INDIANA UNIVERSITY SCHOOL OF EDUCATION

Advancing education into the next century

1908–2008

ANNUAL REPORT 2007-08
From the Dean:

THE IU SCHOOL OF EDUCATION—100 YEARS YOUNG

In celebrating the anniversary of anything, you can look at the occasion in any number of ways. At its simplest, it is the marking of days on a calendar, reaching a milestone with a round figure. At its heart, it may be a milestone occurrence just to have reached that figure, against or despite the odds. In the case of the IU School of Education, we’re exactly where we should be, noting the passage of time, citing the milestone, but considering it as really just a start.

This fall marks the 100th year the Indiana University School of Education has conducted classes, although the beginnings of training teachers for school instruction started as early as 1852. When legislation passed in the 1907 Indiana General Assembly established the separate School of Education to start in 1908, I’m sure the leaders of that time weren’t looking at the past as their guide. They foresaw a future where education would need to shine a light on a fast-developing world.

Bear in mind the things that were happening or yet to come at the time of the first School of Education class. The Model T first rolled off assembly lines in 1908; that same year, the U.S. Patent Office granted a patent for “wireless radio broadcasting”; the first airline passenger flight took place in 1908. Women wouldn’t be able to vote for another 12 years. The first of the world wars hadn’t started. The first transcontinental phone connection to allow direct communication between Europe and the U.S. was still seven years away. Imagine how the people responsible for educating for the future must have felt considering the hint of changes to come.

Now, just after the turn of another century, educators are again anticipating tremendous development in the world. The work we are doing here at the School of Education reflects that we are not celebrating as if we’re just a century old, but rather that we are turning towards a new era of discovery and transformation. You’ll see in the pages of this annual report how our researchers are considering how the modern business of video game play may be changing the way our children learn. Recognizing the ways education must refine methods in the coming years, the IU School of Education at IUPUI is one of the first sites for the Woodrow Wilson Fellowship, what supporters call the “Rhodes Scholarship of teaching.” Our researchers aren’t stopping with graduation day to understand if new teachers of math and science—an incredibly important discipline in today’s economy—are effective in the classroom; they’re now following them into the first job. And our understanding of today’s students is continually enhanced by the National Survey of Student Engagement and High School Survey of Student Engagement.

There is much to celebrate as we move into our second century of service. Our faculty are known across the world for their expertise and our school is noted for turning out some of the most effective educators anywhere. Regarding how differently some consider marking such momentous occasions, 20th century author and aviator Anne Morrow Lindbergh wrote “the punctuation of anniversaries is terrible,” she said, “like the closing of doors, one after another between you and what you want to hold on to.” For us at the IU School of Education, we are endeavoring to close the old doors, but only to open new ones that will lead to new and wondrous places. We hold onto the past, but with a firm grasp on the future.

Gerardo M. Gonzalez
University Dean
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History of IU School of Education

ADVANCING EDUCATION FOR A CENTURY, MOVING AHEAD INTO THE NEXT

The IU School of Education started in 1908 in quite literally a “Wild West” atmosphere surrounding preparation of teachers in the Midwest.

Former University Dean of the IU School of Education and scholar on the history of higher education Don Warren said the competition among “normal schools” in those days was fierce. Normal schools prepared teachers for many years before colleges and universities established their own programs. Communities sought such schools as a boon to the town’s economy and vitality.

Residents of a town just outside Indianapolis slept soundly on the knowledge they had just attracted a new normal school. They should have kept an eye open.

“In the middle of the night, the losing town came with wagons and literally stole the furniture, everything but the buildings,” Warren said. “They even took the students, and they carted them all off to this next town. So the town woke up the next morning, and their school was gone!”

When classes started in the fall of 1908, Warren said the school established its own model, offering something different than the normal school, which isolated students for teacher preparation. “The idea was that teacher education would be a part of the university,” Warren said.

Documentation gathered by longtime administrative assistant to the dean Gelissia Honeycutt, who served from 1946-1994, shows that teacher preparation was on the mind of administrators early on. IU established a “normal department” in 1852, which lasted only three years, reorganized later and again disbanded. (Much of the historical information cited here comes from Honeycutt’s extensive history documentation of the school; quotes from her work are featured throughout this Annual Report). After those fits and starts, the establishment of the school in 1908 permanently established IU’s role in teacher education. President William Lowe Bryan served as Acting Dean, overseeing four professors and four “critic teachers” for the first class of 189 students.

In the years after, new deans and faculty shaped the school and its influence beyond just preparing a teacher workforce. The Bureau of Cooperative Research formed in 1914. Curriculum for school counselors came in 1926, with courses for physical education, librarians, and nursing added the next few years. The University School opened in 1938, offering a real world lab elementary and secondary school for researchers and student teachers on the IU campus. The International Teacher Development program formed in 1951, and major international projects would take professors to Thailand, Pakistan, Korea, and Nigeria. Cutting edge technology has always been a part of the School. In 1959, it first used closed-circuit television. Also that year came the debut of the “Flying Classroom,” which provided educational television to elementary and secondary classes by broadcasting from a DC-3 flown around areas of the state.

By the 1960s, a National Academy of Science study found the School ranked 2nd nationally in education PhD’s granted, 3rd in overall graduate degrees. Later in the decade, IU established a division of education at IUPUI, with the IU School of Education at IUPUI becoming part of the school in 1974. Plans for the current Wright Education Building at IU Bloomington started in the 1980’s, with the building opening in 1992.

As you will see in these pages, the IU School of Education is continuing to make history. After 100 years, our faculty and staff are preparing for the next century and beyond.
Indiana principals rank School of Education alums highly

A new study commissioned by the Indiana University School of Education evaluating the perceptions of Indiana principals about graduates found that most principals think highly of the teachers they’ve hired from IU. The study of 112 principals covered opinions on 139 graduates from the Bloomington campus between 2003 and 2006.

The Center for Evaluation and Education Policy (CEEP), Indiana’s leading non-partisan education policy research center which is part of the IU School of Education, conducted the study as part of a continuing effort to contribute to the knowledge base that the school used to improve the quality of pre-service teacher education. The study was designed to answer two questions: In the opinion of the principals, how well prepared are teachers who are graduates of the IUB SOE? What are the strengths and weaknesses of the IUB Teacher Education Program?

Among the positive results the study found are:

- Principals think IUB graduates are stronger in selected teaching skills compared to graduates of other teacher preparation programs.
- Principals are more positive about IUB graduates’ performance compared to that of graduates of other teacher preparation programs.
- A majority of teachers were assigned to teach in the areas for which they were prepared at the IUB SOE.

The full report is available at http://education.indiana.edu/FollowupStudy/tabid/5516/Default.aspx. On the same page, you will also find a 2004 report which examined how well alumni view the IU School of Education at Bloomington.

Rankings

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<td>$18.0</td>
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More than 100 presidents and chancellors over 100 years

By the latest calculations, more than a hundred graduates of the IU School of Education have become presidents or chancellors of an institution of higher education. Nadine F.M. Pinéde, Ph.D. ’02, has been compiling a list of higher ed leaders with School of Education degrees, starting with a list of 95 college presidents published in Chalkboard, the IU School of Education alumni magazine, in Fall 2001. Since then, she’s updated the listing to include chancellors, and the confirmed listings take the roster of graduates well over 100. Among the active chancellors on the list are Charlie Nelms, M.S. ’71, Ed.D. ’77, who left his role as IU’s Vice President for Development and Student Affairs to become chancellor at North Carolina Central University, and Víctor J. Boschini, Jr., Ed.D. ’89, chancellor at Texas Christian University.

““The School of Education offices were located in Alpha Hall (formerly called Residence Hall). This building was purchased by the University in 1936. It was one of the oldest buildings used as a dormitory and in the attic of the two-story building was a huge water tank used for catching a supply of rainwater for the occupants use.””

– Gelissia Honeycutt’s history of the IU School of Education
When a student leaves the IU School of Education, he or she walks out with not just a degree, but confidence in where that degree will lead. Across the world, our former students are having an impact because of their experience in the School.

