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How We Are Measuring Good Teaching and Quality Education
by Gerardo M. Gonzalez
University Dean, School of Education

What many often term today's "crisis" in education is really a crisis of assessment. More and more, federal and state governments, business leaders, parents, and the general public want to know that education is working. They all want answers about the impact of education on student learning. But just the test score is not enough to answer this question. Assessment of educational effectiveness is a complex matter. Teachers and our public schools generally do an effective job of teaching students with widely divergent socioeconomic and personal backgrounds. But we've become far too dependent on standardized test scores, even though everyone recognizes that they do not tell the whole story about educational outcomes. That's partly because we don't have practical, valid and reliable alternate methods to collect data and look at the impact those teachers have on student learning beyond the test score.

Researchers here at the Indiana University School of Education are working at many levels to change that. In this issue of Chalkboard, we highlight a few of these projects. They include the groundbreaking work of George Kuh and the National Survey of Student Engagement, which takes a look at some of the educationally purposeful activities college students may or may not participate in and how they contribute to their academic success. NSSE, now in its eighth year, is especially important since the diversity of American higher education makes it nearly impossible to implement a standardized test to generally determine educational outcomes. That's partly because we don't have practical, valid and reliable alternate methods to collect data and look at the impact those teachers have on student learning beyond the test score.

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Gary Ingersoll, professor in the Department of Counseling and Education Psychology, will serve on the National Council for Accreditation of Teacher Education’s Unit Advisory Board. The board determines the accreditation status of professional education units during twice-yearly meetings.

The Teacher Education Accreditation Council has elected Jillian Kinzie, associate director for the Center for Postsecondary Research and NSSE Institute, to its board of directors. Founded in 1997, TEAC is a nonprofit organization dedicated to improving academic degree programs for professional educators — those who will teach and lead in schools — pre-kindergarten through grade 12. TEAC’s goal is to support the preparation of competent, caring, and qualified professional educators.

David Kinman, former assistant dean and professor emeritus, has been declared a “Distinguished Citizen” by Indiana Gov. Mitch Daniels. Indiana Schools Superintendent Suellen Reed also presented Kinman with a Bellringer Award upon his retirement last spring. Reed particularly noted appreciation for Kinman’s six years of service on the Professional Standards Board.

George Kuh, Chancellor’s Professor of Higher Education and the director of the Center for Postsecondary Research, gave the commencement address at Washington University in St. Louis, Mo., in May. Kuh advised the nearly 600 graduates that they must keep learning throughout the rest of their lives. He told them they would have to reinvent themselves and their jobs many times.

The National Council of Teachers of Mathematics has named Diana Lambdin, Martha Lea and Bill Armstrong Professor of Teacher Education and professor of mathematics education, to a task force emphasizing “access to technology.” NCTM President Francis Fennell said Lambdin will be part of a task force developing a plan to increase the breadth of research in mathematics education by considering the development of a math education research database.

Frank Lester, professor of mathematics education, has edited The Second Handbook of Research on Mathematics Teaching and Learning, published by the NCTM. The organization calls the new handbook an update to the original handbook published in 1992. Lester said the new compilation “picks up where the 1992 handbook left off.” Fifty-eight researchers contribute to a 31-chapter volume, addressing pressing contemporary issues including assessment of mathematics teachers, and the impact of curriculum, culture, and race on student learning.

Luisa McCarty, associate professor in philosophy of education, is spending the fall 2007 semester as a visiting research scholar at Hiroshima University in Japan. The Department of Learning Science in the Graduate School of Education at Hiroshima University invited McCarty to come from late August until late December. McCarty’s research during her time in Japan is titled “Aesthetics and Learning — From the Viewpoints of Wittgenstein and Gadamer.”

