

# Chalkboard

Indiana University School of Education Alumni Association



The School of Education and Kelley School of Business  
create a new kind of 'turnaround academy'

Alumna a top  
teacher in Europe

Meet the 22nd IU School of  
Education alum to earn the  
"Oscar of Teaching"

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Indiana University School of Education Alumni Association



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Use your QR Code reading device to watch IU School of Education YouTube video highlights from the school's Spring 2013 Convocation ceremonies.



## MISSION STATEMENT

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.

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# Finding education answers is hard work

by Gerardo M. Gonzalez, Dean, School of Education



If there's something I'm certain many of you who read this magazine regularly know for sure, nothing can start a lively conversation like discussing changes to education. Gather a group in a room, and the opinions on what works, what doesn't, what should change, what shouldn't, will vary greatly.

Sometimes such discussions remind me of something Dr. Martin Luther King Jr. said during his struggle on civil rights in the 1950s and 1960s. "There is an almost universal quest for easy answers and half-baked solutions," King wrote. Complex problems in education require complex solutions, and, increasingly, that means multidisciplinary perspectives and collaboration.

A good example is the new collaboration you'll read about in these pages. Our faculty has joined with the Kelley School of Business for a program aimed particu-

larly at helping Indiana schools labeled as struggling. No, this isn't a business plan applied to schools. It's a well thought out approach in which faculty from both units have worked extensively with local school administrators, teachers and parents to create a plan specifically to meet identified school needs.

While education faculty focused on the school curriculum and student learning matters, business professors helped with turnaround leadership strategies, planning and strategic management. The participants told us this introduced new thinking to how they approach school improvement. Deep thinking over a series of months will result in several years of executing a plan designed by school and community leaders to make a difference.

Of course, our campus in Indianapolis has always been an active partner in the urban school districts that surround it. You'll see in our Highlights section how the state of Indiana has rewarded the forward-thinking of faculty member Beth Berghoff by continuing funding for the IUPUI Reading and Writing Project, a successful collaboration with Indianapolis Public Schools.

Stretching across the globe for education partnerships has long been the specialty of Bloomington faculty member Terry Mason. He is leading an effort to bring education to the women of South Sudan, joining with Sudanese resources and a Bloomington woman originally from Sudan to literally help change the future for that war-torn region.

There are many more examples of our faculty and alumni making a difference by working collaboratively with others to address difficult education problems. Another you'll read about here is a young

*"Complex problems in education require complex solutions, and, increasingly, that means multidisciplinary perspectives and collaboration."*

teacher who never considered teaching in a large, inner-city school but loves her role as a Chicago elementary teacher. Another of our alumni just earned recognition as the best English teacher in the Czech Republic. And the honors for our innovative alumni continue to mount. Candace Ewing, an Indianapolis teacher, reflects on what drives her teaching and led to her being awarded the Milken Educator Award, the 22nd given to a graduate of the IU School of Education.

We don't have all the answers to the global education challenges we face, and I don't expect anyone else does. Education is hard work. But that's what makes it so rewarding when we see effective teaching and learning at work. We're delighted to see so many of our faculty, students and alumni making a difference in collaboration with others locally, nationally and around the world. These initiatives and accomplishments are not the result of "half-baked" ideas, they're based on deep commitment and substantive research.

## Grant goes to digital badges study; faculty earn awards, recognition for influence



**Sean Duncan**

The HASTAC Digital Media and Learning Competition has awarded **Sean Duncan**, faculty member in the learning sciences program, a nearly \$100,000 award to examine “digital badges” in spaces such as Twitter and Reddit. His study, “Connecting Badges and Expertise in Interest-Driven Affinity Spaces,” is a one-year study conducted as part of the School of Education’s Center for Research on Learning and Technology. It will help provide insight into how systems for recognizing skills and knowledge work well or need revision for use in online social communities.

HASTAC (Humanities, Arts, Science and Technology Advanced Collaboratory) is a consortium of individuals and institutions that examines ways of learning, teaching, communicating, creating and organizing local and global communities. The Digital Media and Learning Competition is supported with funding from the Bill and Melinda Gates Foundation and is administered through the Digital Media and Learning Research Hub at the University of California–Irvine.

Duncan’s study is focused on how the credentialing system of digital badges works for users of “affinity spaces” or online spaces such as Twitter and discussion forums. Digital badges are a Web-based token demonstrating accomplishment or expertise in a particular area.

“In this grant, we’re looking at everything from hobbyist forums to large social network-

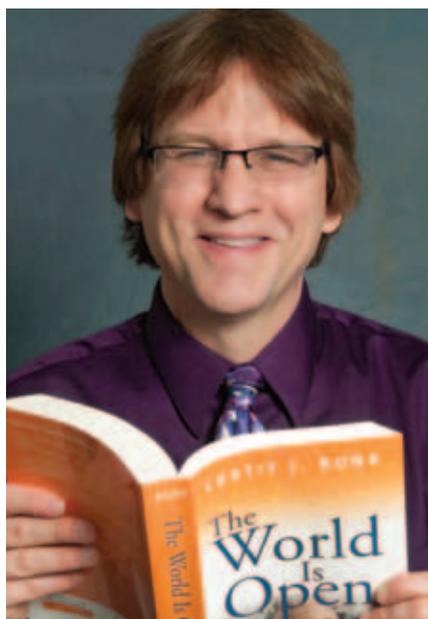
ing sites and seeing how people in those spaces exhibit expertise,” Duncan said. “Then, we’ll examine how they make meaning about existing badging systems in those spaces.”

Professor and director of the counseling psychology doctoral program **Barry Chung** is the recipient of the National Career Development Association’s (NCDA) Diversity Initiative Award. The NCDA is the world’s oldest and preeminent career development association and a founding division of the American Counseling Association. The organization is presenting Chung with the award during its national convention in July. A past president of NCDA and the Society of Counseling Psychology, Chung joined the faculty in 2012. Chung’s research focuses on career development, multicultural counseling and lesbian, gay, bisexual and transgender issues.

Indiana University School of Education faculty member **Curt Bonk** is again on a list of the top contributors to the public debate about education published on the *Education Week* Web site.

The second annual “Edu-Scholar Public Presence Rankings” are the creation of education researcher and author Rick Hess, who describes them as a way “to recognize those university-based academics who are contributing most substantially to public debates about schools and schooling.”

The scores are derived from the output of articles, books and academic scholarship



**Curt Bonk**



**Ben Edmonds**

along with activity on the Web and in print media. Hess and research assistants compiled a total score from Google Scholar citations, the number of books authored and co-authored, and the ranking of books on Amazon.com, as well as mentions in *Education Week* and the *Chronicle of Higher Education*, blogs, U.S. newspapers and the *Congressional Record* during 2012.

This is the second time Bonk has made the list. He is a professor of instructional systems technology, educational psychology and cognitive science at the IU School of Education and adjunct instructor for the School of Informatics. He estimates he has delivered well more than 1,000 presentations across the world on the changing nature of education and technology.

Director of the Secondary Transition to Teaching Program **Ben Edmonds** is one of three new IU Bloomington members of the Faculty Colloquium on Excellence in Teaching (FACET), an interdisciplinary organization composed of more than 500 of Indiana University’s best teachers.

Nominated by a fellow faculty member or administrator, FACET members must have a minimum of four years of service at IU, demonstrate dedication to the excellence of teaching, be committed to their own continued growth through reflection, and serve the greater university community by supporting and developing their colleagues’ professional growth.

Through the Teaching All Learners program,

Edmonds prepares undergraduate students for teaching in the classroom through analyzing learning styles, implementing teaching strategies and evaluating results. “I reflect not only on how I get my message across to students, but also on whether that message is an important one,” Edmonds said. “I spend time reading current research and about current trends, and I spend time in the field in classrooms and with school administrators to immerse myself in the events important to our teaching practitioners. Growth is accomplished by learning, whether it is personal or professional growth. I never want to stop growing.”

The College of Science at Purdue University honored Indiana University School of Education Associate Dean for Research **Bob Sherwood** with a Distinguished Science Alumni Award. The College of Science at Purdue presented Sherwood with the honor during an awards banquet on April 12 in West Lafayette, Ind.

Sherwood earned his bachelor’s degree in chemistry in 1971 and a master’s in chemistry in 1973 from Purdue. Before going to Indiana University to earn his PhD in science education from the IU School of Education in 1980, Sherwood was a secondary science teacher. He was on the faculty at New York University and Vanderbilt University as well as a program director for the National Science Foundation before joining the IU faculty in 2006.

