MESSAGE FROM THE DEAN

This is an exciting time for the School of Education. Over the past year our esteemed colleagues, including alumni, community members, faculty, staff, students, and friends, have gathered to work toward developing a strategic plan for the school (see pages 18-19). I have heard from many that this process has been powerful, transparent and inclusive.

What is very clear to me is that the IU School of Education belongs not just to our current faculty and staff, but also to our longtime alumni, donors, citizens and partnerships, all who are dedicated to making sure that we continue to rise to prominence as a world class School of Education with a high-quality student experience and impactful, relevant research.

We are firmly grounded in our past history of greatness, while acknowledging that it is time to chart a new vision to lead the way in transforming education both locally and throughout the world. Therefore, as I continue to learn the language and people of the state, university and community, I feel tremendously supported, and I thank everyone for their care and generosity to the school.

Looking forward, we will continue to lean into our challenges and opportunities with renewed energy as we go boldly into the future through work that enhances our research mission and embraces our purposes of equity and social justice.

Sincerely,
Dean Lemuel Watson

MISSION
To improve teaching, learning and human development in a global, diverse, rapidly changing and increasingly technological society.

VISION
We aim to create an equitable and inclusive environment for learning, research and service by honoring, respecting and embracing diversity within the School of Education and the surrounding communities.

VALUES
As a leader in anticipating the educational and research needs of our communities, the state, the nation and the world, the Indiana University School of Education pursues cutting-edge research, scholarship and creative activity. In this work, the School promotes Excellence, Integrity, Accountability, Usefulness, Respect and the Betterment of Humankind.
DEPARTMENTS / CENTERS

5 DEPARTMENTS
CEP  Counseling and Educational Psychology
C&I  Curriculum and Instruction
ELPS  Educational Leadership and Policy Studies
IST  Instructional Systems Technology
LCLE  Literacy, Culture and Language Education

5 RESEARCH CENTERS
CEEP  Center for Evaluation and Education Policy
P-16  Center for P-16 Research and Collaboration
CPR  Center for Postsecondary Research
CRLT  Center for Research on Learning and Technology
CIEDR  Center for International Education, Development and Research

23 ACADEMIC PROGRAMS
1. Adult Education
2. Arts Education
3. Counseling
4. Counseling Psychology
5. Curriculum Studies
6. Early Childhood Education
7. Educational Leadership
8. Elementary Education
9. Higher Education and Student Affairs
10. History, Philosophy and Policy in Education
11. Human Development
12. Inquiry Methodology
13. Instructional Systems Technology
14. International and Comparative Education
15. Learning Sciences
16. Literacy, Culture and Language Education
17. Mathematics Education
18. School Psychology
19. Science Education
20. Secondary Education
21. Social Studies Education
22. Special Education
23. World Languages

STUDENTS

5,472 TOTAL STUDENTS*
- 2,084 Undergraduate Students (51%)
- 1,073 Graduate Students (55%)
- 345 Certificate Non-Degree

ETHNICITY
- 1,542 White (74%)
- 219 International (9%)
- 125 Hispanic/Latinx (6%)
- 110 Black/African-American (5%)
- 57 Two or more (3%)
- 44 Asian (2%)
- 3 Native American (0%)
- 1 Native Hawaiian/Pacific Islander (0%)
- 10 Unknown (1%)

55,000+ Alumni

SOURCE: FALL 2018
UNIVERSITY INSTITUTIONAL RESEARCH AND REPORTING
UIRR.IU.EDU
Dionne Danns was appointed Associate Vice President for Institutional Diversity in the Office of the Vice Provost for Diversity and Inclusion where she focuses on initiatives such as strategic faculty hiring, working with IU Bloomington’s deans on diversity plans and coordinating efforts among diversity officers.

Carl Darnell was named the Interim Assistant Dean for Diversity, Equity and Inclusion for the School of Education. The position is the first of its kind at the school and one of many steps the school continues to take to increase diversity amongst faculty, staff and students.

Suzanne Eckes presented the 2019 Distinguished Faculty Research Lecture on April 30 with her talk, “When public money goes to private schools that exclude some populations from employment and enrollment, what are the legal and policy implications?”

Dean Emeritus Gerardo González released a memoir “A Cuban Refugee’s Journey to the American Dream: the Power of Education” that tells his story from an eleven-year-old refugee to Dean of the IU School of Education.

