ehrlich Faculty Award for Service Learning. The award is given for "exemplary leadership in advancing the civic learning of students, including public scholarship, building campus commitment to service-learning and civic engagement, and fostering reciprocal community partnerships." Among Osgood's projects is the "School on Wheels." Every year, more than 50 IUPUI education students volunteer at the Indianapolis nonprofit organization that provides tutoring services to children living in homeless shelters. His class F200 Invitation to Teaching, designed for first-year IUPUI students considering teaching, requires them to perform a minimum of 12 hours of service-learning.

Hans Andersen, professor emeritus, received an honorary doctoral degree from Phranakorn Rajabhat University in Bangkok, Thailand, on Feb. 11. The Crown Prince of Thailand presented the honor during a ceremony at the Thai Royal Palace.

Gerardo Gonzalez, dean of the School of Education, said, "Professor Andersen



Hans Andersen

has had a long and illustrious career in science education at Indiana University, as evidenced by the award of this honorary degree. His work has had international impact and brought much distinction to the School of Education and the university."

Andersen came to IU in 1966 as an assistant professor of education. In 1971, Andersen first traveled to Thailand. He spent 1972 in Bangkok as a senior expert in educational techniques for the United Nations Educational, Scientific, and Cultural Organization at the Institute for the Promotion of Teaching Science and Technology. As a professor of sci-

ence and environmental education since 1974, Andersen has helped promote environmental management as well as water and wildlife conservation in Thai communities.

For the past three years, he has taught an environmental education master's degree program at Phranakorn Rajabhat University as a guest lecturer and has worked toward extensive science teaching methodology reforms. "Our whole family has developed a love affair with Thailand and its people," Andersen said, "as has everyone who has been given the opportunity to visit and work there." He said IU's involvement in Thailand is longstanding. Several IU School of Education faculty members helped establish Thailand's first four-year teacher training college in 1954.

Heidi Ross, professor of educational leadership and policy studies, and **James Damico**, assistant professor in language education, are among those splitting \$2 million from a fund designed to help projects that may earn further financial support. Each will get a portion of the Faculty Research Support Program money distributed by the IUB Office of the Vice Provost for Research.

The three-year program allows faculty to conduct preliminary research that could lend credibility to proposals for bigger, more ambitious projects. FRSP is also intended to support the general development, expansion, and enhancement of outstanding research and scholarship.

Ross will develop a national student engagement survey for Chinese secondary and higher education that will establish the East Asian standard for documenting empirically confirmed "good practices" in education. Ross's research relates to how China's changing economic and social contexts shape the way parents and communities use public and private schools to enhance their children's life chances.

Damico's project titled "Improving Quantitative Literacy with a Web-based Teaching and Research Tool" builds on existing work with the Critical



Courtesy photo

Heidi Ross

Web Reader (cwr.indiana.edu), a set of Web-based tools that guide students and teachers to engage strategically with Internet texts and technologies. Working with

collaborators **Gerald Campano**, **Stephanie Carter**, and **Tarajeen Yazzie-Mintz** from the School of Education, and **Veronica Herrera** from the criminal justice department, Damico will be creating Web tools to help students critically evaluate quantitative information on the Internet. He and his collaborators will also be launching a multi-site investigation that examines the ways high school and college students read Web sites and develop quantitative literacy.

IU School of Education Helpline

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Contact the Helpline:

Phone – (800) 605-8255
or (812) 856-8255

E-mail – setchhlp@indiana.edu

Leonard Burrello, professor of educational leadership and policy studies, has received the Selznick Leadership Award, the highest honor bestowed by the Council of Administrators of Special Education, a division of the Council for Exceptional Children. Burrello is also the co-director of the Center on Special Education Leadership Practices, a center established by the University Council for Educational Administration.

Marjorie Manifold, assistant professor of art education, has been elected president of the U.S. Society for Education Through Art. This organization is an independent, North American affiliate of the International Society for Education Through Art, which began as an affiliate of UNESCO in 1954. The 2000+ members of InSEA seek worldwide to share experiences, improve practices, and strengthen art education in relation to all of education and the cultural life of communities. The purposes of USSEA build upon those of InSEA in promoting multicultural and cross-cultural art education throughout North America.

Vasti Torres, associate professor of higher education, became the new president of the American College Personnel Association in April. ACPA is the largest national organization of student personnel professionals. The organization inaugurated Torres as president during the annual convention in Orlando.



Vasti Torres

Torres also received an honor from her alma mater in April. The University of Georgia College of Education presented her with the Professional Achievement Alumni Award. UGA presents the award to a College of Education alumnus at the midpoint of his or her career who has demonstrated significant achievements.

Early Intervention May Ensure Success

Preliminary results from a study indicate rural children in poverty may benefit from early intervention to ensure school success. Associate Professor of Special Education Gretchen Butera is in the fifth and final year of a project funded through the National Institutes of Health focusing on rural poverty and children who struggle when they start school. Butera, along with researchers from the U.S. Department of Education and other universities, will conclude a study focusing on early interventions, particularly the Head Start program.

Five sites, including Indiana, are a part of the study. Butera is in charge of a site in West Virginia. The study examines students defined as “at risk” — because they are from a family that is in poverty, because they are not native English speakers, or because they have disabilities.

Among the findings so far, Butera said, is simply that early intervention makes a difference. “When teachers use a curriculum that addresses things that are important for kids to learn to be successful in school, it helps,” Butera said.

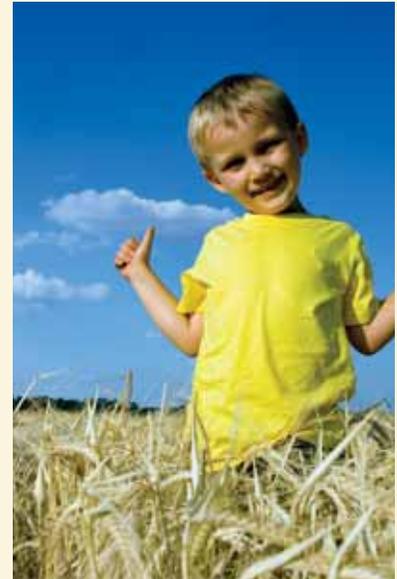
While many studies focus on academic or social issues, Butera said the value of this study is that

it considers both. She added that there aren’t a whole lot of studies that focus on the problems children encounter starting school in rural settings. “When we think of kids in poverty,” Butera said, “we think of inner-city. We don’t think of kids in rural poverty. And actually, kids in rural poverty can be, in many cases, more vulnerable to the effects of poverty because, for example, they may not have access to social services.”

The consortium involved in the study includes researchers from Purdue, the University of Maryland, the University of Kansas, and San Francisco State University, along with those from the U.S. Department of Education.

Butera said the study is unique because of its approach in evaluating early learning by children. She said many studies focus only on one area. “Typically, when you’re talking about 4-year-old kids,” she said, “people focus either on academic skills — pre-readiness, kind of readiness skills for school — or they talk about social skills, a social competence kind of idea. We decided to take the two-pronged approach and do both.”

The reason for the larger scope is to get a better idea of why some children in rural settings aren’t as well-prepared for starting school. While she said there is an understanding that many students aren’t ready for school, there’s little understanding why that’s the case. Among the problems that particularly affect rural students, Butera said, is a lack of access to social services, like summer food programs.



Seven outstanding public school teachers from Indiana are winners of the Indiana University School of Education Martha Lea and Bill Armstrong Teacher Educator Award for the 2007–08 academic year. Award recipients work with and lend their expertise to students studying to be teachers. The Armstrong Teacher Educators also have the opportunity to participate in professional development activities to advance individual goals and those of their schools and corporations.

Armstrong award winners are nominated by district superintendents and principals and are chosen by a committee of IU faculty and former recipients. The teachers are selected for patterns of outstanding teaching and school leadership and their potential to work effectively as mentors and role models for pre-service teachers.

This year's recipients are:

- **Pam Fischer**, BS'88, MA'99, English teacher at Lawrence Central High School in Indianapolis, where she's taught for 15 years out of her 19-year career. She's known for bringing translated works of literature into her classroom to foster a sense that her students are "citizens of the world."
- **Sue Keene**, BS'75, MS'84, who's taught at Decatur Township for 32 years. Keene is collaborating with the district and Indy Car race team Panther Racing to develop a rigorous standards-based curriculum focusing on one of Indianapolis's claim to fame: motorsports.
- Angela Kelich, elementary teacher in Anderson Community Schools since 1993, but an educator who wears many hats. A former high school volleyball, basketball, and track coach, she's currently an assistant track and field coach for Anderson University. She's best known for using humor, song, dance, and French in her classroom.
- Greg Lineweaver, a ninth-grade English and humanities teacher at Herron High School, a liberal arts, early-

college charter school in downtown Indianapolis. Lineweaver's taught all four high school grade levels in urban and rural settings. conducts workshops on educational technology, reading, writing and thinking strategies, and writing across the curriculum.

- Susan Mattocks, a teacher at Tri-County Middle-Senior High School in Wolcott for 13 years. She has taught reading, English, and social studies and challenges students through the "Reader's Digest Word Power Challenge" — she's taken students to state-level competition for four years — and technology — her students are now producing a movie on metaphors.
- Lori Sampson, who's taught kindergarten through eighth grade at Avon Community School Corp. over the last 25 years. She is now teaching sixth-graders in the corporation's gifted and talented program. Sampson and colleagues created a standards-based interdisciplinary unit called "Hoosier Hysteria," which she's presented to teachers across the state.
- **Stephen Wilson**, BA'86, MAT'94, a Spanish teacher at Kokomo's Northwestern High School. Wilson's kept his teaching fresh over 18 years through challenges such as spending a month in four Venezuelan cities during an exchange 10 years ago and participating in workshops in Mexico.