In his role as associate dean for research, Sherwood supports faculty research on a variety of subjects throughout the School of Education. His own research has long focused on ways to best teach science, particularly applying new technologies to improve science instruction. He was encouraged by Purdue chemistry education professor Dudley Herron to expand his thinking about how students could learn science. Exploring issues of teaching science while learning about the subject itself became important to Sherwood early in his career, he said, particularly citing undergraduate research projects focused on education as he pursued a chemistry degree that allowed him to earn a teaching license. “These experiences led me to value the importance of interdisciplinary work,” he said in a Purdue College of Science release.

The Indiana Commission for Higher Education granted the Indiana University School of Education at IUPUI \$314,000 over two years to continue the successful IUPUI Reading and

## Torres named South Florida education dean

On May 15, the University of South Florida named Indiana University School of Education faculty member Vasti Torres as its new dean of the College of Education. Torres, who served as a professor of educational leadership and policy studies and director of the Center for Postsecondary Research (CPR) since 2010, began her new position on July 15.

Torres has established herself as an internationally recognized higher education researcher and administrator, particularly noted for her work on issues of academic success and the college experience of Latino students. She has authored or co-authored four books, including the upcoming *The Latino College Student Experience: Understanding Developmental and Environmental Influences*. Torres served as a Fulbright Specialist to South Africa from November 2011 until August 2012. The National Association of Student Personnel Administrators presented her with the Contribution to Research and Literature Award. The American College Personnel Association named her a Diamond Honoree in 2005. Before assuming the directorship of CPR, she was chair of the IU Higher Education and Student Affairs program and director of the Project on Academic Success.

By joining the University of South Florida, Torres has returned to her home state. She is originally from West Palm Beach, Fla., and she earned her undergraduate degree from Stetson University in DeLand, Fla. Her experience spans two decades. Torres was an assistant professor at the George Washington University in Washington, D.C.; assistant dean of students at the University of Virginia; assistant director for residence life at Emory University; and associate vice provost and dean for enrollment and student services at Portland State University in Oregon.

“We are immensely grateful for the many contributions Vasti has made to Indiana University and the School of Education,” said Gerardo Gonzalez. “She is eminently qualified to lead a major school of education, and, on behalf of all of us at IU, I congratulate Vasti on her new appointment as dean of the College of Education at South Florida.”



Vasti Torres



Bob Sherwood



**Beth Berghoff**

Writing Project, a project overseen by **Beth Berghoff**, associate professor of literacy, culture and language education at IUPUI. The project is in its sixth year as a partnership between IUPUI and Indianapolis Public Schools to help teachers develop more effective ways of teaching reading and writing.

Berghoff said that working through the Indiana Partnership for Young Writers has been a definite success. “We know the teachers who have been involved the longest get the most gain per year out of the students.”

Berghoff and Susan Adamson, project director, developed an evidence-based assessment tool that has shown positive results for schools committed to the program, generally low-performing schools. “The schools that have been with us for at least four years are all now meeting their annual yearly progress,” Berghoff said. Annual yearly progress, or AYP, is the measure by which schools, districts and states are held accountable for student performance under federal law.

This is the fourth time the higher education commission has granted the IUPUI program two-year funding provided by the Improving Teacher Quality Partnership grant from the U.S. Department of Education. Under grant guidelines, the funded programs must partner universities with low-performing public schools.

A committee, based at IU and led by **Kylie Peppler**, assistant professor in the learning sciences department at the IU School of Education, conducted the “Make-to-Learn Symposium 2013.” Held at the Sheraton Chicago Hotel and Towers on March 13, the one-day event was dedicated to placing,

making, creating and designing at the core of educational practice.

The first-ever symposium received positive reviews. “I thoroughly enjoyed the Make-to-Learn Symposium,” said Curt Lieneck, director of information technology at the University of Chicago Laboratory Schools. “The organizers did a wonderful job of letting attendees play, invent, create and imagine at the many maker stations available,” he said. “I built a speaker from a Post-it® note and a little bit of wire, a magnet and some glue. I also made a stomp rocket from an empty pop bottle, some paper, duct tape and an inner tube.”

That was much of the idea behind this event and the work of Peppler’s “Creativity Labs,” a research team focusing on learning through creativity. Make-to-Learn was a project of Creativity Labs and partners including the John D. and Catherine T. MacArthur Foundation. In 2011, MacArthur funded a project by Peppler focused on examining the

development of systems thinking in middle school students through making. The resulting curriculum series is soon to be published by MIT Press. Make-to-Learn was held the day before the Digital Media and Learning Conference in Chicago, making the event even more attractive to a large group of attendees.

For the full day, educators took a wide variety of objects and ideas and focused on what they might make from them and what students might learn. Peppler said the single-day event grew from the MacArthur Foundation’s desire to have an education-focused session that expanded on the maker movement, a technologically-focused segment of do-it-yourself (DIY) culture that emphasizes completing complicated tasks without help from a paid expert. She said maker movement ideas are particularly important in the re-envisioning of STEM (science, technology, engineering and mathematics) areas.

## Cummings, Mauro join School’s development, alumni relations team



**Dana Cummings and Megan Mauro**

The School of Education has added two new members to its development and alumni relations team. Megan Mauro started as the director of donor and alumni engagement in January and Dana Cummings joined the School as director of development and special gifts in May.

Cummings brings a wealth of experience to the School and will provide leadership for expanding major gift fundraising activity and direct special gift fundraising projects. She previously worked at the IU Foundation where she served as director of the IU Student Foundation and, prior to that, in the Foundation’s Office of Special Gifts and Annual Giving. Cummings completed her undergraduate work at DePauw University and earned her Master of Public Affairs at Indiana University Bloomington.

Mauro will provide strategic direction to the School’s donor and alumni outreach and engagement efforts. She brings significant depth of experience to this position, having spent the last nine years working in the IU Foundation’s development services department. Most recently, she managed the Foundation’s events and meeting services department where she partnered with the IU Alumni Association, athletic department and IU president’s office supervising university-wide special events. Mauro completed her undergraduate work at Indiana University Bloomington, graduating with distinction from the School of Public Health.

# Latest SOE Milken Award winner has passion for reaching students

The event inside the gym at Snacks Crossing Elementary School in Indianapolis on Dec. 6 seemed pretty typical. An event ostensibly about preventing bullying packed the house in the midst of a school day. It did seem remarkable that so many teachers from other schools and the Indiana Superintendent of Public Instruction were also on hand.

When things started, a representative of the Milken Family Foundation began detailing what the organization looked for in great teachers that it honored on a regular basis. The Milken Educator Award is nicknamed “The Oscars of Teaching” and honors outstanding teachers with a \$25,000 prize.

“So hearing them describe the kind of educator they were looking for, I was sitting there thinking, ‘Cool. I wonder who that is at my school?’” said Candace Ewing, Snacks Crossing assistant principal.

In a few moments, as senior vice president of the Milken Educator Awards Jane Foley shouted her name, she realized she was the educator they were looking for. Ewing was stunned, expressing shock to her colleagues and past Milken winners there to congratulate her on the honor. Months afterward, as she walks through her school hallway where a picture of her notes the Milken Award, it’s still surprising. “It’s still always an ‘Oh wait, that’s me!’” she said.

Ewing is the latest in a line of Milken honorees holding IU School of Education degrees. Though just 40 of the awards are handed out annually in the national awards program that began in 1985, 22 School of Education alumni have earned the honor. Ewing said she hears from quite a few IU alumni, faculty and staff since Milken announced the award that placed Ewing, BS’04, MS’08, in the select high echelon of teacher education alumni.

Such an honor does not surprise those who have worked with Ewing, who served as a kindergarten teacher and instructional coach before joining the Snacks Crossing administration. “She was always eager to roll up her sleeves and participate in hands-on activities right with her students,” reads part of Ewing’s Milken biography.

She long knew she wanted to teach, saying that when she attended IU orientation before her first year in Bloomington, she instantly declared herself an education major. Ewing always has had an enthusiastic approach to trying new ways of reaching her students. Most recently, she became well known for creating summer reading videos in which students wrote new lyrics to popular songs. Those are credited with helping raise not just popularity of reading among students, but actually pushing up Snacks Crossing reading scores (the school achieved Adequate Yearly Progress — the federal measurement of student standardized test achievement — for the first time in 2011 and scored well above average on the Northwest Evaluation Assessment).