Sarah Lubienski was named a 2019 American Educational Research Association (AERA) Fellow in February. AERA Fellows are selected on the basis of their notable and sustained research achievements.

Gamze Ozogul received the Outstanding Faculty Mentor/Advocate Award from the IU Center of Excellence for Women in Technology (CEWiT). The award is given annually to an IU Faculty member who displays noteworthy mentorship and is nominated by their students or peers.

Serafín Coronel-Molina was selected as a Bicentennial Professor by the IU Office of the Bicentennial. These professors will deliver several speeches throughout the 2019-2020 school year.

Zoë Peterson was elected President of the Society for the Scientific Study of Sexuality, an international, interdisciplinary professional organization dedicated to promoting rigorous scientific research related to sexuality.

FINANCIALS

**Annual Report of the IU School of Education**

from an eleven-year-old refugee to Dean Power of Education” that tells his story

**INCOME**

**EXPENSES**

**Source: Fall 2018 UIRR Data**
<table>
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<td>A Proposal to Develop an Eo-Fi Powered Nationwide Statewide Data Collaborative</td>
<td>M &amp; S DELL FDN</td>
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<td>A Sexual Assault Prevention Program for Male College Students: A Randomized Controlled Trial based on the Self-Persuasion Paradigm</td>
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<td>AAC in Action: Online support and documentation for educators and parents to enhance interactions with children who have severe communication problems</td>
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<td>Applying the Quality Matters Rubric (APPMQR): Competency Exam Project</td>
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<td>Assessing Quality and Equity in High-Impact Practices</td>
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<td>Assessing the Structure of Knowledge in Teaching Mathematics</td>
<td>NSF</td>
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<td>Ballou Scholars Program</td>
<td>LLOYD G BALFOUR FDN</td>
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<td>Building Interdisciplinary Capacity for Understanding and Supporting Computer Supported Collaborative Learning</td>
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<td>Campus Housing, Student Engagement and Persistence: A Multi-Institutional Study</td>
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<td>Career Skills and Entrepreneurial Training for Artists</td>
<td>TREMAYNE FDN</td>
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<td>Career: Investigating Differientiated Instruction and Relationships Between Rational Number Knowledge and Algebraic Reasoning in Middle School</td>
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<td>Collaborative Research: Big Data from Small Groups: Learning Analytics and Adaptive Support in Game-based Collaborative Learning</td>
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<td>DAT-CROSS: Developing Assessments and Tools to Support the Teaching and Learning of Science Crosscutting Concepts</td>
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<td>Fabric: Organs: New Materials for Learning Computer Sciences and Mechanical Engineering</td>
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<td>FW-ITF: Collaborative Research: Pre-Skilling Workers: Understanding Labor Force Implications and Designing Future Factory Human-Robot Workflows Using a Physical Simulation Platform</td>
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<td>High School Survey of Student Engagement and Middle Grades Survey of Student Engagement Annual Surveys for National Association of Independent Schools</td>
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<td>How Narrative Elements Can Deepen Engagement, Ideation, and Iteration for Girls and All Visitors During Museum-based Engineering Design and Making Tasks</td>
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<td>How to Dismantle a Pipeline: Using Data on Exemplary Practice in Suspensions and Expulsions to Create Community and State Level Change</td>
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<td>Infusing global perspectives in K-16 education across Indiana</td>
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<td>Integrating and Scaffolding Research into Undergraduate STEM Curricula: Probing Faculty, Student, Disciplinary and Institutional Pathways to Transformational Change</td>
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<td>Intermediary Organizations and Education Policy: A Mixed-Methods Study of the Political Context of Research Utilization</td>
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<td>MAKEngeering Bags: A library program to engage families in making activities</td>
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<td>Net.Create: Using Network Analysis to Support Digital Humanities in Large History Classrooms</td>
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<td>Prevention of Alcohol-Related Sexual Assault Utilizing a Parent-Based Intervention</td>
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<td>Science and Technology Center (STC) Career Development Workshop</td>
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<td>Science and the Write Way: Using Literacy in Science Teaching to Support Indiana’s Rural Teachers in Addressing the New Science Standards</td>
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**Sponsored Research Trends**

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<thead>
<tr>
<th>EXTERNAL FUNDING</th>
<th>FY 2019</th>
<th>Previous 5 years</th>
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<td>45</td>
<td>$778,729</td>
<td>$466,780,021</td>
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<table>
<thead>
<tr>
<th>INDIRECT DOLLARS</th>
<th>FY 2019</th>
<th>Previous 5 years</th>
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<td>$2,021,845</td>
<td>$6,577,047</td>
<td>$17,787,000</td>
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</tbody>
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**GOAL:** $40,000,000  
**Raised:** $39,730,545* (99%)  
**Donors:** 9,901

**Faculty:** $648,056  
**Staff:** $50,548  
**Retirees:** $4,492,367  
**TOTAL:** $5,190,971

*Goal surpassed as of printing!

