

Spring 2014

Chalkboard

Indiana University School of Education Alumni Association

Heartstrings: an alumna and her drive to place violins in school

School of Education
partnership ensures high
tech is the right tech

Faculty member's
experience in career helps
drive the careers of others

Chalkboard

Indiana University School of Education Alumni Association

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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The School of Education is reaching far beyond the campus

by Gerardo M. Gonzalez, Dean, School of Education



"I hope you enjoy the stories behind these achievements chronicled here. It is yet more evidence that we are indeed making a world of difference through education for all."

It won't surprise many of you to learn that I'm often inspired by the tremendously talented people who earn Indiana University School of Education degrees. We do attract the best and the brightest, as evidenced by the great work they do once they leave our class rolls. If it is inspiration you seek, this is the issue of *Chalkboard* for you.

I hope the front cover struck you; I can assure you that the image and sound of elementary school students playing in a violin ensemble is something to behold. This story shows an alumna's love for both education and of a hometown. Seeking something to spark the imagination of students in her Indiana town, she discovered a way to reach a community. Students are clamoring to be involved in the violin program and, as a result, clamoring to be more involved in their school.

Our alumni work in ways both traditional and nontraditional to reach students throughout the world. Last fall was awards season, of sorts, here at the School of Education. We honored distinguished alumni in our annual event in Bloomington and outstanding young alumni at our annual event in Indianapolis. In just these two events, we celebrated education leaders who have led and advocated for schools and students in Indiana, changed higher education in Malaysia, developed and shared successful teaching practices in Indiana and China, promoted civil rights in the South, and ensured quality schooling for Native American students. And, once again, one of our graduates was selected

by peers and educational leaders as the best teacher in the state of Indiana. Indianapolis teacher Steve Perkins' selection marked the fourth-straight Indiana Teacher of the Year who holds an Indiana University degree.

This is an alumni publication, of course, and you would expect us to sing the praises of our graduates in these pages. But it is important to note how the work of our alums well reflects what we purport as our mission. Our mission statement is "to improve teaching, learning and human development in a global, diverse, rapidly changing and increasingly technological society." Our alumni carry that mission with them throughout their careers.

That mission comes from faculty with an eye on how to address the changing world of education. Also in this issue, you'll read about what our instructional systems technology faculty is doing to make sure the latest technology is more than simply an added gadget. You'll learn how one our counseling and educational psychology faculty members is providing guidance not only through research, but from a life experience.

I hope you enjoy the stories behind these achievements chronicled here. It is yet more evidence that we are indeed making a world of difference through education for all.

Two projects focus on teaching complex science; faculty host, appear at conferences

The National Science Foundation (NSF) is granting more than \$1 million to a new project by researchers at the Indiana University School of Education and UCLA to use the latest technology to literally take elementary-age students inside complex science concepts to help them learn more effectively.

Joshua Danish, assistant professor of learning sciences at the IU School of Education, is co-primary investigator and Noel Enyedy, associate professor at the Graduate School of Education and Information at the University of California, Los Angeles, is primary investigator on “Science through Technology Enhanced Play,” or STEP. Other co-primary investigators on the project are Jeffrey A. Burke and Carlos Wagnmister, both faculty in the School of Theater, Film and Television at UCLA.

The goal is to have students learn more about how the scientific world behaves by taking advantage of children’s predilection for play, using motion capture technology that will enable them to understand such concepts as the laws of physics or the behaviors of honeybees.

“We’re developing a platform that uses motion capture technology and augmented reality to enhance early elementary students’ play activities,” Danish said. “They can then use their enhanced play activity as a model to explore science content.”

Danish said the goal of the project is to transform how researchers and teachers think about teaching early elementary science, demonstrating that by using the right technology young children can learn advanced topics by taking advantage of their inherent desire to play. Traditionally, elementary science teaching has steered clear of complicated science concepts on the assumption that young children were not developmentally able to engage deeply with such concepts. Through STEP, Danish and Enyedy intend to create a model that will allow children to use “socio-dramatic” play within computer simulations that demonstrates scientific modeling.

The NSF has also awarded more than \$999,000 to **Danish** and two other Indiana University faculty members for a unique effort intended to shed light on how children best learn about complex systems and how new technologies can best serve that learning.

Danish will collaborate on the project with **Kylie Peppler**, also an assistant professor in the Learning Sciences program at the IU School of Education, and Armin Moczek, associate professor in the Department of Biology in the IU College of Arts and Sciences. Specifically, the project will develop electronically enhanced puppets, or “e-puppets,” that allow students to simulate biological phenomena such as honeybees collecting nectar or

ants scavenging for food. Work on “Design and Implementation (DIP) BioSim: Developing a Wearable Toolkit for Teaching Science through Embodied Play” began in the fall.

Researchers from institutions across the Midwest and other areas of the country gathered at Indiana University Bloomington for a three-day conference last fall that was focused on helping give voice to those who have difficulty communicating. The 7th Annual Clinical Augmentative and Alternative Communication Research Conference, hosted by the IU School of Education and held at the Indiana Institute on Disability and Community, was organized by **Erna Alant**, conference chair and Otting Chair in Special Education.

Approximately 40 researchers gathered for presentations and discussion focused on research issues in augmentative and alternative communication (AAC), a field of study centered on finding solutions for people with severe communication problems to help them communicate in the best manner possible. All who attended submitted an original paper or poster to discuss during the conference.

As the event opened, Alant observed that the participants all have research angles from different areas of study. “Clearly, this is a multidisciplinary group of researchers,” Alant said. “Some of them are special ed, some of them in medical facilities, quite a few of them in speech and hearing.”

The topics covered a range of AAC areas, from using “Text-to-Speech” technology to help adults with traumatic brain injury communicate to the use of effective teaching strategies for children born deaf and blind to achieve communication and literacy. Alant presented on another aspect of communication: the ways that educators in different cultures perceive interactions with children who have severe communication problems.

The director of operations for the Urban Center for the Advancement of STEM Education (UCASE) at the IU School of Education in Indianapolis spent much of a week in September discussing efforts to boost minority participation and achievement in STEM fields during a large national conference. **Kim Nguyen** presented a paper on efforts she’s helped conduct through UCASE and other efforts at IUPUI. She also spoke during a news conference on the topic as part of the 246th American Chemical Society National Meeting and Exposition, held



Wenjing Zheng, associate instructor in the special education program at the IU School of Education, discusses a poster outlining a study conducted with Otting Chair Erna Alant.

Transformational leaders honored at IUPUI

The Indiana University School of Education at IUPUI honored two outstanding alumni during the 2nd Annual Celebrating Transformational Leaders in Education Nov. 20 at the IUPUI Campus Center. The event honored Jacob “Jake” Allen, MS’05, the principal of Paul Hadley Middle School (PHMS) in Mooresville, Ind., and Ann Mennonno, BS’99, first- and second-grade teacher at the IPS Center for Inquiry School 27.

The event honors the achievements of early-career alumni for their transformational work in public schools. A committee selects honorees from a pool of nominees. Each honoree receives a \$1,000 award to advance his or her work. National Public Radio’s national education reporter Claudio Sanchez provided the keynote address for the ceremony.

Allen has successfully led PHMS for three years. In the most recent Indiana state school assessment, PHMS narrowly missed an exemplary or “A” grade. Allen graduated from Southern Illinois University in 2000 with a degree in English literature, but decided to enter education and completed the IU School of Education’s Transition to Teaching program in 2003. He began teaching in Mooresville schools in 2004. He earned his master’s degree in language education in 2005, completed the Urban Principals Program at the IU School of Education at IUPUI in 2009, then moved into his first administrative role as dean of students at PHMS in 2010.

In August, the Indiana University School Administrators Association (IUSAA) based at the IU School of Education in Bloomington presented Allen with the Dean F. Berkley Emerging Leader Award. The IUSAA noted Allen’s passion for education and his attention and focus on making sure all students can learn.

“Jake Allen is the epitome of a transformational leader in education,” said Scott Kern, director of curriculum and instruction for the Mooresville Consolidated School Corporation. Kern called Allen a humble, servant-leader and noted two other outstanding points. “Jake is an instructional leader,” he said. “He understands teaching and learning at a deep level. He is a student of his craft and works diligently to help teachers create an effective and efficient learning environment in the classroom. He understands that learning is much more than test preparation.”

Mennonno is also an educator who has been recognized for excellence before. Earlier this year, the Indianapolis Public Schools (IPS) named her its Teacher of the Year for the second time (IPS also



(L-R) Award recipient Jake Allen, Executive Associate Dean of the IU School of Education at IUPUI Pat Rogan, and award recipient Ann Mennonno

named her for the top award in 2004). A frequent presenter at district, state, national and international conferences in the areas of language arts and science, Mennonno is a recognized innovator in the teaching-through-inquiry method. Last summer, she traveled to China to share teaching practices, where two schools replicated her classroom in their buildings. She is president of the Hearts in Education Teacher Outreach (HETO) program which takes groups of teachers to Honduras where they work in rural schools in the country.

“Mrs. Mennonno exemplifies all of the attributes that make the very best teacher: she is meticulously organized, caring, positive, knowledgeable, collaborative, dedicated, professional, and purposeful,” said Jamilyn Bertsch, principal at IPS Center for Inquiry School 27. “It is a joy to observe Mrs. Mennonno’s class and see her students hard at work. In fact, every time that I enter her room, her first- and second-graders are happily engaged in authentic, rigorous learning tasks where they have adopted the roles of their discipline—working as authors in a writer’s workshop, collaborating to solve problems as mathematicians, and exploring their world from the perspectives of scientists, historians, sociologists and researchers. She is masterful with differentiation and embraces the opportunity to serve students with special needs, English learners and high-ability students—and her expectations are high for all students!”



Watch the Celebrating Transformational Leaders ceremony.
<http://vimeo.com/iuose/transformationalleaders>

at the Indiana Convention Center in downtown Indianapolis Sept. 8–12.

The American Chemical Society (ACS) is the world’s largest scientific society and one of the world’s leading sources of authoritative scientific information. Congress chartered the nonprofit organization in 1876.