“We’ve taken Michael Jackson’s ‘Beat It’ and turned it into ‘Read It,’” Ewing said. “We’ve taken the Black Eyed Peas’ ‘Imma Be’ and turned it into ‘Imma Read.’”

The students paid artistic tribute to many other artists with their work. “It was a huge gamble, took a huge amount of patience, but I



Candace Ewing, BS’04, MS’08

think the creative process for the kids and me was something we looked forward to,” she said.

Even as an administrator, Ewing continues to work with students on the reading videos and other projects. To increase achievement and family involvement, she started nighttime “Parent Universities” as well as family reading nights and game nights at the school. Partnering with local churches, she’s helped find tutors to help her students.

These days, she roams the school, meeting one-on-one with students to work on individual subjects. Far from an in-office paper-pusher, Ewing is more than likely to spend a portion of her days answering individual student questions as an extra hand for her teachers.

“I think a good teacher has to actually like kids,” Ewing said, laughing a little at the thought that someone might entertain teaching without that trait. “I also think a good teacher has to constantly try to be excellent — excellent in how they speak to and interact with parents, excellent in how they interact with even their most challenging kiddos. They need to be an excellent colleague.” Still a new administrator, Ewing said she approaches the job with a perspective of how her actions would appear to a teacher.

And she’s still thinking about creative, welcoming spaces that will help students. “I say they need to read, and read a lot,” Ewing said of teaching students. “I think we need to make stronger partnerships for parents by re-defining what involvement is. I think once we unlock the answer to ‘How do we create partnerships?’ that we’ll be in a better space.”

It’s the kind of work Ewing said she’ll continue, empowered by this early-career award. She expects to do more speaking and sharing with new and veteran teachers, sharing a passion that she hopes others can use in their schools.

“I’m most passionate now about inspiring excellence in pre-service teachers, beginning teachers and teachers that have lost their ‘oomph,’” Ewing said. “I definitely see myself being able to take this message of excellence and inspiration and energy to school corporations and different organizations.”



Hear from Ewing in this video from the IU School of Education YouTube channel.

# Drive towards educational equity fuels Thorius' work

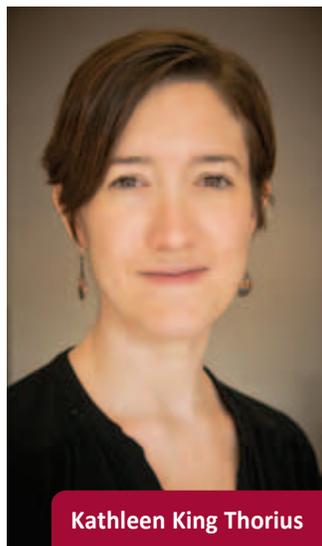
Looking back on a still-young career path, the points where the angle on her work developed are pretty clear. As a college access program counselor in a Boston high school, Kathleen King Thorius first got a clearer picture of the circumstances some students face.

"I started making sense of all of the structural issues that prevented students from traditionally underserved populations — including students of color, students who are learning English as a new language and students with disabilities — from accessing education," she said. "And I also began examining my own role in the ways I interacted with students — the need to reflect on my own role in supporting their access."

More illuminating yet was her role as an urban school psychologist. There, Thorius became concerned about the access of all to the general education curriculum. "There are many issues around the rigor of curriculum, the quality of instruction, the resources of schools that all kind of converge in schools and classrooms in this area we call 'special education,'" she said. "Students from historically underserved populations were being considered as disabled when, in the very same context, they were not having access to robust educational experiences or opportunities to learn."

These experiences drove Thorius to research equity in education, particularly special education. She examined how race, socio-economic status, language barriers and labeling of students as "disabled" affect their experiences. Questions included asking if everyone placed in special education should be there and whether those who are placed there get the best education possible. Her dissertation topic for completing a PhD in curriculum and instruction with a special education concentration at Arizona State University focused on representation and participation in a college access program for underrepresented youth, including those with disabilities.

It was during her doctoral studies that Thorius worked as a graduate assistant with the National Center for Culturally Responsive



Executive Associate Dean at the IU School of Education at IUPUI Pat Rogan with Thorius when IUPUI honored her with the Chancellor's Diversity Scholar Award

Educational Systems, a center that's mission was to provide technical assistance and professional development to help ensure equitable opportunities to learn for students from culturally and linguistically diverse backgrounds while also reducing the numbers minority students placed into special education. "I really became more exposed to what the entrenched equity concerns were," she said. "And that's where my research continues."

At the IU School of Education at IUPUI, Thorius has continued that work with a center of her own. An assistant professor of special education, she became principal investigator for a more than \$2 million grant in 2011 (with Associate Professor Brendan Maxcy and Assistant Professor Thu Suong Nguyen, both of the Educational Leadership and Policy Studies program) under the U.S. Department of Education's Equity Assistance Center Program. The grant brought the Great Lakes Equity Center to the IUPUI campus, establishing a program to provide assistance to educators in Illinois, Indiana, Michigan, Minnesota, Ohio and Wisconsin in the areas of civil rights, equity and access, and school reform. Under director Seena Skelton, with support from Executive Associate Dean Pat Rogan, the center has allowed even more focused work on the contexts surrounding students and equity.

"It's within these contexts that students are being called disabled or put somewhere different," Thorius said. "We're trying to improve upon these through policies and practices that address structural inequities broadly to lessen the need for labeling students as disabled. Or, if it's necessary, to ensure that all along, the education experiences they're accessing are high quality."

For her commitment to this work and her early success, IUPUI honored Thorius in the spring. During April's IUPUI Chancellor's Academic Honors Convocation, Thorius received the Chancellor's Diversity Scholar Award. "It was a great honor, but I think more importantly, it was evidence of how much support and partnership I've had in doing the work that I do since I've been at IUPUI," she said. "I was very easily able to walk into a network of strong advocates and activists in the Indianapolis community. In receiving the award, a lot of the work that I was recognized for was really much bigger and had much more history than any work I have been doing since I've been here."

Thorius said the award is more of a testament to the need and the work of the center than her individually, though it certainly recognized both. "It's a validation for the center, but also the need for this work, the need for it to continue," Thorius said.

# Taking the School of Education experience to her classroom

By Jonathan Purvis

One of the great privileges of my position at the School of Education is the opportunity to see firsthand the differences our alumni, students and faculty make every day — in our schools, our communities and around the world. Recently, I was invited to visit the classroom of Katie Kinder, BS'04, at the Walt Disney Magnet School in Chicago.

Led by principal Dr. Kathleen Hagstrom, Walt Disney Magnet School is part of Chicago Public School's Fine Arts Magnet School Cluster with approximately 1,600 students in preschool through eighth grade. Much of the student body is bused from the many neighborhoods across the city; thus, the school reflects the city's racial, ethnic and socio-economic diversity. Disney has been a student teacher placement school as part of the School of Education's Urban Experience program, but this was my first opportunity to visit. I wasn't disappointed by the school or by Katie.

When I walked into Miss Kinder's class, I was met with a buzz of excitement. This particular day, Katie's fifth graders were busily setting up for a science fair. While the school's open environment creates collaboration and excitement, this day's energy reached a fever pitch. Students proudly erected tri-fold cardboard displays exhibiting their research on such topics as the enzyme composition of fruit and

the variety of carbonation levels in soft drinks. As Katie walked from project to project, students vied for her attention, eager to show off what they had learned. Something special was obviously happening in Miss Kinder's class.

But Katie didn't start off at Disney or even in Chicago. Originally from Cincinnati, she came to IU with an already-developed passion for teaching. While at IU, her early field experiences focused on rural schools. She never considered an urban setting.

After graduating in 2004, she taught two years of junior high grammar and writing at a Catholic school in Fort Wayne, Ind. She then moved to Chicago, spending two years as a special education aide for a girl with cerebral palsy. When the time came for Katie to search for full-time teaching positions, Disney was her first interview.

"When I heard about the design of the school, I thought, 'How am I going to teach in a vast, open area room with no walls, no doors, and six other classes surrounding me,'" Katie said in reflecting on her experience. "It was a challenge at first, but having the open classroom system creates accountability for classroom management. It's also a fantastic collaborative tool. You can't help but listen to the other teachers around you delivering their lessons. This grants you access to an expansive range of teaching techniques. It couldn't have been a better fit. I can't imagine teaching anywhere else."