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**FOR ALL**  
The Indiana University Bicentennial Campaign

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**FEATURED RESEARCH**

**Joshua Danish** will lead a project funded by a $2.49 million grant from the James S. McDonnell Foundation that will help teachers recognize how best to engage students during science lessons and improve the effectiveness of K-12 science instruction. The project will study how teachers use representations to teach science concepts and how their students learn from these lessons. The team will work with teachers to identify existing classroom practices and challenges they face. Together they will explore new ideas from cognitive and learning sciences, introduce those ideas to classrooms and document their impact on teaching practices.

**Krista Glazewski** will lead a project funded by a $1.5 million grant from the National Science Foundation that will investigate how intelligent cognitive assistants for teachers can transform work to significantly increase performance and quality of work-life. The work centers on the design, development and evaluation of the Intelligent Augmented Cognition for Teaching (I-ACT) framework for intelligent cognitive assistants for teachers. With a focus on assisting K-12 STEM teachers in technology-rich inquiry teaching that supports collaborative, problem-based STEM learning, I-ACT cognitive assistants provide educators with guidance before, during and after classroom teaching. The project will culminate with an experiment conducted with a fully implemented version of I-ACT in public middle schools in North Carolina and Indiana.

**Anne Leftwich** received a $101,000 grant from Google on a project that will focus on problem-based learning curriculum for computer science. Leftwich worked with four Bloomington sixth-grade teachers and their 300 students, who developed apps to promote a culture of kindness in their school. 2018 was the first year computer science standards were tested in Indiana, but teachers and districts are struggling with how to address these standards without curriculum or recommendations, especially since most teachers have little to no experience with computer science. In addition, typical curriculum for computer science often utilizes games or tutorials, but research has shown this may not engage students’ interest, particularly girls who are underrepresented in computer science.

**Hannah Schertz** is leading a multiple year project funded by a $1.49 million planning grant from the Institute for Education Sciences of the U.S. Department of Education entitled Supporting Early Interventionists of Toddlers with Autism to Build Family Capacity (SEITA). The project will develop a framework to jump start learning for very young children who show the earliest signs of autism. Professionals in the field will be guided to support parents to mediate their toddlers learning in the area of a primary challenge which is social communication. It will also investigate SEITA’s feasibility and impact on professional, family and child outcomes.
Improvement science project to continually improve teaching across the state

Teachers and leaders within the Evansville-Vanderburgh School Corporation joined faculty from the School of Education in August 2018 for a two-day conference to learn more about improvement science, a user-and problem-centered approach to improving teaching and learning. Drawing upon process improvement models more commonly found in business, healthcare and manufacturing, improvement science tests ideas that educators work in teams to introduce, test and refine before bringing the idea to a larger group. Instead of a traditional pilot program, improvement science seeks to develop the necessary knowledge for a reform idea ultimately to spread faster and more effectively. “The process has multiple benefits,” said Chad Lochmiller, Assistant Professor in Educational Leadership and Policy Studies and coordinator for the improvement science initiative. “Namely it empowers teachers as focal actors in improvement activities and accelerates changes in practice based on data derived through a structured inquiry process.”

First International Conference on Literacy, Culture and Language Education hailed as success

The inaugural International Conference on Literacy, Culture and Language Education (ICLCLE), chaired by Serafin Coronel-Molina, brought together scholars, students and activists from around the world to the School of Education, all looking to advance language, literacy and culture in education. The conference took place from October 5-7, 2018, and featured keynote addresses, panel speakers, round table discussions, interactive workshops and poster sessions. Participants came from 35 states and 17 countries. Goals of the conference included advancing knowledge about literacy, culture and language education, promulgating the use of research that improve and serve public good and encouraging innovative, scholarly inquiry, research methodologies and on-going discussions on literacy, culture and language education at local and global levels.