During a session on Sept. 8, Nguyen discussed two efforts she’s directed at IUPUI over the last 15 years to increase minority success

in STEM (science, technology, engineering and mathematics) fields. During her presentation titled “Connecting the STEM Pathways: Build Partnerships to Broaden the Participation of Underrepresented Minority Students in STEM Degree Programs at IUPUI,” Nguyen detailed key partnerships toward that effort. The following day, she elaborated on those efforts to media members at a news conference focused on minority STEM recruitment and retention.

On Oct. 22, Professor Emerita of Art Education **Enid Zimmerman** delivered the 2013 Distinguished Lecturer in Art Education supported by the John A. and Betty J. Michael Autobiographical Lecture Series in Art Education at Miami University in Oxford, Ohio. This series of lectures was initiated in 1972 to honor scholars in art education who have made outstanding and significant contributions and are recognized for their meritorious

Highlights

achievement as the most influential leaders in the nation and internationally in the discipline of art education. Zimmerman's talk was titled "My Personal Journey in Art Education: 'If you obey all the rules you'll miss all the fun.'"

In mid-October, Professor **Mary McMullen** and Clinical Assistant Professor **Melissa Keller**, along with four doctoral students presented at "A Global Gathering for Early Childhood" held at the Aviva Stadium Conference Center in Dublin, Ireland. This international conference attracted more than 600 delegates from 37 countries who engaged in discussion on aspects of the overall health and well-being of the world's youngest citizens, ages birth to six years. McMullen and art education doctoral student Dianna Huxhold presented a paper titled, "Creating and Sustaining Wellbeing in Birth-3 Environments within a Caring Culture: A Transactional, Relationship-Based Systems Model." McMullen and Keller, along with a doctoral candidate in early childhood education, Lisa Wood, and two early childhood doctoral students, Denice Williams and Kate McCormick, presented a poster, "Ashes, Ashes, We All Fall Down! Art, Play, Literature, Respectful Dialogue: Responding to Stress and Crisis for Young Children."



Presenters at Dublin early childhood conference by the Irish Sea at Houth, Ireland: (L-R) Denice Williams, doctoral student; Dianna Huxhold, doctoral student; Kate McCormick, doctoral student; Michael, bus driver and tour guide; Lisa Wood, doctoral student; Mary McMullen, professor of early childhood education; Melissa Keller, clinical assistant professor of early and elementary education

Lumina Foundation has granted Indiana University \$96,900 for a yearlong effort to create a plan to help minority-serving higher education institutions improve student degree completion rates.

The project, "Leading to Completion," will be developed by Charlie Nelms, senior scholar at the American Association for State Colleges

and Universities, and **Victor Borden**, professor of educational leadership and policy studies at the IU School of Education and senior advisor to the IU executive vice president for university academic affairs. Work has already begun on developing preliminary materials with the goal of creating a plan and selecting initial participating institutions by next fall.

Another state Teacher of the Year from IU named

On Oct. 4, the Indiana Department of Education announced that Steven Perkins, Latin teacher at North Central High School in Indianapolis, is the 2014 Indiana Teacher of the Year. Perkins is a 1991 classical studies graduate of Indiana University. While earning his bachelor's degree in the College of Arts and Sciences, he completed secondary education coursework at the IU School of Education to earn his teaching certification. Indiana Superintendent of Public Instruction Glenda Ritz made the announcement during a special ceremony at North Central.

Ritz surprised Perkins by bursting into his classroom this morning with a throng of media, administrators, staff and family. "It's an extraordinary honor," Perkins said, expressing surprise at the announcement. "With faculty like we have at North Central, to be selected from among that group is amazing and, additionally, to have been selected among your peers."

Perkins said he came to Indiana University sure he wanted to be a Latin teacher. He said he spent a lot of time in Ballantine Hall, home of the Department of Classical Studies, as well as in the School of Education. He took many teacher preparation courses at the same time as his wife, Melissa, also a Latin teacher who earned an IU School of Education degree in 1991. Perkins said the combination of content and classroom preparation set him for his career. "IU classics has always been one of the top 10 classics programs in the United States, and the school is obviously renowned, so it had exactly what I was looking for," he said. Over the years, Perkins has returned to campus with students to conduct research projects at the library and sit in on IU classes.

Perkins is the fourth-consecutive Indiana University graduate to earn Indiana Teacher of the Year honors and the seventh in the last 11 years. Last year's honoree, Suzanne Whitton, is an art education graduate from the Herron School of Art at IUPUI who also completed teacher preparation coursework at the IU School of Education at IUPUI. The teacher of the year for 2012, Huntington, Ind.'s, Melanie Park, and 2011, Mishawaka, Ind.'s, Stacy McCormack, are also IU School of Education alumni.



(L-R) Glenda Ritz, superintendent of public instruction; Perkins; Judy Fraps, TOY 1997 (BS'69, IU School of Education); Louisa LaGrotto, 2006 TOY (MA for Teachers'90); and Nikki Woodson, superintendent of schools for the Metropolitan School District of Washington Township



See Steven Perkins receive the Teacher of the Year award.
<http://youtu.be/jie7DzHkvA4>

Latest Jacobs Teacher Educators named



(L-R) Tom Brush, the Barbara B. Jacobs Chair in Education and Technology, poses with Jacobs Award recipients Troy Cockrum, Mary Kolf Tapia, Steve Auslander and Jeff Peterson.

The latest class of Jacobs Teacher Educators named in November includes four teachers from Indiana and Illinois. The annual Jacobs Teacher Educator Award honors teachers who use technology to support innovative, inquiry-based teaching and learning activities in their classrooms. The 2013–14 class was honored during the annual “Call to Teach” ceremony Nov. 10 at the W.W. Wright Education Building in Bloomington.

Each teacher receives a \$1,500 stipend at the end of the one-year appointment and \$1,000 toward purchasing technology resources to support his or her teaching, as well as funds to support travel to Indiana University for professional development events throughout the year. The teachers have committed to working with the School of Education throughout the year to share expertise and experience with teacher education students and faculty.

The 2013–14 Jacobs Teacher Educators are:

- **Steve Auslander**, 5th-grade teacher at Allisonville Elementary School in Indianapolis. Auslander has taught for 12 years, always with a passion for integrating technology with instruction. He piloted the first “Bring Your Own Device” policy in his township, allowing students to show what they know in their own creative ways.



You can read more on his blog “Learning Rocks Outside Box.” <http://sauslander.wordpress.com/>

- **Troy Cockrum**, is a middle school language arts teacher at St. Thomas Aquinas School in Indianapolis. Cockrum conducts training and consulting across the country specializing in incorporating technology into the classroom, especially through Google Apps for Education and Flipped Learning. In 2011, he was invited to attend the Google Teacher Academy and became a Google Certified Teacher. He is also a member of the Flipped Learning Network Cadre, a small network of educators endorsed by the Flipped Learning Network to train and present on Flipped Learning, and also hosts the weekly Flipped Learning Network Podcast (<http://edreach.us/channel/flipped-learning/>) on the EdReach Network.



Flipped Learning Network Podcast <http://edreach.us/channel/flipped-learning/>

- **Mary Kolf Tapia**, art specialist at Lyon Elementary School, District #34, in Glenview, Ill. Tapia has taught kindergarten through 6th grade in Glenview for 17 years, focusing her work on how all the arts can communicate a message. In particular, Tapia’s work with students in kindergarten through 2nd grade has aimed to help make their learning and thinking “visible.”

- **Jeff Peterson**, 7th-grade science teacher at Center Grove Middle School in Greenwood, Ind. As a classroom teacher, Peterson strives to make his science lab a dynamic, 21st Century learning environment for his students. In 2011, Peterson spent five months teaching in India as a Fulbright Exchange Teacher. He was voted the Indiana Computer Educators Teacher of the Year for 2009 and was an IPL Golden Apple Award recipient in 2010.

The Jacobs Teacher Educator Award became possible through a \$1 million gift from the late Barbara B. Jacobs. Her previous philanthropy established the Jacobs Chair in Education and Technology in 1998.

The co-investigators on the project bring a wealth of experience in higher education to the project. Nelms is the former chancellor of North Carolina Central University, the University of Michigan at Flint and Indiana University East, and he is the former IU vice president for institutional development. The American Association for State Colleges and Universities appointed him as senior scholar in December 2012, giving him the charge of leading the organization’s “Project Degree Completion” in cooperation with the Association for Public and Land Grant Universities.

Borden is an extensively published scholar on institutional assessment and program effectiveness. He has served as a director of institutional research operations at three large public universities. Since 1990, Borden has tracked degree completion among students of color for the journal *Diverse Issues in Higher Education*.

The Association for Institutional Research (AIR) awarded **Borden** the Charles F. Elton Best Paper Award, along with his co-authors, Genevieve Shaker, PhD’08 from the IU School of Education, and Brittany Kienker. The paper, titled “The Impact of Alumni Status on Institutional Giving by Faculty and Staff,” will be featured in AIR’s Special Forum Issue of *Research in Higher Education*. The Elton Award is given, according to AIR, for papers that “most clearly exemplify the standards of excellence established by the award’s namesake and make significant contributions to the field of institutional research and decision-making in higher education.”

The American Psychological Association (APA) awarded **Joel Wong**, associate professor of counseling and educational psychology, its 2013 Division 45 Emerging Professional Contributions to Research Award. The APA presented Wong with the award during its annual conference in August. Wong’s research areas include Asian-American psychology and men and masculinities.

Also during the APA’s annual conference, the organization presented **Jesse Steinfeldt**, associate professor of counseling and educational psychology, its Division 51 Researcher of the Year Award. Steinfeldt’s research primarily focuses on the psychosocial development of student-athletes, which includes investigations of gender role socialization, racial and athletic identity, and psychological well-being.



Making sure online is on target

*The School of Education's IST
department teams with innovative
program at Center Grove*

Students work on iPads in the
Center Grove Media Center.

These days, conventional wisdom is not that online learning is really a “new” thing in education. But, considering how most classes have used online access so far, robust online learning might just really be getting underway.

“The way online learning has been used in K–12 environments has traditionally been through some type of software program,” said Joanna Ray, the director of online learning for the Center Grove Global Campus, part of the Center Grove Community School Corporation in Greenwood. Ray, BS’01, MS’05 in elementary education from the IU School of Education, has been examining online learning in both practice and purpose for some time. She teaches graduate-level educational technology courses as an adjunct instructor at the IU School of Education at IUPUI where she was the director of online development before joining Center Grove. When she arrived, Ray was surprised by how few K–12 students had actually taken an online class. She found that those who had typically did so through credit recovery programs that generally consisted of one teacher monitoring a variety of courses in a classroom setting.