“The foundations for my professional life and my career were solidly formed here in Bloomington at Indiana University and the School of Education,” Michael L. Hanes, M.S. ’72, Ph.D. ’73 told the audience as he accepted a Distinguished Alumni Award from the School in 2007. Hanes is the president and chief executive officer of the Whitaker Center for Science and the Arts in Harrisburg, Pennsylvania.

One of his fellow winners of the distinguished alumni award said the School provided “models” for academic leadership. “And I am grateful for that,” said James Bryant Dawson, Ph.D. ’84, now the president of Coker College in Hartsville, South Carolina. Dawson is among a legion of IU School of Education graduates who have become college and university presidents—well over 100 alumni have served in these roles in the U.S. and abroad.

In the last couple of years, the state of Indiana and other states have recognized and honored numerous alumni for their outstanding work in the classroom. In Utah, Lu Ann Brobst Staheli, B.S., ’76, earned “Utah’s Best of State Educator K-12” awarded at a gala on May 31. The twenty-nine year English teacher is on the faculty at Payson Jr. High School in Payson, Utah. The “Best of State” awards in Utah honor excellence in a variety of fields. Staheli said after nearly thirty years of teaching, she still places highest value on imparting the fundamentals. “Those students who leave with reading and writing skills will move on to successful careers,” she said.

In 2007, a Las Vegas teacher with a degree from the IU School of Education picked up teacher of the year honors as well. Wal-Mart and Sam’s Club honored Chad Hyatt, a 2002 graduate of the IU School of Education at IUPUI, with the Nevada State Teacher of the Year award. A student nominated the third grade teacher at Sandy Searles Miller Elementary School Academy for International Studies. “I may not deserve this, but I really do appreciate it,” Hyatt said. He credited his experience of pre-service teaching in Indianapolis schools as preparing him for the urban environment in which he now teaches. “I think the biggest urban similarity is the huge diversity in population out there,” he said.

Graduates of the School obviously have an impact because of their large numbers. In 2006, about a third of Indiana’s teachers were IU alums. But quality, not quantity, is the defining characteristic of educators with an IU School of Education degree. Two of the three winners of the National Teachers of the Year have been IU graduates. Twenty-two of the 48 Milken Educator Award winners from Indiana are IU graduates. Since 2000, 187 graduates from the core campus of the IU School of Education, Bloomington, and the IU School of Education at IUPUI have received Lilly Endowment Teacher Creativity Fellowships of $8,000 each. Since the Lilly Endowment started the Distinguished Teacher Fellowships two years ago, 10 of the 22 winners of the $25,000 prize have held IU degrees.

Wherever IU School of Education graduates land, they are

STUDENTS LEAVING THE SCHOOL WITH A DEGREE, TOOLS FOR IMPACT

Jaime Williams, B.S. ’05, urges her students in Georgia to “Dream Big.”
endeavoring to make an impact. Third grade teacher Jaime Williams, B.S. ’05, is urging her students at a rural Georgia elementary school to think about their dreams. Her “Dream Big” campaign encourages her students, many of whom qualify for free and reduced lunch programs and may also be learning English, to start planning now for college. “I’ve tried to get college into my kids’ heads,” Williams said. She’s asked colleges and universities to send items she can display in her classroom. She’s also making her students aware that scholarships are available for college, just to plant the seed.

In Colorado, a School of Education graduate will be in the midst of a completely new project to better students in math and science. Colleen (Clifford) Starkey, B.S.’98, has spent her career in Colorado Springs since earning her degree. She is part of the initial faculty of the Galileo School of Math and Science, a magnet school moving into a refurbished middle school building. A $5.4 million grant is providing wireless internet, new science equipment including digital microscopes, and audio/video equipment. Starkey said she’s excited about the starting semester this fall, and the innovative teaching that will take place, centering on school-wide projects. “Most of the projects focus around science, and then each subject area puts something to go along with that month’s project,” Starkey said. “It’s exciting to be a part of something brand new.”

Of course, numerous IU students take part in the Cultural Immersions Project, which sends students to 13 foreign countries from Asia, to Europe, to Africa, as well as Chicago and the Navajo Reservation in Arizona, New Mexico, and Utah. On the reservation, many of those students have decided to stay after completing their student teaching. Seven IU graduates are now at Pinion Middle School.

Programs at the School of Education continue developing educators, education

There is an expectation that educators never stop educating themselves. The IU School of Education works constantly with teachers to improve their skills, and now our researchers are following pre-service teachers into their first jobs.

The latest example of advancing instruction in the classroom comes through a new program intended not just to prepare teachers well, but to determine how well they are prepared once they have a classroom of their own. The National Science Foundation granted $1.5 million for a five-year project called “Iterative Model Building: A Program for Training Quality Teachers and Measuring Teacher Quality.”

Students working towards becoming elementary math and science teachers will benefit. Researchers follow three cohorts of students through methods classes, into student teaching, and on to their first full-time teaching jobs. Data will focus on teacher success after they experience two innovations in their mathematics and science methods courses. The innovations involve experiments and lesson study groups.

“We’re going to be looking at the quality of the lesson plans they produce,” said associate professor of mathematics education Enrique Galindo. “We’re going to be looking at the type of classroom atmosphere and classroom discourse that they can engage their students in. We’re going to see if we can measure the effects of our innovations.”

“They’ll have a better understanding than the average teacher of how students learn,” said Valarie Akerson, associate professor of science education. “We hope through the research associated with the process, we’re going to be able to show that our teachers are having an impact on students.”

This is just the newest example of a continuing effort to make sure the teaching workforce is prepared to excel. The School of Education has established partnerships throughout the state through the Center for Research and P-16 Collaboration (p. 10). The school’s Pathways Initiative, which focuses on high-needs schools in Gary, South Bend, and Indianapolis, is designed to bring professional development for teachers from

IU to their classroom. And in June, the P-16 Center brought the Gary teachers to IU, taking science instructors through a week-long intensive session on the IUB campus. Other centers offer resources to teachers, as well as thorough understanding of best practices. For example, the Center for Urban and Multicultural Education (CUME) coordinates collaborative research on urban education at IUPUI.

The Office of Professional Development at the IU School of Education at IUPUI has designed master’s programs that meet in Indianapolis schools to allow teachers to take classes to advance their knowledge without having to leave their own school. Most recently, nine cohorts of teachers took classes at various spots in the metropolitan area.

Mathematics education got a boost from IU experts with an Indiana Department of Education program, coordinated by the “I-STEM Resource Network,” a partnership of Indiana’s public and private higher education institutions, K-12 schools, business, and government. Faculty helped conduct regional workshops as part of the “Algebra Readiness Initiative.”
Involved Students Making a World of Difference

Students at the IU School of Education are looking beyond the bounds of the classroom—either the ones where they attend classes or the ones where they will teach—to have an impact on those around them. On a given day, you might see students working with local schoolchildren, or working on a project to benefit students they might never actually see themselves.

To bring home the point, Senior Clinical Lecturer in Curriculum and Instruction and Language Education Leana McClain brought out a photo album for her elementary social studies course. The pictures show children who attend school in Atenas, Costa Rica, a rural community located in the middle of the country. “I had the opportunity to visit this school about two years ago,” McClain said, “and what struck me as I was in the classrooms and walking around, I didn’t see any children’s books. When I asked about the library, I was shown two shelves that were pretty empty of books. That was the children’s library.”

So last fall, her students went to work. For the third consecutive year, this class has produced bags of books and games to send to the school. The students decorated canvas bags with paint pens and sewn-on materials to match the theme of books placed inside the bags and also designed activities to go with the books, with instructions in English and Spanish. The Costa Rican students can check out the bags from their school library.

The photo album McClain showed featured pictures of happy bag recipients in Atenas during the past couple of years. “Just being able to see that kind of helps make it more real,” said senior Adam Ahlfield. “Just to see the looks on their faces, just to see them enjoying and just kind of looking forward to reading” McClain hoped the future teachers would remember their work in their own classrooms. “They will find some place or some organization where there is a need, and they could do a project like this with their own students,” she said.

It’s a common theme of faculty, staff, and students who are constantly working on issues that deal with broader issues surrounding and involving education. Education policy studies doctoral student Joshua Hunter spent summer 2008 as one of just 18 selected for an IU Sustainability Task Force program. During the second Summer Program in Sustainability, Hunter worked on the education and outreach project, calling upon his experience in environmental education. “This kind of collaborative effort will help students to develop the ability to critically address issues to ensure a sustainable future,” Hunter said. “And it will help the university as a whole to become a better steward of resources.”