School of Education professors author world bank-commissioned report

Leslie Rutkowski, Associate Professor of Counseling and Educational Psychology; and David Rutkowski, Associate Professor of Educational Leadership and Policy Studies, are co-authors of a World Bank-commissioned report on appropriately using international educational achievement data. As organizations such as the World Bank, International Monetary Fund (IMF) and other aid and development agencies seek data-driven evidence about the success of various initiatives, these data are frequently used as an indicator of the stock of human capital in a country. “This report is an effort to urge caution on the part of World Bank staff and beyond when using international achievement data to decide if a country is, for example, meeting its development goals,” Leslie Rutkowski said. “As these achievement tests are not well suited for economically developing, poor performing countries, a conservative approach to making inferences is all the more important.”

Books & Beyond celebrates 10 years

After ten years and 20,000 books donated, Books & Beyond is continuing to grow through its work of providing high-quality reading material for school children in Musanze, Rwanda. As part of the 10th anniversary, School of Education doctoral student and Rwandan native Simon Munyaneza traveled with a group from IU to Rwanda in August 2018. Munyaneza first became involved with Books and Beyond in 2009 while working as a teacher in Rwanda. His interest in the program and working with the university led him to seek a degree from the School of Education in the Literacy, Culture and Language Education department. Books & Beyond has been expanding, with the program now offering teacher training, a three-week literacy-focused camp for students, the school’s first library and three playgrounds, and also providing eye exams and glasses for hundreds of students.

School of Education continues partnership with University of Pristina

Since 2015, the Center for International Education, Development and Research (CIEDR) has been working with the University of Pristina’s Faculty of Education (FE) in Kosovo as part of the Transformational Leadership Program. Co-funded by USAID and the Kosovar government and administered by World Learning, the Transformational Leadership Program aims to develop a cadre of leaders to drive significant change in priority economic, political and social development areas in Kosovo. Many School of Education faculty have been involved, including Jeff Anderson, Department Chair of Curriculum and Instruction, who has spent almost 6 months at the University of Pristina since the project’s inception. The University of Pristina’s Faculty of Education is the largest supplier of teachers to Kosovo’s education system, and much of IU’s work with the FE has been targeted toward helping develop and grow its research and teaching capacities.

Alumni find teaching home in the Navajo Nation

Danny Létman and Jacob McFarland both chose the Navajo Nation for their Global Gateway for Teachers placement, and both are now fulltime teachers at NaaTsis’Aan Community School in Navajo Mountain, Utah. Létman chose to teach in the Navajo Nation to learn more about the Navajo culture, while McFarland has embraced becoming a learner of the Navajo language with his students, calling it one of his favorite aspects of his job: “I realized how quickly Navajo Mountain had become home in those 16 weeks of student teaching,” he said. “The school was struggling but a lot of different things were being put in place, and I could feel that we were heading in the right direction. I knew that I could help in the school improvement process, and I wanted to be a part of that.”

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Established in 1952

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2018-19 ARMSTRONG TEACHER EDUCATOR AWARD

Carroll Bilbrey
Herron High School, Indianapolis, IN

Jerome Flewelling
Crown Point High School, Crown Point, IN

Andrea Hess
George Rogers Clark Middle School, Whiting, IN

Jamie Inskoep
Sugar Creek Elementary School, New Palestine, IN

Elfa Jzar-Simpson
Ben Davis University High School, Indianapolis, IN

Eric Johnson
Northview Middle School, Indianapolis, IN

Andrea McCoy
Center Grove Middle School Central, Greenwood, IN

Melinda Miller
Forest Glen Elementary School, Indianapolis, IN

Ranielle Moore
Avon High School, Avon, IN

Cori Neff
Westlane Middle School, Indianapolis, IN

Glenn Seland
Fishers High School, Fishers, IN

Erin Walker
Ben Davis Ninth Grade Center, Indianapolis, IN

2018-2019 Jacobs Educator Award

Becky Hillenburg
Edgewood Junior High School, Ellettsville, IN

Anita Mendis
St. Therese Little Flower School, Indianapolis, IN

Kristin Milks
Bloomington High School South, Bloomington, IN

Amanda Moore
Chapelwood Elementary School, Indianapolis, IN

Leon Tynes
Business Educator, New Britain, CT

2018 DISTINGUISHED ALUMNI AWARD

Dena Cushingberry-Burrello (Ed.S.’09, Ed.D’12)
Retired Superintendent of Schools, MSD Warren Township