“While these software programs certainly serve students’ needs to get back on track for graduation, students are missing the social interaction piece,” she said. “They’re missing the collaboration. I wouldn’t say it’s emulating the true potential of an online learning experience.”

So, Ray has been the force behind a project that endeavors to bring students, teachers and others into a true online learning experience. And IU School of Education faculty and doctoral students are working alongside to ensure the experience is valuable and beneficial.

Center Grove Global Campus has launched courses providing new online learning opportunities that will eventually feature three distinct programs providing students the chance for earning class credit, recovering credit for previous poor performance and continuing learning. “This is something really innovative that Center Grove has done, and Center Grove is recognized as a leader for online learning within the state of Indiana,” said Anne Ottenbreit-Leftwich, associate professor in instructional systems technology at the IU School of Education.

Partially because of that recognition, Ottenbreit-Leftwich and IST graduate students began working with the Global Campus in Spring, 2013. The IST partners are giving guidance, feedback and advice on the online courses that the Center Grove teachers are preparing. The first courses are part of the “Ignite” program, which count for initial credit for Center Grove students (Ray said a credit recovery program is in development and should begin in the summer; a third area will offer continuing learning to community members and others, with a launch date to be announced).

Ottenbreit-Leftwich said she and four or five of the IST PhD students meet with teachers. “The teachers are presenting their online courses to us, and then we’re providing prompts, advice and questions to get them to think about other ways to ramp up the online instruction and consider different perspectives.” She added that Ray has pushed teachers to think of the courses as much more than a post-it-and-respond matter. “Then we’re actually going to be helping Joanna investigate the success of those courses and where they can be improved,” Ottenbreit-Leftwich said. “We have a few different things we’re looking at—for example, the design judgment of teachers and why teachers make these decisions about



Anne Ottenbreit-Leftwich

what to include in their online courses. We can use these as recommendations to other teachers in the future. We are also examining what tools and activities best support specific subject areas and topics.”

The partnership fulfills part of the vision Ray had for the Global Campus, not only bringing in new ways of teaching but finding ways to ensure those new ways were having proper impact. “When I began my work at Center Grove, having a research partner with Global Campus was one of my first initiatives,” Ray said. “I didn’t want to get too far down the road and not have the data and the research to support the decisions we’re making.”

For IST researchers, the data can provide a sort of roadmap for what works in K–12 teaching online. “It will be very informative for our field as instructional designers to understand what K–12 designers and teachers in the real world really do when they face the constraints of the K–12 environment,” said Khendum Gyabak, a PhD student in the IST program who has researched online learning and tools. “It will be informative to know more about the practice of instructional design in the real world and perhaps shift our understanding of design in our field.”

Such data will also be helpful in preparing the next generation of K–12 teachers who will soon be designing their own online learning environments. “This is one of the things that we’re looking at as an option, too. How do we better prepare our pre-service teachers here at IU to teach in an online environment?” Ottenbreit-Leftwich said. “It’s becoming more and more of an expectation for teachers to be able to teach in blended learning environments, even if not teaching a fully online course. Trying to get them prepared for that in their pre-service teacher education experience is important and one we need to consider to prepare them for their future careers as K–12 educators, especially since many states are now requiring high school students to take at least one online class to graduate.”

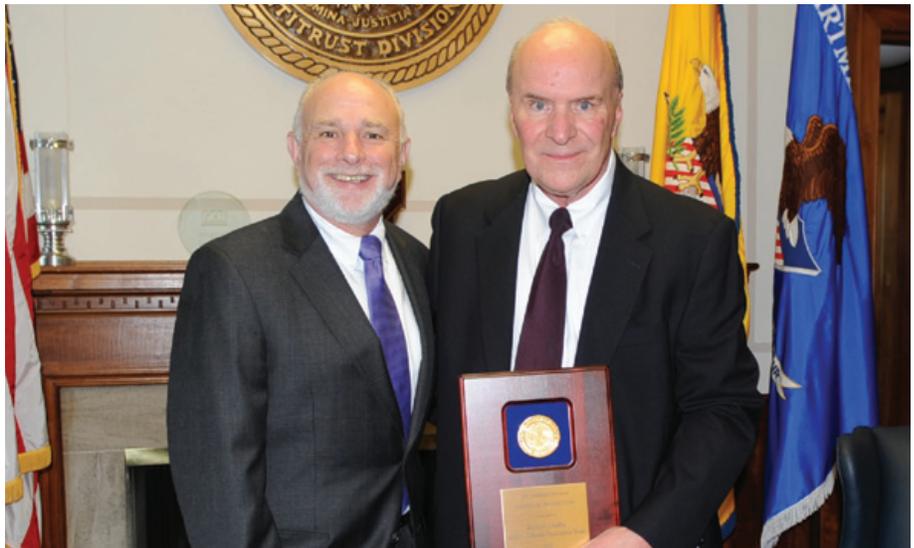
All involved in the project say the possibilities for discovery and creativity are vast. Ottenbreit-Leftwich said instructional designers often aren’t well-versed in the content taught through their learning modules. In this case, the content experts (teachers) are also in charge of the design. One of the early findings from the research into the Global Campus effort has found that has had impact beyond online. “It has re-energized their teaching, even how they approach teaching in the classroom,” Ray said. “Teachers say designing online has made them a better face-to-face teacher as well.”

Robert Draba, BS'68, has earned the 2012 Assistant Attorney General's Award of Distinction. Draba is a trial attorney in the Antitrust Division of the U.S. Department of Justice in Washington, D.C. Draba was a member of the team of attorneys that investigated the AT&T/T-Mobile case filed in 2011 that alleged AT&T's proposed acquisition of T-Mobile would greatly lessen competition in the marketplace for mobile phone service.

Alumni from the Indiana University School of Education **Class of 1963** concluded a successful fundraising campaign Nov. 2 with a presentation to the School's alumni board. The group presented a check for \$25,155 to go into the Education Class Campaign Scholarship fund. The money benefits the Direct Admit Scholars program, a program that recruits highly qualified students for teacher education to be directly admitted into the IU School of Education. In total, since the Education Class Campaign Scholarship drive began, \$78,000 has been raised. "I am very proud of our class," said Sandra Moberly, co-chair of the campaign. "The Class of '63 is a generous group, and they were motivated to give because they know scholarship support is so important."

A former reading teacher at John Marshall High School, **Jamie Kalb, BS'04**, has inspired a newly established annual award to recognize transformational teachers in IPS and turn-around schools. Hearing from a student who called himself a "troublemaker" but credited Kalb with instilling in him a desire to attend and graduate from college, Indianapolis residents Al and Kathy Hubbard announced a new program in November to reward Indianapolis Public Schools (IPS) teachers who make a difference. Kalb received the first award, a \$25,000 cash prize. Kalb earned her bachelor's in elementary education at the IU School of Education at IUPUI.

An alumnus has earned the top award from the Indiana Association of Public School Superintendents (IAPSS). The IAPSS has named **Thomas J. Little Jr., Spclst'91, EdD'92**, as the Indiana Superintendent of the Year. Little is superintendent of Perry Township Schools in Indianapolis. According to an IAPSS news release, Little was selected for the statewide recognition for his leadership skills as well as for the district's academic achievements in a time of limited financial resources. "Every school district in Indiana is challenged



William J. Baer, assistant attorney general (AAG), Antitrust Division, USDOJ, presents the AAG's 2012 Award of Distinction (a team award) to Robert E. Draba, trial attorney, Antitrust Division, who was a member of the AT&T/T-Mobile investigative team.



Class of 1963 committee members present their fundraising total to IU School of Education Dean Gerardo Gonzalez and Alumni Board President Doug Williams. (L-R) Sandra Moberly, Erdine Simic, Gonzalez, Shirley Gut, Martha Street, Ronald Hancock and Williams

with balancing the lingering budget cuts that began in 2010 with constantly increasing expectations to improve test scores, student achievement and accountability," said Dr. John T. Coopman, IAPSS executive director. "In the five years Dr. Little has served Perry Township, the district has turned its finances around to overcome a \$9 million shortfall, increased graduation rates to 92.2 percent, gained the community's support to pass two funding referendums and built solid community relationships to serve an increasingly diverse population where nearly 20 percent of the students are English language learners."

School of Education alumna **Sacha Thieme, MS'02**, joined Indiana University as executive director of admissions for IU Bloomington in

November. "As a first-generation college student, I know exactly how transformative an IU education can be," Thieme said in an IU news release. As the executive director, Thieme has responsibility for the leadership and advancement of strategy, policy and operations for all domestic undergraduate admissions and recruiting. She came from DePaul University in Chicago where she was the director of freshman admissions and



Sacha Thieme

is credited with leading several major projects that contributed to staff development and job satisfaction and improved the admissions process.

Tiffany Kyser, BS'03, in secondary education and a current student in the Urban Education PhD program at the IU School of Education at IUPUI, was named one of "Indy's Best and Brightest" for 2013. The award honors professionals under 40 who are having an impact. Kyser, chief of staff for EdPower, was named for the education and non-profit category.

Alumnus **Mark Pearl, MS'82, Spclst'85**, was named Indiana Elementary Principal of the Year. Pearl, who earned degrees in elementary education from the IU School of Education at IUPUI and in school administration from the IU School of Education in Bloomington, went to Washington, D.C., in October to be honored as a National Distinguished Principal.

Judith Pete, MS'12, contributed a "Why I Teach" column to October/November issue of *Horizons*, the magazine of Pi Lambda Theta education honor society. She noted an experience from her IU graduate class as a reason. A class case study on an English Language Learner resulted in a close relationship with that particular student. As the student's grades rose, the student's mother called her and said, "He feels important that this is a study by a university and that they have chosen him." From that experience, Pete said she resolved to get to know her students as much as she could. Pete is an English and German teacher at Andean High School in Merrillville and also teaches German at IU Northwest.

