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

ANNUAL REPORT 2009-2010
In times like these, it’s important to remind ourselves of how important the work of education is to our society. The author Michael Fullan called it the “moral imperative” of educators, whose job carries with it a great responsibility. He also notes that we should constantly remind ourselves of the “why” rather than the “how to.”

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

First, notice the faculty that we’ve highlighted in special photos. These are some of the faculty recognized in the last academic year for particular achievement. In some cases, these honors represent years of faculty contributions to the field, but some are the best of our relatively young faculty. They are not following educational trends; they’re making them. From video games as a better educational tool to creating some of the best ways to teach using the latest technology, to assessing how well students learn in higher education, their research touches all corners of education.

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

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

Finally, read over the innovative new programs we’ve implemented. We’re building on the history of strength—the National Survey of Student Engagement (NSSE) celebrated its first decade—by doing more to understand how students learn and how best to teach. The Strategic National Arts Alumni Project is a direct outgrowth of the NSSE model, examining the effectiveness of arts education and the resulting careers of art education students. So is the High School Survey of Student Engagement (HSSSE), which provides real qualitative and quantitative data to help understand today’s secondary students. The Woodrow Wilson Teaching Fellowship is growing into a new “Urban Excellence Project.” Work partnering the School of Education with the Gary school corporation is showing real results—the first time one of our partner schools has exceeded state benchmarks.

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

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

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

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

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

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

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

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

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

“Once I had a clear vision…I looked for the tools that would make it happen.”
Spencer Postdoctoral Fellowship spurs further study of using *videogames* in education

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

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

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

“It’s sort of an intentional opportunity to create a really collaborative group of people who are somewhat familiar with each other’s work; even if they are drawing from different fields,” Gresalfi said. “With this group of people, it was very clear that they became a set of resources for one another that extended beyond the year or two years they had the fellowship.”

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

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

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

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

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

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

Award furthers early research drive for faculty member
Bonk runs down the way the Internet is changing education across the globe

“...perhaps the best account I have read of the potential to create entirely new learning venues in the new world of open software and open learning.”
An impressive array of work bringing technology to youth who may most need access has earned recognition from Indiana’s governor. Assistant Professor Kylie Peppler received a 2009 Governor’s Award for Tomorrow’s Leaders in a ceremony at the Indiana Statehouse on December 15.

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

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

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

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

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

“These opportunities allow children to view their possible selves and potential skills in a whole new way.”
The Association for Childhood Education International (ACEI) named Associate Professor of early childhood education Jacqueline Blackwell as its selection for the organization's highest honor in May 2010. ACEI awarded Blackwell with the Patty Smith Hill Award which goes to a long-term member who has demonstrated a deep commitment to improving children's education and fulfilling the goals of the organization.

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

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

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

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

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

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

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

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

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

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

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

“. . .among a half-dozen of the best statisticians working in higher education today.”
Students already making an impact

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

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

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

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

Oren Pizmony-Levy, a double major in Education Policy Studies and Sociology, earned IU’s prestigious Wells Graduate Fellowship for the 2010-2011 school year. Earlier in the year, he earned a prestigious award for a research paper, the Dr. Judith Torney-Purta Outstanding Paper Award from the Comparative and International Education Society.

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

Payal Shah, a comparative education Ph.D. candidate in policy studies, was the recipient for the 2009-2010 school year. The award carries the name of Herman B. Wells, IU president for 25 years and then University chancellor until his death in 2000. In his estate, Wells provided for an annual graduate fellowship. The fellowship is awarded each year to students who demonstrate the qualities for which Chancellor Wells was renowned: leadership abilities, academic excellence, character, social consciousness, and generosity of spirit.

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

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

The Chronicle of Higher Education focused on Educational Leadership and Policy Studies doctoral candidate Nicholas Hillman in an article highlighting recent research on financial aid. Hillman analyzed financial aid data from 209 public four-year colleges over three academic years and found some interesting results. The final conclusion included his finding that “market-oriented forces and state merit-aid polices appear to provide incentives for colleges to direct money away from financially needy students.”
A glance at editions of the French evening newspaper *Le Monde* and the Paris daily *Libération* in April 2010 provides one example of the expansive influence of IU School of Education faculty expertise and research.

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

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

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

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

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

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

Chism said the project attracted her because of the renowned faculty involved in the project, which includes Graham Gibbs, a British higher education expert formerly with British Open University, England’s largest postsecondary institution. “I wanted to work with these people and be a part of a high-end course development,” Chism said. “You have to be constantly...
thinking of activities and using storyboard formats. It’s very different from the way we’re used to working.”

Chism is part of a higher education faculty that includes some of the most productive and most referenced researchers in the world. A recent study published in *Research in Higher Education* examined citations in higher education literature and found three IU faculty among the 20 most-cited individuals. The study called “Higher Education Literature Revisited: Citation Patterns Examined” sampled six years of higher education journal articles. *Chancellor’s Professor of Higher Education and Director of the Center for Post-secondary Research* George Kuh was the third-most cited; Associate Professor Gary Pike was the 11th-most cited; Professor Don Hossler was 17 on the list.