A student group at the IU School of Education at IUPUI worked on a sustainability project at a school in the Dominican Republic. The group painted a middle school as part of a service learning project in spring 2007. A dozen students traveled across the country to learn about the Dominican people, lifestyle, and culture. Higher Education and Student Affairs program graduate Juhanna Rogers designed, developed, and led the group, coordinating it through the “Dominican Republic Education and Mentoring Project,” a nonprofit working towards equitable access to impoverished students in the country.

Rogers said the group bonded during the trip, which was the first out of Indiana for some students. She said they became particularly interested in the history and current struggle of the Dominican people. “I don’t think the students really had an idea of how much they would fall in love with the culture and how
much the story of these people would mean to them,” she said.

For two months over the summer of 2008, the student group Secondary Urban Educators (SUE) at the IU School of Education at IUPUI worked with a group of youth from the Hawthorne Community Center as part of an effort to expose them to a college campus and discover ways to get there. The “Summer Civic Program” introduced the participants to possible places of study on the IUPUI campus, including the schools of Education, Informatics, and Nursing. “The premise behind the program is that we bring inner-city youth to our campus here, get them used to the campus and allow them to see that there are people just like them on this campus,” said Shannon White-Huckstep, Vice President of SUE.

As part of uncovering higher education possibilities, SUE members also worked with the participants on setting goals and determining how to reach them. Participants put those goals in writing, then identified obstacles to reaching them. Part of the process literally had the teens going through an obstacle course, doing relay races crab-walk style while balancing a boiled egg on their chest. Through those races, the participants learned how to work together towards a goal. “They’re learning a lot about working together as teams,” said Daniel Kimbley, SUE member. “They must take a role as a leader.”

In this activity, School of Education students know they get as much from what they give as the participants. “As an education major, this gives me an opportunity to practice what I’ve been learning throughout the year,” White-Huckstep said. “This is definitely a challenge for the education students because it takes us out of that more formal setting.”

Robert W. Richey’s pioneering text for introductory education courses was published by McGraw-Hill. The book, “Planning for Teaching—An Introduction to Education” (1952), emphasized the teaching profession instead of general principles of education. It was the result of five years of experimentation in teaching more than 4,000 IU students.”

Undergraduate Enrollment and Degrees Awarded

**Bloomington Enrollment**:  
2005-2006: 1,246  
2006-2007: 1,009  
2007-2008: 874  

**Indianapolis Enrollment**:  
2005-2006: 1,174  
2006-2007: 1,214  
2007-2008: 1,167

**Bloomington Degrees**:  
2005-2006 – 662  
2006-2007 – 640  
2007-2008 - 603  

**Indianapolis Degrees**:  
2005-2006 – 247  
2006-2007 - 252  
2007-2008 – 233  

* Bloomington Enrollment: (note: a change in process leaves undergraduate students in University Division until they meet the requirements of the Teacher Education Program. This increased the number of students in University Division Pre-Education plans and decreased the count of Education Undergraduates).
Exciting Partnerships

CENTER FOR P-16 RESEARCH AND COLLABORATION

The final bell sounds, marking the end of a long day at Dr. Bernard C. Watson Academy for Boys. Cleaning up the signs of a busy day of bookmaking – spilled paint, dried glue, and scattered paper – the small group of Indiana University faculty and staff are unprepared for the final highlight of the day. A sixth grader appears at the door and asks, “Can I see my book again?”

For over three years, IU has developed a partnership with the Gary Community School Corporation (GCSC), and these signs of success, like a student fully engaged in a literacy project, are the reward.

One important way the IU School of Education provides outreach to Indiana is through school–university partnerships, and to facilitate them, the SOE established the Center for P–16 Research and Collaboration in 2006.

“The center's goal is to establish long-term, mutually beneficial partnerships,” explained Ada Simmons, director of the center. “Schools benefit because a successful partnership supports their teachers and facilitates improved student performance. The university benefits because its mission is enhanced by the scholarship of engagement and the knowledge generated by research situated in authentic settings. Both benefit when a partnership increases college access and opportunity for all students.”

At the beginning of the partnership, GCSC identified two elementary schools located in high-poverty areas as potential partners. Dr. Bernard C. Watson Academy for Boys needed a Writers House, a place where students could engage in all stages of the writing process. Frankie-Woods McCullough Academy for Girls requested a Science Lab, where their students could experience science first-hand.

As the partnership progressed, IU and GCSC realized that the schools needed more than just material resources. To support use of the new facilities, they agreed to embed the initiatives in professional development, and the center recruited Associate Professor Gayle Buck and Assistant Professor Gerald Campano, whose research interests coincided with the needs of the educators.

Both Buck and Campano approached the professional development with a focus on meeting the needs of the teachers, administrators, and students at the schools. “If we are to foster meaningful change, we must possess a deep understanding of the current issues facing the teachers and students,” said Buck.

“Relationships are everything in a collaboration,” explained Campano. “You have to build trust. You have to build mutual respect. You have to be genuine. If it’s a really democratic approach, there has to be dialogue.”

According to Assistant Superintendent of Curriculum and Instruction Myrtle Campbell, the teachers invested in this partnership because they had a role in crafting it. “The teachers didn’t feel like IU was coming in and telling them what to do,” said Campbell. “They felt it was a true collaboration.”

Campano and Buck will expand their projects in the Gary schools for the next two years with Pathways Initiative funding. These funds, made available by The School of Education and administered by the center, support projects that forge partnerships with under-resourced schools and strengthen the pathway to college for all students.

To learn more about the Center for P-16 Research and Collaboration’s partnership with the Gary schools and the center’s other partnerships and initiatives, visit http://p16education.indiana.edu.

Between the years, 1954 and 1962, Indiana University carried the major responsibility for the United States foreign aid in teacher education in Thailand.
After a year of planning, a $65,000 grant from the Indianapolis Foundation has made a formal partnership between the IU School of Education at IUPUI and 11 Indianapolis neighborhood centers a reality. “Project Impact” is designed to increase neighborhood center capacity to support academic learning and child development, particularly in the areas of science and mathematics education.

“The work is a ‘win-win’ as we prepare future teachers, enhance civic engagement, and invest in area youth and their families,” said Pat Rogan, executive associate dean of the IU School of Education at IUPUI.

Under the program, the School of Education and neighborhood centers will work together to provide professional development activities with center staff. IUPUI teacher education students will participate in service learning projects at the neighborhood centers. Instructional technology staff at the School of Education will analyze how to best use technology for communication and collaboration between the centers and the school.

The grant formalizes a growing partnership between the Indianapolis neighborhood centers and the School, which has placed teacher education students in the centers for many years. “These meetings have been happening for some time now,” Tyrone Freeman, Director of Development for the IU School of Education at IUPUI, said of the project. “We were very clear about working together to see what are the mutual strengths and opportunities where we can work together to support our goals of improving education in the local community. It’s a wonderful partnership.”

“We have a long-term relationship with many of these children,” said Niki Girls, Executive Director of the Concord Neighborhood Center on Indianapolis’ south side. “If our staff can learn from the math and science teachers in terms of activities or can reinforce and develop the children in those academic areas, that’s great.”

“The work is a ‘win-win’ as we prepare future teachers, enhance civic engagement, and invest in area youth and their families.”

“The Ministry of Education’s expressed purpose in requesting assistance was to build an institution capable of providing educational experiences which would develop the leadership sorely needed in Thailand’s effort to modernize its educational system.”
They don’t want to sit in a chair in a classroom,” said Bob Appelman, clinical associate professor of Instructional Systems Technology.

Along with the popularity of the Wii, Playstation, and other video games systems has come a generational shift in learning styles. “Our educational system uses a front-loaded system of provide information first, and then test or then exercise,” Appelman said. That comes into direct conflict with the learning style of today’s school students who have learned how to do things by taking content and interacting with it, then reading about it. “So we’re trying to learn different methodologies of teaching where the students can receive material, manipulate it, just like they do in a game, and then learn from that and ask questions,” he said.