Judith A. DeMuth (Ed.D. ’99)
Superintendent of Schools, Monroe County Community School Corporation

James B. Luther (Ph.D. ’92)
Owner and President, Luther Consulting, LLC

Frederick A. Taylor, Jr. (B.S. ’73)
Administrator, Zephyrhills Health and Rehabilitation Center

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Sharon Johnson-Shirley
Larry Lafferty
Stacia Lee Yeoman
Megan Meier
Patricia Payne
La Meca Perkins-Knight
Erica Posthumus-Adams
Cynthia Preston
James Roberts
Amy Stevens
Elizabeth Walters

AWARDS

Janet Decker presents Trustee Teaching Awards and the Adjunct Instructor Teaching Awards at the Celebration of Teaching.

Faculty and students across the School of Education came together to honor each other at the Celebrating of Teaching ceremony in April.

Celebration of Teaching recognizes outstanding faculty

ASSOCIATE INSTRUCTOR OUTSTANDING TEACHING AWARDS

VICTORIA ABRAMENKA, Instructional Systems Technology
LORI BURCH, Curriculum and Instruction
ALEX GERBER, Curriculum and Instruction
LINDA HELMICK, Curriculum and Instruction
KRISTEN HENGTGEN, Educational Leadership and Policy Studies
OLIVER LEES, Counseling and Educational Psychology
NICOLE WATKINS, Counseling and Educational Psychology
CASEY PENNINGTON, Literacy, Culture and Language Education

TRUSTEES TEACHING AWARD

LAURA STACHOWSKI, Curriculum and Instruction
BARRBARA DENNIS, Counseling and Educational Psychology
LESLIE BUKOWSKI, Counseling and Educational Psychology
JESSE STEINFELD, Counseling and Educational Psychology
GUSS WELTSKE, Curriculum and Instruction
QUENTIN WHEELER-BELL, Educational Leadership and Policy Studies

ADJUNCT INSTRUCTOR TEACHING AWARD

LISA HORNIBROOK, Counseling and Educational Psychology

STUDENT CHOICE AWARD

KATHRYN ENGBRETSON, Curriculum and Instruction

AWARD FOR EXCELLENCE IN MENTORING

CHAD LOCHMILLER, Educational Leadership and Policy Studies
**STRATEGIC DIRECTION AND PRIORITIES**

**TRACK 1**
Enhance the student experience.
1. Increase exposure and interaction between students, faculty and staff.
2. Integrate and improve advising, recruitment and placement.
3. Increase engagement of student involvement in existing programming, governance and research.

**TRACK 2**
Strengthen student education.
1. Ensure robust field experiences for all students.
2. Institute coherent, adaptive programming through program reviews and curricular mapping.
3. Fully prepare and optimize the expertise of all instructors.

**TRACK 3**
Collaborative work with partnerships.
1. Actively participate in state, national and global policy decision making.
2. Increase partnerships to lead in addressing educational issues and inequities.

**TRACK 4**
Strengthen our research model.
1. Expand and support cross-disciplinary research across the institution.
2. Establish new and strengthen existing sources of research funding.

**TRACK 5**
Establish a data-driven operation.
1. Enhance the reputation, branding and marketing efforts for the school, its agents and the profession.
2. Establish a data-driven, business analytics approach to operations.

**TRACK 6**
Enhance talent management.
1. Refine the School of Education’s structure to improve efficiency and effectiveness.
2. Adopt talent development practices for faculty, staff and student-staff.
3. Evolve faculty model to balance load and align incentives.

**FOUNDATIONAL TRACK**
In all we do, we relentlessly foster a culture of innovation, diversity, equity and inclusion.
1. Establish an Office of Diversity, Equity and Inclusion (DEI), particularly those delineating the responsibilities of an Assistant Dean of DEI.
2. Conduct an audit of existing marketing and online materials (e.g., website, etc.) to determine the extent to which the included implicit and explicit messages align with and/or preclude current and emergent DEI goals.
3. Build informal social networks utilizing lunches and/or gatherings with rotating subgroups of faculty.
4. Evaluate the physical spaces within the building.