"The Armstrong Teacher Educator program is one of many mutually beneficial activities connecting P–12 education in Indiana with the IU School of Education," said Diana Lambdin, the Martha Lea and Bill Armstrong Chair in Teacher Education and associate dean for teacher education. "It is so exciting for our teacher education candidates to meet the Armstrong teachers each year because these teachers are always chosen from among the very best in the state."

Armstrong teachers invite IU students and faculty to visit their classrooms and also work with campus-based courses,

panel discussions, field experience sites, student teaching seminars, research projects, and many other activities. "Our students appreciate getting to know these award-winning teachers who are actively involved in day-to-day school instruction," Lambdin said. "It's always amazing to learn about all their accomplishments. Providing outstanding role models for future teachers is a real plus of the Armstrong program."

The IU School of Education honored the teachers during the annual "Celebration of Teaching" event in Bloomington on April 26.

The awards are made possible through the Martha Lea and Bill Armstrong Fund in Teacher Education, established through a gift from Cook Group Companies Inc. of Bloomington. The endowment also supports the Martha Lea and Bill Armstrong Chair in Teacher Education.

Boredom is an everyday experience for most students and many students



IU Media Relations

Ethan Yazzie-Mintz

are bored because they don't like the material and don't feel they have interaction with teachers, according to the 2006 High School Survey of Student Engagement conducted by

IU's Center for Evaluation and Education Policy. The findings show that two out of three students are bored in class every day; 17 percent say they are bored in every class.

More than 81,000 students responded to the annual survey. HSSSE was used in 110 high schools, ranging in size from 37 students to nearly 4,000, across 26 states.

Ethan Yazzie-Mintz, HSSSE project director for the Center for Evaluation and Education Policy, says the finding that nearly one out of three respondents (31 percent) indicates he or she is bored in class because of "no interaction with teacher" is a troubling result. "So in a high school class," Yazzie-Mintz said,

“one out of three students is sitting there and not interacting with a teacher on a daily basis, and maybe never. They’re not having those interactions which we know are critical for student engagement with learning and with high schools.”

Some of the key findings include:

- Less than 2 percent of students say they are never bored in high school.
- Seventy-five percent of students surveyed say they are bored in class because the “material wasn’t interesting.”
- Nearly 40 percent felt bored because they said the material “wasn’t relevant to me.”

A lack of adult support may have a relationship with student disengagement from school. While 78 percent agree or strongly agree that at least “one adult in my school cares about me and knows me well,” 22 percent of the respondents have considered dropping out of school. Of those students who have considered dropping out, approximately one out of four indicated a reason for considering this option was that “no adults in the school cared about me.”

“The fact that this many have considered dropping out of high school makes the numbers of dropouts that we actually see across the country and the supposed dropout crisis that we have not surprising,” Yazzie-Mintz said. “I think schools definitely need to pay a lot more attention to what students are thinking about this and the reasons why they’re dropping out.”

The high dropout rate may also be related to the finding that half of the respondents said they have skipped school: 34 percent said they had skipped school either “once or twice,” and 16 percent said they had skipped “many times.” Yazzie-Mintz said the students who skip school are far more likely to consider dropping out and that this finding may suggest a reason for schools to reconsider how they handle discipline for students who skip.

The IU School of Education is once again among the best in the annual rankings of the nation’s top graduate schools by *U.S. News & World Report*. For the ninth consecutive year, the school is listed among the top 20 schools of education. The publication released the listings for its 2008 edition of the book *America’s Best Graduate Schools*.

The IU School of Education is ranked 17th, the same overall ranking as last year. It also has five specialty programs in the top 10, up from four last year. The school ranks seventh in elementary education and higher education administration, eighth in curriculum and instruction, ninth in counseling and personnel services, and 10th in secondary education. The rankings are based on data from 243 programs that responded to the magazine.

The full rankings are available on the magazine’s Web site at http://www.usnews.com/usnews/edu/grad/rankings/rankindex_brief.php.



Top 20 schools ranked by U.S. News & World Report*

- | | |
|--|---|
| 1. Teachers College, Columbia University | 11. University of Pennsylvania |
| 2. Stanford University | 12. University of Oregon |
| 3. Harvard University | 13. University of Minnesota–Twin Cities |
| 4. Vanderbilt University (Peabody) | 14. Michigan State University |
| 5. University of California–Los Angeles | 15. New York University (Steinhardt) |
| 6. University of Michigan–Ann Arbor | 16. University of Texas–Austin |
| 7. Northwestern University | 17. Indiana University Bloomington |
| 8. University of California–Berkeley | 18. Ohio State University |
| 9. University of Washington | 19. University of Southern California (Rossier) |
| 10. University of Wisconsin–Madison | 20. University of Kansas |

(*2008 edition of *U.S. News & World Report's Best Graduate Schools*)

Among the other findings:

- Seventy-three percent of students who have considered dropping out said it was because “I didn’t like the school.” Sixty-one percent said, “I didn’t like the teachers,” and 60 percent said, “I didn’t see the value in the work I was being asked to do.”
- Students said activities in which they learn with and from peers are the most exciting and engaging. More

than 80 percent of students responded that “discussion and debate” are “a little,” “somewhat,” or “very much” exciting and engaging, and more than 70 percent responded in this way about “group projects.” By contrast, just 52 percent said teacher lecture is “a little,” “somewhat,” or “very much” exciting and engaging.

The entire report is available on the HSSSE Web site at <http://ceep.indiana.edu/hssse/>.

Seven administrators from Taiwan's leading university visited the School of Education May 9

to find ways of making their school's top researchers into top teachers. Representatives from National Taiwan University spent two days on campus.

All came from the university's Center for Teaching and Learning Development, a new office created at National Taiwan University just a year ago. The group spent much of the day visiting with School of Education researchers and administrators. They visited with Dean Gerardo Gonzalez, as well as touring the School of Education's Instructional Support Center — an office designed to help support faculty technology needs in the classroom.

The administrators say that while National Taiwan University is established as a fine research institution, they are trying to develop faculty instructional skills. Their office opened May 2006 with a mission of improving overall university teacher quality.

This is the second year the group's toured U.S. universities to gain ideas. In addition to Indiana University Bloomington, they visited the University of Michigan and the University of Illinois this year. Last year, they went to Harvard, Yale, and the University of Massachusetts.

Five IU Bloomington graduating education students are "Outstanding Future Educator" award winners.

The Indiana Association of Colleges for Teacher Education presented the awards on April 13. The student teachers are nominated by the IU School of Education Student Teaching Office. Student teachers are evaluated on academic records, their student teaching application, student teaching evaluation records, and a written narrative by a university supervisor. The five selected are Megan Barkley of Indianapolis, Christopher Dortwegt from Downers Grove, Ill., Sara Drone of Newburgh, Ind., Jordan Leeper from Bremen, Ind., and Katherine Northrup of Vienna, W.V.

A team of IU Bloomington students earned \$1,000 in scholarships for the school

in the "PacifiCorp Design and Development Award Competition." PhD candidates Jingli Cheng and Semiral Oncu of the Department of Instructional Systems Technology won the award for the best solution presentation. Electric company PacifiCorp presented the scholarship check at the Association for Educational Communications and Technology convention in October.

The Indiana University School of Education has received a \$500,000 grant

from the John D. and Catherine T. MacArthur Foundation to help researchers better understand how video games can help students become empathetic citizens and to support their knowledge development. The project is called "Academic Play Spaces: Learning for the 21st Century."

Academic Play Spaces will build upon the existing "Quest Atlantis," developed by Sasha Barab, an associate professor in learning sciences in the IU School of Education. Lee Sheldon, an assistant professor in the IU Department of Telecommunications, and Douglas Thomas, an associate professor in the School of Communications at the University of Southern California, will assist Barab on the new project as co-principal investigators.

QA is a learning and teaching computer project for students ages 9–12 that uses a 3-D, multi-user environment to immerse children in educational tasks. It combines strategies used in the commercial gaming environment with lessons from educational research on learning and motivation. It allows users to travel to virtual places to perform educational activities known as "Quests," talk with other users and mentors, and build virtual personas.

A Quest is an engaging, curricular task designed to be entertaining yet educational. The students, guided by teachers, engage in classroom discussion and reading materials, such as the trading cards, novels and comic books created by Barab and his team. Students in the fourth through sixth grades

confront a series of ethical dilemmas in which they are required to make choices that open or close off possibilities for future actions.

"We developed QA because we wanted to engage children in ways we are excited and proud about," Barab said. "Schools have to be focused on content acquisition and standardized tests, and it is hard to enlist larger narratives. This program helps. Educating students for the 21st century requires us to think beyond standard, traditional pedagogical practice. QA is an educationally engaging learning space that helps kids understand science, language arts, social studies, and other content related to being a citizen in this country."

Academic Play Spaces will build on the QA multi-user, virtual environment platform. The new project allows students to interact and collaborate within a fictional, virtual world. Students participate in ethical decision making, exploring the world and making choices. Then they experience alternative options and see consequences unfold with real and immediate impact on virtual characters in the game.

The 2007 Public Opinion Survey on Higher Education Issues in Indiana

reveals most Hoosiers want high-quality education at lowest cost. Terry Spradlin, associate director for education policy at the Center for Evaluation and Education Policy, presented findings before the Indiana Commission for Higher Education May 11. The survey also revealed most Hoosiers don't realize the cost of tuition. Ninety-eight percent responded a college degree is "very" or "somewhat important."