Appelman’s lab in the IU School of Education has a hint of dorm-room décor—a recliner upholstered in a brown plaid pattern sits invitingly in front of a large-screen television. Along shelves around the room are some of the more popular video games available. Here Appelman and research assistants spend time observing college students at play, with an eye on how they learn while doing it.

But most valuable are the occasions when Appelman can get younger students to come and play. In December 2007, fifteen middle school students spent a morning playing a variety of games, all under observation of researchers and cameras. As with observation of college game players, researchers gathered detailed information, starting with the demographic characteristics of the game player. Once the game started, the researcher compiled a detailed time-based log of what happens during the game. When the game ended, he or she asked the game player about what happened in the game. The researchers break down the timing of certain events in the game to compare which students played the game more efficiently, and why other players didn’t choose the same strategies. The value of middle-schoolers, Appelman said, is that they tend to be more open about their strategies, providing more detail about why they made some decisions.

All of this information goes into enhancing the development of “serious games,” those that have education as a specific outcome goal. If educational games can emulate some of the successful commercial game aspects, a student might have an easier time learning some material.

Among the things Appelman said is becoming clear is that the trial and error approach—something he said educators used to avoid at all costs—now is a key teaching technique. “This generation has no problem with failure,” Appelman said. “They ‘die’ hundreds of times a day. But they learn from that, so it’s a lot of experiential learning.”

That learning style is precisely what’s at the heart of an educational game developed by an IU School of Education professor and now spreading across the world. “Quest Atlantis,” created by Sasha Barab, associate professor and Jacobs Chair in Learning Sciences and Instructional Systems Technology, is designed for students between ages 9-12. It provides a 3-D, multiuser environment to immerse children in educational tasks.

Students who are often already familiar with computer and gaming tasks couple that knowledge with academic concepts in a variety of disciplines to learn about science, art, math, and writing. The program engages the students with a virtual storyline. For example, a student may be placed in a park to examine why fish are dying in a body of water. To navigate the program successfully, he or she will have to use an understanding of water quality indicators.

Just as the program begins a major expansion to schools worldwide, it is drawing praise from educators. North Carolina schools conducted a pilot for using Quest Atlantis in the 2007-08 school year, and after more than 600 teachers working with...
“I think there are a lot of wonderful games out there that have good messages, but I think we as educators need to enter that market and start to develop compelling stories that kids will want to adopt.”

12,000 students used it, educators are anxious to get more teachers and students on line. “Positive results have been seen in many students’ work, particularly the disadvantaged and poor-performing,” Frances Bradburn, the former director of instructional technology for the North Carolina Department of Public Instruction said in a story published on “Carolina Newswire,” (http://carolinanewswire.com). She oversaw the first-year expansion of Quest Atlantis in North Carolina and monitored results. “These hard-to-reach students have been so excited and motivated by the program,” she said.

The program is drawing more funding to expand it by the thousands across the globe. The John D. and Catherine T. MacArthur Foundation granted just over $1.8 million in early 2008 to make its reach larger. The MacArthur Foundation gave $500,000 in 2006 to build on the program originally funded by a National Science Foundation grant. Among the countries using the program include China, Australia, New Zealand, Canada, Malaysia, Turkey, and Singapore.

In the next couple of years, Barab expects participation in the program will have grown to tens of thousands. “It’s really exciting to feel like I’m part of this bigger movement,” Barab said. Not only will more students in more countries be able to participate, they will also be able to communicate with each other. “In large numbers multiple countries, moving from 2 or 3 thousand to 20 or 30 thousand kids, and in these different countries, kids start to help us learn what it means to connect them from inner-city North Carolina to the beach in Australia to downtown somewhere in Bombay.”

Barab said the teaching element is vital to students using the program. Teachers receive student assignments through the program and can monitor progress, as well as push students to reflect on and think more deeply about the issues introduced in the game experience.

“We thought, well, this is a really nice way for kids to write,” said Lana Cummings, 4th grade teacher at Bloomington’s Binford Elementary School. She became one of the first to use the program in her classroom. “But then after we used the program, we found it’s so much more valuable than that,” Cummings said. “It cuts across all learning styles, all levels. There’s sort of something for everyone.”

The program and the School of Education’s move toward serious games represents a recognition of the current times, Barab said. “Do I really want the storytellers that are educating my children to be Sony, Blizzard, and Electronic Arts?” he said. “I think there are a lot of wonderful games out there that have good messages, but I think we as educators need to enter that market and start to develop compelling stories that kids will want to adopt.”

“ In 1967, Dean Clark began discussions regarding how best to deal with the student unrest on campus following the demonstration at the School of Business. Approximately 40 students were put on critical disciplinary probation. Clark planned a student-faculty retreat at Bradford Woods.”
Researchers tackle the huge influx of English language learners in schools

The challenge for schools across the country is changing with the growing population of English language learners. Nowhere is the challenge more acute than in the Midwest. The executive director of the Migrant Legal Action Program watches these developments closely. Roger Rosenthal notes a study done by the Migration Policy Institute that indicates that Indiana may be experiencing more growth in this population than almost any other state: Indiana was 4th overall in growth according to the study. "Indiana showed a 438% increase in the English Language Learner population," Rosenthal said. "So that presents issues for the public schools. It presents opportunities as well as challenges."

IU School of Education researchers are looking at the opportunity within the challenge. For one, a five-year project is underway to examine how to better prepare teachers of English language learners, develop the skills of current teachers, and revise college faculty teaching methods. To that end, the U.S. Department of Education has granted $1.5 million toward a partnership between the IU School of Education at IUPUI and the Indianapolis Public Schools.

IPS has experienced a very large growth of ELL students, along with the rest of the state. The Indiana Department of Education reports IPS had 3,244 “limited English students” in the school year 2005-06. A decade earlier, IPS had 257.

When the project is complete, researchers will have revised university curricula, evaluated the effectiveness of teachers, and prepared more secondary content teachers for IPS. Another outcome will be 75 “master teachers,” instructors who can mentor new teachers before they enter ELL teaching.

“The funding will allow us to transform not only what we do here at the university in terms of modeling the kind of pedagogy that works for diverse learners,” said project director Annela Teemant, associate professor of language education at IUPUI. “It allows us to go into the public school setting and work with teachers who are already in the field to build on the good work they’re already doing.”

Beth Berghoff, associate professor of language education and project co-director, said that while the project focuses on three IPS schools, the development of master teachers will touch the entire system when the project is done. “It will start with three schools and get them up and running in a way that lets other schools see what the possibilities are,” Berghoff said. “And we can branch from those three to three more to three more. It’s a building process.”

Another way the School of Education is addressing the issue is through a program to increase the number of certified teachers of English as a Second Language. Federal funds started the Tandem Certification of Indiana Teachers, or TACIT, program in 2004. Teaming with Indiana school corporations with a significant proportion of ESL students, IU instructors lead teachers through a five-semester program. It builds upon a TACIT prerequisite, the Interdisciplinary Collaborative Program (ICP), in which in-service teachers develop collaborative curricula for students to learn subject matter while also learning English. Each program is designed to allow teacher to remain in their schools, learning as they teach.

“We don’t remove teachers from their classrooms, but we go to them through on-site workshops which are conducted in conjunction with online classes,” said Faridah Pawan, assistant professor in Language Education and director of TACIT. “We try to support them as much as possible where they are, so that their training is really grounded in their experience.” The need for the program is evident not just in the numbers of English language learners, but by the response of educators throughout Indiana. Under the federal funding for TACIT, just 17 can enroll each year. Rosters are full for TACIT beyond scheduled funding.

Courses from the projects at IUB are also being used by IU Southeast in New Albany, which received the university’s largest-ever grant in summer 2007 — just over $1 million — for a five-year push to certify more teachers. The U.S. Department of Education is supplying the money to help in another area of the state where enrollment growth of such students has boomed: New Albany-Floyd County schools had three limited-English students in 1996; there were 172 last year.

With the funding to IU Southeast, teachers can take eight required courses for certification — four onsite in New Albany, with four others offered online by the School of Education at IU Bloomington.

It’s making a difference, Pawan said, noting that the numbers of certified ESL teachers in Indiana has improved from 379 to more than 500 since the program started. More than 200 have come through the TACIT and ICP programs for ESL training.
Candidates are now applying for a new national program getting its start at the IU School of Education at IUPUI, which proponents say will change teacher preparation. The School is among the first selected for the Woodrow Wilson Teaching Fellowship that will provide a $30,000 stipend to college seniors, recent graduates, and career-changers for a year-long master’s program.