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

Professor of mathematics education Diana Lambdin began a three-year term on the board of the National Council of Teachers of Mathematics (NCTM) in July 2009. The author of numerous publications, Lambdin is the co-director of the elementary Transition to Teaching program at IU Bloomington. Additionally, she is the principal investigator on the NSF-funded Noyce scholarship program, which provides scholarships for undergraduate mathematics majors to add teacher preparation to their program of studies and provides stipends for career changers (with bachelors degrees in mathematics) who enroll in the graduate-level Transition-to-Teaching program. She has just concluded serving as the Martha Lea and Bill Armstrong Chair in Teacher Education, overseeing the Armstrong Teacher Educator program. Armstrong Teacher Educators are select teachers who participate in professional development opportunities and work with IU faculty and students studying to be teachers over a year.

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

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

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

### Undergraduate Enrollment and Degrees Awarded

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

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

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

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

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

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

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

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

The “Urban Education Excellence” project of the Indiana University School of Education at IUPUI received a U.S. Department of Education a five-year, $2.7 million Teacher Quality Partnership grant awarded in October 2009. The grant expands the Woodrow Wilson Teaching Fellowship program and will lead to a master’s degree in education with graduates licensed to teach both general and special education. Federal guidelines for the grants steer them toward creating new pathways in teacher preparation and teacher residency programs, while providing high-need schools more teachers and the means to support their work.

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

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

“We’re trying to prepare teachers to teach anywhere,” said Monica Medina, faculty member in teacher education. Medina oversees the student-interns and teaches the on-site class where School of Education students can discuss their experiences in the classroom minutes after-wards. The participating students are in the first stages of their teacher preparation. Their involvement with George Washington students is through small group teaching sessions or one-on-one meetings. “What this allows is for us to do then is to develop the field experience tange-
that is part of a more than $1.7 million dollar Teaching American History grant. The federal government awarded $1,723,751 over five years to Lee County, Ala., schools for a project headed by John Saye, alumni professor of secondary social sciences in the Auburn University College of Education. Brush is developing online learning and instructional tools as part of the project called “Plowing Freedom’s Ground.”

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

A project examining the development of “systems thinking” in middle school students and developing new curriculum for teachers across disciplines earned more than $727,000 from the MacArthur Foundation. Melissa Gresalfi, assistant professor in the Department of Counseling and Educational Psychology and its Learning Sciences Program, as well as IU’s Cognitive Science Program, and Kylie Peppler, assistant professor in the department’s Learning Sciences Program, will be co-principal investigators on the three-year study called “Grinding New Lenses: a Design Project to Support a Systems View of the World.” Their partners in the project are Nichole Pinkard, visiting associate professor at DePaul University, and Katie Salen, executive director of the Institute of Play, and associate professor in the Design and Technology program at Parsons, the New School for Design, in New York City.

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

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

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

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

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

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

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

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

Since NSSE’s start a decade ago, it has spawned other research arms with School of Education research centers. That includes a high school version of NSSE, the High School Survey of Student Engagement (HSSE). “Charting the Path from Engagement to Achievement: A Report on the 2009 High School Survey of Student Engagement” presented the latest results from the annual survey conducted by the Center for Evaluation and Education Policy (CEEP). The survey asked more than 42,000 high school students about their thoughts, beliefs and perceptions in 2009. The 2009 survey covered 103 schools in 27 states. This report also profiles individual schools and districts that are using HSSE data, showing how schools are using the survey to improve the effectiveness of instruction.

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

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

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

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

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

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

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

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

Aimee Harvey, BS’00, MS’09, an English/language arts teacher at Brownsburg East Middle School, was among the honorees selected for demonstrating outstanding teaching. Harvey earned her English education degree and master’s degree in educational leadership from the IU School of Education at IUPUI. Also honored were Bobbi Speicher, BS’74 in elementary education, a second grade science teacher at Shenandoah Elementary in Middletown, and Jackie Macal, BS’08 in English education, an English teacher at Batchelor Middle School in Bloomington, both of whom attended the IU School of Education in Bloomington.

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

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

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

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

U.S. Senator Richard Lugar and Indiana State Superintendent of Public Instruction Dr. Tony Bennett presented the first “Lugar Education Patriot” award on March 13 to Indiana University alumnna Peggy Hinckley, BS’74. Hinckley is superintendent of the Metropolitan School District of Warren Township in Indianapolis, who earned her bachelor’s degree in elementary education at IU Bloomington.

According to the award criteria, the honor is for “a school, school corporation, or education leader who has demonstrated leadership and initiative in improving the academic achievement and career preparation of Indiana students.” Warren Township, an urban district which includes nearly 12,000 students with a poverty rate of more than 85 percent at some schools, made “ Adequate Yearly Progress” (annual academic performance targets) in every school in 2007.

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

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

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

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

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

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

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

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

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

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Select group enters as first class of Direct Admit Scholars

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

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

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

- The high school grade point average of the 2009 Direct Admits Scholars is 3.83.
- Most of the group is from Indiana, but 17 are from out of state, including students from Illinois, Ohio, Maryland, New York, New Jersey, and Pennsylvania.
- Twenty-two of the first group are interested in pursuing early childhood or elementary degrees.
- Ten are interested in pursuing math or science secondary education degrees.