The International Association for Instructional Systems Technology has elected Charles Reigeluth, professor in the Department of Instructional Systems Technology, to an officer position in one of the association’s 10 divisions. AECT is the oldest professional organization focusing on the use of technology in teaching and learning. Members work toward improving instruction through technology. John J. Patrick, professor emeritus of social studies education, gave the first-ever Claude Moore Lecture at James Madison’s Montpelier in Orange, Va., to mark Constitution Day on Sept. 17. His speech, titled “The Constitution and Education for Citizenship in America,” came during ceremonies at the home of James Madison, considered the father of the Constitution because the document is based on the constitution of Virginia he composed. Patrick is the author of Understanding Democracy and The Pursuit of Justice: Supreme Court Decisions that Shaped America, as well as seven other in-print books regarding governmental institutions. During his time as a faculty member at IU, from 1967 to 2004, Patrick spent eight years as the director of IU’s Social Studies Development Center and of the ERC Clearinghouse on Social Studies/Social Science Education.

The American Chemical Society will present Dorothy Gabel, professor emeritus of science education, with one of its national awards. The ACS will honor Gabel with the Achievement in Research for the Teaching and Learning of Chemistry Award, which includes a $5,000 prize. The award honors educators and researchers who contribute significantly to the field and improve chemistry education. The organization will bring Gabel to the 235th ACS national meeting in New Orleans on April 8. Gabel is the author of several textbooks and developed the Introduction to Scientific Inquiry course at the School of Education. She is now working on schools with developing science programs.

A teacher struggling with technology is a relative concept. While instructors across the U.S. are trying to determine the best ways to make use of the latest gadgets and gizmos to benefit their students, there are places where the gadgets and gizmos haven’t yet arrived.

Imagine walking into a huge auditorium classroom, prepared to lecture a crowd of nearly 600 students. The extent of your technology? A microphone.

That’s the reality a professor from Moi University’s School of Education in Eldoret, Kenya, says he and others face constantly. “That does not enable you to engage the learners quite well,” said Peter Basara, an education professor at Moi. “We must find ways of ensuring that the methods we use are interactive, and the students can participate in the process of learning.”

It’s one of the reasons Basara and a fellow professor came to Indiana in October, seeking ideas, guidance, and materials to begin bringing their university into the modern age of instruction. Basara and Professor Ruth Otunga spent two weeks in the U.S. as part of a continuing relationship with the Moi University School of Education.

Eldoret is a city in the western part of Kenya, about 462 miles north of Nairobi. The IU School of Education at IUPUI is enhancing a long-term relationship with the University of Eldoret. The IU School of Education has created health clinics through a program begun in 1989. Khaula Murtadha, executive associate dean of the IU School of Education at IUPUI, said the School of Education partnership is intended to strengthen education across the board as well as complement efforts to promote healthy lifestyles. “We certainly have materials that we can share with the body and those kinds of things that are appropriate developmentally for young people,” she said. Murtadha said the work of School of Education faculty will reach beyond just the healthcare curriculum to include math and science.

Three IU School of Education professors visited Moi University in August. Nancy Chism, professor of higher education and student affairs, Beth Berghoff, adjunct professor for language education, and Megan Palmer, adjunct assistant professor of higher education and student affairs, worked with Moi faculty on many of the technology issues during their stay in Kenya. Chism said infrastructure is one of the most pressing needs. “The classroom facilities really are very poor compared to what we have here,” she said. In Kenya, telephone lines are unreliable, and some internet-monitoring agencies estimate just over three percent of the country’s population uses the Internet. So the challenge of bringing educational instruction up to modern standards is obvious. “They’re slipping over desktops (computers) and phones with cords and moving into the technology age,” said Murtadha.

The Kenyan professors visited Indianapolis schools, attended several IU School of Education classes, and went to a professional education conference in Pittsburgh. Much of the visit focused on creating a professional development center for educators at Moi.

“We shall have a unit for teaching and learning, a unit for research and development, a unit for empowering women in academia,” said Basara. Those three areas, along with preparing and mentoring new faculty, are focus points of the campus partnership. “Our colleagues will help us in visualizing and assisting us in where we ought to go.”