With much fanfare, the governor announced the fellowship at Arsenal Tech High School in Indianapolis last December. “We’re talking about the Rhodes Scholarships of teaching, with Indiana as the first state to award them and the first state whose young people will benefit,” said Indiana Governor Mitch Daniels. “Nothing gives a child a better chance in life than an excellent teacher.”

At the IU School of Education at IUPUI, the master’s classes will start in fall 2009. It’s a joint project between the School of Education, School of Engineering and Technology, and the School of Science focused on math and science majors in hopes of meeting the increasing need for math and science teachers. “The Wilson project will be a real boost in our efforts to prepare quality math and science teachers,” said Charlie Barman, professor of science education and the director of the Wilson project at IUPUI. He is also director of the Urban Center for the Advancement of STEM Education (UCASE), which is coordinating the program. “Our hope is to attract the brightest and best individuals possible,” Barman said. The recruiting effort for the Wilson Fellowships will be national, which Barman says should not only increase the numbers of science and math teaching candidates, but the quality as well.

IUPUI, Ball State, Purdue, and the University of Indianapolis are part of the initial fellowship. Students with an outstanding undergraduate record will qualify. Each must commit to teaching for three years in a high-need school, which will be urban schools for the IUPUI program. Twenty students are selected at each Indiana institution. A Lilly Endowment grant is supporting the effort.

National attention the announcement got will likely help recruiting. The day after the announcement, stories reported on it in The New York Times, The Washington Post, as well as numerous other newspapers which picked up details from wire services. “Anytime you receive national press about a project, it has to help in raising the visibility,” Barman said. “We anticipate getting some very quality applicants.”

The harnessing of powerful resources to recruit and prepare math and science teachers provides a rare opportunity, according to University Dean Gerardo Gonzalez. “This will help bring the best and brightest to a profession that is so desperately needed to achieve the state’s economic development goals and improve America’s global competitiveness,” he said.

After its start in Indiana, the Wilson Fellowship will begin work in Ohio in 2009. The Wilson Foundation plans a state-by-state strategy to implement the program across the country. Wilson President Arthur Levine said the program is designed to remake teacher preparation, and Indiana’s higher education institutions as well as government and school superintendents showed a willingness to lead.

The Wilson Foundation outlines four goals for its fellowship initiative:

- Transform teacher education—not just for Fellows but for the universities that prepare them, other teacher candidates in the same programs, and the high-need schools where they are placed as teachers;
- Get strong teachers into high-need schools. Indiana has chosen to focus on attracting math and science teachers, though other states may choose different subject areas;
- Attract the very best candidates to teaching through a fellowship with a well-known name and high visibility, similar to a National Merit Scholarship; and
- Cut teacher attrition and retain top teachers through intensive clinical preparation and ongoing in-school mentoring, provided by veteran teachers and supported by able principals.

In 1974, PLATO IV computer terminals were placed in the School of Education (PLATO stands for “Programmed Logic for Automated Teaching Operations”).
Sharing Expertise

National and international news outlets have helped spread the word about continuing IU School of Education research into what helps and hinders students in their academic careers.

Readers of the most widely-read U.S. newspaper will continue to learn more about factors affecting college student success thanks to a partnership with the study started by Chancellor’s Professor of Higher Education George Kuh. In November 2007, USA Today published the first publicly-released results from the National Survey of Student Engagement. Among the more than a thousand four-year institutions participating in the survey, 332 authorized the release of their results. The paper featured the release on its front page November 5, and has created a web site with the numbers in a database and related material.

“The key idea here is to better inform the public about what they ought to be thinking about when their student is choosing a college,” Kuh said. With the data, readers should be able to get beyond popular rankings of institutions to make more informed decisions, he said.

Kuh started NSSE in 1999. The research is conducted within the IU School of Education’s Center for Postsecondary Research. More than 1,500 universities and colleges in the U.S. and Canada have participated at least once in the survey. In 2008, more than 770 participated, the most ever in a single NSSE survey.

USA Today initiated discussions about the idea a couple of years ago. The arrangement with the national newspaper explicitly forbids it from ranking the schools based on NSSE data, “while institutional benchmark scores will be available to readers” Kuh said. “USA Today reporters are also going to talk to people at institutions that have performed well on NSSE to get some stories from different types of places about student engagement and what institutions are doing to improve undergraduate education.”

Earlier in 2007, the High School Survey of Student Engagement, or HSSSE, created a buzz across the country, and the world. Outlets across the world picked up a story by the international newswire service Reuters, and study author Ethan Yazzie-Mintz, HSSSE project director for the Center for Evaluation and Education Policy in the IU School of Education, conducted interviews for radio stations in Seattle and Phoenix and a New Orleans television station.

The study shone a light on reasons why some high school students don’t perform well, finding in a survey covering 81,000 students in 26 states and 110 high schools that most students say they are bored in school.

Yazzie-Mintz said the finding that nearly one out of three respondents (31 percent) is bored in class because of “no interaction with teacher” is a troubling result. “So in a high school class,” Yazzie-Mintz said, “we’re saying that one out of three students are 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.”

Whenever the “nation’s report card” issues a new finding, media, government, and educators call upon two of our professors to help understand the mathematics scores. Mathematics education professors Frank Lester and Pete Kloosterman are among a handful of researchers nationwide who have access to the mathematics assessments of the National Assessment of Educational Progress, or NAEP. Their analysis makes them sought after by reporters, but most importantly, their work is transforming how we teach math, design teacher preparation, and create professional development for math teachers.

And as part of a national program, Dean Gerardo Gonzalez took part in a televised town hall meeting on the impact of small-learning communities. The forum, sponsored by the National Commission on Teaching America’s Future and the Metlife Foundation, focused on how teachers and student flourish in the environment. Gonzalez joined other panelists, who included Dr. Suellen Reed, Indiana Superintendent of Public Instruction.

1982 - IU School of Education at IUPUI moves into the new Education/Social Work Building at 902 W. New York Street in Indianapolis.
On the surface, it might not make sense: secondary teachers from South Korea spending a month in the U.S. to learn about mathematics teaching techniques. By the numbers, Korean students outperform their American counterparts in most math assessments. The Program for International Student Assessment placed Korea 3rd among 41 developed nations in its 2004 survey of 15-year olds. That’s thirteen spots ahead of the U.S.

But in summer 2008, the IU School of Education hosted high school and middle school teachers from Korea for the third straight year, sharing mathematics teaching techniques as well as American culture. The program is funded by a grant from the Seoul Metropolitan Office of Education. The government there funded the project to expose Korean teachers to different ways of instruction. One participant noted U.S. teachers seem to “give credit for how students learn and how they think.” Hee Jung An also noted a difference in classroom activities. “In Korea, we do have classroom activities, but it looks like it’s a little bit different how they run the classroom activities in America,” she said.

The School continues to have a strong international presence, both in the number of scholars who study on campus and in numerous projects faculty are doing with visitors and abroad. Students from more than 300 countries enroll for classes. International projects take School of Education faculty to Afghanistan, China, Saudi Arabia, Mexico, India, and many other countries. The draw, as it has been since the School took former IU Chancellor Herman B. Wells’ challenge to make IU an international university, is to faculty expertise.

While faculty continuously travel on individual projects, ongoing exchanges are driving research and educational advancement. The School of Education at IUPUI is providing an educational complement to the longstanding IU partnership with the African nation of Kenya through its exchange with Moi University in Eldoret. The importance of the project became even clearer after political unrest rocked Eldoret and other parts of the country in late 2007 and early 2008.

The Indiana University School of Medicine began a Kenyan health care initiative, focusing on fighting the AIDS pandemic, in 1989. School of Education faculty are going to Eldoret and bringing professors from Moi University to Indiana for enhancing teacher preparation in Kenya.

“The classroom facilities (in Kenya) really are very poor compared to what we have here,” said Nancy Chism, professor of higher education and student affairs. Chism, Beth Berghoff, associate professor for language education, and Megan Palmer, adjunct assistant professor of higher education and student affairs worked with Moi faculty on technology issues when they traveled to Eldoret in August 2007. “They have very little access to internet or reliable technology—updated software and machines,” Chism said.

