Leadership is Influence

One of our many outstanding alumni recently took up a task that he admitted a lot of other people are also doing: writing about leadership. Joseph Cangemi, Ed.D.’74, takes on the question of leadership for a feature article in the July 2011 Mensa Bulletin, the magazine for the American Mensa society. An effective leader, he writes, must have essential skills, deserves and gives respect, but also earns trust.

But what struck me most is this— Joseph says “Leadership is the capacity to influence others to goal attainment.” He then shortened that to “Leadership is influence.”

As you read through this annual report, note that influence is our theme because these pages show an amazing array of people, projects, places, and areas where the IU School of Education is leading and influencing others.

Education isn’t limited to a classroom and our work reflects that. Of course, we’re very much in schools, from Indiana to India. But some of our projects may surprise you. A couple of years ago the Center for Adolescent and Family Studies under the leadership of faculty member Tom Sexton began a partnership with the Indiana Department of Corrections about best practices in community corrections. This May, the partnership’s annual conference attracted more than 500 participants to the Indiana Convention Center. We’ve had graduate students in Thailand working with higher education institutions. The Strategic National Arts Alumni Project, started just a few years ago in the Center for Postsecondary Research, is becoming a trusted source for gauging the vitality of arts careers.

Our faculty members continue to receive recognition as some of the most influential voices in education. Chancellor’s Professor Emeritus George Kuh had the National Association for Student Affairs Administrators in Higher Education’s Outstanding Contribution to Literature and/or Research award named after him. Assistant Professor of Literacy, Culture, and Language Education Donna Adomat received one of just a dozen globally competitive fellowships from the International Youth Library in Munich. The U.S. Senate cited the testimony of Counseling and Educational Psychology faculty member Jesse Steinfeldt in considering matters of Native American mascots for sports teams. And a national writer suggested that Instructional Systems Technology professor Curt Bonk has made such contributions to educational technology that he should be the basis for an entire college course. That’s influence!

As well, we highlight here how increasingly, national media outlets have called upon our faculty for expert opinion on important topics. Their informed voices have added research-based perspectives to the public discourse about issues surrounding education in the country and around the world. Clearly, there’s a lot of talk about education today.

And we give particular attention to the influence that others have had for us. We have established new programs to advance knowledge, such as the Jacobs Teacher Educator Award. A gift from Barbara B. Jacobs has allowed us to establish this new project that will promote the best uses of technology in teaching. And of course, we especially honor the incredible influence of Bill Cook, the philanthropist and self-made billionaire businessman who passed away in April. The Armstrong Teacher Educator program established through the gift of Bill and Gayle Cook has grown into one of the nation’s premier privately funded university/school partnerships since it started 14 years ago. The influence of that program on future generations is impossible to calculate.

You’ll see here that the influence of our faculty, alumni, students and friends is far and wide. Truly, leadership is influence.

Gerardo M. Gonzalez
Dean, IU School of Education
The mission of the Indiana University School of Education is to improve teaching, learning, and human development in a global, diverse, rapidly changing and increasingly technological society.
Higher education doctoral students in Thailand for three weeks of consulting with Thai higher education partners.

GLOBAL influence

The School of Education is leading projects around the world

Over the last year, IU School of Education has earned honors for its innovative ways of connecting students to the world, shared expertise with higher education institutions on several continents, and continued projects to help citizens around the globe.

The Cultural Immersion Projects earned a 2011 Innovation Award from the “University Design Consortium,” an organization founded to challenge public universities around the world to develop innovative strategies to address the complex 21st century issues. The University Design Consortium is a project of Arizona State University and Sichuan University in China.

The Cultural Immersion Projects place student teachers in 15 countries, the Navajo Nation, and Chicago Public Schools. Since the programs began in 1972, nearly 4,000 pre-service educators have gained professional experience in foreign, Native American, and urban schools while gaining insight into the experiences of those in different cultures.

“At Indiana University, we have long stressed the value of cross-cultural experiences for our students,” said Provost and Executive Vice President Karen Hanson. “The student teachers who participate in the School of Education’s Cultural Immersion Projects gain enormous benefits, as do the students they teach. The projects are outstanding examples of IU’s engagement beyond the borders of our campus. We are very proud of this program and very pleased to receive this recognition from the University Design Consortium.”

This award adds to the national and international recognition the program has already received. In 2001, the American Association for Colleges of Teacher Education (AACTE) honored the Cultural Immersions Projects with the Best Practice Award for Global and International Teacher Education. In 2005, the program earned the Goldman Sachs Higher Education Prize for Excellence in International Education, along with two other IU-Bloomington departments. But it is the first award noting the entire scope of the project.

“I think it’s a really wonderful honor in particular because it includes the Reservation and Urban Projects,” said Laura Stachowski, the director of the Cultural Immersion Projects. “The Overseas Project received the AACTE award and the Goldman Sachs award, but this one includes all of them, emphasizing the importance and value of the cultural and community involvement that student teachers have whether they’re going overseas or on the Navajo Reservation or in the Chicago Public Schools.”

Terry Mason, professor of curriculum and instruction and director of the Center for Social Studies and International Education, directed by Mason, hosted a group of 12 Afghan teacher educators from the Afghan Education Project (HEP) in 2010. The projects are outstanding examples of IU’s engagement beyond the borders of our campus. We are very proud of this program and very pleased to receive this recognition from the University Design Consortium.”

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Terry Mason, professor of curriculum and instruction and director of the Center for Social Studies and International Education, directed by Mason, hosted a group of 12 Afghan teacher educators from the Afghan Education Project (HEP) in 2010. Work began in January 2006 on a 5-year effort to rehabilitate higher education in the war-torn country, primarily through improving teacher education programs. Lewison and Mason have worked in the country extensively over the last several years and Afghan teachers have come to Bloomington to earn master’s degrees.

“We hear a lot about the war,” Mason said. “What people don’t hear a lot about is the development work that’s going on over there, and this is a great example of that.”

The Center for Social Studies and International Education, directed by Mason, hosted a group of 12 Afghan teacher educa-
tors from 2007 to 2009 who completed master’s degrees in education at IU. “We’re working with people who are training the teachers,” Lewison said. “Some of the training is for people who are teaching English in the schools, but other parts are for secondary teachers about how to have peaceable conversations, which is not always part of the culture.”

Both Lewison and Mason said they’re starting to see some tangible results. In March 2010, a ceremony in Kabul marked master’s education graduation ceremonies for 41 Afghans, including those who studied at Indiana University. Through the project, Mason said teacher educators have formed an association for math and science teachers across Afghanistan and held their first conference in August which included presentations by Mason and IU Math Education professor Enrique Galindo. “Seeing the 250 participants, who constituted basically all the math and science teacher-educators in Afghanistan,” Mason said, “you really got a sense that something powerful was occurring.”

The U.S. State Department and the J. William Fulbright Foreign Scholarship Board selected Victor M.H. Borden, professor of Educational Leadership and Policy Studies, for a Fulbright Specialists project in South Africa. He conducted a program at the University of KwaZulu Natal, delivering the keynote address at the university’s fourth annual teaching and learning conference and a series of workshops and seminars to develop capacity amongst academics to plan, implement, evaluate and improve projects and programs that enhance the effectiveness of teaching and learning and promote student success.

“The student teachers who participate in the School of Education’s Cultural Immersion Projects gain enormous benefits, as do the students they teach.”

Over his career, Borden has become known as one of the world’s top authorities on institutional research. At Indiana University, he is now senior advisor to the vice president for university regional affairs, planning and policy, after serving as associate vice president for university planning, institutional research and accountability. He’s a past president of the Association for Institutional Research, the professional association for institutional researchers, planners and decision-makers from more than 1,500 higher education institutions around the world.

A group of 11 doctoral students from the Indiana University School of Education and Professor of Higher Education and Student Affairs (HESA) Nancy Chism spent 3 weeks in Bangkok, Thailand in May and June 2011 to partner with Thai higher education institutions on projects and learn more about postsecondary education in Southeast Asia. The students were part of a special course called “International Service Learning in Thailand” organized by Chism, a scholar of U.S. and international professional and organizational development who has consulted with Thai institutions in the past and hosted a group of Thai higher education leaders last year.

The group spent a month holding three 5-hour sessions at IUPUI to study Thai language, culture, and the context of the country’s higher education system. The goal of the course was to provide a service learning opportunity to the HESA students by pairing them with six Thai institutions on a variety of projects. By the end of the experience, the students learned about international higher education consulting while also providing guidance to the institutions. Chism said the experience was also designed to help the doctoral students understand the U.S. system better. “I always think one of the advantages of having a cultural experience is it gives you a better lens on your own culture,” Chism said. “It shows by negation what your culture is not and it shows the advantages of your culture. So I think it’s going to expand their mind about American higher education.”