Katie credits the IU School of Education for developing many of those skills and fostering her student focused approach to teaching. "They taught us a hands-on approach to education," she said. "I remember my instructors putting us in the place of the elementary students. Through my education, I was able to think like one of my future students in order to become a better teacher."

That student focused approach shows through as Katie talks about her relationship with her students.

"Knowing that my students value our relationships, and knowing that I play a large part in their emotional goals and emotional struggles, attaches me to what I do. Not just as a job, but as a passion and a career," Katie said. "I wake up every morning and ask myself what I can do today that's going to impact them in the long run."

Long-term impact. It's happening in Katie's classroom and in the classrooms of thousands of School of Education alumni across the country.



Jonathan Purvis



Katie Kinder

"They taught us a hands-on approach to education. I remember my instructors putting us in the place of the elementary students. Through my education, I was able to think like one of my future students in order to become a better teacher."

## Alumni honored in higher education; new roles for alumni superintendents

**Laurie Gatlin, PhD'12** in art education and now an assistant professor at California State University, Long Beach, received honorable mention for the prestigious Elliot Eisner Doctoral Dissertation Research Award in Art Education by the National Art Education Association (NAEA). Gatlin received the award for the dissertation she successfully defended during the NAEA national conference in Fort Worth, Texas, in March 2012. Her dissertation, *A Living Thing: Towards a Theory of Sketchbooks as Research*, examines the art sketchbook as an extension of the cognitive process of art making.

**Alandeom W. Oliveira, PhD'08** in curriculum and instruction, has won the 2013 National Association for Research in Science Teaching (NARST) Early Career Research Award. NARST annually honors a researcher who, within the first seven years after completion of the doctoral degree, demonstrates the greatest potential to make outstanding and continuing contributions to research in science education. Oliveira is a faculty member of educational theory and practice at the State University of New York at Albany. Among his projects at SUNY-Albany is a \$1.8 million U.S. Department of Education professional development project for secondary educators. The project centers on data-driven strategies for instructing English Language Learners in science and mathematics using technology-enhanced classroom communication.

**John Coopman, MS'78, Spclst'85**, is the new executive director of the Indiana Association of Public Schools Superintendents. Coopman, who assumed his new role July 1, brings a wealth of school administrative experience to the job. He was formerly the superintendent of the Monroe County Community School Corporation and the Clark-Pleasant Community School Corporation. While at Clark-Pleasant, he was named District V Superintendent of the Year.

The board of the Indianapolis Public Schools voted to hire **Peggy Hinckley, BS'74**, as interim superintendent in February. Hinckley took over for Eugene White, who left the job in April. Hinckley was superintendent of Warren Township schools from 2001 until she retired in 2012. In 2010, she was given the first Lugar Education Patriot Award by then-U.S. Senator Richard Lugar. The award is given 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." Under Hinckley, Warren Township, a large

urban district with a high poverty rate, made "Adequate Yearly Progress" (annual academic performance targets) in every school in 2007.

**Steven Cobb, BS'76, Spclst'06**, became superintendent of the Quincy, Ill., schools in February. The Quincy School Board selected Cobb, who has served as chief academic officer of the Fort Wayne Community Schools for the past three years. Cobb has 36 years of education experience, holding roles as teacher, principal, assistant superintendent and chief operations officer before ascending to the chief academic officer position.

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## Penn honors Kuh for higher education innovation



George Kuh with Robert Zemsky

George Kuh, Chancellor's Professor Emeritus of Higher Education at the Indiana University School of Education, received the 2013 Robert Zemsky Medal for Innovation in Higher Education during a January ceremony in Philadelphia.

Alumni of the Executive Doctorate in Higher Education Management program at the University of Pennsylvania Graduate School of Education award the medal annually to individuals whose leadership in higher education has resulted in transformational change in colleges and universities.

Kuh is best known as the founding director of the Center for Postsecondary Research and the National Survey of Student Engagement (NSSE) based at IU. Through his scholarship, he has contributed volumes to the research of how college students learn. The NSSE survey was designed to uncover more about university practices than is revealed in typical college rankings by gathering data regarding use of effective educational practices on campus.

In accepting the honor, Kuh said it reflected one thing he had in common with the longtime IU President and Chancellor Herman B Wells, whose biography was titled *Being Lucky: Reminiscences and Reflections*. "If there's an explanation for everything I've been able to accomplish, it's because I've been in the company of really smart people over the course of my entire career," Kuh said.

Penn honored Kuh with the second Zemsky award ever granted. The first Zemsky medal went to its namesake, Robert Zemsky, a longtime Penn faculty member considered a pioneer in the use of market analyses for higher education and chair of the Learning Alliance for Higher Education, a broad coalition of experts who assist institutions of higher learning to strike a balance between market success and public mission.



See highlights from George Kuh's acceptance of the Zemsky award in this short video from the IU School of Education YouTube channel.

## Top *U.S. News* rankings again for IU School of Education

The Indiana University School of Education once again ranked among the country's top 20 schools of education in the latest *U.S. News and World Report* "Best Graduate School" rankings released March 12. The School tied for 19th overall and 10th among education schools in public universities. Seven programs within the School placed in the top 25 for specialty programs.

The rankings are included in the Best Graduate Schools 2014 guidebook.

In the individual program rankings, the IU School of Education ranked highly in seven categories. The rankings are:

- Higher Education Administration — 9th
- Curriculum and Instruction — 10th
- Student Counseling — 11th
- Elementary Teacher Education — 11th
- Secondary Teacher Education — 12th
- Education Administration — 18th
- Educational Psychology — 21st

"This is the 13th year in a row the IU School of Education has been ranked among the top 10 percent of education programs surveyed by *U.S. News*," said Dean Gerardo Gonzalez. "There are about 1,500 colleges that prepare teachers and nearly 300 that are invited to participate in the national rankings, so this is no small feat. The credit belongs to Indiana University's world-class faculty and students whose academic and research performance makes this possible year after year."

The rankings marked the second time in three months *U.S. News* rated IU School of Education programs so highly. In January, the School's online EdD, master's and professional certification programs were ranked 14th by the magazine.

# Alumna recognized as top Czech teacher

## Experience at the IU School of Education leads to career in Europe

*Getting a taste of teaching in another country was enough to shape career goals for one IU School of Education student.*

“I have always had an interest in international education,” said Kate Powers, BS’04, “starting with my participation in the Cultural Immersion Projects.” Powers, originally from Muncie, Ind., spent the second half of the Spring 2004 semester student teaching in Bradford-on-Avon, England. The small town, located in southwest England just 17 miles from Stonehenge, is steeped in history dating to a Roman settlement. “That set me on the path to follow my dream of living and working abroad.”

It took a little while, but after earning a master’s degree in student affairs administration in higher education at Ball State and working at the University of Michigan, she took a step toward her dream by participating in the “Semester at Sea” program. Students travel the globe on passenger ships participating in cross-discipline and cross-cultural studies. “Connecting with other internationally-minded professors and teachers of English as a Foreign Language influenced my decision to finally make the leap to relocate abroad in January 2009,” Powers said.

She had previously visited Prague in the Czech Republic, connecting with its charms that feature remarkable architecture and a history traversing empires and peoples since the Paleolithic age. “Four years later, I still enjoy the cultural highlights, ease of travel to other areas in Europe and charm of the city.”

Powers is now an English teacher and head of the English department at the Sunny Canadian International School in Jesenice, a private school in Prague established with a curriculum in both English and Czech. After just four years, she’s been recognized for outstanding teaching. The Prague Post Endowment Fund, an agency established by *The Prague Post*, named Powers one of the Czech Republic’s “Best Teachers of English” in its fifth annual teaching awards.

*The Prague Post* presented Powers with the award at a ceremony in March. The newspaper noted that her classes are interactive and dynamic. “She can engage the students in the process of learning despite the fact that there might be some differences in the level of the children’s language ability,” reporter Kasia Pilat wrote in an April 3 story. “To do that, Kate utilizes a variety of methods, strategies, activities, and teaching aids,” she continued. “No language aspects are neglected; the focus is on correctness (accuracy) as well as fluency. The children use English in her classes and love doing so.”

“I’m honored to be a winner,” Powers told the paper. “I had no idea that when I came here four years ago I would be in this situation, so it was quite a nice and surprising honor.”