Mission Statement

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



Communities are **helping**, but may also be **hurting** new immigrant integration

Professor looks at Latino immigration throughout the state and in two Indiana communities for two years; school population has doubled in a decade

Inconsistent efforts and debates over immigration are hampering efforts to deal with the tide of Latino immigrants to Indiana, say Indiana University researchers. They find not only are current efforts not allowing Latinos to fully become part of communities, but those efforts may actually further marginalize Latinos in the future.

The new report, called “Integrating Indiana’s Latino Newcomers: A Study of State and Community Responses to the New Immigration,” examined two Indiana communities, as well as the state as a whole, over two years. The cities are not identified; they are known as “Barrytown” and “Morningside” within the report. Associate Professor Bradley A.U. Levinson headed the study. Research associates Linda C. Johnson, a doctoral candidate in education, and Judson Everitt, doctoral candidate in IU’s Department of Sociology, assisted the study for the Center for Education and Society at Indiana University.

Indiana has seen a huge growth in its Latino population over the last decade. The study cites one report that indicates Latino enrollment in state schools doubled from 1998 to 2005. During that same period, the percentage of those Latino students who tested as “limited English proficient” nearly quadrupled. The Mexican population in Indiana is growing faster than that of all of the U.S. border states and every Indiana neighbor except Kentucky.

The researchers say the vast changes have created a challenging learning process for longtime residents and the newcomers. Focusing on the two communities, the study examines the development of policies and practices toward immigrants as part of an “educational ecology.” The study defines educational ecology as a “web of complex, cross-cutting activities and contexts through which individuals and organizations attempt to ‘teach’ newcomers about living in Indiana, even as they ‘learn’ to adapt to newcomers’ needs.”

In surveying the work of state and local agencies, the study concluded there is little leadership from the top levels of state government through to the local level. “There hasn’t been a concerted, sustained, coordinated effort across different agencies and the school system, in communication with the state of Indiana,” Levinson said. “The response has been rather more ad hoc in most cases — well-meaning, but ad hoc, and, therefore, there has often been little continuity, little sustainability, and so what successful measures are gained are often compromised ultimately.”

The efforts of the communities, the study found, were often

undertaken with good intentions, but were sometimes misguided. Each community took proactive responses to the newcomers. But neither had much direction from the state, and each responded instead with local institutions and cultural traditions. And both had problems in carrying out the response. Poor communication hampered cooperation between school corporations and other community organizations. In one of the communities, decentralized and “fractious” groups failed to combine efforts well enough to provide consistent services, and they eventually felt a sense of “advocacy burnout.” In the other community, corporate and philanthropic organizations enabled, but also limited, integration efforts. And in both communities, the ongoing debates about immigration and community membership got in the way of integrating newcomers.

The study also concludes that without significant improvements and state involvement, Latino newcomers and their children may become further marginalized. With that in mind, the report recommends several changes:

- Increasing collaboration among community leadership and local businesses to make more long-term investment in social services for newcomers.
- Increasing involvement of city government on a long-term basis.
- Developing regular community forums for cross-cultural sharing and learning.
- Expanding conceptions of community membership, along with broadly shared responsibility for educating and integrating Latino newcomers.
- Increasing collaboration between state agencies, schools, and community organizations in fostering newcomer education.

Indiana University established the Center for Education and Society in 1999 to facilitate social-science-based research on education that speaks to important matters of educational policy and practice. The center provides a framework for faculty and graduate students in the IU School of Education and the IU Department of Sociology to work together on research and field work.

The entire report is viewable at <http://www.indiana.edu/~ces/>.



Bradley A.U. Levinson

Allison Cooke, IU Media Relations

Altering the 'Factory' School

The School of Education helps Decatur Township look at learning differently

The smallest of Indianapolis's townships is growing and changing. The school corporation is trying to catch up — and then move ahead. Starting this fall, with the help of the IU School of Education, Decatur Township Metropolitan School District will begin implementing a plan to change education for modern times. It could well be a model for change across the nation.

Decatur Township has just under 25,000 people, with consistent growth in recent years. The state's largest business park, Ameriplex, has contributed to the growth. The new Indianapolis Airport expansion will push into the area.

Don Stinson moved back to the town where he grew up in 2000. He found a surprising number of people he knew as a school kid in the 1960s still around, his old school just like he remembered. "It looked the same as it did back in the '60s when I went to high school here at Decatur Central."

Stinson returned with a purpose. He became superintendent of Decatur Township MSD. He found disarray. Stinson said the school board was dysfunctional, the teacher's association was "at war with everybody," staff were leaving at high rates, and the assessment figures were poor. Stinson said of more than 400 students who would reach ninth grade at the time, on average only around 270 would graduate.

He knew immediately things must change. "We needed to create a new culture that looked at learning differently," Stinson said. "We had to remove what we've always known."

This fall, Decatur Central High School will split into five

small learning academies. Students will concentrate on learning within areas of interest. The curriculum will allow quicker learners to move on, while enabling struggling students to catch up along the way. Teachers will be assigned to keep in contact with students and their parents from the freshman year through graduation. The model is different from the one that's always existed in Decatur, Stinson said, because it's all built on relationships and individualized learning.

The lead IU faculty member for the Decatur Township project began working with Stinson and Decatur MSD in early 2001. Stinson says Charles Reigeluth, professor in the School of Education's instructional systems technology department and an expert widely published on the systemic change process, told him a while back just how different the learning could be. Stinson says he asked if there was any other school district across the country with which Decatur might share some notes. "There's nobody," Stinson remembers Reigeluth telling him. "You're it. You're the leaders. You're the first ones to really approach it with this idea you have to unlearn and to change mental models." After a beat, Stinson added, "That's scary."

Reigeluth is devoted to researching and facilitating systemic transformation of school districts. The reason change is so necessary nationwide, he said, is because the paradigm must shift for the information age. The key now is "customization rather than standardization," according to Reigeluth. The method of U.S. education is largely the same as it was a century ago, Reigeluth said. "In the 'factory' model of schools," he said, "we

"We needed to create a new culture that looked at learning differently. We had to remove what we've always known." — Don Stinson

teach a fixed amount of content in a fixed amount of time. By holding time constant, we force achievement to vary.” The result, Reigeluth said, is student needs aren’t being met. “The educational system is not designed for learning, it’s designed for sorting,” he said. “That was appropriate for the industrial age, when we needed to separate managers from laborers, but now, knowledge work has replaced manual labor as the predominant kind of work.”

Decatur Central High School students chose among the five small learning communities and the already existing Decatur Discovery Academy charter school on a form they turned in last December. The “Choice Academy” emphasizes a focus on current events, global studies, and human interaction. Its goal is to develop an “understanding of how their choices affect themselves and their world,” according to the student registration form. The “ICE” community uses creative expression and performance to develop critical and imaginative thinking skills. It is particularly designed



Decatur Central H.S. will divide into five small learning communities this fall.

to prepare students for successful post-secondary education. “New Tech IDEAS” builds a curriculum around computers and new technologies “The Edge” also explores technology, as well as “innovative communication and thought while engaging in rigorous cross-curricular and interactive experiences.” “Quest and Inquiry” emphasizes a hands-on inquiry approach. Students may take jobs and participate in community service projects as a part of their education.

“What we’re doing here is unique in the country, as far as I know,” Reigeluth said. He makes a distinction between schools that offer alternatives to students and the efforts Decatur Township is undertaking. While school districts across the country have begun to offer academy schools and other alternative methods of learning, none have changed an entire corporation across the board. The Decatur plan is starting at the high school level, but will eventually move through all grades. “Any given aspect of what we’re doing is being done somewhere else,” Reigeluth said. “But it’s doing them all together that is really unique.”

Clearly, such a change couldn’t happen overnight. In a campaign that was partly public relations, but mostly talking and listening, Reigeluth and Stinson began organizing groups to examine the issues and understand the reason for change. Stinson said the beginning was difficult because of the relationships some parents had with



Don Stinson

the school corporation. Many parents come from poor backgrounds and had bad experiences in their school days. “There was somewhat of a distrust about school,” he said. “Historically, there hadn’t been a close connection between the community and home and school. So one of the first things we had to do was build that trust.”

A core team of five — all within the school or a school group, including Stinson — began examining the issues for a full year. Before anyone began designing a plan, the school had to alter its thinking. “What we have come to understand is that the most important success factor in paradigm change is helping people to evolve their mindsets about what education should be like,” Reigeluth said. “It isn’t a change that can be made top-down.”

Through a year and a half of meetings with stakeholders, including numerous community sessions, a larger leadership team began examining what they’d like the school to be. “We encouraged people to think about what an ideal educational system would look like if we could create one today,” Reigeluth said. He added that developing this district-wide framework of mission, vision, and ideal beliefs took a long time because the group literally had to help the community ‘evolve’ its thinking about education. The involvement of stakeholders was large and key. “It’s a much more open process and involves much more participation from stakeholder groups — as many people as we can get involved,” Reigeluth said.

While there aren’t a lot of schools making quite the shift that Decatur Central is undertaking, there are a few examples Stinson cites as similar. The Mapleton Public School system in Colorado split a large comprehensive high school into six smaller schools over the last three years. Five elementary and two middle schools divided into smaller schools in the last two years. The Boston Pilot School Network is another corporation trying to shift thinking about the education process. The list of stated principles for the 20 schools from kindergarten through high school includes that they “should be small and personalized.” One of the schools is called “Another Course to College.”