Shelby Henry, an English education major at the IU School of Education at IUPUI, earned a national honor to support a teaching experience in China. Henry went to Guangzhou, China in March, 2011, a trip supported by a Benjamin A. Gilman International Scholarship. Henry has received a $2,500 award from the federal program sponsored by the Bureau of Educational and Cultural Affairs in the U.S. Department of State. She is one of just two selected from IUPUI, picked from 2,900 applicants nationwide. The Gilman scholarship is a competitive award intended to promote study abroad so that students gain a better understanding of the global economy and interdependent world.

In this case, the scholarship also supports a newly-begun exchange with a Chinese institution of higher education. In Spring, 2010, elementary education major Sarah Hall became the first student teacher to go to Guangzhou as part of an exchange with Sun Yat-sen University. The School of Education program has helped expand IUPUI’s strategic partnership with the Chinese institution. Henry’s experience was also very directly tied to Sun Yat-sen.
New program will add research expertise to urban education, new partnerships across the country

Students from the IU School of Education at IUPUI work in the George Washington Community School in Indianapolis, here assisting students in the school’s Learning Center.

In early 2011, the Indiana Commission for Higher Education approved a new Urban Education Studies Ph.D. to be offered by the IU School of Education at IUPUI starting in fall 2012. This is the first doctorate degree in education to be offered entirely on the IUPUI campus. The degree is one of just a handful of urban education doctorates in the country, focused on preparing researchers to study schools in complex urban environments. Faculty and students in the program will conduct community-based research designed in partnership with P-12 schools and community organizations. It will be the only urban education doctoral program in the state of Indiana.

“IU’s Ph.D. in urban education program is a distinctive, research-oriented degree program, and the first of its kind in Indiana,” said IUPUI Chancellor Charles R. Bantz. “The interdisciplinary focus will prepare scholars who are capable of making significant contributions to improve urban education.”

The IU School of Education at IUPUI is focused on the role of urban education in the 21st century as a part of Indiana’s urban research campus. The program will focus research on the needs of high risk students and other factors that impact student learning. The community-based, collaborative model will place researchers in the social context of urban education issues. Similar models have allowed for success in education and healthcare research because community members themselves are involved in the research process itself.

“Our faculty and students have distinguished themselves through their work in urban schools and communities,” said Pat Rogan, Executive Associate Dean of the School of Education in Indianapolis. “We are excited about the cross-disciplinary nature of the program and the opportunities for translational research that informs local and national educational policy and practices.”

The National Institute for Mental Health awarded a $3.8 million grant to the Indiana University Center for Adolescent and Family Studies (CAFS) and Vanderbilt University to study methods to improve mental health services. The five-year project will examine how to improve mental health services for youth and families in complex urban environments. The study will integrate an evidence-based treatment co-developed by Tom Sexton, director of CAFS and professor of counseling and psychology in the IU School of Education, with a computer-based method of measurement and feedback about treatment from Vanderbilt.

“This study is an attempt to see if — with the system we’ve developed — we can provide ongoing and regular real-time feedback to clinicians to see if it results in improved outcomes for children and adolescents in the mental health system,” Sexton said.

The project will apply functional family therapy, a type of clinical treatment of violent, criminal, behavioral, school, and conduct problems with youth and their families with Vanderbilt’s “Contextualized Feedback System” or CFS. Sexton is a recognized international expert on evidence-based functional family therapy, delivering more than 300 workshops on the subject, and he has written the book *The Handbook of Family Therapy, and Functional Family Therapy in Clinical Practice*.

During the project, Western Youth Services in Orange County, Calif., will use functional family therapy and continuously evaluate its effectiveness with the CFS.

The U.S. Department of Education selected the Indiana University School of Education to receive $749,853 to create a teacher education curriculum supporting problem-based learning (PBL). The unique program called “PBL-TECH: Using Web 2.0 Tools and Resources to Support Problem-Based Curricular Innovations in Pre-Service Teacher Education,” will partner IU with the Auburn University College of Education and the College of Education at New Mexico State University over the next three years. The project’s goal is to increase new teachers’ ability to use the latest technology with problem-based learning techniques at the three institutions, while establishing the latest teaching innovations in the programs and then disseminating those resources and strategies in different parts of the country.

“We thought that synergy and collaboration of three institutions in disparate areas of the country focusing on three different teaching populations would really strengthen the grant proposal,” said Thomas Brush, associate dean for teacher education and associate professor of instructional systems technology at the IU School of Education. “We were looking to expand the reach of this to a broader audience throughout the country.”

The latest National Survey of Student Engagement (NSSE) report released from IU Center for Postsecondary Research at the IU School of Education found that student veterans attending four-year colleges and universities in the United States generally perceive lower levels of campus support than nonveterans, and they also interact less often with faculty members. These differences were more systematic among seniors than first-year students, the survey found. Despite spending more time working and caring for dependents,
Jonathan PLUCKER

CNN’s “American Morning” program featured an interview with Jonathan Plucker, Director of the Center for Evaluation and Education Policy (CEEP) and professor of educational psychology, to talk about the latest international test scores that show China leading in many categories. Plucker, who has visited China frequently in the last several years to observe its educational system, said that the Chinese have been moving toward more creativity in learning over the last decade. He also said that the cultural differences surrounding education are quite vast, such as the time Chinese students spend on studies. Plucker has published several reports on creativity and was quoted in a July 2010 Newsweek article on the subject. “The correlation to lifetime creative accomplishment was more than three times stronger for childhood creativity than childhood IQ,” Plucker said in the article, speaking of an analysis of data he conducted.

Findings from the Strategic National Arts Alumni Project (SNAAP), based at the Indiana University Center for Postsecondary Research at the IU School of Education show that, contrary to widespread belief, most arts graduates are employed and holding jobs consistent with their educational goals. The survey is based on information from 13,581 alumni of 154 arts high schools, arts colleges and conservatories, and arts schools and departments within universities from across the country. Among those surveyed, 92 percent of those who wish to work currently are, with most finding employment soon after graduating. Two-thirds said their first job was a close match for the kind of work they wanted. And almost three-quarters (74 percent) of those who intended to work as a professional artist had done so at some point since graduating.

The latest NSSE report shed light on the many military veterans pursuing a postsecondary degree. The U.S. Senate committee on Indian Affairs cited the research of Assistant Professor in the department of counseling and educational psychology Jesse Steinfeldt during May hearings on the Impact of Racist Stereotypes on Indigenous People” that Steinfeldt “documented the high level of hurtful rhetoric that is flowing freely in cyberspace whenever communities try and mount a defense of their race-based nickname and logo.” The report further stated “His study investigated racial attitudes about American Indians that are electronically expressed in newspaper online forums by examining the University of North Dakota’s Fighting Sioux nickname and logo used for their athletic teams. Steinfeldt analyzed over 1,000 online forum comments. The findings of his study indicated that a critical mass of online forum comments represented ignorance about American Indian culture and even disdain toward American Indians by providing misinformation, perpetuating stereotypes, and expressing overtly racist attitudes toward American Indians.”
The National Science Foundation (NSF) awarded the IU School of Education a $1.2 million grant over the next five years to begin the “Indiana Noyce Science Scholars” program. The program started in fall 2010 as a joint venture of the IU School of Education and the IU College of Arts and Sciences. It will assist and accelerate the pathway from a bachelor’s degree in a science field to a master’s degree in secondary education with a teaching license. In exchange for scholarship money, program participants agree to teach in high-needs Indiana school corporation after earning their degrees.

The award is part of the Robert Noyce Scholarship Program, which awards grants to colleges and universities through the NSF for scholarships to prospective science and mathematics teachers. Recipients are both undergraduates majoring in Science, Technology, Engineering and Mathematics (STEM) disciplines who are preparing to become K-12 math and science teachers and STEM professionals who are making a career change to go into teaching.

The Noyce Scholarship program has a strong track record at IU. Noyce scholarships to prepare math and science teachers at Indiana University-Purdue University Indianapolis began in 2005; adding a graduate Noyce Scholars program in 2008. In 2006, the IU School of Education and the Department of Mathematics in IU Bloomington’s College of Arts and Sciences teamed to earn an NSF grant to create undergraduate and graduate scholarships over four years.

In a classroom at Warren Central High School in Indianapolis, it’s almost like the plot line of a prime time television drama of marginal lasting quality: apparently typical high school students who are actually solving crime and catching the bad guys. Students could become a real-life “Veronica Mars” (those outside the IB-34 demographic for television viewing, web search the CW and UPN television networks).

Well, at least they’re using the techniques of solving crime. The result: the students don’t actually realize they’re learning science. All they know is they’re doing something fun.

That’s a typical day in Kylee List’s classroom. List, M.S.’09 in secondary education, was a Noyce Fellow at IUPUI starting in 2008, earning her master’s through the IU School of Education’s “Transition to Teaching” program. And from the start, she said she the work engaged her in the ways she wanted to engage students.

“They focused on the learning cycle, on coming up with one or two big ideas and then going from there — kind of a big picture model of lesson planning,” List said. “I really felt like that kind of allowed me to stretch my legs as far as these are the one or two big ideas that I want my students to come away with, and then from there I would go backwards and come up with a way that I could relate it to their everyday lives.”