Alumnus **Mark Booth, MS'02**, received the Lorin A. Burt Outstanding Educator Award from the Indiana School Boards Association in October. The award is given annually to recognize overall excellence in contributions to Indiana education. Booth earned his master's of education in Special Education from the IU School of Education at IUPUI in 2002. He has served as director of Student Services for Noblesville Schools since 2004. Booth received the award at the ISBA's fall conference in Indianapolis. "We are honored and so lucky to have an educator of this status in our school district, and we are so proud of Mark and everything he does for our students and our community," said Libbie Conner, superintendent of Noblesville Schools.

Reigeluth book presents school 'paradigm change'

An award-winning book by an emeritus Indiana University School of Education faculty member challenges the U.S. educational system to restructure schools.

Reinventing Schools: It's Time to Break the Mold (Rowman and Littlefield Education) is a capstone work of many years of research into school "paradigm change" by Charles Reigeluth, professor emeritus of instructional systems technology. Reigeluth has often written about systems design and restructuring education in academic books and journals, but this book is aimed at a more general audience.

"Its purpose is to help people realize the only way we're going to improve student learning is through paradigm change in education," Reigeluth said. "When we changed from the agrarian age into the industrial age, we changed paradigms from the one-room schoolhouse to the industrial model. Now that we're evolving into the information age, we again need to change the paradigm."

The book is co-written with **Jennifer Karnopp**, the founder and head of school at the Robert Frost Charter School in North Conway, N.H., and an IU alumna (BA'94 in anthropology, MS'12 in special education). In November, the book earned the Outstanding Change Book Award from the Association for Educational Communications and Technology. Many of the ideas presented in the book are ones that Reigeluth has put into practice during a project that began in 2001 to create systemic change in the Metropolitan School District of Decatur Township in Indianapolis.

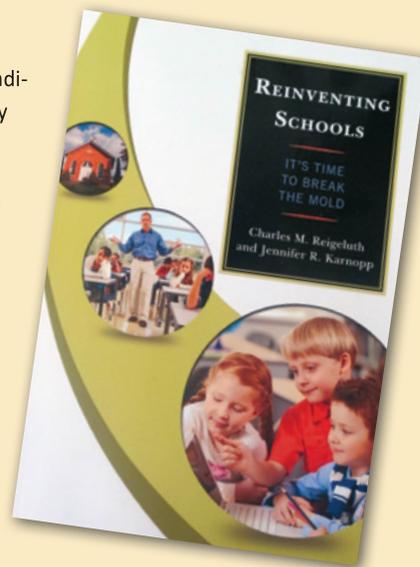
The book makes a case for change within the context of modern schools. One reason for paradigm change, Reigeluth said, is the financial constraints that are facing schools. Past reform efforts proved expensive and failed. Properly shifting the focus of schools can improve student learning at a lower cost. The book outlines a vision for schools that includes customizing instruction for each student, changing the role for teachers, properly utilizing technology, and empowering students and parents.

"The role of the teacher has got to change; the role of technology has got to change," Reigeluth said. "In the teacher-centered paradigm, the technology is there to support the teacher with PowerPoint, white boards and all that. In the learner-centered paradigm, technology supports the learner in a totally different model."

Models exist, Reigeluth said, and those examples are provided in the book. The authors present how the paradigm has shifted in a single school, across a school district and within the Montessori school system.

"We've changed from manual labor to knowledge work as the predominant form of work in society," Reigeluth said. "So that means that we need to educate far more people to far higher levels."

Reigeluth has established a (<http://www.reigeluth.net/>) with more on the book and his ideas about systemic change in education. He also has a blog about his work (<http://reinventingschools.tumblr.com/>).



For more on the book and his ideas about systemic change in education, visit www.reigeluth.net

IU School of Education distinguished Alumni from across country, world honored



DAA recipients (L-R) Lepkojus, Daniels, Smith and Ahmed

The Indiana University School of Education honored four of its alumni who have touched education across the world, the nation and Indiana during the annual Distinguished Alumni Award banquet Oct. 12. The 37th Annual IU School of Education Distinguished Alumni Awards honored individuals who hold a degree from the School and have made a lasting impact through their work since leaving the School.

The 2013 honorees are:

- Abdul Farouk Ahmed, MS'79** in instructional systems technology, joined Malaysia's Ministry of Education after earning his degree. His work resulted in ground-breaking reforms that fostered the development of private higher education institutions and greater autonomy for public higher education institutions. Ahmed has become a national spokesperson in Malaysian higher education, promoting decentralization of management, greater investment for national development, increased international engagement with instructors and students, and improved faculty incentives for research productivity. These contributions have reshaped Malaysia's educational landscape, turning it into a regional hub of higher education innovation. Ahmed served as a distinguished international alumnus on the IU Foundation's International Affairs Advisory Board and has been president of Malaysia's IU Alumni Chapter. In recognition of Ahmed's many contributions, he was awarded the Thomas Hart Benton Medal by former IU President Myles Brand in 1997.

- Maurice C. Daniels, EdD'82** in higher education, BA'72 in psychology at IU Bloomington, MS'75 in social service from the School of Social Work at IUPUI, is founder and director of the Foot Soldier Project for Civil Rights Studies and Research. He is the author of *Saving the Soul of Georgia: Donald L. Hollowell and the Struggle for Civil Rights* and *Horace T. Ward: Desegregation of the University of Georgia*, *Civil Rights Advocacy*, and *Jurisprudence*. Daniels is senior researcher and executive producer of a number of civil rights documentary films. He is the author of various scholarly articles and conference papers focusing on civil rights and social justice. Repeatedly honored by his colleagues for his achievements and service, he was selected in 2001 for the African American History and Social Justice Award by the Athens-Clarke County NAACP. In 2004, the State of Indiana 113th General Assembly adopted House Resolution No. 74, which recognized Daniels' "accomplishments in the areas of civil and human rights and social justice."

- David A. Lepkojus, BS'74** in earth sciences, began his teaching career through the School of Education's Native American Student Teaching Project. He completed his student teaching at Many Farms Junior High School on the Navajo Indian Reservation in Arizona. In October of 1974, Lepkojus was hired as a biology and environmental science teacher at Many Farms High School where he inspired and led students over the next 38 years. During his career, Lepkojus received

many awards for his teaching and administrative leadership from the Bureau of Indian Affairs and the Navajo Nation, including a citation from former President Ronald Reagan for outstanding instruction in environmental studies. Innovative programs developed by Lepkojus, such as the Freshman Academy, the Computer Assisted Learning Center, the Alternative High School, the Saturday Academy and the Agricultural Farming Project, reduced dropout rates, improved academic achievement, increased graduation rates, and improved educational and career opportunities for Native American students. Many Farms High School, under the guidance of Lepkojus, was one of only two Native American high schools in the United States to consistently make Adequate Yearly Progress under "No Child Left Behind."

- Victor A. Smith, MS'72, EdD'77** in social studies education, is a lifelong Hoosier and one of Indiana's most visible and active advocates for public education. Smith began teaching in 1969 and retired in 2009, but has since been a volunteer advocate and consistent voice for public education in the Indiana Statehouse. In 2011, he co-founded the Indiana Coalition for Public Education, an advocacy group supporting public schools and opposing the privatization of public education. Smith has written more than 150 editions of "Vic's Statehouse Notes," a free e-mail on education issues in the Statehouse. Smith has been widely honored for his professional accomplishments and great contributions to education in Indiana. His awards include the Indiana Council for Economic Education's Senesh Award for School Administrators; the Indiana Geography Teacher of the Year Award from the Geography Educators Network of Indiana; the Special Service Award recognizing 20 years of service to the Indianapolis Public Schools' Multicultural Infusion Conference; Lifetime Service Award from the the Association for Teacher Educators-Indiana; the Indiana Council for Social Studies' Special Service Award; and the Indiana University School Administration Association's Contribution to Education Award.



You can watch the complete Distinguished Alumni Awards ceremony on the IU School of Education Vimeo Channel. <http://vimeo.com/iuoseo/daa2013>

Alumni leader Jacobsen honored by IU

The best testament to education's power is how students use what they've gained. **J**amia Jasper Case Jacobsen, BA'62, MS'75, PhD'83 in special education, has touched many lives through her professional work. As a continuing ambassador for Indiana University and the School of Education, she's touched even more.

On Nov. 1, Indiana University and the Indiana University Foundation honored Jacobsen as a recipient of a 2013 Partners in Philanthropy award. Indiana University President Michael A. McRobbie and IU Foundation President and CEO Daniel C. Smith presented the award that recognizes exceptional volunteer leaders whose vital service and contributions help shape the future of the university at the highest levels.

Jacobsen was given the Keystone Award that recognizes those individuals who have shown exemplary volunteer leadership through multiple IU fundraising campaigns. Jacobsen said she grew up in a house where giving back was an expectation. "Much was given to us, so much was expected of us," she said.

Jacobsen is part of her family's six generations of IU graduates. A life member of the Indiana University Alumni Association, she has served on the IUAA's Executive Council, as president of the School of Education's Alumni Association Board of Directors and as an active volunteer with the Kappa Kappa Gamma sorority.

Her great passion for education and counseling is particularly focused on the prevention of child abuse. As a result, she founded the Central Indiana Family Support Center, serving as director of the eight-county Child Abuse and Neglect Center from 1980–1986. Through this work, Jacobsen's commitment and skill in addressing this terrible issue was recognized by then-President Ronald Reagan who appointed her to serve on the U.S. Advisory Board on Child Abuse and Neglect from 1986–1990. After completing this term of national service, Jacobsen continued her good work by founding The Family Counseling Center, Inc., a therapy and psychiatric center, serving as its president until 2004. Jacobsen is the author of hundreds of published articles, author or editor of three books, and has served as adjunct faculty at IU Bloomington, IUPUI and IU Kokomo.

From a fundraising perspective, Jacobsen has worked tirelessly to help IU. Since 2001, she has been a Well House Society Associate where she has been active in efforts to raise greater unrestricted support for IU. In honor of her late father, she organized and led the effort to establish the Paul George Jasper Scholarship at the IU Maurer School of Law. In 2012, Jacobsen chaired the School of Education's inaugural 50-year anniversary scholarship committee, raising funds to support high-ability students pursuing teaching as a profession.