Visiting the School of Education at IUPUI in November 2007, two Moi professors particularly admired the Curriculum Resource Center, a center established to provide material and instructional help to teachers. Moi wants to establish its own professional development center for Kenyan teachers. “We shall have a unit for teaching and learning, a unit for research and development, a unit for empowering women in academia,” said Peter Basara, Moi University education professor. Referring to the School of Education faculty, he said “our colleagues will help us in visualizing and assisting us in where we ought to go.”

Visitors from a still-developing democracy also came seeking some guidance at the School of Education in the last year. A 3-member delegation from the Republic of Lithuania spent a week in Indiana last March as part of a continuing exchange through the Civitas International Civic Education Exchange Program.
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<td>Multi-Level Assessment for Enhancing Mathematical Discourse, Curriculum, and Achievement in Diverse Elementary School Classrooms</td>
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<td>$272,843.00</td>
<td>Hickey, Daniel Thomas</td>
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<td>North Carolina Technology Education Program -- Supplemental Funds Request</td>
<td>ONE PLANET EDUCATION</td>
<td>$152,000.00</td>
<td>Barab, Sasha A.</td>
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<td>PDS Writing Project</td>
<td>INDIANA COMMISSION FOR HIGHER EDUCATION</td>
<td>$128,437.00</td>
<td>Berghoff, Beth Anne</td>
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<td>Power Up for Science</td>
<td>INDIANA COMMISSION FOR HIGHER EDUCATION</td>
<td>$142,866.00</td>
<td>BUCK, Gayle Anne</td>
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<tr>
<td>PROJECT RELATES Evaluation Plan</td>
<td>ARCHDIOCESE OF INDIANAPOLIS</td>
<td>$50,464.00</td>
<td>Smith, Joshua S.</td>
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<td>Proposal for Reading First Implementation Evaluation and Impact Assessment</td>
<td>INDIANA DEPARTMENT OF EDUCATION</td>
<td>$912,429.00</td>
<td>Plucker, Jonathan Alan</td>
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<tr>
<td>Research-Based Reading Reform: Technical Support for Indiana’s Early Literacy Intervention Grant Program</td>
<td>INDIANA DEPARTMENT OF EDUCATION</td>
<td>$149,157.00</td>
<td>Plucker, Jonathan Alan</td>
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<td>Responses to Scientific, Research-Based Interventions as a Tool for Instructing Students with a Learning Disability: A Multi-Year Study</td>
<td>INDIANA DEPARTMENT OF EDUCATION</td>
<td>$196,404.00</td>
<td>Plucker, Jonathan Alan</td>
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<td>Scaling out Virtual Worlds: Growing a 21st Century Curriculum</td>
<td>JOHN D. &amp; CATHERINE T. MACARTHUR FOUNDATION</td>
<td>$1,839,000.00</td>
<td>Barab, Sasha A.</td>
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<td>School Disciplinary Climate and Its Relationship to Educational and Community outcomes for African American Students</td>
<td>WILLIAM T. GRANT FOUNDATION</td>
<td>$189,996.00</td>
<td>SKIBA, RUSSELL</td>
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<td>Shifting Mindsets: A Study of a First-Year Implementation of “New Technology High School”</td>
<td>NATIONAL SCIENCE FOUNDATION</td>
<td>$332,149.00</td>
<td>Gresalfi, Melissa</td>
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<td>SMOGEE - Students as Mentors and Owners of Geoscience and Environmental Education</td>
<td>NATIONAL SCIENCE FOUNDATION</td>
<td>$57,748.00</td>
<td>Schuster, Dwight A</td>
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<td>Special Education for Indiana’s Schools Today (SPEEDFIST)</td>
<td>U.S. DEPARTMENT OF EDUCATION</td>
<td>$99,404.00</td>
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<td>Spencer Foundation Preliminary Draft</td>
<td>THE SPENCER FOUNDATION</td>
<td>$497,575.00</td>
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<td>STEM Education in SE Indiana</td>
<td>COMMUNITY EDUCATION COALITION</td>
<td>$200,000.00</td>
<td>Brown, Catherine Ann</td>
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<td>Strategic National Arts Alumni Project (SNAAP)</td>
<td>SURINNA FOUNDATION</td>
<td>$2,450,000.00</td>
<td>Kuh, George D.</td>
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<td>Teachers Resource Center (TRC) at Indiana University and Purdue University Indianapolis (IUPUI)</td>
<td>ELI LILLY AND COMPANY FOUNDATION</td>
<td>$25,000.00</td>
<td>Hilson Jr, Wayne Joseph</td>
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<td>Technical Assistance for DIBELS Data Analysis/Reading First</td>
<td>INDIANA DEPARTMENT OF EDUCATION</td>
<td>$57,807.00</td>
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<td>The Equity Project</td>
<td>INDIANA DEPARTMENT OF EDUCATION</td>
<td>$466,619.00</td>
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<td>The Evaluation of the Integration of Schools and Mental Health Services</td>
<td>INDIANA DEPARTMENT OF EDUCATION</td>
<td>$38,000.00</td>
<td>Anderson, Jeffrey A</td>
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<td>The Mixed Reality Training Methodology Development and Evaluation Project</td>
<td>INFORMATION IN PLACE INC.</td>
<td>$12,000.00</td>
<td>Appelman, Robert Lynn</td>
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<td>The Mobile Working Student in Northwest Indiana</td>
<td>LUMINA FOUNDATION FOR EDUCATION</td>
<td>$621,200.00</td>
<td>Hoessler, Donald</td>
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<td>The Strategic National Arts Alumni Project</td>
<td>NATIONAL ENDOWMENT FOR THE ARTS</td>
<td>$60,000.00</td>
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<td>The Woodrow Wilson Indiana Teacher Fellowship Program</td>
<td>WOODROW WILSON NATIONAL FELLOWS</td>
<td>$500,000.00</td>
<td>Barman, Charles R.</td>
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<td>UCEDD Continuation</td>
<td>ADMINISTRATION FOR CHILDREN AND FAMILIES</td>
<td>$520,000.00</td>
<td>Manik, David Michael</td>
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<td>Urban Educators: Robert Noyce Scholarship for Mathematics and Science Teachers</td>
<td>NATIONAL SCIENCE FOUNDATION</td>
<td>$485,755.00</td>
<td>Barman, Charles R.</td>
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<td>Urban Principal Master’s Program</td>
<td>INDIANA DEPARTMENT OF EDUCATION</td>
<td>$50,500.00</td>
<td>Poindexter, Betty Sue</td>
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<td>Video Self-Modeling</td>
<td>ORGANIZATION FOR AUTISM RESEARCH</td>
<td>$29,556.00</td>
<td>Bellini, Scott Curtis</td>
</tr>
</tbody>
</table>
The Indiana University School of Education strives to be responsible stewards of its resources, particularly in times when such fiscal responsibility is vital. In recent years, state support of the School has decreased—from more than 26% four years ago to just over 18% in 2007-08. That makes income through gifts, endowments and other sources of funding critically important to ensure the internationally-recognized quality of the School’s education, student support, and faculty research.

The Wendell W. Wright Education Building was completed, featuring the latest in instructional technology equipment and housing the Education Library.