In her case, that meant creating a method of learning emulating what her students might see in a popular television show. Over the course of a month, her classroom becomes a “crime scene investigation” or CSI — lab, starting with an “official” letter from the Indianapolis/Marion County crime lab that asks Warren Central to establish a special program to help with sample testing. “They are completely invested in it and they get excited about it,” List said.

By the end of the project, classmates are “certified” in testing techniques, have successfully used lab equipment including an infrared spectrometer (borrowed from the mobile Purdue chemistry lab), and are as excited to see how the investigation turns out as if it were being acted out on prime time television.

List talked about her ideas at the latest Midwest Noyce Regional Conference which brought the Noyce Scholarship recipients together for a couple of days of professional development in April. It was the third consecutive year the Urban Center for the Advancement of STEM Education (UCASE) at IUPUI hosted the event. UCASE is a joint project of the IU School of Education at IUPUI, the Purdue School of Science at IUPUI, and the Purdue School of Engineering and Technology at IUPUI.

As List describes her experience, she is practicing what the Noyce program preaches. The National Science Foundation (NSF) administers the Robert Noyce Scholarship Program to support graduate degrees for prospective science and mathematics teachers who may be undergraduates in Science, Technology, Engineering, and Mathematics (STEM) disciplines or STEM professionals making a career change. Recipients commit to teaching in a high-poverty school after earning a degree or certification.

List considers herself a career-changer — although she previously taught at the college level. A chemistry major for her undergraduate work, she wanted to take the knowledge she had and make it come alive for high school students. She’s now her department’s team leader for a physical science class and was chosen to mentor a Woodrow Wilson Fellow at IUPUI — another program focused on recruiting STEM teachers from other careers.

“I really feel like in the building, I’m known as someone who cares about my students and really cares about the success of my students,” List said.

The Noyce program intends for these second-career teachers to bring the practical experience they’ve gained to their classrooms, even as some may still be adjusting to the environment. “There is a part of me that thinks ‘why am I standing up front, sharing?’” said Chris Hiller, M.S.’10 in secondary education. Now in his 4th year at Decatur New Tech High School, Hiller said he still feels like he’s learning. But that doesn’t mean he’s not trying new things.

How about “No literature”? Hiller and his facilitator created a combined biology and English class — crossing the science and arts boundary, morphing subjects into a project-based course that is now being replicated at schools across the country. It’s a mong the innovative ideas Hiller developed along with freshman literature teacher Sally Nichols. Still young in his teaching career, he’s already co-facilitated workshops at the statewide Hoosier Association of Science Teachers conference and the national New Tech training conference. So despite any subconscious thoughts, Hiller has fully arrived in his second career after his Noyce fellowship.

At the Noyce Midwest conference, he addressed the fears of other teachers there — how to implement project-based learning in what can sometimes feel like classroom chaos. “We have some tools that we’ve developed to help with that,” Hiller said. “They still don’t solve all the problems — we still are just going to have to live with some of the chaos and challenges. But I think we’ve seen some things happen with our students. It seems like the project-based learning has been a real positive in many ways.”
Projects and partnerships to achieve better teaching and learning

IU School of Education center and state Department of Correction hold major conference

Representatives of the Center for Evidence-Based Practice (CEBP) at Indiana University, the Indiana Department of Correction (IDOC) and more than 500 community corrections personnel from around the state and region held the “Summit of Evidence-Based Practice and Risk Assessment” in May, 2011.

The event was the latest event to focus on evidence-based practice in community corrections, a method of evaluating practices in community corrections to determine which ones produce best outcomes. The CEBP has held a few conferences since forming in 2009 as a collaboration between the IDOC and the Center for Adolescent and Family Studies (CAFS) in the IU School of Education. It is an effort combining ongoing research into best practices with in-field assistance and professional development for those conducting community corrections programs.

“Our ongoing collaboration with the Indiana Department of Corrections is making significant progress in understanding what works in community corrections in Indiana and the ways in which these effective methods can be translated to community settings,” said Tom Sexton, CAFS director. By pursuing evidence-based practice, Indiana is moving into the forefront among other states in pioneering new and effective ways to help individuals, protect the community and save money.”

Partnership with Gary schools continues with unique projects

As a part of an ongoing Indiana University School of Education partnership focusing on literacy skills with the Gary Community School Corporation’s Dr. Bernard C. Watson K-6 Boys Academy, a group of Watson students created and performed their own play in mid-May, 2011. The performance capped a whirlwind of work by Gus Weltsek, visiting assistant professor in the department of Literacy, Culture, and Language Education, with Watson Academy 5th Grade Teacher Beverly Jelks and her students.

Weltsek worked with the students on skills of dramatic storytelling such as staging and presentation; Jelks prompted the students to develop their own original work based on their life experiences.

The IU School of Education’s Center for P-16 Research and Collaboration began a partnership with Watson Academy including faculty professional development and program support in 2006. Watson and Frankie Woods McCullough Girls Academy have worked with School of Education faculty and staff to improve student academic performance. “Our focus with the Watson school has been around literacy — all different kinds of literacies, including numerical literacy and digital literacy,” said Claire King, Associate Director for School and Community Partnerships at the P-16 Center.

Improving math and science skills is the focus of the McCullough partnership. In late May, Dionne Cross, assistant professor of math education, led a team from IU working with students on a project that involved math, but also plans for the school itself. Students conducted their own polling, calculated statistics, and estimated fund-raising needs for a new playground at McCullough.

The IU School of Education partnership with Watson and McCullough has helped enrich and enhance the educational experience for Gary students. Watson students who are part of the school’s drum corps performed at the IU School of Education in Bloomington and a Bloomington elementary
The “Today Show” website featured an article in September 2010 on the explosive growth of homeschooling in the U.S. Robert Kunzman, associate professor at the IU School of Education, has become a noted expert on the subject, studying homeschooling for several years. His book *Write These Laws on Your Children: Inside the World of Conservative Christian Homeschooling* came out in 2009. Kunzman told the Today Show that he didn’t see the growth leveling off anytime soon. “It’s hard to know what the root of it all is, but technology now gives parents the opportunity to encourage one another and get resources, making home-schooling more accessible than in the past,” Kunzman said.

Robert KUNZMAN

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ELL Teaching project has “completely changed” how some teach

A federally-funded project to prepare more teachers for English Language Learners concluded in spring 2011 with teachers giving rave reviews. Teachers at Meredith Nicholson Elementary (IPS #96) in Indianapolis say the program has positively influenced or completely changed their teaching methods.

In 2007, the U.S. Department of Education granted the IU School of Education at IUPUI $1.5 million dollars to form a partnership between the School of Education and the Indianapolis Public Schools, funding a project to better prepare new teachers, develop skills of current teachers, and revise college faculty teaching methods for teaching English language learners. Fifty-five elementary, middle, and secondary teachers from three schools took part in addition to the 29 faculty members in teacher education. The project, directed by associate professor of language education Annela Teemant, is beginning to report data, and the signs are encouraging. “It’s changing how they teach every child,” Teemant said. “These standards have been shown to be pivotally important for English language learners, but they work for all learners.”

The key is instruction based around 5 standards for effective pedagogy. The standards promote use of collaborative products and activities, emphasizing language and literacy development, placing the learning in context students can understand, creating challenging activities, and teaching through conversations with the students. Teachers avoid a “stand and deliver” lecture. Teemant worked with a designated “coach” who met with teachers 7 times across the school year to conduct “instruc-

Assistant Professor of Math Education Dionne Cross works with a student at McCullough Elementary in Gary, Ind.

... our focus has been on literacy.”
tional coaching,” emphasizing teachers’ work to transform their classroom methods and curriculum. “And what we’re seeing is dramatic transformation in the classroom,” Teemant said.

Before the program, participating elementary teachers spent two-thirds of classroom time in lecture mode — a large group configuration. “Only 25 percent of the time were students actually asked to read, write, speak,” Teemant said. “So in those conditions, it’s very hard for a student to gain English proficiency.” After a year of coaching, teachers spent 83 percent of their time in small groups — ones emphasizing the effective pedagogical standards. Following up a year after the change, the elementary teachers — measured on a quantitative scale — still maintained the new method.

Project-based learning workshops continue annual growth

More than 200 educators participated in the third annual collaboration between Indiana University and a southern Indiana coalition of business, education, and community leaders to spread project-based learning (PBL) principles to area schools. “The PBL Academy” held a week-long session at Columbus Signature Academy New Tech High School June 13-17, 2011, following sessions on the IU Bloomington campus. The PBL Academy is a joint project of Indiana University and EcO15, an initiative of business, education and community leaders to advance K-12 education in a 10-county area in southeastern Indiana, funded by the Lilly Endowment, Inc. The Indiana Commission for Higher Education (ICHE) and the I-STEM Resource Network are supporting the PBL Academy.