Remarkably, Decatur MSD has prepared for changing the educational paradigm without additional special funding. Reigeluth says the only extra money that’s come into the project is some small grant dollars that paid for a graduate student. While progress toward the start this fall has been steady,

“Schools cannot undergo this kind of very complex, very difficult paradigm change without help — financial help and expertise about the change process and what pitfalls to avoid and how to be successful in the process.”

— Charles Reigeluth



Chuck Carney

Renovation at Decatur Central will reflect the restructured curriculum.

Reigeluth said the process could have been much faster with external funding sources. As other school districts review the Decatur model, he says it would be very helpful to have state financial assistance and facilitators experienced in stakeholder-based paradigm change, such as what the IU School of Education has provided. “Schools cannot undergo this kind of very complex, very difficult paradigm change without help — financial help and expertise about the change process and what pitfalls to avoid and how to be successful in the process.”

The high school implementation came at a good time for the physical structure. Decatur Central High School is in the

midst of a huge renovation project. It’s much needed, said Stinson, since the main building hadn’t been touched since before his school days in the 1960s. The new building plans are the direct result of planning for the new learning environment. When the project is finished in 2009, it will reflect the small learning community design.

Stinson pointed to the building project with another point of pride. While recent building projects within Indiana have fought public objections, including some successful remonstrance movements, the Decatur project has not. “In an \$85 million bond issue, we’ve never had one voice in opposition,” Stinson said. He credits the outreach efforts he and others involved in the project have undertaken over the last five years. “That’s the culture we’ve built here at Decatur.”

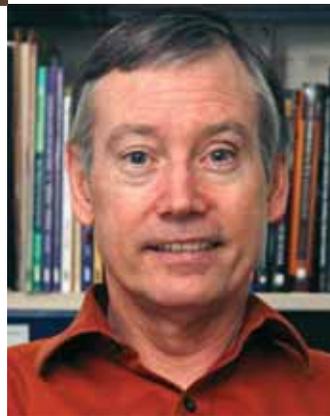
Stinson is counting on continuing the culture. Just when the high school project is about to start, Stinson and Reigeluth are preparing to start the whole mind-changing process again. Meetings began earlier this year to reach out to stakeholders for Decatur MSD elementary schools. Eventually, the smaller learning communities concept will be a base for all of the corporation.

While it might be scary for Decatur MSD to be out front with shifting the paradigm, the superintendent indicates doing nothing would be far scarier. “Number one,” Stinson said, “our present system is educating kids for a world that doesn’t exist anymore. And number two, if we’re going to educate kids for a world that exists today, we’ve got to drastically do things different.”

Reigeluth adds that success at Decatur will come slowly.

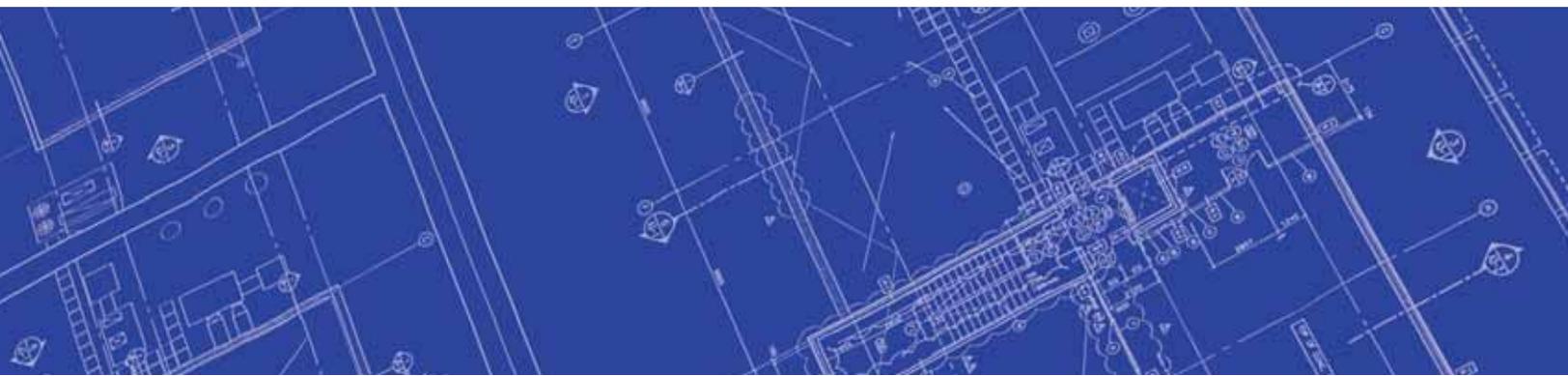
He cautions against expecting too much too soon. But once it does work, it will provide a framework for others to use.

“I think the change process is going to become far easier in the future,” Reigeluth said, “after the bravest pioneers have undergone this very difficult journey.”



Chris Meyer, IU Media Relations

Charles Reigeluth



P-16 center assisting new-tech high schools

The School of Education's Center for Research and P-16 Collaboration will partner with the New Technology Foundation to provide training on project-based learning to school districts adopting the New Technology High School model. This partnership is a step toward achieving the center's goal of providing Indiana teachers with the necessary professional development to equip them to improve student learning and success.

In a project-based learning model, the backbone of the NTHS system, students learn content knowledge and other valuable skills by engaging collaboratively in long-term projects with real-world relevance. These projects often culminate in product development or presentations to parents and community members. The center's workshops this summer, Project-Based Algebra for the 21st Century Student and Project-Based Learning and the Community, will focus on tailoring the project-based learning model to Indiana classes.

"These workshops are the start of productive partnership with the New Technology Foundation,"

"By providing professional development opportunities, consultation, and online collaborative tools, the center will continue to support the Indiana schools that are implementing the national NTHS learning system."

— Catherine Brown

said Catherine Brown, the director of the Center for Research and P-16 Collaboration. "By providing professional development opportunities, consultation, and online collaborative tools, the center will continue to support the Indiana schools that are implementing the national NTHS learning system."

Teams of Indiana educators and members of the center visited the New Technology Foundation in Napa Valley, Calif., this past year to learn more about their educational model and project-based learning in a technology-rich environment. The Rochester Community Schools, Decatur Township Schools, and Arsenal Technical High School in the Indianapolis Public Schools plan to implement the NTHS model in 2007. Several more districts will adopt the model in 2008.

The center is also co-hosting a summer institute, Leading for Educational Equity, with the National School Reform Faculty. Educators across the U.S. will gather to take up the challenge of creating equitable schools for all students.

Also this summer, the center will conduct professional development workshops around the state, utilizing data from the mathematics results of the National Assessment of Educational Progress test. The Indiana State Department of Education is funding the workshops, which will use the NAEP materials adapted to include ISTEP+ items and student work. Three teams of IU School of Education researchers and math educators from across the state will run the sessions.

The IU Bloomington Office of the Provost and the School of Education have invested in the center, which opened in fall 2006. It is initially focusing on schools in Indianapolis, Gary, South Bend, and other areas with significant populations of minority and low-income students.

Small Schools, Big Task

An IUPUI professor details the task and the reasons why she's part of a reform effort in the Indianapolis Public Schools

A Hoosier through and through, IUPUI Associate Professor of Language Education Beth Berghoff is taking on some of the toughest challenges of school reform in Indiana. This is the second year Berghoff's worked with the Indianapolis Public Schools Small Schools initiative.

Berghoff is from Fort Wayne, Ind., holds her undergraduate and PhD degrees from IU, and has experience as a state education administrator and classroom teacher. She was a language arts consultant at the Indiana Department of Education after a decade of teaching. She came to IUPUI 11 years ago.

The IU School of Education is one of the partners in the Small Schools Project. It began in 2005 with \$1.6 million from the Center of Excellence in Leadership of Learning through a grant from the Bill and Melinda Gates Foundation. The plan called for drawing down size of the traditional high schools, which ranged from 1,200 to 2,000 students, to no more than 400. IPS administrators say smaller classes will help students connect more personally with their education.

We spoke to Berghoff about her continuing work with the Small Schools Project at IPS.

Q. How did you get started with the project?

A. CELL hosted a series of meetings to introduce the local universities to the IPS plan. When I learned that IPS was planning to turn all five of their comprehensive high schools into 25 small schools, my response was, "No way! Start with two or three small



Beth Berghoff

schools. Don't dump the whole district on its head!" I have supported schools through reform initiatives before and I know that it is exceptionally difficult work. It takes a major commitment on so many levels, I was sure it would be a mistake to try to reform all the schools in the district at the same time. And I was prepared to stay out of the fray.

But when I asked why they were willing to do something so radical, their answer convinced me to get involved.

They explained that only 27 percent of the freshmen who enter IPS high schools currently graduate. Like most of the general public, I had no idea so many students were falling through the cracks. I started to think about what it means to Indianapolis to have so many kids not succeeding in getting a high school diploma when we know how important education is to the economy and their futures. I had to agree with the administrator who said, "We don't have

a choice. We have to do something radical here.”

The biggest challenges are the magnitude of the full-scale reform, issues of equity, and effective professional development. My experience with school reform has taught me that it takes at least five years to get to significant change and that reform comes from intensive, sustained capacity-building. Everyone in the system has to learn to do their jobs in new ways if the district wants better instruction. My contribution has been to help IPS and CELL recruit and train a local cadre of highly skilled and expert professional development providers we call the Coaches of Teaching and Learning. Many of these coaches are colleagues from IUPUI or other local universities, and we are all on overload as we add this to our already full-time jobs, but we go out to the small schools every week and work with the leadership and teachers to improve instruction. We also meet every month to set goals and solve problems.