When Powers started her Czech teaching career, she had to learn



Kate Powers, BS’04

how to teach in the Czech system. Though a private school, Sunny Canadian International School is accredited by the Czech Ministry of Education. Powers pointed out that the country is still just more than two decades removed from communist rule. “That brought great opportunities for entrepreneurial spirit and, with that, a complete re-invention of some systems, including education,” she said. “That means we are often inventing things as we go, from configurations of 4-, 6- or 8-year high school to curriculum development. On the other hand, it means that I can be innovative as an educator and test different initiatives for success or failure.”

Clearly, the innovation has paid off for Powers, who left IU with high regard from her peers and supervisors. She was nominated as the Outstanding Student Teacher her senior year. Now, as one of the Czech Republic’s best English teachers, she looks back on her experience at the School of Education as formative for what has come her way. “The Cultural Immersion Projects gave me a glimpse into a K–12 education system outside the U.S.,” Powers said. “It sparked my interest in comparative international education and provided a practical way to explore such an interest. I often think back to professors I had in the IU School of Education who were from countries outside the U.S. and reflect on how their perspectives have influenced my path.”



*“Connecting with other internationally-minded professors and teachers of English as a Foreign Language influenced my decision to finally make the leap to relocate abroad in January 2009.”*

Powers in her classroom at Sunny Canadian International School in Prague



# Teaming up to turnaround



The School of Education and Kelley School of Business create a new kind of **‘turnaround academy’**

**T**here is no shortage of ideas for education. Successful execution of those plentiful ideas tends to be another story. School administrators and teachers hear from everyone about all aspects of teaching and learning. Virtually everyone feels he or she has an idea about raising school performance because he or she once performed in a school.

In the real world that teachers and administrators inhabit, ideas, no matter how valid, have little time to incubate. The funds are too tight, the time too precious to spend. “I think in education, we’ve had the tendency to come up with a great idea, say we’re doing it, and then, at the last minute, we put all the details together — and, by then, it’s too late to make changes if you need to,” said Karen Taylor, a data specialist at Harrison Hills Elementary of Lawrence Township in Indianapolis.

So a funded, long-term, carefully executed process for a new idea is a rare and valuable gift. But it’s one Taylor and partners from Harrison Hills as well as two other Indiana schools have received. Her school, along with Bloomington’s Fairview Elementary School and South Central Elementary in Elizabeth, Ind., were part of the pilot cohort of a new program bringing together faculty expertise from the IU School of Education and the IU Kelley School of Business to help schools successfully devise, plan and implement a program designed to help their students learn more effectively. The first “Effective Leaders Academy” began with an initial session over four days in January on the IU Bloomington campus. It continued with a February follow-up, then concluded the planning phase when the teams presented completed plans in mid-April.

It’s a contrast, for sure, with the trove of fix-it-quick education ideas out there. “We put a lot of work into planning our idea,” Taylor said. “We’re able to work through a lot of the complications that come up so that we’re getting closer to implementation of our actual project. Things are going pretty smoothly because we did all that work up front.”

### ***A program for sustainable change***

Schools don’t pay to participate in the program; a grant from the IU Bloomington Provost’s office covers the costs. It is an IU response to a call for so-called “turn-around academies” the state of Indiana proposed funding for several years ago.

“We started collaborating with the Kelley School four years ago and developed what we thought was a really good model,” said Gary Crow, professor of educational

***“They’re really the kind of schools that nobody pays much attention to because they’re not failing, but they’re also not high-performing. They’re the ones that we can prevent from getting to that place of failure. There’s opportunity for success.”***

– Gary Crow

leadership and policy studies at the School of Education. When the state didn’t fund the proposal, Crow and Kelley colleagues continued to refine the idea and received university money to move it forward. The initial cohort and 10 new schools in the first full group in the academy this fall are all Indiana schools on the verge of becoming low-performing schools.

“They’re really the kind of schools that nobody pays much attention to because they’re not failing, but they’re also not high-performing,” Crow said. “They’re the ones that we can prevent from getting to that place of failure. There’s opportunity for success.”

Crow emphasizes the long-term nature of the plan, noting the prevalence of plans that aim at raising students on the achievement “bubble” for a year. “That’s not sustainable,” he said. “What we’re after is sustainable change. It’s not just something that’s a quick fix but something that’s going to make a difference for the long haul.”

Sustainability in schools or in most places speaks to the availability of resources. And that’s where the Kelley School of Business partnership is a key part of the planning. “We’re in the context of trying to do what our businesses are always telling us — ‘more, better, faster, with less,’” said Tim Baldwin, Eveleigh Professor of Business Leadership at the Kelley School. “You’re trying to make these wonderful changes in educational outcomes in very resource-constrained environments.”

We thought it would be useful to them to have another model to work from rather than just educators using an educator model in terms of change,” said Ivor Davies, senior director for executive development with Kelley Executive Partners at the Kelley School of Business and co-director of the Effective Leaders Academy. Davies has extensive business and research experience in what he calls changing the culture of troubled businesses. “Any

business, particularly in the world today, is faced with constant change. And therefore, it was a possibility that if we could put together a group of educators from faltering schools and then spoke to them in terms of how business would turn around part of their business that was failing, it might be a useful metaphor for them to use and translate to the world of education.”

Baldwin said the differences between business and education in political and cultural matters is clear: businesses don’t have the same outcomes mission and don’t deal with some items school administrators must consider, such as teacher contracts. But the expert on organizational change sees parallels between the sectors in these belt-tightening times; all must consider resource constraints, escalating demands and resource development.

“I think educators may have a preconception and say, ‘But we don’t have the money and resources these

business people do,’” Baldwin said. “I think they’re surprised to hear that the business people tell us they’re struggling with some of the same things.”

### ***Coaching teams to a successful school plan***

The schools participating in the academy get access to the knowledge resources through Kelley and School of Education faculty and the guidance for a long-term plan. The academy requires each school to assemble a team that includes the school principal, a teacher, a community member and a representative from the school’s district office, ensuring input and feedback from key stakeholders as well as buy-in from all parties.

For the pilot cohort, business faculty and peer coaches (principals chosen for turning around schools) began working with the school teams from the first meeting in January, seeking to craft a plan meeting each school’s particular needs. “I know that our coach working with us really took time to make sure we listened to exactly the question he was asking us,” said Karen Adams, principal at Fairview Elementary. “We had to really answer those instead of going about things the way we were typically doing it.”

The teams pointed to the thoroughness of planning as a key part of their process. Part of that came from the composition of the teams themselves. “Schools typically say we want to get input from parents, but it never really translates to that happening,” said Shawn Bush, the parent member of the Harrison Hills team (who also works as the Lawrence Township district equity coach). “The fact that each of these teams had a parent representative and there was a parent voice there, it was more than just lip service; a parent had a seat at the table.”

And aside from thorough planning to put a program in place, the teams had to determine a way to measure whether their plan worked. “The more we are able to prove something works, the more we’re going to be able to replicate those things in the future,” Taylor said.

***“The fact that each of these teams had a parent representative and there was a parent voice there, it was more than just lip service; a parent had a seat at the table.”***

– Shawn Bush, Harrison Hills parent and team member



Kelley School faculty member Carl Briggs leads a session with the Effective Leaders Academy cohort.



Throughout it all, the team members said they were challenged to take a new perspective on problem-solving. “I think especially in education, which I’ve been in for 14 years, we are very stuck in thinking one way,” said Natalie Stewart, Harrison Hill principal. “This challenged us to be out of our comfort zone. The things that we learned were great for us as educators.”

### ***Walking out with a plan***

“Every child shows high growth,” said Bruce Kulwicki, director of special programs at South Harrison Community School Corporation. “Again, we want to reiterate that. Growth is what we’re after.”

Kulwicki was emphasizing the outcome goals for Elizabeth’s South Central Elementary School during the April presentation of plans inside an upper-floor meeting room of the Kelley School’s Godfrey Graduate and Executive Education Center. “Every child by name and need,” added school principal Sharon Mathes, emphasizing what has become South Central’s motto for its plan.

But these are not platitudes in search of a plan. The plan came in 13 pages of PowerPoint before a group of School of Education and Kelley faculty and gave explicit details for South Central’s new “Action Team” strategy. Already, South Central had formed action teams for reading, math and scheduling (a team to increase time applied to priority goals), and planned to form more. The plan and its execution came from scrutinizing student data and determining the most pressing school needs.