The PBL Academy has grown out of an effort by IU School of Education Mathematics Education Professor Catherine Brown. The ICHE funded “Math Matters” with around 50 teachers in 2009, expanding to add science curriculum last year with “Molecules Matter” — organized by IU College of Arts and Sciences Senior Lecturer in Chemistry Jill Robinson. More than 80 teachers participated in 2010. This year, around 215 teachers, administrators, and other educators have packed the sessions and others had to be turned away because of space limitations.

“It is gratifying,” Brown said. “It’s a little nerve wracking to get up to this size this fast, but I think it speaks to the fact that there’s kind of a self-evident benefit to using project based learning.”

“The growth was much more rapid than we anticipated, frankly,” said Bob Abrams, facilitator with EcO15—short for “Economic Opportunities through Education by 2015. EcO15 covers Bartholomew, Dearborn, Decatur, Jackson, Jefferson, Jennings, Ohio, Ripley, Franklin and Switzerland counties. Teachers from those counties as well as Monroe, Brown, and Lake Counties participate. “This region is becoming a very strong PBL community and we have some schools in this region that as a result of their experience with this PBL training workshop are converting themselves to some degree as PBL schools.

In Indianapolis, more than 220 educators from three states and around 50 facilitators took part in the third annual “Learning by Doing: Project-Based Learning Institute” June 27-30, 2011. It was a four-day event sponsored by the Indiana University School of Education at IUPUI, the University of Indianapolis and its Center of Excellence in Leadership of Learning (CELL), and the Metropolitan School District of Wayne Township—host of the event at Ben Davis High School.

Teaching teams from Utah and Ohio again joined Indiana participants for this year’s event—they also came to the 2010 PBL Institute. The institute opened with a new pre-workshop event, added content disciplines, addressed PBL in the context of standards and testing, and expanded the grade level of teachers. During the first two years, participants have been focused on teaching middle school through postsecondary. This summer’s program has added elementary-level teaching.

Joy Seybold, chair of secondary teacher education and coordinator for the Transition to Teaching Program at IUPUI, said that the continued spread of PBL at the middle school and beyond has spurred elementary teachers to learn more, even if they aren’t fully using PBL for their students. “They want to prepare students so they’re ready for the new tech approach when they get to high school,” Seybold said. “So I think that’s partially why there’s a growing interest among the elementary population. But then there have been several elementary schools that have been more or less project-based all along and now they’re taking it to the next step.”
Teaching Impact
School of Education alumnus selected as Indiana Professor of the Year

The Carnegie Foundation for the Advancement of Teaching and the Council for Advancement and Support of Education named an IU School of Education alumnus as the winner of the 2010 Indiana Professor of the Year Award. Jeffrey Watt, associate professor of mathematical sciences and associate dean for student affairs and outreach in the School of Science at IUPUI, earned his Ph.D. in mathematics education in 1990 from the IU School of Education in Bloomington.

The award goes to professors who demonstrate outstanding instruction for undergraduate students. Watt’s teaching style, designed to help students use critical thinking to better understand math concepts, has received very high marks on student evaluations.

Watt received the award during a ceremony in Washington, D.C. November 18, 2010.

Student reviews of his courses give him extremely high marks as both a teacher and a mentor. Accustomed to explaining abstract concepts in concrete terms, he sums up his educational philosophy by likening himself to a swim coach who can motivate and train swimmers but doesn’t get in the water and swim for them.

“Teaching mathematics by rote memorization, followed by drilling students with routine operations and problem sets, reduces student interest in mathematics and science, hampers student intellectual growth,” Watt said. “Using critical thinking skills through classroom communication and problem-solving to teach concepts is essential. The teacher must help students take an active role in their learning so that they can become active lifelong learners.”

Watt said that helping those who think of themselves as “bad at math” overcome this barrier to learning is a critical and accomplishable role of the undergraduate mathematics educator. “A student who has a strong conceptual image of an idea is able to put the idea into his or her own words, apply the idea to different contexts, and use the idea to solve new problems. This point is especially important for non-science majors — whom the traditional teaching paradigm has inappropriately branded as mathematically untalented rather than as deficient in the tools needed to succeed in the field.”

Indiana’s Teacher of the Year, 8 of 10 finalists, from IU School of Education

The Indiana Department of Education announced alumni of the Indiana University School of Education as the 2011 Indiana Teacher of the Year and runner-up on Oct. 7, 2010. Stacy McCormack, a 1999 graduate with a B.S. in science education from the Indiana University School of Education in Bloomington, has earned the honor of 2011 Indiana Teacher of the Year. The IU School of Education also named McCormack, a physics teacher at Penn High School in Mishawaka, an Armstrong Teacher Educator earlier in 2010.

In addition, the runner-up for Teacher of the Year is an IU School of Education alumnus. Jamil Odom of Mary Bryan Elementary in Metropolitan School District of Perry Township, who received a Master of Science degree in elementary education from the IU School of Education in Bloomington in 2005, earned that honor.

IU School of Education graduates made up most of the finalists for Indiana Teacher of the year. Eight of the 10 finalists announced in September are alumni of the IU School of Education core campuses of Bloomington and Indianapolis.

An Indiana Department of Education committee composed of department personnel and external community and education leaders — including former Teachers of the Year award winners — selected McCormack as the Teacher of the Year after interviewing 10 finalists last month.

“I’m absolutely honored and delighted to represent the phenomenal teachers of the state of Indiana,” McCormack said. “In all grade levels and in all schools Indiana educators exemplify dedication and passion. No other group of people work harder than teachers, and it’s my joy to share with others the amazing work being done in every school across our state.”

The selection of McCormack came as little surprise to Pete Kloosterman, Martha Lea and Bill Armstrong Chair for Teacher Education. As head of the privately-funded Armstrong Teacher Educator program, which selects teachers based on patterns of outstanding teaching and school leadership, Kloosterman knew McCormack’s nomination was a good one.

“Stacy’s application stood out when we selected Armstrong teachers last spring,” Kloosterman said. “Her selection for this award reflects the same characteristics of innovation and enthusiasm that earned her the Armstrong honor.”

Armstrong Teacher Educators work with and lend their expertise to IU students studying to be teachers. The professional development activities to advance individual goals and those of their schools and corporations.
“Ms. McCormack is a dynamic teacher,” Indiana Superintendent of Public Instruction Tony Bennett said in an Indiana Department of Education (IDOE) news release. “Her creativity in the classroom captures students’ attention and allows for increased academic achievement. I applaud her for her work and thank her for her many years of dedication to Indiana students.”

“I constantly challenge my students to always persevere and move forward in reaching their goals regardless of the obstacles and opposition.”

IPS Top Teacher a School of Education alumna
On Friday, May 20, IPS Superintendent Eugene White surprised Latosha Rowley, M.S.’00 in elementary education from the IU School of Education at IUPUI, by dropping in her 5th and 6th grade classroom at the Center for Inquiry at School 2. He presented her with the 2011 IPS Teacher of the Year award.

Rowley told the Indianapolis Star that White’s presentation shocked her. But her rise to becoming a top-notch teacher is likely the result of a long-term plan. “The world is a classroom,” Rowley told the Star. “I try to bring current events in and challenge them to find out more.” Her students clearly get that. “Mrs. Rowley is our favorite teacher because she really helps us understand the world,” wrote students Anna Gaffney and Sarah Spears in a letter of support. “Both of us have gotten many awards and achievements because of her wonderful teaching! Another good quality about Mrs. Rowley is that she is very open-minded and thoughtful.”

Her open mind and thoughtfulness have likely come from her reason to begin teaching in the first place. Rowley experienced the down side of children who don’t succeed, working for 13 years as a probation officer for Marion County Juvenile Court. “It was extremely draining and frustrating to see students move in and out of the delinquency system through a revolving door,” she wrote in her Teacher of the Year portfolio. “I knew then that education is the key to future success. I was driven to share this valuable thinking with as many young people as I could before they became victims of inner-city problems such as drop out, alcohol and drug addiction, suicide attempts and abusive relationships.”

National award nomination for outstanding alumni math and science teachers
Two alumni of the Indiana University School of Education were among the 4 Indiana finalists named in November 2010 for the Presidential Award for Excellence in Mathematics and Science Teaching (PAEMST), the highest recognition that a kindergarten through 12th-grade mathematics or science teacher may receive for outstanding teaching in the U.S. Jan Koloszar of Kokomo earned a B.S. in elementary education in 1976 from the IU School of Education in Bloomington, adding an M.S. in elementary education in 1980 from the IU School of Education in Indianapolis. Julie Sigmund earned an M.S. in 2008 in language education from the IU School of Education in Bloomington.

Amy Kner, M.S.’03, from the IU School of Education at IUPUI, won the national award for the state of Indiana for 2009.