Q. *Why do you have such an interest in school reform?*

A. I believe in equity, but I don't see it happening. In the urban schools where I work, I see the achievement gap on a daily basis. Many minority children who are perfectly capable of learning and being productive citizens are failing to do so. It's partly because many teachers do not understand how to teach in culturally relevant ways, but it's also because of institutionalized racism. Schools mirror the relative power and privilege of the students they serve, so schools that serve poor students have to learn to be hyper-effective. They also need community support because they can't do it alone.

The other thing that drives me is the realization that change is speeding up and schools have to learn how to keep changing. What kids needed to know 20 years ago and what they need to know today is really different. We're trying to ramp up the high schools so they prepare every student to go on to a technical school or a college.

Kids just need more education to succeed in the technological and global society we now have. School reform, to me, is not about introducing a new program or a specific change, but it is about communities of learners staying abreast in a rapidly changing world.

Q. *What is a large challenge of changing education to fit those new demands?*

A. In my experience, the biggest roadblock to changing education at the present time is the *No Child Left Behind* legislation and the standards movement. I completely believe in the idea of “leaving no child behind,” but the law is hurting schools more than it is helping. Punitive accountability measures have put administrators into survival mode and forced them to institute top-down, short-term fixes with harmful long-term effects. Standards are now considered to be the curriculum, when in fact they are nothing but lists of isolated skills and knowledge, and schools do nothing but test, test, test kids. It's low-level learning — it's no wonder kids are bored and misbehave in classrooms. Or that many of them just don't show up at all. Many educators and parents know the difference between rote learning and deep conceptual understanding. We know that all learners are unique and learn in very personal ways. As I see it, the politics of our times are robbing the schools of our best knowledge. We need people to wake up and speak up for more creative and student-centered schools. I believe our future depends on it.

Q. *What is your primary teaching interest?*

A. I have a passion for literacy, and I teach literacy methods classes for preservice and practicing urban teachers from kindergarten through high school. Reading is my central teaching interest, but I also teach courses about academic literacy, socio-cultural issues, and literacy in relationship to the arts.

David H. Gliessman

March 25, 1928–March 14, 2007

David H. Gliessman, professor emeritus of educational psychology, died on March 14, 2007. He was a professor at the IU School of Education from 1965 until he retired in 1992. Before joining IU, he was an assistant professor in the School of Education at the University of Kansas City (now the University of Missouri–Kansas City). He was also an instructor in psychology and reading with the Purdue University Extension Division in Indianapolis and Fort Wayne. He took that job following a brief time as a psychologist and reading specialist in the Lafayette, Ind., schools. The native of Chicago earned a degree in psychology from Elmherst College, an MS in psychology from Purdue, and a PhD from the University of Illinois in the educational psychology program.

Gliessman is best known for developing the concept of “problem-setting” films. He developed and tested training materials for teachers as a major part of his research. His film series *Critical Incidents in Teaching* received widespread use in teacher education programs throughout the country. He worked on the “Protocol Materials Project,” established a national Center for the Development of Training Materials in Teacher Education, and developed research-based teaching skills through video-based training units. His work resulted in a number of major research publications and widely used training materials.

At the IU School of Education, Gliessman twice chaired the educational psychology department. He supervised associate instructors who taught undergraduate educational psychology courses. He also headed a major task force charged with designing an educational laboratory for the school, some components of which were incorporated into the Wright Education Building when it opened in 1993.

FEW GOOD MEN:

Class, research look at lack of male early childhood teachers

New summer class offered



Early in his teaching career, Shaun Johnson felt odd about his career path. Already facing the challenges of any teacher in the Washington, D.C. public school system, he said that during his year teaching, he constantly confronted his inner feelings. “Who am I to have chosen it?” Johnson asked himself. “What’s different about me?”

Outwardly, for Johnson’s work environment, plenty appeared different. As a second-year curriculum and instruction doctoral student, he sported a beard (which he has since shaved). Such maleness is what was different about him when he taught in his elementary school. He found what men who enter early childhood instruction discover: they are virtually isolated.

Nationally, the latest reports show historic lows in the numbers of men teaching. A study by the National Education Association cites the lowest numbers in 40 years. Only 9 per-

cent of elementary school teachers are men. Less than 25 percent of all public school teachers are male. However, Indiana has among the highest numbers of male teachers in the nation. Nearly 31 percent of the state’s public school teachers are men.

Johnson said he had a hard time getting people to take him seriously as a working professional in his teaching role. “I

sort of got frustrated after a while with people telling me how ‘cute’ it is that I taught,” he said. “You know, ‘Isn’t that adorable?’”

The experience drove Johnson to study the problem. He developed a class for a summer semester in the IU School of Education called “Men in Education and the Male Teacher.” He designed the course to address reasons behind the growing gap between numbers of male and female teachers in public schools. By the end of the course, students were to design actions to address recruiting and retention problems.

Heading into the course, Johnson had already concluded it’s not just about the school workplace. “The issue may be less about education per se,” Johnson said, “and more about society and how men are fit into these categories and women are fit into these categories.”

Another Education School doctoral student, Volkan Sahin, and his colleague came to similar findings in “Communicating with Men: Professional Motivation of Male Early Childhood Teachers.” Sahin, a student who came from Turkey to IU in 1999, worked with Arif Yilmaz, who has now returned to his native Turkey. Sahin said a literature review revealed a basic problem. “There are a lot of negative factors, basically preventing men from entering this field,” Sahin said. “Not only that, even if they somehow enter the area, there are a lot of things that just make them go away quickly.”

As Johnson suggested, stereotypical male roles come into

“A lot of these male teachers strongly believe they can reach the children who are maybe hard to manage.” — Shaun Johnson



Shaun Johnson

play. Sahin's study found that male teachers working with young students often felt an expectation to be the tough disciplinarian, fix broken items in the classroom, and lift anything heavy. "This actually bothers them, just being seen as a handyman in the classroom," Sahin said. "Not like a professional, not like a colleague, but like a handyman and a disciplinarian."

Sahin's study surveyed male teachers about why they entered the field and why they stay in teaching. Using a small sampling, he found that four factors made them choose the profession and stay with it. The study determined that previous experience with children makes a difference. Along



Volkan Sahin

Hillary Demmon, IU Media Relations

“There are a lot of negative factors, basically preventing men from entering this field. Not only that, even if they somehow enter the area, there are a lot of things that just make them go away quickly.”

— Volkan Sahin

those same lines, men who teach also tend to be parents.

Also, men who teach often want to because they feel a responsibility as a role model, according to Sahin's research. Johnson said the growing numbers of children without fathers might be a driving force. "A lot of these male teachers strongly believe they can reach the children who are maybe hard to manage," he said.

Finally, Sahin and Yilmaz found a positive workplace environment is key to supporting the male teacher in early childhood education. Johnson found the work environment critically important. He recalled feeling "completely out of the ordinary" as one of three male teachers among 45 female teachers in his school. Break-room discussions often centered around baby showers and birthing issues. Further, he said other literature indicates male teachers suffer "identity bruises," such as comments from female teachers suggesting the men can't marry because they couldn't support a wife on the small salary of a teacher.

Both Sahin and Johnson say it makes intuitive sense that the lack of male elementary teachers is a problem. But both also say no research indicates that the low numbers of men in the profession is definitely harming children's educational experiences.

"None of the literature is pointing out that gender has anything to do with student achievement," Johnson said. "Effective teaching and high-quality teachers and their message are more important than their gender. So male, female teacher, it makes no difference. That's kind of disappointing, because you can say, 'What's the point, then,'" Johnson said.

"For practical reasons, there is no difference (between men and women teaching and results)," Sahin said. "There is nothing the men can do the woman cannot," he added.

Still, Sahin said it is an important issue, and children need the male perspective. He said children are aware of gender roles at an early age. Johnson suggested that fewer men in teaching roles may reinforce existing stereotypes about what roles men and women play. He added that having men as teachers may be particularly important because so many children don't have a father living in the home. "A lot of these male teachers strongly believe they can reach the children who are maybe hard to manage," Johnson said.

Johnson said he hopes his class will produce teachers who will at least consider the issue. "They'll hopefully be more critical of how they promote gender practices in their classrooms," he said, "but then consider mentoring or encouraging men to become education majors or work with younger children."

Keith Miser, BS'64, MS'69, EdD'71, the vice chancellor for student affairs at the University of Hawaii–Hilo, is the 2007 recipient of the National Association of Student Personnel Administrators Scott Goodnight Award. According to NASPA, the award recognizes a dean who has demonstrated sustained professional services in student affairs work, high-level competency in administrative skills, innovative response in meeting students' needs, effectiveness in developing staff members, and leadership in community and university affairs. Current IU Dean of Students **Richard McKaig**, EdD'82, received the award two years ago.

Kathleen Manning, PhD'90, associate professor at the University of Vermont Higher Education Student Affairs Administration program, is the winner of the 2007 NASPA Award for Outstanding Contribution to Literature and Research. Manning's continuing research includes a collaboration with George Kuh, the Indiana University Chancellor's Professor of Higher Education.

Fran Arbaugh, PhD'00, assistant professor of mathematics education in the University of Missouri–Columbia College of Education's Department of Learning, Teaching, and Curriculum, has won a 2007 William T. Kemper Fellowship for Teaching Excellence, which carries a \$10,000 award. Each year, the

University of Missouri selects five teachers for the Kemper Fellowships in recognition of outstanding teaching. Arbaugh teaches undergraduate and graduate courses for middle school through college-level teachers. Her focus is on preparing middle and secondary school mathematics teachers. A UM release describes Arbaugh as "a demanding but accessible instructor." The release states that "students praise her for her ability to organize instruction, stimulate reflection, and inspire a love of mathematics. One former UM student said, "Fran Arbaugh has a way of bringing out the best in math teachers. She takes my thinking and teaching to levels above what I think I can do, and it's always with a question."