Financial Summary
BLOOMINGTON AND INDIANAPOLIS CAMPUSES

<table>
<thead>
<tr>
<th>Gifts and Endowments Income</th>
<th>$2,133,986</th>
<th>49.90%</th>
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<tbody>
<tr>
<td>Other Revenues</td>
<td>354,090</td>
<td>8.00%</td>
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<tr>
<td>Sales and Services</td>
<td>3,404,021</td>
<td>7.50%</td>
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<tr>
<td>Sponsored Research</td>
<td>14,963,708</td>
<td>32.00%</td>
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<tr>
<td>State Appropriation</td>
<td>13,163,978</td>
<td>28.30%</td>
</tr>
<tr>
<td>Student Fees</td>
<td>35,833,985</td>
<td>78.00%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>$71,853,768</td>
<td>100%</td>
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</table>

**EXPENDITURES**

<table>
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<tr>
<th>Reserves and Reinvestments</th>
<th>$852,518</th>
<th>1.2%</th>
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<tbody>
<tr>
<td>Student Support</td>
<td>11,103,020</td>
<td>15.5%</td>
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<tr>
<td>General operating</td>
<td>11,828,525</td>
<td>16.5%</td>
</tr>
<tr>
<td>University Assessments</td>
<td>17,211,148</td>
<td>24.0%</td>
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<tr>
<td>Faculty and Staff Compensation</td>
<td>30,858,557</td>
<td>42.9%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>$71,853,768</td>
<td>100%</td>
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### Diversity

<table>
<thead>
<tr>
<th>Student Diversity (Bloomington)</th>
<th>2005-06</th>
<th>2006-07</th>
<th>2007-08</th>
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<tbody>
<tr>
<td>Minority Enrollment</td>
<td>233</td>
<td>244</td>
<td>253</td>
</tr>
<tr>
<td>Percent of Total</td>
<td>8.5%</td>
<td>8.4%</td>
<td>9.4%</td>
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</table>

<table>
<thead>
<tr>
<th>Student Diversity (Indianapolis)</th>
<th>2005-06</th>
<th>2006-07</th>
<th>2007-08</th>
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</thead>
<tbody>
<tr>
<td>Minority Enrollment</td>
<td>173</td>
<td>179</td>
<td>183</td>
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<tr>
<td>Percent of Total</td>
<td>9%</td>
<td>9.7%</td>
<td>10.8%</td>
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### Distance Learning and Development

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<tr>
<th>Distance Learning</th>
<th>2005-06</th>
<th>2006-07</th>
<th>2007-08</th>
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<tbody>
<tr>
<td>Total Enrollments</td>
<td>891</td>
<td>955</td>
<td>970</td>
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</table>

<table>
<thead>
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<th>Professional Development</th>
<th>2005-06</th>
<th>2006-07</th>
<th>2007-08</th>
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<tbody>
<tr>
<td>Total Enrollments</td>
<td>813</td>
<td>836</td>
<td>853</td>
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</table>

In 1989 Dale Beatty, Dartmouth College, ranked our student affairs administration program in higher education #1. The Institute for Soviet Education was established, Howard Mehlinger and Ben Eklof co-directors.
Honors, Distinctions, and Awards

Martha Lea & Bill Armstrong Teacher Educator Award
Chris Bundy
Floyd Central High School
Connie Frazier
Madison Consolidated High School
Michele (Chih Staresnick) Greene
Metropolitan School District of Lawrence Township
Kharom Grimmelt
Metropolitan School District of Wayne Township
Carol Lutz
Kokomo-Center Schools
Angela Moreman
Creekside Middle School in Carmel
James Schmidt
Penn High School Freshman Academy
Bev Staub
Washington Woods Elementary School
Brian White
Lawrence North High School in Indianapolis
Distinguished Alumni Award
Bryant Dawson
PhD ’84, president of Coker College in Hartsville, South Carolina
Michael L. Hanes
MS ’72, PhD ’73, president and chief executive officer of the Whitaker Center for Science and the Arts in Harrisburg, Pennsylvania
Nathaniel Jones
BS ’73, MS ’77, EdS ’82, superintendent of the Metropolitan School District of Pike Township in Indianapolis

Patti Lather
PhD ’83, professor of cultural studies in education in the School of Education Policy and Leadership, Ohio State University
Burton Gorman Teaching Award
Signe Kastberg
Assistant Professor, Mathematics Education
Faculty Teaching Awards
Valerie Akerson
Gerald Campano
Phil Carspecken
Suzanne Eckes
Laura Stachowski
Vasti Torres
Robert Toutkoushian
Tarajean Yazzie-Mintz
Associate Instructor Teaching Awards
Gabrielle Abowd
Karen Danielson
Jennifer Hess
Michelle Honeyford
Sarah VanderZander
Adjunct Faculty Award
Richard Reed
University, State, and National Faculty Awards
Autism Society of America Literary Work of the Year
Scott Bellini, Assistant Professor, Counseling and Educational Psychology
Best Paper Award, Indiana Association for Institutional Research
Gary Pike, Associate Professor, Higher Education and Student Affairs
Carleton T. Hodge Prize for Excellence in African Studies
Barry Bull, Professor, Philosophy of Education and Education Policy Studies
CHOICE Outstanding Academic Title, American Library Association
Robert Kunzman, Associate Professor, Curriculum and Instruction
CIC Academic Leadership Program Fellow
Barbara Bichelmeyer, Associate Professor, Instructional Systems Technology
Counseling Administrators of the Year Award, Indiana Counseling Association
Keith Moran, Professor, Counseling/Counselor Education
Doctor of Humane Letters, Winthrop University
George Kuh, George Kuh, Chancellor’s Professor of Higher Education
E. Paul Torrance Creativity Award, National Association for Gifted Children
Jonathan Plucker, Professor of Educational Psychology, Cognitive Science
Favorite Professor Award, from IUPUI Student-Athlete Erik Tillema, Assistant Professor, Mathematics Education
Frederic Bachman Lieber Memorial Award for Teaching Excellence
Chris Leland, Professor, Language Education
Fulbright Scholar to Thailand
Nancy Chism, Associate Professor, Higher Education and Student Affairs
Fulbright-Hays Faculty Research Abroad Fellowship
Bradley Levinson, Associate Professor, Educational Leadership and Policy Studies
Graduate and Professional Student Organization Faculty Mentor Award
Barbara Bichelmeyer, Associate Professor, Instructional Systems Technology
Hand ’n Hand Special Project Recognition, City of Bloomington Council for Community Accessibility
Carol-Anne Hossler, Clinical Associate Professor of Elementary Education
Hispanic Achievement Service Award for Community Leadership
Jose Rosario, Professor
Hoosier Educator of the Year for Higher Education, Indiana Association for the Education of Young Children
Mary McMullen, Assoc. Dean for Graduate Studies and Professor of Curriculum Studies in Early Childhood Education
IUPUI Outstanding Woman Faculty Leader—Senior Category
Trudy Banta, Professor of Higher Education
Jack Bardon Distinguished Service Award, American Psychological Association
Jack Cummings, Professor, Counseling and Educational Psychology
Leading Light Award, Bloomington Chamber of Commerce
Rebecca Martinez, Assistant Professor, Counseling and Educational Psychology
National Consortium for Continuous Improvement in Higher Education Award
Trudy Banta, Professor of Higher Education
National Council of Teachers of Mathematics Travel Grant to International Congress of Mathematics Education
Crystal Hill, Assistant Professor of Math Education
New York Families for Autistic Children, Inc., Award
Cathy Pratt, Professor, Special Education
Mme. C.J. Walker Outstanding Woman of the Year Award from Center for Leadership Development
Khuala Murtadha, Professor, Educational Leadership
Many Faces of Counseling Psychology Recognition
Chalmer Thompson, Associate Professor, Counseling Psychology
Outstanding Advocate, ARC of Indiana
Carol-Anne Hossler, Clinical Associate Professor of Elementary Education

20
### New Faculty

#### Bloomington Campus

- **Donna Adomat**
  Assistant Professor, Literacy, Culture, and Language Education
- **Erna Alant**
  Otting Endowed Chair in Special Education, Curriculum and Instruction
- **Keith C. Barton**
  Professor in Social Studies Education, Department of Curriculum and Instruction
- **Hsu-Min (Mina) Chiang**
  Assistant Professor in Special Education, Department of Curriculum and Instruction
- **Yonjoo Cho**
  Assistant Professor, Department of Instructional Systems Technology
- **Gary Crow**
  Professor, Department of Educational Leadership and Policy Studies
- **Joshua Danish**
  Assistant Professor, Department of Counseling and Educational Psychology
- **Barbara Erwin**
  Clinical Associate Professor, Department of Educational Leadership and Policy Studies
- **Ted Hall**
  Assistant Professor, Department of Literacy, Culture, and Language Education
- **Ray Haynes**
  Assistant Professor, Department of Instructional Systems Technology
- **Adam Maltese**
  Assistant Professor in Science Education, Department of Curriculum and Instruction
- **Alex McCormick**
  Associate Professor, Department of Educational Leadership and Policy Studies, Director of the National Survey of Student Engagement
- **Carmen L. Medina**
  Assistant Professor in Elementary Education, Department of Literacy, Culture, and Language Education
- **Kylie A. Peppler**
  Assistant Professor, Department of Counseling and Educational Psychology
- **Beth Lewison Samuelson**
  Assistant Professor, Department of Literacy, Culture, and Language Education
- **Hannah Schertz**
  Assistant Professor in Special Education, Department of Curriculum and Instruction
- **Ellen Vaughan**
  Assistant Professor of Counseling Psychology, Department of Counseling and Educational Psychology
- **Mary Waldron**
  Assistant Professor, Department of Counseling and Educational Psychology