School of Education graduate honored as a top teacher in Chicago
Students in the classroom of Howard Templer, B.S.’06 in elementary education, have long raved about his teaching techniques that make learning come alive. In May, the Chicago Public Schools confirmed their opinion and honored him with the Golden Apple Award, the most prestigious honor for teaching excellence in CPS. Templer teaches 4th grade at Braeside Elementary in the Chicago suburb of Highland Park.

The Highland Park Patch described Templer and his classroom this way in an article about the award:

Students who cared little for subjects like science, government or reading before starting fourth grade at Braeside said they couldn’t wait for their school day to begin so they could be part of Templer’s next journey.

“Mr. T [Templer] makes it come alive for us. We don’t just read out loud,” said Drew Felman. “When he teaches it, we always remember it. He makes it fun.”

Templer is quick to point out that certain subjects, such as science, lend themselves to hands-on creativity. Several students expressed wonder when they made minerals in class. Templer explains it simply.

“We put salt in hot water with food coloring to make rocks,” Templer said of the project his students described with awe.

Templer credits much of the creativity that he brings to the classroom to a physics class he took geared toward teachers at Indiana University, where he earned his undergraduate degree. He learned many of the hands-on projects from that course’s professor.

“I’ve stayed in touch with the teacher,” Templer said. “That teacher is the one who helped me with the electric light bulb and the rocks and minerals.”

Higher education organization honors contributions of alum
Kathy G. Short, Ph.D.’86, professor in the program of Language, Reading and Culture at the University of Arizona, is the recipient of the 2011 National Council for Teachers of English (NCTE) Outstanding Educator in the English Language Arts Award. This award recognizes a distinguished national or international educator who has made major contributions to the field of language arts in elementary education.

Short has focused her work on global literature, literature circles, curriculum as inquiry, and collaborative learning environments for teachers and children. She has worked extensively with teachers to develop curricula that actively involve students as authors and inquirers. Short taught first grade for several years, was a faculty member at Goshen College in Indiana, and earned her Ph.D. at IU under the guidance of Jerome C. Harste and Carolyn Burke, winners of the 2008 Outstanding Educator Award.
Leading Impact

Alumna named to leading post at Indiana State University

Susan Powers, M.S.’88 in student personnel administration, has been selected to serve as associate vice president for academic affairs at Indiana State University. A faculty member in Indiana State’s Bayh College of Education since 1995, Powers served as associate dean of the college for the past five years. She was previously a professor in the department of curriculum, instruction and media technology.

Alum joins Idaho higher education institution after leadership in Indonesia

North Idaho College has selected Sheldon C. Nord, Ph.D.’97 in higher education, as vice president for student services. Nord had been the CEO of Universitas Pelita Harapan in Indonesia. From 2007 to 2010, Nord served as CEO of the 11,000-student university – the first non-Indonesian president of any university in that country. In that position, he supervised several campus leaders including the provost/vice president for academic affairs, vice president for finance/administration, vice president for students and alumni, vice president for institutional advancement and chief information officer.

Senator Lugar honors alum’s leadership in school district

On Wednesday, October 20, 2010, U.S. Sen. Dick Lugar joined Dr. Tony Bennett, Indiana Superintendent of Public Instruction, to present Franklin Township Community Schools Corporation in Marion County, the third Lugar Education Patriot award. The award honors a school, school corporation, or education leader who has demonstrated leadership and initiative in improving the academic achievement and career preparation of Indiana students.

The award honored a school district that has begun to turn around its student performance in just a few short years. A news release from Senator Lugar’s office cites the turning point as when it hired Walter Bourke, who earned a master’s in secondary education from the IU School of Education in Indianapolis in 1984, adding an Ed.D. in educational leadership and curriculum and instruction from the IU School of Education in 1993.

Recent Ph.D. graduate recognized for research contribution by national organization

The Institute for Education Leadership in Washington, D.C. cited as a major contribution to the field a study by a recent Indiana University School of Education Ph.D. graduate suggesting a relationship between higher participation in extra-curricular programs and better grades at an Indianapolis community school. School psychology doctoral graduate John H. Houser’s dissertation analyzed participation and grades during the 2008-09 school year at George Washington Community High School (GWCHS), a full-service community school. For that year, the students who had a higher participation rate in extra-curricular activities also had a higher grade-point average.

“There’s certainly a relationship going on between participating in these programs both offered by the school and the community and how that relates to how they’re doing academically,” Houser said.

In September, the Institute for Education Leadership issued a news release noting Houser’s findings. The organization directs the Coalition for Community Schools, which promotes the community school concept. It honored GWCHS with the first National Community School Award in 2006.

Longtime administrator and alumna honored

Susan L. Pugh, B.S.’67, M.A.’69, Ed.D.’82 and emeritus associate vice provost for enrollment management and director of student financial assistance at Indiana University, has been awarded the 2011 Peter A. Wollitzer Award by the Forum on Education Abroad. The award was presented in April at the organization’s annual conference. The award recognizes an organization member who has been effective in influencing educational institutions to understand and support education abroad through standards of good practice, data collection and research, curricular development and academic design.

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Faculty, students honored for forward thinking

**Higher education and student affairs faculty accumulate honors**

Three faculty members from the higher education and student affairs program in the Indiana University School of Education received highest honors from national professional associations. The American College Personnel Association (ACPA) selected for its Contribution to Knowledge award Trudy W. Banta, professor of higher education in the Department of Educational Leadership and Policy Studies and senior advisor to the chancellor for academic planning and evaluation at Indiana University-Purdue University Indianapolis. Higher education colleague Victor M.H. Borden was honored with the Association for Institutional Research (AIR) Outstanding Service Award. Borden is also senior advisor to the IU Vice President for University Regional Affairs, Planning, and Policy. AIR has recognized the work of Gary R. Pike, associate professor of higher education and executive director of Information Management and Institutional Research at IUPUI, and his co-authors with the Charles F. Elton Best Paper Award.

In addition to their faculty roles, Banta, Borden, and Pike have all been principals in the division of Planning and Institutional Improvement at IUPUI. The division is an award-winning office of strategic planning and evaluation that helps the campus set goals and devise plans, continuously assess effectiveness, and identify pathways for program improvement.

**Maxcy adds to list of School of Education faculty earning UCEA award**

The University Council for Educational Administration (UCEA) has named Brendan Maxcy, Associate Professor of Educational Leadership and Policy Studies (ELPS) and the co-director of the Urban Principalship Program as the 2010 winner of the Jack A. Culbertson Award. The UCEA selects an outstanding junior professor of educational administration annually to recognize early career contributions to the field. Maxcy accepted the award during the UCEA convention in New Orleans in October, 2010.

“The award was a surprise and it is very gratifying to have my work recognized,” Maxcy said. “I feel honored to be recognized among the past winners whose work I admire.” UCEA selects junior faculty for the award who meet criteria for contributing to the field that includes innovation, originality, potential impact, effort required for the contribution, and the extent of support for the effort provided by the candidate’s institution.

Maxcy is the fourth faculty member from the IU School of Education to earn the honor: Neil Theobald, vice president and chief financial officer at Indiana University and professor of education finance is a 1995 Culbertson winner; ELPS Associate Professor Gerardo Lopez is a 2004 honoree; another ELPS Associate Professor Suzanne Eckes is a 2006 recipient.

**International fellowship award for Adomat**

The International Youth Library in Munich selected Donna Adomat, assistant professor in the department of Literacy, Culture, and Language Education in the Indiana University School of Education, for one of its dozen fellowship awards presented annually. Adomat visited Munich for three months to work on a research project using the resources of the library.

The International Youth Library has the world’s largest collection of children’s and youth literature from around the world. It has 580,000 books in more than 130 languages, published during the past 400 years, nearly 30,000 international reference titles and almost 130 current periodicals. Housed in a 15th century castle in Munich, the center started in 1949 as a way to promote new hope and values among youth in the immediate aftermath of the reign of Nazi Germany. The organization states that the fellowships have two purposes: to support research in the field of international children’s and youth literature and illustration, and to promote academic exchange and international cooperation.

“It’s an incredible opportunity,” Adomat said. The honor is particularly rare because only 12 people are selected from across the globe, and only one person can come from any particular country.

**Faculty member honored for outstanding teaching**

Heidi A. Ross, professor of educational policy studies and comparative education in the School of Education, was selected as a recipient of the 2011 President’s Award, an award established at IU in 1974 to recognize outstanding teaching, research or service. Colleagues of Ross praise the quality and breadth of her scholarship and the energy and creativity that she brings to the role of teacher and administrator. But some of the most telling comments come from Ross’s students, especially the graduate students for whom she has served as a mentor.

“Every time I teach a class or speak with a student of mine, I always have a role model in my mind to follow. That is Professor Heidi Ross,” writes Jingjing Lou, who earned a Ph.D. at IU Bloomington under Ross’s supervision and is now a faculty member at Beloit College. “Every time I receive a message or a card from students saying how I have made an impact on them, I think of Professor Heidi Ross, as she is the one who made such a deep impact on me first.”

A scholar of comparative and international education, Ross has published widely on Chinese education, gender and schooling, and qualitative research methodology. Her books include China Learns English, The Ethnographic Eye, and Taking Teaching Seriously.