"I have always felt that the IU School of Education gave me the knowledge of the world around us," Jacobsen said of her experience



Jamia Jacobsen

(L-R) IU Foundation President and CEO Dan Smith, Jacobsen and IU President Michael McRobbie

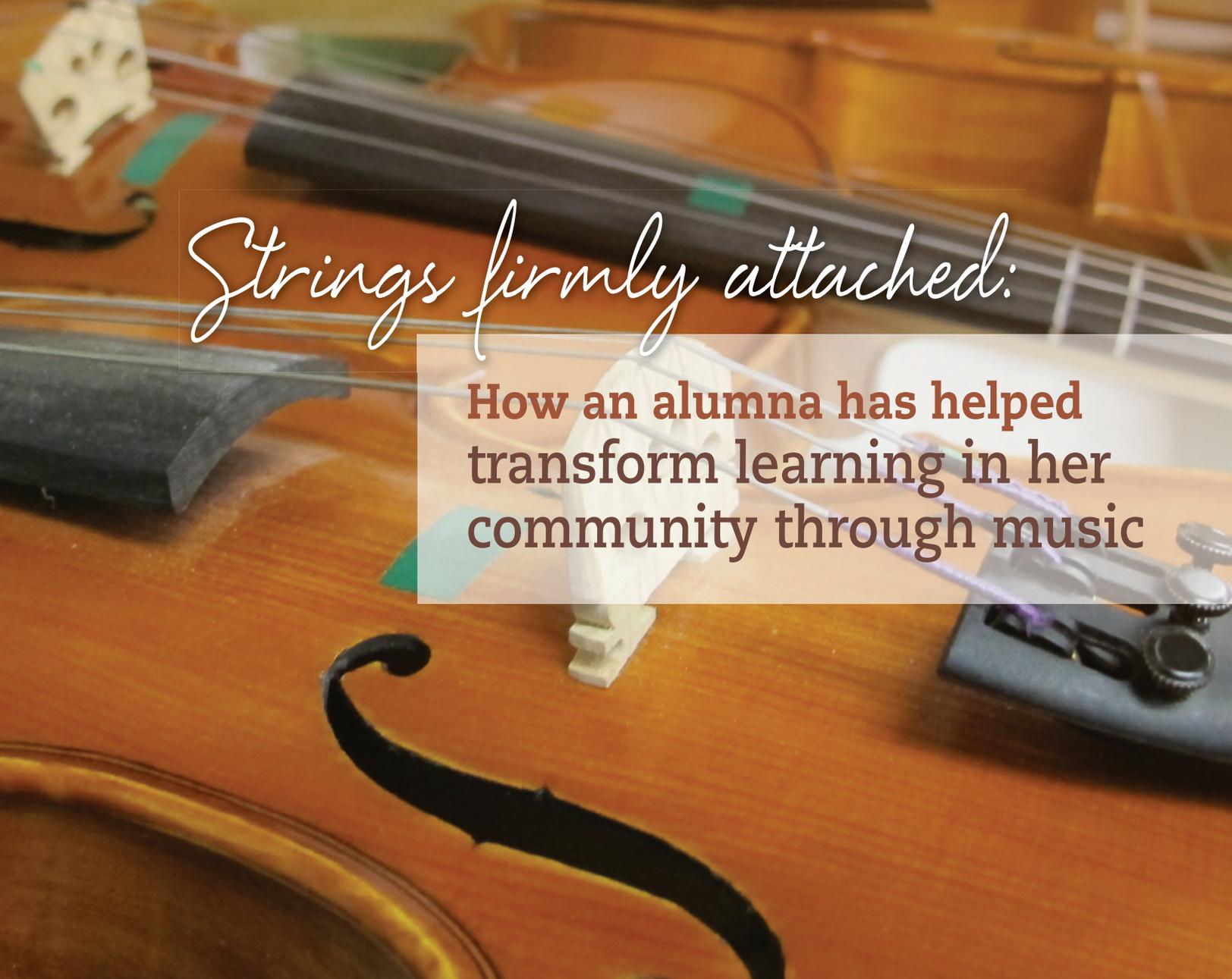
at IU. "My professors taught me how to build opinions and develop my points of view in ways that allowed me to gain a better perspective on life. The skills I learned not only opened doors to brilliant career opportunities, but gave me the tools to help others."

"The five individuals recognized as this year's Partners in Philanthropy represent the very best ideals upon which Indiana University has operated for nearly two centuries," said IU President Michael A. McRobbie. "Their steadfast commitment to the well-being of others, as demonstrated through their extraordinary acts of generosity and volunteerism, has contributed greatly to the university's service mission and has strengthened communities across Indiana. We are proud to call them friends of Indiana University and are enormously grateful for their ongoing support."

"My professors taught me how to build opinions and develop my points of view in ways that allowed me to gain a better perspective on life. The skills I learned not only opened doors to brilliant career opportunities, but gave me the tools to help others."



See a feature video on why Jacobsen was honored.
<http://www.youtube.com/watch?v=IG8W9SHUu0>



Strings firmly attached:

How an alumna has helped transform learning in her community through music

Ann Harrison, BS'67 in art education, didn't know that her life and the lives of the children in her home town of Attica, Ind., were about to change. In fact, it started as a simple gesture out of respect for the dean of the world-renowned Indiana University Jacobs School of Music.

IU Jacobs School of Music Dean Gwyn Richards asked Harrison to attend a performance of students at Bloomington's Fairview Elementary School. The IU Foundation Board member dutifully acceded, but secretly considered the possibility that she was about to hear something not quite up to performance-hall quality. "I thought, 'this will be nice—children playing the violin,'" Harrison said. But, what happened next was much, much more.

"My life has not been the same since," she said. "It just touched a chord in my heart and resounded."

The experience prompted her to ask Richards if such a program

could work in Attica. The dean admitted he was hoping to try it somewhere outside of IU Bloomington's back yard. That's all Harrison needed to hear. She immediately went to work getting the school string program off the ground at Attica Elementary School.

Four years later, the results have been remarkable. Harrison, her husband and the family business, Harrison Steel Castings Company, in partnership with the IU Jacobs School of Music, seeded the project. In addition, more than 100 others became engaged in the project, ensuring it would be of no cost to the students or the school corporation. It has been so successful that the school corporation now funds the salary of IU Jacobs School of Music instructor Natalie Boeyink, who works alongside Attica music teachers Marcia Piper and Joel Good. The students start handling violins in first grade and have done so with great care: not a single instrument has suffered damage since the program started.

"It's been wonderful for our children, our school and the community. I do believe it's successful," Harrison said. "It's been nothing but good."

Attica, a town of just more than 3,200 residents, is located on the banks of the Wabash River just west of Lafayette, not far from the Illinois state line. Like many rural Hoosier towns, Attica is working hard to overcome tough economic times. Town leaders and families across this tight-knit community are particularly concerned about providing educational opportunities for their children.

Harrison recognized that, for many of the children, this would not only be an introduction to music and culture but a pathway to many other positives. "Many of them would never have believed they could play an instrument," she said. "You can see the confidence. If you can play the violin, you can certainly learn to read, and you can do math." In future years, she expects the long-term effect will be a higher graduation rate which, of course, will lead to better school outcomes.

While music is the basis for the program, the kids taking part are getting much more than rote notes. "We do rhythm reading, but it's not just rhythm," said Boeyink, a doctoral student at the IU Jacobs School of Music who became a violin teacher in Attica last fall. "It's also mathematical. So we talk about when you have a quarter note that gets one beat, and you put two quarter notes together to make a half note, that's two beats. So there's a little bit of math and spelling: they're counting in different languages. Geography is also part of it. We talk about where the violin came from, where the bow came from. It's a sneaky way of getting some of those other lessons in."

A typical class is orderly, structured and painstakingly executed by the teachers and students. The class warms up with proper stance and posture and sharpens their musical ear with singing, playing scales and performing vocal rhythm exercises. Coming into the program last year, Natalie was especially impressed with the third-graders, Attica's inaugural group of violin students who had been playing for three

Harrison watches students rehearse for a concert.



years. “For the third grade, it’s optional,” she said. “Out of a group of about 50 students in the third-grade class at the elementary school, over half of them elected to take violin.”

The resulting demonstration by the Attica violin group has become a hot-ticket item; the high school auditorium was filled for the May show. Leading up to that spring performance, the local paper, the Danville Commercial News, and the Lafayette television news station

each did stories, along with publicity from the Attica Community Foundation.

The four-year-old program has become a point of community and student pride and an integral part of Attica’s present and future. “Bringing out the potential in each child through education is our hope for tomorrow,” Harrison said of the impact of the strings project. “I get to be a tiny part of it, and that’s thrilling.”

“Many of them would never have believed they could play an instrument. You can see the confidence. If you can play the violin, you can certainly learn to read, and you can do math.”

Boeyink instructs students during a rehearsal.



Chung driven by experience

For someone particularly interested in career development, Barry Chung has had a career of interesting developments himself. In recent months, Chung, professor of counseling and educational psychology and director of the counseling psychology PhD program, has been honored by organizations for his work, a work devoted to career development issues and, particularly, diversity issues in career development.

“I’ve always been committed to diversity issues,” Chung said. He joined the faculty in 2012 after stints at Georgia State University and Northeastern University. His work over the last 20 years led to the National Career Development Association (NCDA) honoring him with the Diversity Initiative Award, which was presented to him at the annual conference last summer in Boston. Speaking about the award, he said he tried to promote diversity issues during the time he served as NCDA president (2006–07). “I was always trying to help everybody think about how organizational initiatives and directions may be relevant to cultural diversity.” His overall work in counseling psychology has earned him an invitation to deliver the keynote address for the Australian Psychological Society’s College of Counseling Psychologists next year.

This pathway to career success was far from obvious, but it is perhaps what shaped Chung’s view of the importance of diversity and multiculturalism. The youngest of five children born to parents who emigrated from mainland China to Hong Kong, Chung’s family lived in a cramped apartment where all seven slept in a bunk bed—kids on top, parents below. “Somebody’s stomach would be somebody else’s pillow,” Chung recalled of that close-quarters slumber.

Higher education was far from guaranteed, particularly considering his circumstances. No one in his family had attended college, and money was certainly an obstacle. Chung said his mother still recounts stories of borrowing rice and milk from neighbors to feed him and his siblings. To bring in more money, the older children went to work early. “My older sister did a summer job in the summer of fifth grade,” he said. “She never went back to school.”