IU Alumni Association Member Spotlight



Leslie Zimmerman

BS'93, Education

Mother, wife, friend, volunteer, president of the Columbus, Ohio, Alumni Chapter, IU Alumni Association life member

Why the Alumni Association is important to me

The IU Alumni Association keeps me connected to the university. While at IU, I received an excellent education and met wonderful friends whom I cherish to this day. My college experience changed my life. For me, it is so important to give back to the university that was so good to me. Being the president of the Columbus, Ohio, Chapter for six years has been a wonderful and rewarding experience. I really enjoy networking with alumni in my hometown. IU will forever be a part of me, and I am glad to give back to one of the best universities in the country.

Membership Matters

Join or renew today @ www.alumni.indiana.edu



A Different Way to Go About Change

Alumnus Dante Brown says efforts like his with charter schools are making a difference

Dante Brown says through charters he's giving back to public education.

The Anderson native says he got to IU Bloomington through Groups Student Support Services, a program to support first-generation, low-income, and physically challenged students coming to IU. He says he came from a struggling school that's now closed its doors because of low achievement. When he left IU, he took over in an Indianapolis Public Schools science classroom. Brown said he was the third teacher that year in that class. "The kids had run out the other teachers," Brown said.

After a semester of "overwhelming stress" in which he was just trying to "contain the kids," Brown left to become a manager at a local chain drug store. But his true love remained teaching, and he returned to teach at Broadripple High School less than a half-year later. And while he did institute a program to help keep troubled students in school and on track, he wanted to do more.

Brown is now the director of Middle and High School College Programs for 21st Century Charter Schools, which runs two charter schools in Indianapolis and another in Gary (plus a fourth in Colorado). The Geo Foundation is the organizer for the Indiana charters. The school uses project-based curricula to teach concepts. Parents assist in developing core values and character education. Fine arts and Spanish-language instruction are among seven components of instruction.

For Brown, the charter school movement is all about giving students from poor backgrounds a choice. "Charter schools are the first thing that's come



Chuck Carney

Dante Brown

up that told a parent, 'If I don't like the school on the corner, I can choose the school at the next corner, because now I have that option,'" Brown said. "And families feel empowered by being able to have that option."

Indiana established charter schools in 2001. Thirty-seven operated in the 2006–07 school year. Nine more are scheduled to open this fall. Charter school sponsors sign a "charter" with the sponsor to serve, as the Indiana code puts it, "the different learning styles and needs of public school students, to offer public school students appropriate and innovative choices, to afford varied opportunities for professional educators, to allow freedom and flexibility in exchange for exceptional levels of accountability, and to provide parents, students, community members, and local entities with an expanded opportunity for involvement in the public school system."

The growth of Indiana charter schools

and the options they provide have produced a positive public school response, Brown said. "I see traditional public schools becoming more diverse in the sense that they're offering different programs, they're breaking down their class sizes and their school sizes," he said. "So they're getting away from the traditional large, comprehensive high schools, and they're breaking those into smaller schools." Brown said the fact that many charter schools are now organized or sponsored by traditional public school systems shows the need for diverse offerings.

The IU graduate said he and others who tried to reform public schools now have that chance through working in charter schools. The onetime classroom teacher is gratified at that change, and he said the charter school movement has helped other public schools improve their curricula and implement reform more quickly.

Before 1960

Marshall King, BS'50, is the owner of the Beechwood Animal Clinic in New Albany, Ind. A 1954 alumnus of Tuskegee University's School of Veterinary Medicine, King lives in Louisville, Ky.

Dorothy L. Hills, MS'51, was an art teacher in the Illinois and Indiana public school systems for 37 years. She specializes in decorative and show pottery, which are either hand-built or wheel-thrown. She has won prizes at Indiana and Arizona exhibition shows. In Arizona, Hills participated in a one-woman show of her pottery and paintings at the West Valley Art Museum. She continues to create new pottery and lives in Sun City, Ariz.

Maurice "Mac" Randall, BS'51, MS'52, and his wife, Betty L. (Thralls), MA'58, are both retired from the Bartholomew Consolidated School Corp. in southeastern Indiana. They have moved from their home of 40 years east of Columbus to the Four Seasons Retirement Community in Columbus.

In July 2006, IU Professor Emeritus of Telecommunications **William H. Kroll**, MS'53, and his wife, Kate, discovered a Hoosier connection while cruising an inland waterway in Alaska. Also on board the 80-passenger ship were Arlene Neubauer Martin, BA'59, and her husband, Neil. The two couples had not seen each other in almost 50 years.

Janet Ludy Petry, BS'53, taught for 35 years for Indianapolis Public Schools. She is now retired and living in Sarasota, Fla. She has two children, four stepsons, and 14 grandchildren.

Paul J. Georgas, BS'54, MS'60, and **Mary Cay (Grant)**, BS'54, celebrated their 52nd wedding and IU graduation anniversaries in June 2006. They retired in 1994. Paul worked for 38 years at Crown Point (Ind.) High School as an administrator and teacher, and Mary Cay worked for 21 years as a speech pathologist at the Northwest Indiana Special Education Cooperative. Since retirement, the couple has traveled in Europe, Canada, Hawaii, and Alaska. They enjoy spending time with family, including six children and 13 grandchildren. Three of their children are IU graduates: Edward L. Georgas, BS'80; Grace Georgas Moore, BSN'84; and Jeffrey V. Georgas, BA'88.

James E. McNabney, BS'57, MS'64, is the author of a book about America's founding fathers, *Born in Brotherhood*, published by AuthorHouse in Bloomington, Ind. McNabney, of Highland, Ind., is a retired insurance agent and financial consultant.

1960s

Joseph A. Angotti, BS'61, MA'65, is a 2006 inductee into the Indiana Journalism Hall of Fame. He has covered a plethora of historical events, including the Watergate hearings, the 1980 Republican Convention, and the fall of the Berlin Wall. Working with NBC's Tom Brokaw

for almost 20 years, Angotti served as associate producer of *Nightly News*, as executive producer of *Weekend Nightly*, and as chief political producer of election specials for the network. He later served as senior vice president of the NBC News division and was the producer in the control room calling the shots. After leaving NBC News in 1992, he formed his own production company and taught at various universities. Angotti now teaches journalism at Monmouth College in Illinois.

Barbara Neubauer Philips, MS'62, writes, "We are retired and enjoy traveling, gardening, golfing, and being with our three children, their spouses, and our six grandchildren. We were married at Beck Chapel in 1962 and had our reception in the Indiana Memorial Union." Philips and her husband, William P., LLB'62, live in Denton, Texas.

Ronald J. Hancock, BS'63, MS'67, retired in August 2006, after teaching high school for 43 years. He taught for 40 years at Portage (Ind.) High School. For 36 years, he served as a student council adviser. Hancock and his wife, Patricia, live in Valparaiso.

Elizabeth "Betty" Ahlemeyer Quick, BS'63, is panhellenic-affairs vice president of the Gamma Phi Beta sorority and chair of the National Panhellenic Conference. In December, she received the Distinguished Service Award from the Association of Fraternity Advisors. She and her husband, **Jerry**, MS'65, split their time between Gulf Shores, Ala., and Gosport, Ind.

In October, **James P. Zerface**, MS'63, EdD'68, was inducted into DePauw University's Athletic Hall of Fame in Greencastle, Ind. As a basketball player at DePauw, he finished his career as the eighth all-time leading scorer and was ranked second for all-time best free-throw percentage. He received three letters and was chosen to the all-sectional team three times, all-regional once, and all-semistate once. Zerface worked in the Nashville, Tenn., public-school system for 27 years as director of pupil personnel services, administering a guidance and counseling division. He now volunteers as the director of public and community relations for Urban Housing Solutions. He is also a country music songwriter. Zerface lives in Nashville with his wife, Wendy.

Sandra Fenichel Asher's new publications include the children's books *Dude! Stories* and *Stuff for Boys*, published by Dutton Juvenile, and *What a Party!*, published by Philomel. She also authored the new plays *Everything Is Not Enough* and *We Will Remember: A Tribute to Veterans*, both by Dramatic Publishing. One of her plays is included in the anthology *Today I Am!: Five Short Plays about Growing up Jewish*, also by Dramatic Publishing. Asher, BA'64, was the writer-in-residence at Drury University from 1986 to 2003, and her husband, **Harvey**, MA'64, PhD'67, is a retired professor of history at Drury. They live in Lancaster, Pa.

Five IU alumni are among the eight school

superintendents named district superintendents of the year by the Indiana Association of Public School Superintendents: **Berley C. Goodin**, MS'64, superintendent of Scott County School District 1 in Austin, for Southeast Indiana District VIII; **Robert J. Klitzman**, EdS'84, EdD'91, superintendent of Eastern Pulaski Community Schools in Winamac, for Northwest Indiana District I; **Thomas J. Little Jr.**, EdS'91, EdD'92, superintendent of Kokomo-Center Township Consolidated School Corp. in Kokomo, for North Central Indiana District III; and **Bruce N. Stahly**, MS'74, EdS'81, EdD'90, superintendent of Goshen Community Schools in Goshen, for Northeast Indiana District II. **John E. McKinney**, EdD'91, superintendent of the Danville Community School Corp. in Danville, was named 2007 Indiana Superintendent of the Year and superintendent of the year for Central Indiana District V.

Mary Himsel Kalb, BS'64, retired after 28 years of teaching elementary school. She taught second grade during most of her career. She lives in Fort Wayne, Ind., and can be reached at mcatk@verizon.net.