Harrison Hill devised a plan that would help ease the drop-off in learning students experience in the summer with its own “Acceleration Academy.” “We will build in four weeks during the summer for our students who are showing significant deficits in their learning,” the school’s principal Stewart said. “We will build a model for them that will in a sense be year-round learning. They’ll have two weeks off, be on for two weeks, off for two weeks. Our dream is that they will start the school year on grade level.”

At Fairview, the plan has several parts and is designed to change as the students’ needs change. “We analyzed things we felt were going well and things we felt were missing,” said Lee Heffernan, a Fairview teacher. “One part of the plan is working on instructional strategies, really studying these strategies together as a group,” she said. Heffernan said that analysis of lesson planning began during the spring semester, including teacher observations with follow-



Fairview Elementary School team member and student parent Jessica Pittman presents the school’s final plan during the finale of the turnaround academy sessions.



up meetings to discuss the findings. Community engagement is another portion of the Fairview plan, and the team is also adjusting school scheduling to better fit individualized learning.

All left with a plan, coached by experts in organizational leadership and educational change. But they didn’t leave their experts behind. As the schools begin implementation, they have access to the IU resources through the assistance of the Center for P–16 Research and Collaboration based at the School of Education. If good ideas often die in the implementation phase, that’s something this program is designed to overcome.

“They’re not just totally on their own,” Crow said. “It’s not just any plan. It’s a plan that will be successful.”

## Grant funds SOE project to build women's higher education success in South Sudan

The U.S. Agency for International Development (USAID) through Higher Education for Development (HED) has awarded Indiana University \$4.2 million for a two-and-a-half-year project to promote women's access to and success in higher education in South Sudan.

The project, through the Center for Social Studies and International Education, will be headed by Terry Mason, professor of curriculum and instruction in the IU School of Education, and Arlene Benitez, interim director of the center. The project will also partner IU with Virginia Tech and two South Sudanese institutions to promote gender equality and empowerment of women by creating a supportive environment for women to pursue secondary and higher education.

The grant is part of USAID's and HED's new Women's Leadership Program targeted for South Sudan as well as Armenia, Paraguay and Rwanda.

"It's a series of partnerships between American universities and universities in developing countries, all built around creating mechanisms for women to have greater access to higher education," Mason said of the overall Women's Leadership Program. "In our case, it's focusing on teacher education and university capacity development."

The IU project will involve the University of Juba, Upper Nile University and the Ministry of Higher Education, Research, Science and Technology in South Sudan.

Heading the project in the country will be Julia Duany, a Bloomington resident and South Sudanese native. Duany and her family fled her country when civil war broke out in 1984; she earned her bachelor's, master's and PhD from the IU School of Education. She has been splitting time between Bloomington and Sudan, most recently serving as the South Sudan undersecretary for parliamentary affairs. Always concerned with social justice issues regarding her home country, she founded South Sudan Friends International and wrote a book, *Making Peace & Nurturing Life: A Memoir of an African Woman About a Journey of Struggle and Hope*.

Duany said her work with South Sudan's Ministry of Parliamentary Affairs was focused



Maggie Remstad in Peru

on bringing women into parliamentary leadership roles.

"Education is the soul of whoever is going to become a leader," she said. "It has to be within education. In this program, not only will we work with the universities, we will also work with the secondary schools and have programs that can enlighten young women and help them finish their education. They have to seek more capacity-building programs so that they can become leaders of tomorrow."

**Indiana University Bloomington awarded education policy studies doctoral student Maggie Remstad a \$20,000 short-term graduate student fellowship in January**, part of the Mellon Innovating International Research and Teaching (MIIRT) program grants. The funding will go toward her project titled "A Human Rights Approach to Intercultural Bilingual Education in Peru." Remstad earned one of 18 funded projects at IU Bloomington as part of the initial MIIRT, a program funded by a \$750,000 award from The Andrew W. Mellon Foundation. The money given to IU last year is intended to promote new directions in international and area studies.

"It is an honor, and I'm fortunate to have

the resources to carry out my project, which has been just an idea or a dream up to this point," Remstad said.

A former elementary classroom teacher with degrees in anthropology and elementary education, Remstad will conduct the project as the basis for her doctoral thesis. "I'll be focusing on teachers and how they have implemented programs intended to promote human rights in the context of intercultural, bilingual education," she said. Peru's teachers are tasked with carrying out a governmental policy of ensuring quality education for students who are not native Spanish speakers and are from homes that speak one of more than 100 dialects stemming from around 15 language families. Remstad will focus her work on Quechua-speaking communities in an Andean highland province. "My project focuses on teachers, in particular how they have been prepared to teach for linguistic and cultural inclusion and how they understand this concept of teaching in relation to education for human rights and democratic life," she said.

Remstad became interested in the topic during a previous visit to Peru in the summer of 2010 when she studied Quechua for two

months. It was her second trip to this region of Peru, and she had already taught in neighboring Chile. She became curious about how the educational system in Peru dealt with the many indigenous languages schoolchildren spoke.

**IU School of Education at IUPUI elementary education major Nichole Flowers made the IUPUI Top 100 list.** Flowers was part of an exclusive group honored by IUPUI on April 12. The annual recognition program is co-sponsored by the IUPUI Alumni Association and the Student Organization for Alumni Relations at IUPUI. The award recognizes the Top 100 undergraduate junior and senior students on the IUPUI campus. From that pool, the top 10 males and top 10 females are recognized and then, ultimately, the top male and female are chosen. Students are nominated and then judged by a review committee comprised of faculty, staff and alumni.

**Ross Smith, from Bloomfield, Ind., was one of six IU Bloomington students to receive the Provost's Award for Undergraduate Research and Creative Activity, which recognizes exceptional and original academic work.** Smith graduated in May with a degree in Spanish education in the School

of Education. He was honored for his involvement in the Books & Beyond evaluation team. His mentor is Beth Samuelson, assistant professor of literacy, culture and language education in the School of Education.

Books & Beyond is the international service project of IU Bloomington's Global Village Living-Learning Center, in which students work to produce annual collections of stories written by children in the United States and Rwanda. Working on and leading the evaluation team enabled Smith to develop scholarship skills, including interviewing, data analysis, survey techniques and presentations.

He was second author with Samuelson on an article that has been submitted to the *Journal of the Scholarship of Teaching and Learning*. They co-presented a poster on the reflective process at the International Association for Research on Service Learning and Community Engagement.

**The Strategic National Arts Alumni Project (SNAAP), a project of the Indiana University Center for Postsecondary Research in collaboration with the Curb Center for Art, Enterprise and Public Policy at Vanderbilt University, held its first-ever national**

**conference in March.** The conference, titled "3 Million Stories: Understanding the Lives and Careers of America's Arts Graduates," took place March 7–9, 2013, at Vanderbilt University in Nashville, Tenn.

The conference brought participants from across the country to discuss matters related to arts education and the careers of arts graduates. Over the three days, they heard from successful Nashville songwriters about their long roads to success. The comedian, actor and social critic Lewis Black gave his unique, sometimes acerbic take on what it took to make it in his career. Researchers shared insights on their findings from SNAAP data and other research about arts graduates and their lives after departing school.

Indiana University SNAAP representatives led sessions to shed light on SNAAP data and the issues they raise. George Kuh, Chancellor's Professor Emeritus and the founding director of SNAAP, moderated a panel on the skills and competencies developed through arts education and required for creative careers, and current SNAAP Director Sally Gaskill and research analysts Amber Lambert and Angie Miller held a session on what the SNAAP results mean for participating schools.



The SNAAP conference at Vanderbilt University in March

## Before 1960

**Mary Benninghoff DeWald**, BS'40, of Fort Wayne, Ind., writes that she has been a member of the IU Alumni Association since 1940. "I enjoy reading the *Alumni Magazine* and especially like to read news of my former IU friends," she adds. "I realize at 94 years of age there aren't too many of us remaining!" DeWald continues, "My days at IU were happy ones, and I was well prepared to teach elementary school children." In addition to her own children and grandchildren, many of DeWald's extended family members are IU alumni.

**Marian E. "Marty" Aronson**, MS'51, will turn 100 in July. She lives in South Bend, Ind.

## 1960s

In January, longtime AARP Indiana volunteer leader **Curtis R. Sylvester**, BS'65, was named the organization's new state president. This is the top volunteer leadership position for AARP Indiana — a not-for-profit, nonpartisan, social change organization with nearly 860,000 members statewide. Retired after 30 years in the ministry, Sylvester resides in Fort Wayne, Ind.