Still, Chung found something in his schooling that drove him to succeed. He enjoyed studying and found great satisfaction in learning, often hanging out with like-minded students to discuss biology and math “geeks,” Chung said of himself and his academically oriented friends. He gained admission to National Taiwan Normal University, which had free tuition, free housing and a monthly stipend. “If you are really good at managing your finances, the stipend could be good enough for the whole month of expenses,” he said.

At this Taiwanese university for preparing teachers, he was able to study educational psychology and counseling, which briefly resulted in a middle school counseling internship after graduation, but drove him to study further. Chung applied to the University of Illinois, arriving for master’s study with money borrowed from a sister and no other resources. He met with his advisor as the first semester started,



Chung speaks at a conference at Cleveland State University in 2012.

and she found him an assistantship covering tuition and granting a stipend within his first week of school. “From then on, I always had a tuition waiver and stipend to carry me through until I graduated,” Chung said. “That’s very lucky for someone who was born into such a poor family.”

After earning both his master’s and PhD in counseling psychology from Illinois, Chung began looking into matters that would help others find and make such luck. He has devoted his career to studying factors that affect career development, particularly for immigrants, LGBT persons and people of color. “I have been studying since I was a master’s student the connection between sexual orientation and work,” he said. Chung has also worked to open more opportunities within his own organizations, such as spearheading an initiative to place more people from diverse backgrounds on the NCDA board.

And now, years and miles removed from growing up in tight quarters with a tighter budget, Chung remembers what it was like. That’s something he’s sure he can use to help others.

“With my own experience, I have the compassion to help those to overcome these barriers,” he said. “I would love to have more success stories, particularly for people of color or immigrants, where they can build their own self-efficacy, find their own resources. I will advocate for resources that can make it happen for them.”

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Moi Dean Barasa listens during the faculty symposium at IUPUI.

Reaching across the world, faculty from Moi University School of Education in Eldoret, Kenya, have found there's a lot of experiences they share with faculty at the IU School of Education at IUPUI in the context of preparing teachers and education leaders. On Oct. 29 and 30, seven faculty members from Moi came to Indianapolis for the second annual Faculty Symposium on Research and Teaching at the IUPUI Library.

High-stakes tests, pressure on schools to produce results, teachers concerned about what students are learning as they make sure they're ready for end-of-semester assessments: it's a familiar tale coming from the Moi faculty.

"We found common ground especially in two areas—the issues of assessment tests and getting the correct grades and putting pressure on high schools to present good results," said Peter Barasa, dean of the Moi University School of Education. Part of the discussion over the two days focused on how teachers and school leaders should handle the growing pressures while focusing on learning for students.

"For us, it's all exam oriented—everything must be turned into a grade," Barasa said. "So we really need to learn a few things from the U.S. on how to enable the learner to gradually develop into certain competencies by helping them create portfolios of their own activities as they grow in school."

Barasa said he and the seven other faculty members from Moi came to IUPUI expecting to have an open discussion of practices, both their own and those in the United States. He said he was particularly impressed during a visit of IUPUI faculty to Moi in August 2012 with how they "interrogated" their own practices to produce best results.

Such work was the theme of the two-day conference, titled "Interrogating Educational Policy and Practice in Kenya and the U.S." Moi and IUPUI faculty each presented their

work, and each queried the other about their work. During the two days, presentations focused on curriculum of Kenyan schools and individual projects by Moi and IUPUI faculty.

The School of Education signed a memorandum of understanding with Moi University to formally partner for continuing professional exchanges. Last year's symposium in Kenya allowed faculty from both universities to share best practices and research on a variety of topics. The Moi faculty presented on teacher preparation practices at Moi, how Moi faculty uses research to inform policy and practice in higher education, and science curriculum. Faculty from IUPUI spoke about teaching techniques with the latest technology, issues surrounding the education of urban youth and women in education.

The symposium is an extension of IUPUI and Moi University's long-standing relationship, which began with the IU School of Medicine and Moi teaming up on the American Model Providing Access to Healthcare Center (AMPATH), a clinic that helps treat Kenyans with HIV and AIDS. In addition, the IU and Moi Schools of Journalism recently agreed to continue their partnership, and Kenya is now home to the IU Alumni Association Kenya Chapter.

The second Great Lakes Equity Center Leaders Institute intended to draw participants into real-world situations applicable to their own work. The fall institute held Sept. 19 and 20 at the Indiana Historical Society in downtown Indianapolis did that quite well.

During day two of the event, Emilo Handel, an assistant superintendent whose work focuses on elementary school students, saw a bit of himself reflected in a video shown to the group. It focused on a school board member of Hispanic heritage increasingly frustrated by what he perceived as obstinate fellow board members and a sometimes hostile public.

"This is a frustration that I feel on a regular basis," Handel said. "I'm trying to navigate and trying to negotiate equity in a district



A session during the Equity Leaders Institute

with people who see equity as something that's being taken away from their particular population."

Handel spurred much of the discussion surrounding the situation depicted in the video because of the personal connection he felt to the matter. That opportunity for discussion is precisely why he came more than 2,100 miles from Santa Barbara, Calif., where he is charged with oversight for elementary school services in the Santa Barbara Unified School District. He described his city as a majority Hispanic community whose school corporation is largely governed by an affluent white population. While such situations are increasingly common around the country, workshops offering direct discussion and strategy for dealing with them are not.

"This particular workshop offered some real information and professional learning I could apply," Handel said. "I haven't seen these types of workshops offered that were so specific." Handel added that he was drawn to the workshop because he saw that it would provide a learning opportunity, a way to apply the learning and the ability to develop ways to build more capacity for equity when he returned home.

The Fall Equity Leaders Institute is the latest in continuing efforts by the Great Lakes Equity Center (GLEC) since it moved to the IUPUI campus in 2011. GLEC is a federally funded regional Equity Assistance Center (EAC) intended to provide technical assistance in the areas of civil rights, equity and access, and school reform. The Center covers Illinois, Indiana, Michigan, Minnesota, Ohio and Wisconsin.

Aside from Handel, most of the participants were from the GLEC region. All came seeking practical learning about equity in K-12 educational settings. The fall institute was titled, "Using Data for Social Justice in Education: Purposes, Perspectives and Processes." The GLEC staff set several goals for participants to reach, including being able to identify an array of data sources to guide social justice actions, identifying and evaluating data collection methods to better inform equity decision-making, better interpreting data for equity purposes, determining barriers and potential support for using the data, and being able to articulate qualities that promote an equity-focused data culture across the local education agencies.

"I'm in a new role, just three weeks," said participant Robert Martin. He came to the institute less than a month into his job as chief of staff for Utica Community Schools in Utica, Mich. "One of my responsibilities is going to be looking at policies and practices as they relate to equity. So this conference directly

Tilaars' gift supports joint effort of School of Education and new IU school



(L-R) IU School of Education Dean Gerardo Gonzalez, Alex Tilaar, Martha Tilaar and IU College of Arts and Sciences Dean Larry Singell sign the Tilaars' gift agreement.

Groundbreaking Indonesian business leader Martha Tilaar and prominent Indiana University alumnus H.A.R. "Alex" Tilaar have made a gift to the university to support faculty work focused on education and women's empowerment in Southeast Asia. The Tilaars have created a \$100,000 endowment to fund teaching, learning and research activities of faculty from the IU School of Education and the new School of Global and International Studies.

The Tilaars visited Bloomington in the fall to sign the gift agreement with David Zaret, IU vice president for international affairs, IU School of Education Dean Gerardo Gonzalez and IU College of Arts and Sciences Executive Dean Larry Singell. The gift supports expenses related to faculty work throughout the Asia-Pacific region, with preference given to projects focused on Southeast Asia.

Martha Tilaar is the founder and president of Indonesia's foremost cosmetic company group, the Martha Tilaar Group, and is often referred to as Indonesia's "Mother of Natural Cosmetics." She enrolled at the Academy of Beauty Culture in Bloomington while her husband studied at IU. When she returned to Indonesia, she studied with practitioners of traditional Indonesian medicine, which led to her use of the natural ingredients for which her cosmetic products are known. Starting from a single salon in 1970, her company, The Martha Tilaar Group, has grown to 43 shops in Indonesia, with another opening in Singapore in 2010.

Her leadership is recognized nationally and internationally. Tilaar is the Indonesian ambassador of education and training on human rights. In 2000,

then-United Nations Secretary General Kofi Annan invited her to become a founding member of the United Nations Global Compact, a group whose member companies support human rights, labor standards, environmental conservation and fight corruption. Martha Tilaar has written and published several books, including *Leadership Quotient: Perempuan Pemimpin Indonesia*, which chronicles leading Indonesian women in politics and business.

Alex Tilaar, MS'66, EDD'67, is a highly influential voice for education in Indonesia. IU President Michael McRobbie presented him with the Thomas Hart Benton Medal in May 2012. He is professor emeritus at the State University of Jakarta and was an educational specialist for BAPPENAS, the Indonesian government's central planning agency, for 23 years.

Alex Tilaar served as deputy director for education and culture and assistant minister for human resource development. He is a member of the prestigious Indonesian Academy of Sciences and has authored more than 200 articles and 20 books on Indonesian education. In 2009, the IU School of Education recognized him with the Distinguished Alumni Award.

"We are grateful for this gift, which will complement and enhance much of the important work that Martha and Alex Tilaar are doing in Indonesia and throughout the world," Gonzalez said. "I'm also very pleased that this will be the first philanthropic gift given to Indiana University for collaborative work between the new School of Global and International Studies and an established academic unit on campus.

The Tilaars said they decided to give the gift for a few reasons, but primarily because of their love of Bloomington and IU and the need for a focus on women's education in Indonesia. Martha Tilaar cited the Indonesian philosophy called *Tri Hita Karana*, an outlook on life that emphasizes relationships to bring about a harmonious life.

"You have to live harmoniously between you and God, human to human, between you and your environment," she said. "If you are successful, you have to share it," she said of the gift. "We studied here, we started here, and then we went global. That, we have to share."

Throughout his career, Alex Tilaar has advocated for modernizing Indonesian education by utilizing the ideas he took from his studies at IU, but always with the understanding of what Indonesian students needed.