**Achievements of George Kuh noted by award with his name**

The National Association for Student Affairs Administrators in Higher Education (NASPA) named a prestigious annual award in honor of George Kuh, Chancellor’s Professor Emeritus of Higher Education at the Indiana University School of Education. NASPA will award the first “George D. Kuh Award for Outstanding Contribution to Literature and/or Research” during the 2012 annual conference. Naming the award after Kuh is to recognize his unparalleled contributions to student affairs literature and research.

Kuh is a past recipient of the award in 1987 that now bears his name. He has also received similar accolades from other higher education organizations. The NASPA award is reserved for an individual who demonstrates professional commitment to student affairs administration. The literature and research is judged by the NASPA Board of Directors on how well student affairs practitioners use it, as well as its broader applicability.

“I am humbled and honored by this recognition. NASPA has been an important professional anchor for me for more than 35 years, and many of my most rewarding activities were sponsored by this association,” said Kuh.
First award from IUPUI honors faculty member

The first-ever IUPUI Chancellor’s Diversity Scholar Award honored Robin L. Hughes, assistant professor in Higher Education and Student Affairs. The winner of the Chancellor’s Diversity Scholar Award represents a faculty member who creates, maintains, and demonstrates to the campus and larger community the ability to infuse a common thread of diversity in his or her scholarship and service. The Office of the Chancellor and the Office of Diversity, Equity, and Inclusion created the annual award along with the Chancellor’s Award for Excellence in Multicultural Teaching last year. Along with the award, Hughes received a cash prize of $3,000.

Hughes’ research has focused particularly on issues of race, and how those issues might impact faculty and students of color in higher education. She is a frequent contributor to “The Diverse Blog,” an online companion to the magazine Diverse: Issues in Higher Education. Her research also deals with the development of students who are athletes participating in revenue generating sports. Hughes co-founded and co-edits the Journal for the Study of Sports and Athletes in Education.

Pat Rogan, Executive Associate Dean of the School of Education at IUPUI, indicated that Hughes is an influential diversity scholar. In fact, her work has been instrumental in promoting dialogue among faculty members across campus, in the community, and nationally. “It is critical that we examine our own attitudes, beliefs and practices related to issues of race, cultural competence, equity, and privilege,” Rogan said. “Dr. Hughes’ expertise and scholarship have been used to spur dialogue and promote positive change.”

Inside Higher Ed blogger proposes a new academic course built on the work of Prof. Curt Bonk

In March, Joshua Kim, the author of the “Technology and Learning” blog at “Inside Higher Ed,” provided quite an honor for Instructional Systems Technology Professor Curt Bonk by writing a proposal for a whole course built on his works. Bonk, the author of The World is Open: How Web Technology is Revolutionizing Education, a comprehensive look at how web technology is changing worldwide education, is gaining a worldwide reputation for his lively discussions and online presentations regarding web learning. Here’s what Kim, director of learning and technology for the Master of Health Care Delivery Science Program at Dartmouth College, wrote:

Some people deserve their own courses. They are both interesting and prolific enough that only in the context of a course can we hope to digest and understand what they are up to. In academia we don’t tend to turn people into courses, a shame as if we are smart enough to choose someone still on this planet there is a good chance that they will agree to interact with our students.

So I propose a new course: The Learning Universe of Curtis J. Bonk.

Several offered support for the idea in their online comments with the article.

Fake bee offers real learning through e-textiles puppet developed at School of Education Center

Learning Sciences Assistant Professor Kylie Peppler and colleague Joshua Danish, also an assistant professor in the Learning Sciences program, are working on “e-puppet” technology to help teach kids science through interactive experience. “BeeSim,” a bee puppet that goes over your hand, makes use of “wearable computers.” Through “e-textiles,” which have computer circuits built into fabric, such puppets can teach young children (ages 7-9) about how honeybees collect nectar from a complex systems perspective in their science classroom. Parts of the bee light up when the bee collects nectar from flowers and other lights indicate when the bee is growing tired.

Peppler and Danish have discovered in early studies that the BeeSim helped students to engage with the increasing complexities of a natural system, learning things like honeybees can only fly so far with the energy they gain from nectar and cannot search indefinitely.

The actual BeeSim puppet was produced by a team from the The Center for Research on Learning and Technology (CRLT) at the School of Education, Benjamin Zaitlen, Alexander Jacobs, and Diane Glosson.

Diversity award goes to higher education doctoral student

The Indiana University Commission on Multicultural Understanding honored a higher education and student affairs (HESA) doctoral student with a graduate student multicultural award in April, 2011. Tamika Ferguson just completed her first year as a doctoral student in the HESA program. As a graduate student in the Office of Scholarships, Ferguson coordinates the 21st Century Scholars Covenant Program.

Her work inside and outside of the Office of Scholarships shows she is passionately and personally committed to increasing cultural diversity on the Bloomington campus. She has conveyed the value of the mentor/mentee relationship to success by presenting at undergraduate conferences on campus; personally mentoring at-risk students of color; and volunteering in recruiting underrepresented students to IU. Her commitment to cultural diversity transcends her classroom and work environment as she provides free college advising to middle and high school students of color in the Indianapolis area.

For third straight year, Wells Graduate Fellowship goes to School of Education Ph.D. student

The Indiana University Graduate School has awarded Julie M. Frye, Ph.D. student in Curriculum and Instruction at the IU School of Education, with the 2011-12 Wells Graduate Fellowship. The fellowship is an award provided for by the estate of longtime IU president and University Chancellor Herman B. Wells. The $33,000 award goes to a doctoral or M.F.A. student who demonstrates the qualities of Chancellor Wells: leadership abilities, academic excellence, character, social consciousness, and generosity of spirit.

Frye has exhibited those qualities through her work as a school librarian, a university instructor, and a graduate student. In 2003, shortly after the latest in a series of religious wars that killed more than 1,200 in Kaduna, Nigeria, Frye traveled alone to the city to help rebuild the destroyed library. In her first semester as a public school librarian, she opposed and stopped the removal of a book from the shelves that one teacher and a principal deemed “offensive.” During her master’s work (M.S.’02 from the IU School of Library and Information Science in Indianapolis), she created a curriculum designed to engage disinterested readers that incorporated snorkeling and rock-climbing and resulted in the assigned books flying off the shelves.

Frye becomes the third recipient of the Wells Fellowship with ties to the School of Education in the last three years. Oren Pizmony-Levy, a Ph.D. double major in education policy studies and sociology was awarded the Wells Fellowship for 2010-11; Payal Shaw, comparative education Ph.D. candidate, earned the award in 2009-10. Frye earned her undergraduate degree in secondary English from the IU School of Education in 2000.
Accreditors give IU School of Education high marks

The Indiana University School of Education has received continuing accreditation from the National Council for Accreditation of Teacher Education (NCATE), the organization responsible for professional accreditation of teacher education. The board of examiners that conducted the review found that the IU School of Education’s core campus locations at IU Bloomington (IUB) and Indiana University-Purdue University Indianapolis (IUPUI) as well as the IUPUI-affiliated campus in Columbus (IUPUC) met all standards for its categories of initial teacher preparation and advanced preparation.

“At a time when accreditation decisions across the board in higher education have become much more focused on measurable performance, we’re delighted that the NCATE board of examiners who reviewed the evidence found that all our programs met rigorous national standards,” said Gerardo Gonzalez, dean of the IU School of Education.

NCATE currently accredits 667 colleges of education with nearly 100 more seeking NCATE accreditation. NCATE-accredited schools must meet rigorous standards set by the profession and members of the public. Accreditation is determined by assessing six categories of standards: Candidate knowledge, skills and professional dispositions; assessment system and unit evaluation; field experiences and clinical practice; diversity; faculty qualifications, performance and development; unit governance and resources.

The NCATE Board of Examiners, which made site visits to the campuses, provided exemplary remarks about how the School of Education met each of the standards. “IUB, IUPUI and IUPUC all are doing a good job in preparing candidates for their positions in teaching, administration and counseling.”

“An additional strength of the School of Education,” the examiners wrote in the final report, “is that it is able to provide multi-age classrooms, which are considered a best practice in early childhood education.”

Citing particular examples, the examiners quoted a teacher candidate who said, “They (mentors and university faculty) really let you think, let you dream, let you explore.” Another noted an IUPUI graduate who told of working with students two and three years behind academically, but was able to raise test scores above the general population in just a year.

“The examples cited by the NCATE team are characteristic of what our alumni, their employers and students they teach tell us about the preparation IU teacher education students receive,” said Gonzalez.