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

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<td>Identification and Replication of Effective College Persistence and Completion Programs for Underepresented Populations</td>
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<td>Improving Elementary Teachers’ Mathematical Content Knowledge as a Route to</td>
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<td>Changing Beliefs: An Evaluation Study</td>
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<td>Learning to Improve: A Study of Evidence-Based Improvement in Higher Education</td>
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<td>Magnet Schools Assistance Program (MSAP) Rigorous Evaluation</td>
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<td>Magnet Schools Data Enrollment</td>
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<td>Major: Transactive Narrative: An Inclusive Game-Based Programming Context</td>
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<td>Making Learning Outcomes Usable and Transparent</td>
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<td>Math and Molecules Matter</td>
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<td>Mathematics Education Training Program for Korean Secondary Level School Teachers</td>
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<td>National Center for Education Research/Testing the Effectiveness of CALM for High School Chemistry Students</td>
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<td>New Tech Implementation Research: A Case-Study Design for Tier II and Tier III New Tech Schools in Indiana</td>
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<td>New York State Charter School Grant Program Evaluator</td>
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<td>PBS Indiana: Establishing a Statewide Network of Culturally Responsive Positive Behavior Supports</td>
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<td>Post-Graduate Follow-Up Survey</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>Professional Development for Oil Staff</td>
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<td>Project-based Learning for GCSC Middle School Teachers Supported by Innovative Technologies in the Classroom</td>
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<td>School Disciplinary Climate and Educational Outcomes for African American Students: Phase II, School-Level Analyses</td>
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<td>Testing the Effectiveness of CALM for High School Chemistry Students</td>
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The Indiana University School of Education strives to be responsible stewards of its resources, particularly in times when such fiscal responsibility is vital. In recent years, state support of the School has decreased—from more than 26% four years ago to just over 18% in 2008-09. That makes income through gifts, endowments and other sources of funding critically important to ensure the internationally-recognized quality of the School’s education, student support, and faculty research.

**INCOME**

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**EXPENDITURES**

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Honors, Distinctions, & Awards

Martha Lea & Bill Armstrong Teacher Educator Award
Barbara Andrews  New Palestine High School
Natalie Hatton  Crestdale Elementary School
John Kruggel  Brownsburg High School
Stacy McCormack  Penn High School
Kristen Poindexter  Spring Mill Elementary School
Renee Risk Strietelmeier  Seymour Jackson Elementary

Distinguished Alumni Award
Young Hwan Kim, PhD’94  Professor of Education and Chair of Educational Technology Division, Pusan National University, South Korea
Joseph Russell, MS’68, EdD’70  Executive VP & Consultant, DLM Virginia Corporation
H.A.R. Tilaar, MS’66, EdD’67  Professor Emeritus, State University of Jakarta

Burton Gorman Teaching Award
Nancy Chism  Professor of Higher Education

Trustees Faculty Teaching Awards
Valarie Akerson  Curriculum & Instruction
Phil Carspecken  Counseling & Educational Psychology

Outstanding Associate Instructor Awards

Suzanne Eckes  Educational Leadership & Policy Studies
Leana McClain  Curriculum & Instruction
Joel Wong  Counseling & Educational Psychology
Anne Dopkins Stright  Counseling & Educational Psychology
Theodore W. Frick  Instructional Systems Technology
Elizabeth Wood  Teacher Education
JaDora Sailes  Multicultural and Educational Foundations

Adjunct Faculty Teaching Awards

María Paula Ghiso  Literacy, Culture, & Language Education

Student Choice Awards

Catherine Diersing  Visiting Faculty Recipient
Natalie Mengel  Associate Instructor Recipient

Graduate Studies Faculty Mentor Awards

Elisabeth Boling  Instructional Systems Technology

University, State, and National Faculty Awards

“Teaching with Sakai Innovation Award,” Sakai Foundation  Joshua D. Altman, Assistant Professor, Learning Sciences
Student Choice Award for Outstanding Faculty, Indiana University Student Alumni Association  Leana McClain, Senior Clinical Lecturer in Curriculum and Instruction and Language Education

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

Governor’s Award for Tomorrow’s Leaders, Office of the Governor of Indiana, Indiana Humanities Council  Kylie Peppler, Assistant Professor, Learning Sciences

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

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

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

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

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

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

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

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

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

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

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

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

John Grenzbach Award for 2009, Outstanding Published Scholarship, from the Council for Advancement and Support of Education  Andrea Walton, Associate Professor of Higher Education
Indiana University School of Education Alumni
Association Officers and Board of Directors 2009-2010

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Kaplan College
Indianapolis, IN

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Indianapolis, IN

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Past President
Project Director, Middle Grades Reading Network
University of Evansville
Evansville, IN

David L. Dimmott, MS ’00
Evansville, IN

Patricia L. Gainey, MS ’79, Ed.D.’94
Teacher
Raymond Park Middle School
Indianapolis, IN

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

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

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Dir., Campus Living & Community Development
DePauw University
Greencastle, IN

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

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

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

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

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