#### Indianapolis Campus

- **Kathleen Allspaw**
  Project Manager, Woodrow Wilson Fellowship Program
- **Samantha Bartholomew**
  Assistant Professor, Educational Leadership and Policy Studies
- **Mary Cole**
  Academic Specialist, ESL Education
- **Ryan Flessner**
  Assistant Professor, Math Education
- **Lonnie Gill**
  Clinical Assistant Professor, Teacher Education
- **Crystal Hill**
  Assistant Professor, Math Education
- **Jomo Mutegi**
  Associate Professor, Science Education
- **Jane Stephenson**
  Assistant Professor, Special Education
- **Annela Teemant**
  Associate Professor, English as a Second Language
- **Erik Tillema**
  Assistant Professor, Mathematics Education

---

Outstanding Art Educator of the Year in Higher Education, Art Education Association of Indiana

- **Marjorie Manifold**, Assistant Professor, Art Education

Outstanding Dissertation of the Year Award, International Reading Association,

- **Karen Wohlwend**, Assistant Professor, Language Education

Outstanding Program Award from the Committee for Multicultural Education,

- **Gerald Campano**, Assistant Professor, Language Education

Professional Achievement Alumni Award 2007, College of Education, University of Georgia

- **Vasti Torres**, Associate Professor, Higher Education and Student Affairs

Profile in Excellence, Alliance of Distinguished Ranks

- **Martha McCarthy**, Chancellor’s Professor and Chair, Educational Leadership and Policy Studies

TRIP Scholar, American Society for Engineering Education

- **Joshua Smith**, Assistant Professor, Educational Psychology

21 Club award for being identified by freshmen as someone who made a difference in their success at IUPUI

- **Deborah Keller**, Visiting Assistant Professor

Woodrow Wilson Indiana Teaching Fellowship Program Appointment

- **Charles Barman**, Professor, Science and Environmental Education

---
# Indiana University School of Education Alumni Association Officers and Board of Directors 2008-2009

## Board Officers

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Organization/Institution</th>
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<tbody>
<tr>
<td>Janet A. Williamson, BS’72, MS’90</td>
<td>President</td>
<td>Highland Park Elementary School Bloomington, IN</td>
</tr>
<tr>
<td>Jack W. Humphrey, MS’56, EdD’62</td>
<td>Vice-President/President Elect</td>
<td>Project Director, Middle Grades Reading Network University of Evansville Evansville, IN</td>
</tr>
<tr>
<td>Virginia M. Harrison, BS’72, MS’77</td>
<td>Secretary/Treasurer</td>
<td>Indianapolis, IN</td>
</tr>
<tr>
<td>Joseph M. Walsh, BS’92</td>
<td>Past President</td>
<td>Director, Curriculum &amp; Professional Dev Brownsburg Community School Corp Brownsburg, IN</td>
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</tbody>
</table>

## Directors

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Organization/Institution</th>
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<tbody>
<tr>
<td>Karol L. Bartlett, BS’86</td>
<td>Principal</td>
<td>Experience Science Indianapolis, IN</td>
</tr>
<tr>
<td>Edward Bradford, Jr., BS’78</td>
<td>Principal</td>
<td>Riley High School South Bend, IN</td>
</tr>
<tr>
<td>Sheila R. Conder, BS’68</td>
<td>Principal</td>
<td>Lost Creek Elementary School Terre Haute, IN</td>
</tr>
<tr>
<td>Larry M. Fitzgerald, BS’67</td>
<td>Owner</td>
<td>Shrum Manufactured Housing Indianapolis, IN</td>
</tr>
<tr>
<td>Jennifer A. Fleming, BS’70</td>
<td>2nd Grade Teacher</td>
<td>Francis Scott Key Elementary School Indianapolis, IN</td>
</tr>
<tr>
<td>Patricia L. Gainey, MS’79, EdD’94</td>
<td>Teacher</td>
<td>Raymond Park Middle School Indianapolis, IN</td>
</tr>
<tr>
<td>William D. Gardner, MS’00</td>
<td>Vice Chancellor for Student Affairs University of Wisconsin Milwaukee, WI</td>
<td></td>
</tr>
<tr>
<td>Cassandra D. Gray, BS’78, MS’84</td>
<td>Education Leader in Residence University of Indianapolis Indianapolis, IN</td>
<td></td>
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</table>

## Ex-Officio

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Organization/Institution</th>
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</thead>
<tbody>
<tr>
<td>Sarah J. Baumgart</td>
<td>Executive Director of Development IUB School of Education Bloomington, IN</td>
<td></td>
</tr>
<tr>
<td>Rachael L. Crouch</td>
<td>Director, Alumni Programs IU Alumni Association Bloomington, IN</td>
<td></td>
</tr>
<tr>
<td>Gerardo M. Gonzalez, Ph.D.</td>
<td>Dean</td>
<td>IUB School of Education Bloomington, IN</td>
</tr>
<tr>
<td>Donald R. Hossler, Ph.D.</td>
<td>Executive Associate Dean IUB School of Education Bloomington, IN</td>
<td></td>
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<tr>
<td>Jayme T. Little</td>
<td>Director of Alumni Programs IUPUI Office/Alumni Relations Indianapolis, IN</td>
<td></td>
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<tr>
<td>Patricia M. Rogan, Ph.D.</td>
<td>Executive Associate Dean IUPUI School of Education Indianapolis, IN</td>
<td></td>
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<tr>
<td>Michelle L. Stuckey</td>
<td>Director, Alumni Relations &amp; Annual Giving IUB School of Education Bloomington, IN</td>
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</tbody>
</table>
National Board of Visitors

Donald J. Almquist, LL.D.
President and CEO, Retired
Delco Electronics
Stuart, FL

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

Stephen A. Backer
Attorney, Backer & Backer,
Indianapolis, IN

Cynthia L. Cleveland
President, Broadthink
Sherman Oaks, CA

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

James P. Duncan, Ed.D.
Ashbel Smith Professor Emeritus
University of Texas
Austin, TX

Sari G. Factor
Founder, Strategy Factor LLC
Mount Kisco, NY

W. Rob Foshay
Research Manager
Texas Instruments
Dallas, TX

Steven J. Fredericks, Ed.D.
New York, NY

Phyllis Gillie, Ed.D.
President
Danielson Gillie Imports/Associates
Grand Rapids, MI

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

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

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

M. Kem Hawkins
President
Cook Incorporated
Bloomington, IN

Dennis C. Hayes, Esq.
General Counsel
NAACP
Baltimore, MD

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

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

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

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

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

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

Suellen Kinder Reed
Superintendent of Public Instruction
Indiana Department of Education
Indianapolis, IN

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

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

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

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

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

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

School of Education Alumni Board President
Jan Williamson
Principal
Highland Park Elementary School
Bloomington, IN

Indiana Teacher of the Year
Dan Kuznik (2008)
Pike High School
Indianapolis, IN

School of Education Staff
Gerardo M. Gonzalez, University Dean
Sarah J. Baumgart, Executive Director of Development & Alumni Relations
Michelle Stuckey, Director of Alumni Relations & Annual Giving
School of Education Directory

Gerardo M. Gonzalez  
University Dean  
(812) 856-8001

**BLOOMINGTON**

Donald Hossler  
Executive Associate Dean  
(812) 856-8391

Mary McMullen  
Associate Dean, Office of Graduate Studies  
(812) 856-8393

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

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

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

**ACADEMIC DEPARTMENTS**

Curriculum and Instruction  
Cary Buzzelli  
Chair  
(812) 856-8184

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

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

Instructional Systems Technology  
Elizabeth Boling  
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