Standards for NCATE accreditation are driven by data that demonstrate what teacher candidates know and can do in the classroom. They are revised every five years to ensure they meet the latest research and best practices as well as the teaching standards in each state. The U.S. Department of Education recognizes NCATE as a specialized accrediting body for schools, colleges and departments of education. NCATE is composed of more than 30 professional and policy maker organizations representing millions of Americans committed to quality teaching. It was founded in 1954 by the teaching profession and the states. More information about NCATE is available at www.ncate.org.
New Jacobs Educator program to promote teaching with technology across the nation

The Indiana University School of Education has begun accepting applications for the Jacobs Teacher Educator Award, a new, privately funded program designed to recognize teachers who best use technology in the classroom to facilitate learning. The program is made possible by a $1 million gift from the late Barbara B. Jacobs, who established the Barbara B. Jacobs Chair in Education and Technology in 1998.

The Jacobs Teacher Educator Award honors up to three Indiana teachers and up to two from other parts of the country who are using technology to support innovative inquiry-based teaching and learning activities in their classrooms. Each teacher selected receives a $1,500 stipend at the end of the one-year appointment and $1,000 toward purchasing technology resources to support his or her teaching, as well as funds to support travel to Indiana University for professional development events throughout the year.

The Jacobs Teacher Educator Award is the latest program at the IU School of Education designed to promote excellence in teaching and spread the use of best practices in teaching methods.

The award promotes continuing discovery by these outstanding teachers and exposes IU students and others preparing for teaching to the best methods in using the latest technologies.

Gift endows new school psychology chair, lectureship

A new lectureship starting in 2011 and a future chair in the Department of Counseling and Educational Psychology are the result of a gift from Ronda Talley, Ph.D.’79 and executive director at the Suzanne Vitale Clinical Education Complex at Western Kentucky University. A $1 million gift will establish the annual Ronda C. Talley Lectureship and the Talley Distinguished Chair in School Psychology Leadership, Policy & Advocacy.

Talley, a recipient of the IU School of Education’s Distinguished Alumni Award in 1996, is a nationally-recognized leader in the field of educational psychology, having served with the Centers for Disease Control and Prevention (CDC), part of the U.S. Department of Health and Human Services, in Atlanta. She was also the executive director of the Rosalynn Carter Institute for Caregiving at Georgia Southwestern State University, working closely with the former first lady for whom the institute is named.

In making the gift, Talley said her varied career took off “because of the people and places who influenced me and helped me along the way,” she said. “I wanted to be able to give back, to open the door for the program to expand its focus into policy and leadership in school psychology.

Two Gifts establish new Dean’s Fellowship for graduate students

The Indiana University School of Education will benefit from two gifts from the estates of noted Indiana artist and teacher Lavon Whitmire (B.A.’29) and education leader Dorothy Prince Barnett (Ed.D.’62). Both gifts were designated for general support of the School of Education and will be used to establish a $1 million Dean’s Fellowship Fund to recruit and support top graduate students.

“We are grateful for Ms. Whitmire’s and Dr. Barnett’s legacy of support for the School of Education,” said Gerardo Gonzalez, dean of the school. “The ability to recruit world-class graduate students is critical to fulfilling our teaching and research mission. Our graduate students produce innovative research across multiple academic disciplines, and go on to become the next generation of teachers, administrators, professors and policy makers.”

Recipients of the Dean’s Fellowship will receive a $25,000 stipend and fee remission for 24 credit hours per year. To be eligible, applicants must have a 3.9 undergraduate GPA and a 1400 combined score for the quantitative and verbal sections of the GRE with at least a 5.0 analytical writing score. Non-native English speakers must have a score of 150 on the TOEFL (Test of English as a Foreign Language).

Jillian KINZIE

In June 2011, The Chronicle of Higher Education called upon expertise based at the IU School of Education for an article on assessing student learning. The Chronicle writes frequently about the results and issues presented by the annual National Survey of Student Engagement or NSSE, housed at the Center for Postsecondary Research (CPR). In an article regarding a study conducted by the National Institute for Learning Outcomes Assessment (directed by NSSE founder and Chancellor’s Professor Emeritus George Kuh) regarding the wide variety of learning assessments used within academic programs, CPR associate director Jillian Kinzie remarked that the development is a healthy approach. “We need to invite disciplines to develop assessment techniques that fit their own intellectual approaches,” Kinzie told the Chronicle.
Bill Cook: Leaving his mark on education through the Armstrong Program

The faculty and staff of the Indiana University School of Education noted with sadness the passing of William A. Cook, founder of Cook Group Inc., on April 15, 2011. But Cook’s legacy will live on through a program he established at the School.

Bill Cook is known as one of the nation’s leading entrepreneurs and businessmen as well as a philanthropist virtually unmatched in his support of many worthy causes, including education. We are grateful that one of the ways Bill and Gayle Cook supported it is through teacher education at the IU School of Education.

“Bill Cook was a remarkable man who exemplified the best qualities of those whose lives have made a positive difference in the world,” said Gerardo M. Gonzalez, dean of the IU School of Education. “The gift he made to the School of Education in honor of longtime friends Martha Lea and Bill Armstrong, Bill Armstrong, who passed away in 1998, was president of the IU Foundation for 31 years. Martha Lea was a teacher in Texas and Kentucky. She died in 2005.

When Cook asked the couple to choose where the money went, they said they both felt strongly about supporting good teachers. “We felt that if we could do anything at all for the young people and for the profession that has more to do with keeping this country what it is, that is what we wanted to do,” Bill Armstrong said in the Fall 1995 issue of Chalkboard magazine, the alumni publication of the IU School of Education Alumni Association. “The Armstong’s and I share a commitment to excellence in education,” Cook said in the same issue, “and it is my hope and belief that the Martha Lea and Bill Armstrong Fund in Teacher Education will have a significant impact on the quality of education in our state and beyond.”

Since then, the program has become a model for promoting teacher professional development. The most recent class of Armstrong Teachers includes Indiana’s Teacher of the Year. Past participants have included Milken Award winners and recipients of the Lilly Teacher Creativity Fellowship. More than a hundred Indiana teachers have been honored as Armstrong teachers, a recognition of teaching excellence in their individual and collective careers.

The program has created a network of professionals who not only spend their Armstrong year exploring education and teaching issues but return for Armstrong alumni events. “I come back to the retreat every year,” said Steve Park at the annual summer retreat for Armstrong Teacher Educators in 2009. Park became an Armstrong Teacher Educator in 1999 as a science and communication teacher at Riverview Middle School in Huntington. “We get some updates on education, and we get an idea of how other teachers are using new strategies in the classroom, but just as important we get to meet with colleagues, reconnect and develop those friendships. We get to hang out with people who share similar passions to ourselves.”

“We really felt pride in receiving the award 10 years ago,” said Gladys Stephens, 3rd grade teacher at Mary L. Daly Elementary in Elkhart, who said the selected teachers continue to build on their abilities through Armstrong connections. “Coming back and seeing that other people are getting that same recognition and sensing the pride that they must feel and seeing the things that they’re doing, it lets you know that you can do some of those things.”

The support the Cooks provided to the Armstrong Teachers program reflected their desire to advance education across the board in the state of Indiana. Partly through the Cook’s support, Bloomington opened a New Tech high school in 2008. Harmony Education Center in Bloomington benefited from the Cook family’s work in helping it renovate an old school building to meet its needs. Aside from the School of Education at IU, at least 61 disciplines and departments have received support from Bill and Gayle Cook. The Cooks have contributed to 5 of the 8 IU campuses.

The Martha Lea and Bill Armstrong Teacher Educators for the 2011-12 school year.