In April, former IU trustee **Sue Hays Talbot**, BS'66, MS'71, EdD'92, of Bloomington, Ind., received a Ward G. Biddle Vision Award for her outstanding service to Indiana University. Former chief of police of the IU Bloomington Police Department, **Keith C. Cash**, BA'86, MA'90, also received the award posthumously.

## 1970s

**Louis J. "Jerry" Bobilya**, MS'70, PhD'73, has been elected to a three-year term as chairman of the Montreat College (N.C.) Board of Visitors. He was the founding president of the Asheville/Western North Carolina Chapter of the IUAA and serves as president emeritus. Bobilya lives in Black Mountain, N.C., and can be reached at [jbobilya@bellsouth.net](mailto:jbobilya@bellsouth.net).

**Dennis C. Hayes**, BS'74, JD'77, is president of the American Judicature Society, based at Drake University in Des Moines, Iowa. The organization advocates

for a strong, independent and ethical judicial system in the U.S. Hayes recently retired from the National Association for the Advancement of Colored People and previously maintained a private law practice in Indianapolis, specializing in civil rights law. He is a member of the IU School of Education's Board of Visitors. Hayes lives in Columbia, Md.

In April, **S. Dianne Greene Osborne**, MS'75, MLS'95, retired after a 23-year career at the Hancock County (Ind.) Public Library in Greenfield. She began her career at the then-Greenfield Public Library in 1989 working part-time at the circulation desk and finished her career as the library's director. Under her stewardship, the Greenfield library became a countywide library; undertook two major construction projects, including the new state-of-the-art library at 900 W. McKenzie Road; and successfully conducted a \$600,000 capital campaign. Her position at the library has been taken by another IU alum, David J. Gray, MLS'12.

In December, the Indiana Historical Society presented **Peggy L. Eckerty**, BS'76, MS'82, with the Caleb Mills Indiana History Teacher of the Year award during the society's Founder's Day Dinner and Awards program. The award is given annually to a grade 4–12 teacher who has made significant contributions to teaching American or Indiana history. Eckerty, who lives in Vevay, Ind., is a fourth-grade teacher at Switzerland Co. (Ind.) Elementary School in Rising Sun, Ind.

**Jean Schlunt Rhoads**, MS'76, is the co-author of *Modesto: Tales of Life in Southern Indiana*, published in 2009 and available through the Monroe County History Center in Bloomington, Ind. The book grew out of a project in an IU Bloomington folklore class and features oral interviews, maps, documents, newspaper clippings and photographs from a time when horses were the prevailing form of transportation. Rhoads, who is a retired educator, lives in Bloomington.

Two IU School of Education alumni were among the recipients of the 2012–13 Beth Wood Distinguished Service-Learning Faculty Award. The award is named in

honor of Beth Wood, who taught service-learning public relations courses in the School of Journalism. The recipients were **Linda Hoke-Sinnex**, BA'77, MS'81, PhD'06, a lecturer in the IUB Department of Psychological and Brain Sciences, and **Joanne Turk Klossner**, BS'93, PhD'04, a clinical assistant professor in the IUB School of Public Health.

## 1980s

**Alan J. McPherson**, MS'81, MS'83, MLS'85, recently published *Turning Leaves: Indiana Autumn*, a celebration of the colors of autumn in Indiana. The book includes the science of fall foliage color, a listing of the most colorful trees, shrubs and vines, their distribution and habitat within the Hoosier state, mapped driving and walking tours, photo tips, numerous autumn-related stories, inspirational quotes, and color photographs that help the reader discover the splendor of fall foliage in Indiana. McPherson is a naturalist who resides in northern Indiana.

In May, **Douglas B. Seagrave**, BS'88, JD'92, was named athletic director at Cathedral High School in Indianapolis. He most recently served as district athletic director and assistant to the superintendent of Northwestern Consolidated Schools of Shelby County, Ind., and previously was athletic director for Warren Central High School in Indianapolis when the school was recognized by *Sports Illustrated* as the No. 1 public high school athletic program in the United States. Seagrave is also the founder and vice president/legal counsel for the medical services company, Spine-Tek Neuromonitoring. He lives in Fairland, Ind.

**Gerald A. Vlastic**, BS'88, was recently appointed director of human resources and public communications in the Laguna Beach (Calif.) Unified School District. Previously, he was an elementary school principal in neighboring Newport–Mesa Unified School District. Vlastic lives with his wife and three children in San Clemente, Calif.

## 1990s

**Catherine J. Bastin**, MS'91, has joined the staff of the Indiana University Lilly Family School of Philanthropy in

Indianapolis as associate director of the Fund Raising School. She previously worked at the Hendricks College Network, where she had been the executive director for the past 10 years.

**Lisabeth Timothy**, MS'93, MLS'95, has been promoted to director of East Lyme Public Library in Niantic, Conn. She lives in Moodus, Conn.

In January, former IUPUI women's basketball player **Kristin Pritchett Messmore**, BS'94, was one of 18 women named to the Indiana Basketball Hall of Fame's 2013 Silver Anniversary Team, based on outstanding accomplishments as a senior basketball player 25 years ago. She was an all-state performer during her senior year at Bedford North Lawrence High School in 1988, and she helped her squad earn three regional titles and four sectional titles. Messmore currently sits fifth in IUPUI history in scoring with 1,382 points, while also ranking in the top 10 in school history in rebounding, assists, steals and field goals made. She is a teacher and coach at Shawswick Middle School in Bedford, Ind., where she lives with her husband and two children.

## 2000s

**Matthew D. Holley**, MS'00, MA'05, of Indianapolis, has been named a member of *Indianapolis Business Journal's* "Forty Under 40" Class of 2013. He is director of curriculum and instructional design for medical student programs at the IU School of Medicine.

In May, **Cameron M. Newbauer**, BS'01, was named head women's basketball coach at Belmont University in Nashville, Tenn. She most recently served as an assistant coach at the University of Louisville.

**Brian E. Johnson**, BS'02, MA'06, PhD'10, assistant professor of geography at Auburn University at Montgomery, Ala., has been appointed to the Birmingham (Ala.) Planning Commission. He was selected for the post by the Birmingham City Council because of his research expertise in urban geography and planning issues. Planning commissioners are responsible for oversight of all physical planning in the city of Birmingham, including

land use, residential and commercial redevelopment, transportation infrastructure, subdivisions, and public facilities. Johnson lives with his wife, Carrie E. Husingh, MPA'06, in Birmingham.

**Candace F. Ewing**, BS'04, MS'08, assistant principal of Pike Township's Snacks Crossing Elementary School in Indianapolis, received a big surprise during a December school assembly when she was presented with the 2012 Milken Educator Award. Ewing did not even know she had been considered for the honor. Representatives from the Milken Family Foundation, along with former superintendent of public instruction, **C. Tony Bennett**, BS'84, MS'88, surprised her with the award, which has been dubbed the "Oscar of Teaching," by *Teacher Magazine*. Ewing, who attended Pike Township schools as a student, says receiving the award was a "humbling" experience. Created to celebrate and promote excellence in teaching, Milken Educator Awards carry an unrestricted \$25,000 cash prize.

**Katherine E. Powers**, Cert/BS'04, was named one of three winners in the 2012 Best Teacher of English Award in the Czech Republic. She was selected from 14,000 English teachers in the country. Powers is the first American to receive the award.

Published in November, *Meant to Be*, the first novel by **Lauren E. Morrill**, BA'05, MS'08, is now in its third printing. The young adult contemporary novel, set on a class trip to London, will be published in Germany and Turkey in the near future. Delacorte Press plans to publish Morrill's second novel, *Being Sloane Jacobs*, in January 2014. The author is at work on her third novel. Morrill lives in Macon, Ga., with her husband, Adam Ragusea, and their dog, Lucy.

**Shabana Mir**, PhD'06, is assistant professor and coordinator of global studies/anthropology at Millikin University in Decatur, Ill. Previously she was assistant professor in social foundations and qualitative inquiry at the Oklahoma State University's College of Education. She teaches courses in qualitative research, comparative education and anthropology

of education. Her first book on Muslim American women on university campuses will be published next year by the University of North Carolina Press. She lives in Champaign, Ill.