Otunga said the professional center will be a part of an effort to empower Kenyan schoolteachers by making sure they are using best practices. “As a university, we should be concerned with what they teach and how they teach and the quality of instruction that they provide,” Otunga said Moi University is trying to build upon the model of the Curriculum Resource Center at the School of Education at IUPUI, a center established to provide material and instructional help to teachers.

The visiting professors also examined ways to raise funds for their own center. Moi University’s vice chancellor also visited to explore development ideas. IU School of Education Dean Gerardo Gonzalez agreed that resources are needed to help the partnership achieve its full potential. “Our IUPUI education faculty and Moi education leaders have established a solid foundation for a successful partnership,” said Gonzalez. “We now need to work together to raise the funds necessary for long-term sustainability.”
A group of a dozen students from the School of Education at IUPUI, as well as a member of the faculty and a school staff member, participated in a service-learning project in the Dominican Republic in May. Higher Education and Student Affairs Program graduate Juhanna Rogers designed, developed, and led the group, which traveled across the country to learn about Dominican people, lifestyle, and culture.

Rogers said the group bonded with the students in the country. “I don’t think the students really had an idea of how much they would fall in love with the culture and how much the story of these people would mean to them,” she said.

A newly revamped Web site for a School of Education center can help students get on a path toward an occupation at an early age. The new site for the Center for Research and P-16 Collaboration (http://p16.education.indiana.edu) includes the Career Information System. The CIS is an information delivery system that allows users to enter information about themselves and learn what careers might interest them. Additionally, it points users toward college programs and financial aid while providing up-to-date salary information about each career.

Many of the occupations listed, ranging from animal trainer to lens grinders to x-ray technicians, include short video presentations highlighting the careers.

“It’s really a tool to get students engaged in thinking about careers that match their interests,” according to Cathy Brown, director of the P-16 Center and associate dean for research and development in the School of Education. The CIS is free to anyone who has an Indiana zip code or area code. Created by intoCareers, the CIS now offers 15 states as the official career information delivery system. In most of these states, users must pay a small fee. IU’s P-16 Center is offering the service at no cost. “There are other sites that you can get that do somewhat similar things, but you have to pay to really access the site,” Brown said.

The program is aimed at students in middle school and up. It is designed to give a good overview of many career possibilities and what goes into preparing for those careers. “It’s a whole-picture kind of experience,” said Matt Dever, information specialist at the P-16 Center. “We can get kids early, starting to think about what it is they’re going to need to do.

Nineteen high school and middle school math teachers from South Korea came to Bloomington for nearly a month of work with faculty at the IU School of Education and other IU departments in July and August. The select group came for the second year of a partnership with the Seoul Metropolitan Office of Education. The Korean government sought proposals from U.S. universities starting last year to send some of its experienced teachers for more training on an American campus.

The project coordinator, School of Education associate professor of mathematics education Enrique Galindo, said the Korean government wanted to open its teachers to new teaching concepts and give them a glimpse of American culture.

“They want to learn more about the American educational system,” said Woon Young Son, the leader of the Korean group, through a translator. “Second of all, they want to know more about math teaching, math thoughts. And on top of that, they want to experience various American cultures.”

The Korean participants said they picked up several ideas to take back to their classrooms. Eun Hee Choi said U.S. teachers seem to “give credit for how students learn and how they think,” something Korea’s traditional mathematics education doesn’t generally allow for.

Another teacher said the hands-on activities in many American classrooms are very different. “In Korea, we do have classroom activities, but it looks like it’s a little bit different how they run the classroom activities in America,” said Hee Jung An. “I think it’s because of the cultural difference.”

Galindo said the visit is a learning experience both for U.S. teachers and students and the Korean guests. “I think we are having a real exchange,” he said.

The Roosevelt Institute in Washington, D.C., published the policy proposal of an IU School of Education graduate student aimed at targeting low-income families to create a “college-going culture” through a program he says would save the federal government billions of dollars. Higher education policy studies doctoral student Nick Hillman’s proposal is part of 23 ideas for Improving Socioeconomic Diversity of Higher Education, a volume published by the Roosevelt Institution, which identifies itself as “The nation’s first student think tank.” Hillman presented his proposal at a conference in July. The work is available to legislators, lobbyists, and other interest groups.