"I am educated in the states, but I am not westernized," he said of beliefs for education in his country. He said the gift should spur IU involvement that can help women's education to grow in the same way. "Your development should start from yourself, but do not close the door to international cooperation," he said.

Starting immediately, a joint committee of faculty from the School of Education and the School of Global and International Studies will begin the process of selecting grantees for what will be known as The Martha Tilaar and H.A.R. Tilaar Faculty Support Fund.

relates to that, because I've gotten some great ideas on how to go back and really initiate and carry through some of those dialogues with my colleagues and also within the community."

"I'm hoping to examine full-service community schools," said Johari Shuck, a higher education doctoral student in the IU School of Education. Shuck is preparing to conduct her dissertation study and sought ideas on collecting and analyzing data regarding K-12 schools.

"It's giving me a different perspective."

Initial funding for the GLEC is part of a three-year grant assigned to principal investigator Kathleen King Thorius, assistant professor of special education at the IU School of Education at IUPUI, and co-investigators Brendan Maxcy, associate professor of educational leadership and policy studies (ELPS), and Thu Suong Thi Nguyen, assistant professor in ELPS. The center complements an overall focus on urban education at the

School of Education at IUPUI. Under the direction and guidance of the principal investigators, the center also engages in scholarly research to explore and describe the contexts of the systems it serves and contributes to the broader knowledge and research base. Utilizing a mixed methods approach to data collection and inviting all stakeholders to analyze and discuss data are key characteristics of the center's approach to technical assistance and professional learning.

Before 1960

In September, the Benjamin Harrison Presidential Site presented the 2013 Advancing American Democracy Award to **Donald C. “Danny” Danielson**, BS’42, LLD’94, of New Castle, Ind. The award recognizes Hoosiers who have an impact on their communities by promoting citizen participation in government. Danielson has a long history of community service and political participation, including working on the senate and vice presidential campaigns of Dan Quayle, JD’74. Danielson served on the IU Board of Trustees from 1959 to 1980.

Russell A. Working, BS’51, MS’54, EdD’62, and his wife, **Violet (Johnson)**, BS’51, MS’60, are authors of *Art Lesson Handbook: A Guide for Teaching Art in the Classroom and for Home Study Teachers*, published in 2012 by AuthorHouse. The book is an aid for art teachers, art students and home instruction teachers in planning, organizing, conducting and evaluating instructional activities for elementary, middle and high school students. Retired educators, the Workings live in Bloomington, Ind.

1960s

G. Dale Glenn, BS’62, MS’63, EdS’73, EdD’75, of Bloomington, Ind., is the author of *Purcell Station*, his first novel. Glenn began his career as an English teacher at Speedway High School in Indianapolis, later becoming a middle school principal in Bloomington and an adjunct professor at Indiana University.

Indiana University and the IU Foundation honored **M. Jamia Jasper Jacobsen**, BS’62, MS’75, PhD’83, as a Partner in Philanthropy in November. The designation acknowledges individuals who play a significant role in furthering the university’s philanthropic goals as volunteers and supporters. Jacobsen received the Keystone Award for her volunteer leadership of multiple IU campaigns and fundraising initiatives. She is a longtime volunteer and advocate for IU, serving on the IUAA’s Executive Council, the School of Education’s Alumni Association Board of Directors and the Woodburn Guild Board of Advisors. Jacobsen lives in Indianapolis.

Donald S. Kachur, BS’64, MS’66, EdD’71, is the lead author of *Engaging Teachers in Classroom Walkthroughs*, published in July by ASCD (formerly the Association for Supervision and Curriculum Development).

The book demonstrates that teachers learn most effectively through observation, shared inquiry, dialogue and follow-up, developing a sense of collegiality and a common mission. Kachur is professor emeritus of education at Illinois State University in Normal, Ill.

J. Daniel McConnell, BA’66, MS’68, a longtime instructor at the University of Washington, has been awarded the university’s highest award for teaching. McConnell, who teaches in UW’s Public Relations and Strategic Communications Certificate Program, received the Teaching Excellence Award for his skills and commitment as a teacher who works in the business community. President and CEO of DMCP, a communications consulting agency, McConnell lives in Seattle.

1970s

Maurice C. Daniels, BA’72, MSW’75, PhD’82, was one of four IU School of Education alumni presented with a Distinguished Alumni Award in October. He is founder and director of the Foot Soldier Project for Civil Rights Studies and Research and is a senior researcher and executive producer of several civil rights documentary films. Daniels is the author of numerous books, scholarly articles and conference papers focusing on civil rights and social justice. Honored by his colleagues on many occasions for his achievements and service, in 2001, he was selected for the African American History and Social Justice Award by the Athens–Clarke County NAACP. In 2004, the Indiana’s 113th General Assembly adopted House Resolution 74, which recognized Daniels’ “accomplishments in the areas of civil and human rights and social justice.” He lives in Athens, Ga.

The IU School of Education honored **Victor A. Smith**, MS’72, EdD’77, with a Distinguished Alumni Award in October. Smith began teaching in 1969 and retired in 2009. He has since been an advocate for public education, co-founding the Indiana Coalition for Public Education, an advocacy group supporting public schools and opposing the privatization of public education. Smith lives in Indianapolis.

Eugene R. Tempel, MA’73, EdD’85, was named by *The NonProfit Times* as one of the 50 most influential leaders in the not-for-profit sector. Tempel leads the world’s first school devoted to the study and teaching of philanthropy. He played an integral role in establishing the school’s precursor, the

Center on Philanthropy at Indiana University, and served as its executive director from 1997 through 2008, developing it into a leading national resource. Tempel led the IU Foundation as its seventh president from 2008 until 2012. He lives in Indianapolis.

David B. Gustavson, EdD’74, has retired as dean of the College of Business, Education, and Human Development and professor of education after 39 years at Louisiana State University in Shreveport. He continues to work at the university as volunteer associate director of development for athletics. Gustavson lives in Shreveport.

David A. Lepkojus, BS’74, of Cortez, Colo., received the IU School of Education’s Distinguished Alumni Award in October. He began his teaching career through the School of Education’s Native American Student Teaching Project. In October 1974, Lepkojus was hired as a biology and environmental science teacher at Many Farms High School on the Navajo Indian Reservation in Arizona, where he inspired and led students over the next 38 years. During his career, Lepkojus received many awards for his teaching and administrative leadership from the Bureau of Indian Affairs and the Navajo Nation, including a citation from President Ronald Reagan for outstanding instruction in environmental studies.

Toby Schokhet Strout, MS’74, PhD’91, is executive director of Middle Way House Inc., which recently won a major national award from the Advisory Council on Historic Preservation. As part of the New Wings Community Partnership, Middle Way House received the Chairman’s Award for Achievement in Historic Preservation for helping restore the historic Coca-Cola Bottling Plant in Bloomington, Ind. First lady of IU Laurie Burns McRobbie sits on the board of Middle Way House and chaired the New Wings Community Partnership.

The Society of Physics Students (SPS) has named **Sharon L. Rosell**, MS’77, its 2013 National Outstanding Chapter Advisor. There are more than 800 SPS chapters in the United States, and the designation is the top adviser honor. Rosell is an assistant professor of physics at Central Washington University. She lives in Ellensburg, Wash.

In October, **Timothy W. Moser**, BS’78, joined the law firm Quarles & Brady’s Phoenix office as a partner in the real estate practice group. Moser’s practice emphasizes structured finance, syndicated facilities, asset-backed securitizations, conduit warehouse and repurchase facilities, and commercial finance. His

focus is on complex shared credits, unique finance structures and unusual asset classes. Moser is also a national and international speaker on complex finance issues.

After the recent U.S. Supreme Court rulings on the Defense of Marriage Act in June, **Cynthia P. Stone**, BS'78, MS'08, and Amy M. Benckart, MLS'90, were legally married in Delaware. They have been a couple for 13 years. Stone is a former IU trustee and currently a lecturer in the Kelley School of Business. Benckart, who is the granddaughter of the late IU football coach Bo McMillin, was previously employed as a bookmobile librarian with the Erie County Libraries in Erie, Pa., and most recently worked as an IU campus bus driver, retiring in April 2013. The couple lives in Bloomington.

Abdul Farouk Ahmed, MS'79, is another IU School of Education alumnus who received the school's Distinguished Alumni Award in October. Ahmed joined Malaysia's Ministry of Education after earning his IU degree. His work resulted in groundbreaking reforms that fostered the development of private higher education institutions and greater autonomy for public higher education institutions. Ahmed has become a national spokesperson in Malaysian higher education, promoting decentralization of management, greater investment for national development, increased international engagement with instructors and students, and improved faculty incentives for research productivity. These contributions have reshaped Malaysia's educational landscape, turning it into a regional hub of higher education innovation. In recognition of Ahmed's many contributions, he was awarded the Thomas Hart Benton Medal by IU President Myles Brand in 1997.

1980s

In July, the Indiana Public Charter Schools Association named **Kevin L. Davis**, MS'85, of Westfield, Ind., as its interim president. Previously, he was vice president and chief operating officer of IPCSA, where he oversaw new school development operations and support for existing charter schools. Before joining IPCSA, Davis was co-founder, president and chief executive officer of Options Charter Schools in Carmel and Noblesville. During his tenure, Davis co-authored the conversion charter school application for Options Charter School in Carmel and co-authored and led the team through the new school

application in Noblesville. Prior to his time at Options Charter Schools, Davis served as a principal and teacher in the Carmel and Speedway public school systems.

The Indianapolis Public Library Foundation's Eugene and Marilyn Glick 2013 Indiana Authors Award program recognized four IU alumni with national and regional awards in October. The awards recognize authors who contribute to the literary landscape in Indiana and across the nation. **Tricia Driggs Fields**, BS'88, MS'96, received the Emerging Author Award for her novel, *Scratchgravel Road*, published in March 2013 by Minotaur Books. Fields' first book, *The Territory*, was the winner of the Tony Hillerman Award for Best Mystery. The third book in her Josie Gray mystery series, *Wrecked*, will be published in March 2014. Fields is currently working on the fourth book in the series featuring the tough small-town Texas police chief. IU Bloomington history professor James H. Madison, MA'68, PhD'72, was named 2013 Glick Regional Author winner and Michael A. Martone, BA'77, professor of English and director of creative writing

at the University of Alabama, received the National Award. Michael J. Mullin, BA'91, MBA'95, also received an Emerging Author Award.