In September, former Indiana Superintendent of Public Instruction **C. Tony Bennett**, BS'84, MS'88, named **Suzanne E. Whitton**, BAE'06, MAE'12, Indiana's 2013 Teacher of the Year during a ceremony at Delaware Trail Elementary School in Brownsburg, Ind. She is a K-5 visual arts and kindergarten language arts intervention teacher at the school. Whitton encourages her students to discover their inner artists and to use their talents to benefit the greater community. She has led her students in art-inspired service projects working closely with veterans and cancer and heart disease patients. This is the third year in a row that an IU alumna has been named Indiana Teacher of the Year. Whitton, of Indianapolis, will be Indiana's nominee for the 2013 National Teacher of the Year honor.

In May, **Scott M. Feeny**, MS'08, was named director of policy and research for the Independent Colleges of Indiana. He is responsible for conducting and coordinating research that informs ICI's policy, decision-making and communications. Founded in 1948, ICI is a membership organization serving as the collective voice for the state's 31 private, not-for-profit colleges and universities. Feeny and his wife, Betsy, live in Bloomington, Ind.

*The editors gratefully acknowledge the assistance of the Indiana University Alumni Association in compiling Class Notes. To submit information, write to the Alumni Association at 1000 E. 17th St., Bloomington, IN 47408, or visit the IUAA on the Web at [www.alumni.indiana.edu](http://www.alumni.indiana.edu).*



Use your QR Code reading device to see a video about the Class of 1962 presenting a check for more than \$53,000 to benefit the Direct Admit Scholars.

## In Memoriam

### Mendel Sherman

*March 19, 1910–Oct. 31, 2012*



A longtime member of the IU School of Education faculty, Mendel Sherman joined Indiana University as an associate professor in 1955 and retired in 1975 as the director of the division of Instructional Systems Technology. His long educational career began shortly after he married Martha Steinkamp in 1930. Together, they taught in a one-room country school outside Cincinnati, Ohio, in the 1930s. He returned to school for a master's degree, writing a thesis outlining a program of audiovisual education for Cincinnati Public Schools. After serving in the U.S. Army during WWII, Sherman returned to Cincinnati as supervisor of the school system's AV center.

Immediately prior to coming to Indiana University, he was employed by Cincinnati Public Schools as educational television coordinator, serving as liaison with public TV station WCET. Sherman went on to doctoral studies at University of Southern California during a hiatus from Cincinnati schools.

During the summer of 1953, Sherman was invited to be an instructor at an IU Audio-Visual Center summer conference based on his work producing science films and adjunct materials. In 1959, Sherman took over leadership of the educational media project for developing a program in Thailand, spending two years there and producing a film documenting educational developments.

Due to his exemplary work and the national visibility of his "cross-media" demonstration, Sherman was well

known and respected nationally and, in 1963, was elected president of the Department of Audio-Visual Instruction (later AECT), the major professional association in the field at that time. Sherman teamed with fellow AV center staffer and School of Education colleague, Gene Faris, to launch a national project to identify exemplary practices and to compile national standards, published as *Quantitative Standards for Audiovisual Personnel, Equipment, and Materials in Elementary, Secondary, and Higher Education* in 1966.

Sherman retired in 1975, but stayed in touch with the IU program and with the profession. In 1990, he joined all of the past and present department directors/chairs at the AECT convention in Anaheim to celebrate the 50th anniversary of the program. In 1991, he returned to his film-making roots to write a book published by AECT, *Videographing the Pictorial Sequence*, a how-to guide to video production. He continued to advocate for student production of media as an enriching educational experience.

He and Martha were widely celebrated when they completed their 80th year of marriage in 2010, acknowledged in Wikipedia as one of the longest-lived marriages in the world. Martha passed away in September 2012.

### Anna Sultanoff Ochoa-Becker

*Oct. 5, 1933–Feb. 25, 2013*



A longtime member of the IU School of Education faculty in Bloomington, Anna Ochoa-Becker began her faculty position at the School of Education in 1976. Anna was a professor of social studies education, and taught classes in international/

global education. She was well known for her emphasis on academic freedom. She was elected as the president of the National Council for the Social Studies and co-authored a book with Shirley Engle entitled *Education for a Democratic Citizenship: Decision-making in the Social Studies* in 1988. Ochoa-Becker was appointed as director of undergraduate studies in the School of Education in 1985 and was director of teacher education from 1988–91. During this time, she oversaw three grants that helped merge her longstanding interests in global and teacher education. She also led groups of faculty as they explored and eventually created a teacher certification program for individuals with bachelor's degrees. She retired from IU in 1997.

Ochoa-Becker graduated from Wayne State University with a bachelor's degree, later earned her master's degree in history from the University of Michigan, then a PhD in curriculum studies from the University of Washington. She taught social studies in public schools in Michigan, California and El Salvador. Before joining the IU faculty, she was at the University of Wisconsin-Milwaukee and Florida State University.

In a recent issue of *Theory & Research in Social Education* published by the National Council for the Social Studies, Carole L. Hahn of Emory University remembered Ochoa-Becker fondly. "Anna's organizational leadership, intellectual legacy and passion for social studies 'in an increasingly pluralistic democracy in a global age' will continue to inspire us for years to come," she wrote, quoting Ochoa-Becker's own description of the times in which she taught. Describing Ochoa-Becker's influential book with Engle, Hahn wrote "Anna and Shirley's ideas remain the foundation for much of the scholarship in social studies education today, and it is a rare dissertation that does not cite their work."

## James Weigand

**Feb. 17, 1928–June 17, 2013**

James Weigand, EdD'64 and a 2012 School of Education Distinguished Alumni Award honoree, was a great friend to Indiana University and the School of Education.

He was born and raised in Rock Island, Ill. Upon graduation from Rock Island High School, Weigand served in the U.S. Navy as a radio operator. After completing his service in the Navy,



he attended Augustana College in Rock Island and, upon graduation, went into the field of education.

Weigand taught physics and mathematics at Mt. Carroll High School in Illinois. He then attended Northern Illinois University, obtaining a master's degree in Educational Administration. In 1959, he became a consultant for the Title III program of the National Defense Act and, in 1962, came to Indiana University to complete his doctorate.

Weigand then stayed with Indiana University in a variety of significant roles, serving as professor in the School of Education, as an assistant to President John Ryan from 1971–79 and as dean of the School of Continuing Studies from 1979–94. In 1994, he was asked to serve as Special Assistant to the President of the Indiana University Foundation, a role he maintained until 2012. Weigand took great pride in the creation of Indiana University's programs in Iran, Saudi Arabia, Mexico, South Africa, Malaysia and Thailand.

Weigand's many accomplishments in the field of education and at Indiana University are widely acknowledged. He received the Distinguished Achievement Award from the National Science Teachers Association as well as the Distinguished Award from the National Continuing Education Association. Weigand received the Sagamore of the Wabash from Indiana Governor Evan Bayh. He also received recognition from the General Assembly of Indiana for his distinguished service to the state of Indiana. Weigand has received various outstanding teaching awards from Indiana University. In 2006, he was recognized with Indiana University's Distinguished Alumni Service Award, the highest honor bestowed upon an alumnus of Indiana University.

# Indiana University School of Education

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Use your QR Code reading device to see a video profiling Danya Greenberg, a Chicago-area teacher who was a finalist for the prestigious Golden Apple teaching award just a couple years after earning her IU School of Education degree.



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Snapshot

## Word wall



An alumna and a student teacher teamed up to leave a lasting impression from their students at Bloomington's Batchelor Middle School. Rob Freese, BS'08 in visual arts from the Indiana University School of Education, had long sought a project to spruce up an old space on a south hallway in the school. The idea came from spring 2013 student teacher Rachel Bollero, who just earned her bachelor's degree in art education from the IU School of Education and is continuing study toward a fine arts degree she'll complete next year. Working with Freese during the semester, she took up his challenge and came up with a concept. "I came across this project on a Web site on a way smaller scale, and so I decided we should try it out, and it grew to the size of this mural," Bollero said. "So we decided it was a great idea, and we started researching from there."

Bollero and Freese directed 120 Batchelor 7th- and 8th-grade students over a period of about two weeks to create panels that would come together as a dramatic, black-and-white mural display covering a 16-foot span of wall, about eight feet high. The mural is comprised of hands forming sign language that spells out "diversity," each hand (based on pictures of Batchelor students' hands) different than the other in a manner emphasizing the point of the mural's subject. A word cloud of text concerning the topic floats around the hands with words in English and other languages. The actual word "diversity" is spelled out along the bottom of the mural.