Dean Gerardo Gonzalez (with book), to his left and behind him is Steve Ferguson, chairman of the board of Cook Group Inc., and to his right is Kern Hawkins, president of Cook Group Inc., with a group of past Armstrong Teacher Educators.
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<td>INDIANA DEPARTMENT OF EDUCATION</td>
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<td>Indiana Attendance Data Trend Analysis</td>
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<td>$10,000</td>
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<td>Indiana Department of Education Alternative Education Program Profile Report</td>
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<td>Indiana Family Project Functional Family Therapy</td>
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<td>$2,967</td>
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<td>Indiana Noyce Science Scholars: Teachers for a New Decade</td>
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<td>Indiana Partnerships for Post-Secondary Education and Careers</td>
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<td>$493,120</td>
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<td>Indiana University East Transition to Teaching Program Offered at the Ivy Tech</td>
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<td>Indiana Youth Institute Fatherhood Initiative</td>
<td>INDIANA YOUTH INSTITUTE</td>
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<td>Indiana's Effective Evaluation Resource Center</td>
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<td>$264,810</td>
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<td>I-STEM Partner Agreement for the Indiana Science, Technology, Engineering and Math Resource Network</td>
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<td>Iterative Model Building (IMB): A Program for Training Quality Teachers and Measuring Teacher Quality</td>
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<td>$23,150</td>
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<td>Learning and Achieving Through the Arts (LATA)</td>
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<td>New Tech Implementation Research: A Case-Study Design Tier IV New Tech Schools in Indiana</td>
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<td>Non-Financial Indicators of Higher Education Institution Viability</td>
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<td>PBL-TECH: Using Web 2.0 Tools and Resources to Support Problem-Based Curricular Innovations in Pre-Service Teacher Education</td>
<td>U.S. DEPARTMENT OF EDUCATION</td>
<td>$749,853</td>
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<td>Power Up for Science II: Technology Enhanced Data Collection and Analysis in Middle School Science</td>
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<td>Promoting Equitable and Accessible Science Instruction: Extending the Seeds of Science/Roots of Reading Curriculum to Middle School</td>
<td>UNIVERSITY OF CALIFORNIA, BERKELEY</td>
<td>$21,688</td>
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<td>Proposal for Monitoring of SES Providers</td>
<td>INDIANA DEPARTMENT OF EDUCATION</td>
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<td>Race and Gender Disparities in Discipline: A Research to Practice Collaborative</td>
<td>THE ATLANTIC PHILANTHROPIES</td>
<td>$1,340,000</td>
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<td>School Disciplinary Climate and Educational Outcomes for African American Students: Phase II, School-Level Analyses</td>
<td>WILLIAM T. GRANT FOUNDATION</td>
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<td>Shoring up STEM Education in Lake County</td>
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<td>Special Education for Indiana's Schools Today (SPEDFIST)</td>
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<td>StarTalking: Bridges to Children and Community</td>
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<td>State Disability Plan</td>
<td>INDIANA GOVERNOR’S PLNG COUNCIL PEOPLE WITH DISAB</td>
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<td>Substance Use in Early Adolescence: Risks from Parental SUDS, Parental Separation</td>
<td>NATIONAL INSTITUTE ON DRUG ABUSE</td>
<td>$141,523</td>
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<td>Success Made Probable: McCullough Girls Math Camp</td>
<td>AMERICAN ASSOCIATION OF UNIVERSITY WOMEN</td>
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<td>Support for Learn More Indiana</td>
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<td>Supporting Academic Persistence and Success Among Veterans: Degrees of Excellence Initiative at IU Southeast and Ivy Tech Community College Southern Indiana</td>
<td>PURDUE UNIVERSITY</td>
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<td>Survey of Community College Efforts for Student Success (SCCESS)</td>
<td>UNIVERSITY OF SOUTHERN CALIFORNIA</td>
<td>$135,746</td>
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<td>Teacher Quality Partnerships Grant- Urban Education Excellence: STEM Teaching Residency with Dual Licensure in Special Education</td>
<td>U.S. DEPARTMENT OF EDUCATION</td>
<td>$732,452</td>
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<td>Teaching American History</td>
<td>MONROE COUNTY COMMUNITY SCHOOL CORPORATION</td>
<td>$52,846</td>
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<td>The Evaluation of the McKinney-Vento Education for Homeless Children and Youth</td>
<td>INDIANAPOLIS PUBLIC SCHOOLS</td>
<td>$5,000</td>
<td>ANDERSON, JEFFREY A.</td>
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<td>The Evaluation of the McKinney-Vento Education for Homeless Children and Youth</td>
<td>INDIANAPOLIS PUBLIC SCHOOLS</td>
<td>$5,000</td>
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<td>The Indiana Department of Corrections</td>
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<td>$238,192</td>
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<td>The Medicaid Infrastructure Grant (MIG)</td>
<td>INDIANA DIVISION DISABILITY,AGING&amp;REHAB SERV</td>
<td>$587,500</td>
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<td>The Unified Training System (UTS)</td>
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<td>$248,419</td>
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<td>Total School Cluster Grouping Model</td>
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<td>Turkey Armenia Summer Teaching Institute (TASTI)</td>
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<td>ADMINISTRATION FOR CHILDREN AND FAMILIES</td>
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<td>Using a Game-Based Curriculum to Achieve Academic Success</td>
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<td>Using a Game-Based Curriculum to Achieve Academic Success</td>
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<td>Using Feedback to Enhance an EBT for Youth with Substance and Behavioral Problems</td>
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<td>Watson Academy Classroom Libraries</td>
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<td>WHAS Crusade for Children Scholarships</td>
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<td>WHAS Crusade for Children Diagnostic Lending Library</td>
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<td>What Mathematics Do Students Know? Implications from NAEP for Curriculum and Policy</td>
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<td>WWF Induction Support</td>
<td>WOODROW WILSON NATIONAL FELLOWSHIP FOUNDATION</td>
<td>$58,400</td>
<td>MARRS, KATHLEEN A</td>
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Honors, Distinctions & Awards

Burton Gorman Teaching Award
Phil Carspecken  
Professor of Counseling and Educational Psychology

Trustees Faculty Teaching Awards
Marilynne Boyle-Baise  
Curriculum & Instruction
Gary Crow  
Educational Leadership & Policy Studies
Joshua Danish  
Counseling & Educational Psychology
David Flinders  
Curriculum & Instruction
Diana Lambdin  
Curriculum & Instruction
Anne Leftwich  
Instructional Systems Technology
Karen Wohlwend  
Literacy, Culture & Language Education

Outstanding Associate Instructor Awards
Wylie “Chip” Easterling  
Stephen Harper  
Patrick Pettyjohn  
Emily Richardson  
Amy Trauth-Nare

Adjunct Faculty Teaching Awards
Timothy Donovan  
Counseling & Educational Psychology

Student Choice Awards
Leana McClain  
Curriculum & Instruction, Literacy, Culture & Language Education

Graduate Studies Faculty Mentor Award
Dionne Cross  
Curriculum & Instruction

University, State, and National Faculty Awards

“George D. Kuh Award for Outstanding Contribution to Literature and/or Research” by the National Association for Student Affairs Administrators in Higher Education (NASPA) named in honor of George Kuh, Chancellor’s Professor of Higher Education

“Contribution to Knowledge Award,” The American College Personnel Association (ACPA), Trudy W. Banta, Professor of Higher Education

“Outstanding Service Award,” Association for Institutional Research (AIR), Victor M.H. Borden, Professor of Higher Education

“Charles F. Elton Best Paper Award,” Association for Institutional Research (AIR), Gary R. Pike, Associate Professor of Higher Education

“President’s Award,” Indiana University, Heidi Ross, Professor of Educational Policy Studies and Comparative Education

“Chancellor’s Diversity Scholar Award,” IUPUI, Robin L. Hughes, Assistant Professor in Higher Education and Student Affairs

Jack A. Culbertson Award, The University Council for Educational Administration (UCEA), Brendan Maxcy, Associate Professor of Educational Leadership and Policy Studies
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. 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.

**Financial Summary**

*Bloomington and Indianapolis Campuses*

The Indiana University School of Education strives to be responsible stewards of its resources, particularly in times when such fiscal responsibility is vital. In recent years, state support of the School has decreased. 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.

**Total Enrollment & Degrees Awarded**

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<tr>
<th>Bloomington Enrollment*</th>
<th>Bloomington Degrees:</th>
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<td>2007-2008: 2,000</td>
<td>2007-2008: 852</td>
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<td>2009-2010: 1,900</td>
<td>2009-2010: 736</td>
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<td>2010-2011: 1,788</td>
<td>2010-2011: 725</td>
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<th>Indianapolis Enrollment:</th>
<th>Indianapolis Degrees:</th>
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<td>2009-2010: 1,577</td>
<td>2009-2010: 379</td>
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<tr>
<td>2010-2011: 1,452</td>
<td>2010-2011: 346</td>
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*Does not include pre-education majors

**Diversity**

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<th>Bloomington Diversity 2009-2010</th>
<th>Minority Enrollment: 258</th>
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<th>Indianapolis Diversity 2009-2010</th>
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<th>Minority Enrollment: 177</th>
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**RANKINGS**

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<td>Overall score</td>
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<td>Reputation rank by superintendents</td>
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<td>Research expenditures (millions)</td>
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<th>Top 10 Individual Program Rankings 2012</th>
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<td>Counseling and Personnel Services 9</td>
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<td>Secondary Education 10</td>
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<td>Higher Education Administration 5</td>
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<td>Elementary Education 8</td>
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<td>Curriculum/Instruction 10</td>
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National Board of Visitors Roster 2011

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

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

Joseph P. Cangemi, Ed.D.
Professor Emeritus of Psychology
Western Kentucky University
Bowling Green, KY

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

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

Sari G. Factor
President, CDI
Scottsdale, AZ

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

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

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

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

Douglas C. Harris, Ed.D.
Investor
Highlands Ranch, CO

M. Kem Hawkins
President, Cook Incorporated
Bloomington, IN

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

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

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

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

Vernon L. Johnson, Ed.D.
Vice President
Best Associates
Dallas, TX

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

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

Leah R. Rampy, Ph.D.
President
Pontificia Universidad Católica
Chile

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

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

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

Ronda C. Talley, Ph.D.
Executive Director & Professor of Psychology
Western Kentucky University
Bowling Green, KY

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

Suzanne M. Zybert
Principal
Nora Elementary School
Indianapolis, IN

School of Education Staff

Gerardo M. Gonzalez
Dean
(812) 856-8001

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