Professor Emeritus **Herb F. Reinhard Jr.**, EdD'65, was the graduation speaker at Slippery Rock University of Pennsylvania. He recently moved from Tallahassee, Fla., to Alpharetta, Ga.

In September, **Michael R. Bash**, BA'66, MS'73, retired from Anatolia College in Thessaloniki, Greece.

Maurice G. Kellogg, EdD'66, is a professor emeritus at Western Illinois University, where he was a professor in the College of Education and Human Services for more than 35 years. The university's Science Education Center was renamed the Maurice G. Kellogg Center for Elementary and Middle School Science.

Retired teacher **Lurlean Spencer Lockhart**, MS'66, of Chicago, is a notary public. She writes that her grandchildren, Jerod and Jaylen, are enjoying school and other activities. Lockhart can be reached at lurleanlockhart@aol.com.

Donna I. Bowen Perzigian, BS'66, MS'68, retired as principal of Aiken University High School, after serving 36 years for Cincinnati Public Schools. Her husband, Anthony J. Perzigian, PhD'71, is senior vice president and provost at the University of Cincinnati.

An elementary school teacher since 1968, **Joyce A. Hayhurst Karmann**, BS'67, MS'76, retired from teaching in June 2006. Karmann taught 18 years in Room A3 of Nora Elementary School in Indianapolis, where her principal was **Suzanne M. Manaugh Zybent**, BS'89. Karmann's retirement from teaching was featured in an *Indianapolis Star* newspaper article on May 26, 2006: "Retiring Teacher Braces for Last Look into Classroom."

Karen J. Edwards Sutton, BS'67, has worked at Vincennes (Ind.) University for 35 years. From 1969 to 1974, she was a faculty member and chair of the Office Occupations Department. Since 1976, she has worked in continuing edu-

cation and as director of Project EXCEL, the university's dual-credit program. In 2005, she developed Project LINK, which offers college courses at a nominal cost taught by Vincennes University professors to high school students via two-way video.

H. Bruce Zimmerman, MS'67, retired from Colorado State University in Pueblo as director of auxiliary services, after serving 18 1/2 years. He lives in Pueblo.

Rosemary Winebrenner Bienz, BA'68, MA'71, is the director of the Academic Support Center at Mount Union College in Alliance, Ohio. She completed her doctorate in cultural foundations of education at Kent State University in 2005.

1970s

Myrna L. Estep, BA'70, MS'71, PhD'75, is the author of *Self-Organizing Natural Intelligence: Issues of Knowing, Meaning, and Complexity*, published by Springer-Verlag in 2006. This book follows her previous book on natural intelligence, *A Theory of Immediate Awareness: Self-Organization and Adaptation in Natural Intelligence*, published by Kluwer Academic Publishers in 2003.

Charlie Nelms, BS'71, EdD'77, is vice president for institutional development and student affairs and a professor of higher education administration at IU Bloomington. In January, Bloomington Mayor Mark Kruzan, BA'82, JD'85, presented Nelms with the city's Dr. Martin Luther King Commission's Legacy Award. Nelms's work on campus has resulted in an increase in the number of minority students receiving scholarship funds; an increase in hiring of minority professors as part of the strategic hiring program; the percentage of black students on campus reaching a 23-year high; and the percentage of Hispanic students reaching its highest point in history.

Mary "Beth" Ryser Workman, BS'71, and her husband, John, BS'73, live in Birmingham, Ala. She previously worked as an elementary-school teacher in Indiana and Illinois. They have two sons.

Patricia McDonald Mote, MS'72, is the author of *Dorothy Fuldheim: The First First Lady of Television News*, published by Quixote Publications. An audio version of the biography is now available. Mote lives in Berea, Ohio.

Billy H. Stout, MS'72, EdS'74, EdD'77, is an associate professor of special education at Campbellsville University in Campbellsville, Ky. He has served as superintendent of the Trimble County, Barren County, and Spencer County school systems, all in Kentucky. Stout and his wife, Reba P., AS Nur'74, live in Taylorsville.

Mary Califar Arnold, BS'73, runs her own child-care center, Bright Beginnings, in New Fairfield, Conn. She is president-elect of the National Association of Child-Care Professionals. She and her husband, David, BA'72, live in New Fairfield.

Margaret T. Bryner, MS'73, is the director of the Higher Education Opportunity Program at St. Bonaventure University in New York. In November, she received a Francis Medal for her service to Mount Irenaeus, a not-for-profit Fran-

ciscan mountain retreat at the university. Bryner is chair of the retreat's annual auction.

Donald L. Casselman, BS'73, writes, "My company, Casselman Multimedia and Management, is partnering with LeVosia Entertainment in the publishing, producing, marketing, and management of Disney recording artist and actress Jordan Pruitt." An I-Man in football, Casselman lives in Gallatin, Tenn.

After being affiliated with Indiana University for 36 years, sculptor **Georgia K. Strange**, BA'73, MS'77, MFA'79, left her position as director of the Henry Radford Hope School of Art to become the director of the University of Georgia's Lamar Dodd School of Art in Athens. Strange is replaced at IU as director by Paul T. Brown, MFA'86, a professor of graphic design.

Author, freelance writer, and research con-

sultant **Bryan W. Dye**, BS'74, published three books in 2006. He co-authored, co-edited, and researched a dictionary of U.S. history and an encyclopedia of biographies of famous Americans. His book *And Now There Are Five: Dogs and Other People* was published by PublishAmerica. Dye lives in Hemet, Calif., and can be reached at brydye@hotmail.com.

John W. Hiner, MS'74, EdS'76, is director of planned giving at Gettysburg College in Gettysburg, Pa.

Carole Bernstein Shmurak, PhD'74, has released *Death by Committee*, the second book in her Susan Lombardi mystery series, published by SterlingHouse. Shmurak, professor emeritus at Central Connecticut State University, is also the author of *Voices of Hope* and the Matty Trescott series of young-adult novels.

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Eric N. Broadus, BS'75, MS'80, is a biology teacher for Indianapolis Public Schools.

Martha E. Knotts, BS'75, is a senior director of systems development at Sallie Mae Inc. in Fishers, Ind. She lives in Indianapolis.

Teresa A. Mahin, MS'75, has been named the 2006 Indiana PTA Outstanding Teacher of the Year. Since 1971, she has taught business at Southport High School in Indianapolis, where she is the business department chair and sophomore class co-sponsor.

Denis E. Ward, BS'75, MS'78, is an assistant superintendent at Mooresville (Ind.) Consolidated School Corp. He received a doctorate in educational administration from Indiana State University in December. His dissertation is "Dominant Leadership Frames of Reference for Active Indiana Public School Superintendents."

Galelyn T. McElroy, MS'76, EdS'82, is a social-studies teacher at Central High School in Louisville, Ky. She is one of three recipients of the American Civic Education Teacher Award, presented by the National Education Association, the Center on Congress at IU Bloomington, and the Center for Civic Education. As an award winner, she received two all-expense paid trips to Washington, D.C. McElroy lives in Prospect, Ky.

Brenda K. Bonine, Cert/MS'77, teaches social studies at Tuscon Accelerated High School in Arizona. Previously, she was a marketing and publicity secretary at Johns Hopkins University Press in Baltimore.

President George W. Bush appointed **Naomi D. Churchill Earp**, MS'77, chair of the U.S. Equal Employment Opportunity Commission, beginning Sept. 1, 2006. Since April 2003, she served as the organization's vice chair, during which time she created and launched EEOC's Youth@Work Initiative.

Larry L. Hardesty, MS'78, PhD'82, Cert'83, retired as dean of the Calvin T. Ryan Library at the University of Nebraska at Kearney. He served as head of reference at DePauw University in Greencastle, Ind., while working on his PhD from IU Bloomington's School of Library and Information Science. He was also active in the Association of College and Research Libraries as president from 1999 to 2000 and as chair of its 2003 national conference.

Suzanne E. Thomas, BS'78, MS'82, writes, "I am happy to report being hired at a brand new, state-of-the-art middle school, Col. Mitchell Paige Middle School in La Quinta, Calif., that opened in September. I was accepted as one of the 26 hires out of more than 140 applicants. I was selected at the Region 10 Awards dinner in December as the 2006–07 Educator of the Year in the California League of Middle Schools for my area. This means I am representing more than 7,000 teachers from Riverside, San Bernardino, Inyo, and Mono counties. It was a thrill to have another IU alumna, Janet Smith, BS'86, MS'89, fly to California for the awards dinner." Thomas lives in Palm Desert, Calif. Smith is an elementary school teacher for Maconaquah School Corp., in Bunker Hill, Ind.

Jane E. Barron, BS'79, writes, "I got a master's in elementary and early childhood education from Ball State University in 1983. I currently participate in a day treatment program. I attended the Indiana LDA [Learning Disabilities Association] conference in November 2005. From 1994 to 1998, I taught 25 3-year-olds. I play the organ, piano, and also the ukulele. I have 33 hours of library science [credits] from IUB." Barron lives in Hammond, Ind.

Col. **Thomas A. Hardy**, BS'79, was mobilized for active duty in the U.S. Army in September 2004. He returned to the states in November 2005 after a one-year tour in Iraq, serving as a battalion commander for the 620th Corps Support Battalion, an Army Reserve unit from St. Louis. In July 2006, Hardy reported that he was serving in the 326th Area Support Group of the Army Reserve, stationed in Kansas.

1980s

Reene A. Shue Alley, EdD'81, retired as professor emerita of educational administration from Youngstown State University in Ohio. She has given presentations as a guest lecturer at Kent State University and the University of Akron. She lives in Tallmadge, Ohio.