In October, **M. Lillian Casillas-Origel**, BA'89, MS'98, director of La Casa, the Indiana University Latino Cultural Center at IU Bloomington, was named 2013 recipient of the IU Latino Alumni Association's Distinguished Alumni Award. The award recognizes outstanding professional achievements and community service of Latino alumni of any IU campus. Previous winners of the award include Lake County (Ind.) Superior Court Judge Jesse M. Villalpando, BA'81, JD'84; Chicago television journalist Felipe V. "Phil" Ponce, BA'71; Arizona State University professor **Carlos J. Ovando**, MAT'69, MA'73, PhD'75; and administrative law judge Albert J. Velasquez, BS'67, JD'73.

In August, **Yea-Fen Chen**, MA'89, PhD'95, was named director of IU's Chinese Flagship Program. She was previously executive director of the United States Chinese Language Teachers Association and coordinator of the Chinese Language Program at the University

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of Wisconsin–Milwaukee. The IU Chinese Flagship program integrates classroom learning and extracurricular activities to help students attain Chinese language skills. The program is also designed for students studying other professional disciplines and offers students the opportunity to spend a year studying abroad in China.

1990s

In August 2013, New York Institute of Technology (NYIT) named veteran leader in

student affairs and management, **Patrick G. Love**, PhD'90, as its vice president for student affairs. He is responsible for the strategic vision and operation of NYIT's student development and services. Love works with university administration and faculty members to integrate academic and co-curricular learning, incorporate a global perspective into the student affairs division, and set goals for student development and campus life throughout NYIT's global community. Most recently, Love served as associate vice president for student affairs

at Rutgers University. He has held high-level student affairs positions at Pace University and New York University. The co-author of *Rethinking Student Affairs Practice*, Love was a tenured professor at New York University in the department of administration, leadership and technology.

Three IU School of Education alumni have been honored in the Indiana Association of Public School Superintendents' 2014 Superintendent of the Year awards. **Thomas J. Little Jr.**, EdS'91, EdD'92, of Indianapolis, was selected Superintendent of the Year for

In Memoriam

William Fondren Ryall

April 25, 1940–Dec. 2, 2013

Bill Ryall, BS'62, MS'68, was a former tennis coach and adjunct education faculty member at Indiana University Southeast. A 2013 recipient of the IU Southeast Chancellor's Medallion, Ryall was also a retired colonel in the U.S. Army with a total of 38 years of active and reserve duty. He also worked as a teacher and administrator for the Department of Defense Overseas Schools in Europe.

In 1996, Ryall joined IU Southeast as an adjunct professor of education and the coach of the varsity women's and men's tennis teams. He transformed the IU Southeast women's tennis team into an NAIA national powerhouse winning 11 Kentucky Intercollegiate Athletic Conference championships, four NAIA Region XII championships and took the team on three trips to the national championships. During his time as coach, his teams accumulated a record of 310–58.

"IU Southeast has lost a wonderful man in Bill Ryall," said Interim Chancellor Barbara Bichelmeyer in an IU Southeast news release. "It was my great pleasure to get to know him over the past months. I found him to be an inspiration and an enthusiastic ambassador for IU Southeast. He leaves a legacy of leadership and commitment among his students, student-athletes and co-workers, and his influence will be felt in our community for many years to come. He will be greatly missed by his IU Southeast family."

Kenneth Gene Faris

Sept. 13, 1926–Nov. 14, 2013

Gene Faris, MS'49, EdD'59, was a long-time teacher, spending many years on the faculty at the Indiana University School of Education in Bloomington. A varsity basketball star for the Hoosier basketball team (lettering three times and leading the team in scoring during the 1944–45 season), Faris especially made his mark in learning technology.

After graduating from IU, Faris served in the U.S. Army at the close of World War II. He began teaching upon his return, but was again drafted into service for the Korean War. When he came back home for good, he joined the faculty of Bloomington's University High School as a teacher and coach. He gave up his coaching duties

for health reasons and joined the staff of the Indiana University Audio-Visual Center and the faculty of the School of Education.

During his 37-year career at IU, Faris served in many roles including professor of education (instructional systems technology), dean for learning resources, executive assistant to two presidents, Grand Marshal of the University and executive director of the Indiana Higher Education Telecommunication System. Faris received many outside grants to support his great interest in the use of new technologies in secondary and higher education classrooms. He published widely in his area of professional interest and received numerous commendations for his work. In 1988, IU presented him with the Thomas Hart Benton Medallion and, a year later, presented him with the President's Medal for Excellence.

Kenneth Eugene Underwood

June 26, 1928–Oct. 10, 2013

Ken Underwood, EdD'61, spent his education career as a teacher, administrator and university faculty member. He was superintendent for public schools in Illinois, Indiana, North Dakota and West Virginia. He later joined the faculty at Virginia Tech and served as a search consultant with Harold Webb & Associates (now BWP & Associates), which he said gave him the opportunity to mentor some of the best public school educators in the United States. He enjoyed long phone conversations with school leaders about their careers, new jobs, how to do more and better for children, or problems they were facing.

Underwood's past positions included director of contract research and educational services at Virginia Tech and superintendent of Kanawha County Schools in West Virginia, the state's largest school district, which includes the capital city of Charleston. Underwood served on the faculty at West Virginia for 18 years advising doctoral students in the school administration program.

Underwood served extensively with National School Boards Association and the American Association of School Administrators (AASA). He received many awards and recognitions including an AASA Distinguished Service Award and a Friend of Horace Mann League Award. The Horace Mann League is a group that promotes public schools and exists to perpetuate the ideals of Horace Mann, the founder of the American public school system.

IUPUI faculty member celebrates two decades since rainforest expedition



Tropical Rainforest Experience participants at the 20th anniversary reunion: (sitting) Annie Cameron; (1st row, L-R) Celeste Edgerton, Deb Buehler, Amy Bratsch, Linda Furuness, Connie Brannan, Betsey Bunting, Trilla Griffith; (2nd row, L-R) Tanya Mueller, Dee Banta, Linda Maskel, Sherry Fulk-Bringman; (3rd row, L-R) Colleen Colvin, Michael Cohen

Last summer, emeritus faculty member Michael Cohen organized a 20th reunion for the Tropical Rainforest Experience run by the IU School of Education at IUPUI and the Indianapolis Zoo from 1989 to 1993. The program was a yearlong science education program that included workshops in Indiana and a two-week field experience in the rain forests of Costa Rica.

Cohen organized experiences for four groups of 20 K–12 teachers during the four years of the program, partially funded by a grant from the Indiana Higher Education Commission. The professional development program was designed to enhance teacher experience, curriculum development and overall confidence in teaching science.

“During the four years, I was continually amazed at how serious the teachers were to gain as much information as they could about the science and the physical and social environment of rainforests,” Cohen said. “They faced a variety of challenges—some dangerous—each day, and showed courage in attacking these challenges that helped them in their teaching when they returned home. It was truly an adventure-learning experience.”

2014. He is superintendent of the Metropolitan School District for Perry Township in Indianapolis. Superintendent of DeKalb County Central United School District, **Sherry Peters Grate**, BS’87, MS’91, of Auburn, Ind., is District II Superintendent of the Year; and **James S. Roberts**, BS’87, MS’93, of Batesville, Ind., superintendent of Batesville Community School Corporation, is District VIII Superintendent of the Year.

In October, the Indiana Department of Education named Steven R. Perkins, BA’91, a Latin teacher at North Central High School in Indianapolis, 2014 Indiana Teacher of the Year. He is the fourth-consecutive IU graduate to earn Indiana Teacher of the Year honors and the seventh in the past 11 years. Last year’s honoree, Suzanne E. Whitton, BAE’06, MAE’12, is an art education graduate from the Herron School of Art at IUPUI. The Teacher of the Year for 2012, Huntington’s **Melanie Phillips Park**, BS’93, MS’01, and 2011 Teacher of the Year, Mishawaka’s **Stacy A. McCormack**, BS’99, are IU School of Education alumni.

Alison Morgan Gibbs, BS’95, MS’97, met her husband, Edward B. “Bo” Gibbs, BS’97, at IU Bloomington on her 22nd and his 21st birthday and were married at Beck Chapel

on campus. Bo is a private wealth management adviser at Berman Capital Advisors in Atlanta. Alison is a stay-at-home mom raising the couple’s three children, Jack, Sophia and Madeline. The family lives in Duluth, Ga.

In September 2013, the National Association of College Stores (NACS) promoted **Robert A. “Tony” Ellis**, MS’97, to vice president of industry advancement. Ellis joined NACS as director of education in October 2001, and he was promoted to chief knowledge officer in 2010. Ellis’s experience includes more than 17 years working in training, teaching, coaching and leadership education. He has worked with associations for more than 14 years. Prior to joining to NACS, Ellis was associate executive director of the Association of College Unions International. Headquartered in Oberlin, Ohio, NACS is the professional trade association representing the \$10 billion collegiate retailing industry.

After completing a law degree at the University of North Carolina at Chapel Hill in 2008, **Elizabeth A. James**, MS’99, practiced immigration law for four years. She recently returned to higher education administration as director of the Office of International Services at North Carolina State University in Raleigh. She lives in Durham, N.C.

2000s

In August, **Brent D. Ellis**, EdD’01, was named president of Spring Arbor (Mich.) University. For the past five years, Ellis served Spring Arbor University as special assistant to the president and then vice president for university advancement, where he was responsible for all aspects of university development, communications, alumni, external relations, the SAU Foundation and SAU radio. He also served on the university executive team. Prior to that, Ellis served at LeTourneau University (Texas) where he created, instituted and served as dean for the Center for the Development of Christian Leadership.

Janna Bradley Ulbright, BS’01, MS’05, is associate registrar at the University of Indianapolis. She and her husband, **John**, MS’05, chairman of the Department of Mathematics at Ben Davis High School, live in Indianapolis with their son, Jack.

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.



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Snapshot

A journey to Italy

An image of IU School of Education student teachers abroad sent to us from Pisa, Italy. Anna Argadine and Amie Kenny enjoy sites on the weekend in between teaching as part of the Global Gateway for Teachers.