Essie Motley Britton, BS'81, teaches first grade at Indianapolis Public School 42, Elder W. Diggs School. She and her husband, Pierre A. Britton, '79, have a daughter Pilar Britton, who attends IU Bloomington.

Daniel J. Callison, MS'81, EdD'82, is dean of the IU School of Continuing Studies in Bloomington. Callison has worked for IU since 1979.

Mark A. Kern, MS'81, EdS'86, is principal of New Palestine (Ind.) Elementary School. He was elected to the 15-member board of directors of the National Association of Elementary School Principals. During his three-year term, he represents elementary and middle school principals from Illinois, Indiana, and Kentucky. Kern and his wife, **Patricia L. (Neddo)**, MS'79, live in Fairland, Ind.

Vicki Prato Rearick, BS'81, is vice president of Protec Systems International in Juniper, Fla. She also serves as president of the Jupiter-Tequesta Junior Women's Club. Her husband, Jeff, BS'82, is president of Protec. The Rearicks live in Juniper and have two children, Nick and Karlyn.

Robert C. Borneman, BS'82, has been principal of Cook Middle School in Houston for five years. He has been elected to a two-year term as president of the board of directors of the University of Houston's College of Education alumni organization. Borneman received his master's and doctoral degrees from the University of Houston.

Katharine Kennedy Cavanaugh, BA'82, MS'87, works at the IU Alzheimer's Disease Center in Indianapolis. Her husband, Christopher, BA'84, is a social-studies teacher at Plainfield (Ind.) High School. The Cavanaughs live in Plainfield.

Vernon A. Wall, MS'83, moved from Ames, Iowa, to Washington, D.C., where he continues his work as a full-time consultant, trainer, and keynote speaker on social justice and leadership issues.

Kimble L. Richardson, BA'85, MS'87, is a physician and referral liaison at the St. Vincent Indianapolis Stress Center. He was elected president of the Indiana Social Worker, Marriage and Family Therapist, and Mental Health Counselor Board. Richardson is also an adjunct faculty member in the Department of Psychology and School for Adult Learning at the University of Indianapolis. He and his wife, Sheila (Purtell), BSN'92, a registered nurse, live in Indianapolis.

David R. Sexson, BS'85, MS'89, is a teacher at Lynwood Elementary School in Decatur Township, Indianapolis. He was named a 2005 Lilly Endowment Teacher Creativity Fellowship recipient for his project to trace the Civil Rights Movement. Sexson was also awarded the IPALCO Golden Apple Award for excellence in teaching. He lives in Greenwood.

Judith Pounds Sindlinger, EdD'85, is director of undergraduate-student services at the College of Health and Public Affairs at University of Central Florida in Orlando. In 2006, the National Academic Advising Association selected her as an Outstanding Advising Award Winner in the academic advising administrator category. Sindlinger is a board member of the Center for the Study of the College Fraternity at IU Bloomington.

Lisa A. Miniear, MS'87, has been selected as the physical-education teacher of the year for secondary schools by the Indiana Association for Health, Physical Education, Recreation, and Dance. She has taught at Franklin Central High School in Indianapolis for 22 years.

"I highly encourage education retirees, who feel useless and who hang around home base only, to return to work as part-time employees," writes **Enriqueta G. Perez**, PhD'87. "I am a retired school administrator and part-time adjunct professor. I was bored and tired most of the time. I also felt useless. However, after being at home for three years, I worked as a school substitute teacher. At the present time, I work for South Texas College as a part-time English tutor. I feel great and love my job. I not only feel young around college students, but also energetic and useful. I would like to encourage education retirees to get a job with a school or university." The U.S. Office of Education has selected Perez for a two-year scholarship to pursue a doctorate in education at IU Bloomington. She tutors in Weslaco, Texas, and lives in Mercedes.

Marisa E. Whiteaker Patterson, MS'89, has taught at Jennings County High School in North Vernon, Ind., for 22 years. She teaches French, German, Chinese, and world languages. She and her husband, Dwight, have three children and live in Scipio.

1990s

Amy M. Walters Church, BS'91, has taught at Mill Creek West Elementary School in Amo, Ind., for 13 years. She now teaches second grade. Church and her husband, Anthony, have 7-year-old twins and are building a new home in Coatesville.

Retha Cornell Swain, BGS'91, BS'93, MS'02, writes, "I just completed my first year as an assistant principal at Crispus Attucks Middle School, and I loved going to work and school everyday. My daughter will start sixth grade there in the fall. I am presently the assistant principal at Merle Sidener Middle School, an Indianapolis Public School."

M. Scott Syverson, BS'91, is the principal of the newly built Fishers (Ind.) High School, the first new high school in Indiana since 1976. Fishers High School has operated as a freshman campus for two years; upperclassmen started attending the high school in fall 2006.

Amanda Lewis, BS'92, received her master's degree in education administration from Portland (Ore.) State University in 2003. She is director of special programs for the Conway School District in Washington state. Lewis lives in Mount Vernon, Wash.

Sobon Chew, MS'93, is an operations support analyst at North Shore-Long Island Jewish Health System, where he focuses on performance management and employee recognition issues. He works in New Hyde Park, N.Y., and lives in Kew Gardens.

Math teacher **Randy Gianfagna**, BS'93, MS'00, is the boys' basketball coach at Floyd Central High School in Floyds Knobs, Ind. Previously, he coached at Corydon (Ind.) High School for nine years, racking up a 128-81 record and regional championships in 2001 and 2003. Gianfagna and his wife, Heather L. (Young), BA'95, BS'99, MS'05, live in Floyds Knobs.

Jennifer Swidron Schott, BA'93, MS'96, is an academic adviser and career counselor at IUPUI. She lives in Martinsville, Ind.

Thomas R. Benjey, PhD'95, is the author of *Keep A-goin': The Life of Lone Star Dietz*, published by Tuxedo Press in 2006.

Avis Ewry Jolly, BS'95, works part time at Sierra Vista Vineyards & Winery in Placerville, Calif. She and her husband, Andy, have two children, Allyson, 2, and Alec Edward, born on Dec. 14. They live in Rescue.

Sheri R. Klein, PhD'96, is a professor in the School of Education at the University of Wisconsin-Stout. She is the author of *Art and Laughter*, published by I.B. Tauris Press in London. Klein lives in Menomonie, Wis.

Stefanie Davis Niles, MS'96, is vice president for admission at DePauw University in Greencastle, Ind. She has been at the university since 1997, working as assistant, associate, senior associate, and director of admission.

Carrie Cate-Clements, BS'97, is a program coordinator at Northwest Indiana Education Service Center in Highland. In December 2005, she received her education doctorate in curriculum and instruction, with a cognate area of research methodology and a minor in educational psychology from Loyola University in Chicago. She and her husband, Anthony A. Clements, BGS'06, live in Highland.

Jessica Hasler-Heidelberg, BS'99, MLS'04, is a first-grade teacher at Harcourt Elementary School in Indianapolis. She is the recipient of

a \$25,000 National Educator Award from the Milken Family Foundation.

Josh Skillman, BA'99, MS'01, is a residential-life coordinator at Sonoma State University in Rohnert Park, Calif. He married Sarah Laupus on Oct. 14. Josh can be reached at josh.skillman@sonoma.edu.

2000s

VaShaun R. Harper, MS'00, PhD'03, is an assistant professor and research associate at the Center for the Study of Higher Education at Pennsylvania State University. In 2005, he received an Emerging Scholar Award from the American College Personnel Association.

Angela M. Bartman Robinson, BS'00, JD'03, has been promoted to assistant general counsel of Lauth Property Group's human-resource group in Indianapolis. Previously, she was a member of the litigation group for the law firm of Katz & Korin.

Karmen McCracken, BS'03, MS'05, who has worked as a high-school counselor, married Stephen M. Moehring, Cert/BA'05, on July 30. Her husband is an airborne infantryman in the U.S. Army and is stationed at Fort Polk, La.

Melissa Taylor Howell, BS'04, is a third-grade teacher at Loughman Oaks Elementary School in Loughman, Fla. Her husband, Brandon D., BS'04, is a restaurant guest-service manager at Epcot at Walt Disney World in Orlando, Fla. They live in Orlando.

Jonathan P. Rossing, MS'04, took home a gold medal after winning the marathon event at the 2006 Gay Games VII in Chicago. Rossing, a current graduate student in IU Bloomington's Department of Communication and Culture, started running at the age of 24. In December, he took 11th place in the Las Vegas Marathon.

Tara A. Chaille, BS'05, of Anderson, Ind., writes, "I am pursuing a sailing career in the British Virgin Islands and beyond."

Jessica L. Goldner, BS'05, teaches third grade at Oak Terrace Elementary School in Highwood, Ill. She lives in Chicago.

Justin E. Lev, BS'05, is an eighth-grade language-arts teacher at Shonto Preparatory School in Arizona, outside of Flagstaff.

Jennifer Pace-Robinson, MS'05, of Indianapolis, is vice president for experience development and family learning at the Children's Museum of Indianapolis. Having worked at the museum for 15 years, she had been serving as director of exhibits and as project manager for *Dinosphere: Now You're in Their World*. She has received two awards for exhibition excellence from the American Association of Museums.

The editors gratefully acknowledge the assistance of the Indiana University Alumni Association in compiling class notes. To submit information, use the form on page 19 of this magazine; write to the Alumni Association at 1000 E. 17th St., Bloomington, IN, 47408; or visit the IUAA on the Web at www.alumni.indiana.edu. Please include your employment/professional information, as well as as any personal news you would like to share. We look forward to hearing from you.



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