Tech Check: Federal Government Contracts with School of Education Center to Study if More is Better

Educators know new technology is here and more is coming. While it’s generally recognized as a step forward for teachers in the classroom, little data exists to prove that. That’s as teacher preparation programs across the country continue to push cutting-edge methods for future instructors.

“Too many times, the federal government and the U.S. Department of Education have never really funded a comprehensive study of how cutting-edge technologies are being used in pre-service education,” said Jonathan Plucker, director of the Center for Evaluation and Education Policy (CEEP) in the School of Education.

The federal government is hoping to fill that gap with an 18-month study it just contracted with CEEP and its partner, Granato Group, to perform. The “Leveraging Educational Technology to Keep America Competitive” study is a $3.1 million project through the Education Department’s Office of Educational Technology. Plucker will serve as deputy project manager. Professor of instructional systems technology Curt Bonk is one of the key personnel in the project, serving as a subject matter expert.

Other School of Education researchers working on the study are Associate Professor Thomas Brush and Assistant Professor Anne Leftwich, both in the instructional technology program at the School of Education, Patricia Muller, associate director and senior research scientist at CEEP, and Courtney Brown, a research scientist at CEEP.

Plucker said the potential ramifications of the work is enormous. “This should have a huge impact on pre-service education, P-12 education, and education policy.”

He said the project should allow researchers to answer a common criticism regarding technology use in the classroom — that despite the new tools, education is delivered in much the same way it was decades ago and students are expected to learn in the same way. Some education critics wonder why those things aren’t changing.

“This study is intriguing because it gives us the resources to go out and do a very comprehensive, very careful study to figure out if those things are happening,” Plucker said. “How are they happening? What are the barriers if it’s not happening? I suspect we’re going to find really interesting answers and a lot more interesting questions in all those areas.”

Overall a technical plan that breaks down into seven “task” areas, the project will produce an overall assessment of technology use in the classroom. A large portion of the School of Education involvement will be in the third task, a national study of how teacher preparation programs instruct future teachers on how best to integrate technology for enhanced student learning. While that will result in a final work to help direct policy on technology in education, a series of white papers issued throughout the length of the project will give immediate insight into the issues the work is tackling. Another task involves finding the best ways to get such information out to teachers, often using some of those cutting-edge methods the program will study.
The native of Elkhart said he was interested in addressing the issue of making higher education more easily available to low-income students as a social justice issue. “Nothing should hold back an individual from pursuing his or her dreams,” he said.

A doctoral student has won the prestigious Henry Barnard Prize from the History of Education Society. Joe Ramsey is a PhD candidate in the history of education program. His essay on the history of bilingual education in the U.S. won the award for the best graduate student essay. The prize is awarded every other year by the organization. Ramsey presented his essay, “In the Region of Babel: Public Bilingual Schools in the Midwest, 1850s–1880s” at the 2013 annual meeting in Cleveland in October.

A dozen Indianapolis community service agencies are working toward a formal partnership with the Indiana University School of Education at IUPUI. Representatives have met with School of Education faculty during the summer to solidify a relationship that would allow agencies to draw on faculty expertise and school resources.

The idea came about after conversations between Monica Medina, a clinical faculty member in teacher education, and the longtime president and chief executive officer of Neighborhood Services of Central Indiana, Bob Burgbach. “This is the ideal place,” Burgbach said after the initial meeting at the School of Education at IUPUI. “Several of the faculty were here and shared things they can do,” he added, noting particularly science and math education and professional development. “Every center has a little bit different need, but I’m sure that everybody got something today out of talking to the different staff members.”

Ramsey said she thought of the partnership as a natural relationship, since before she joined the School of Education faculty, she headed an Indianapolis community center and continues to work with the centers frequently. She said a partnership would benefit both the school and the agencies. “I think it’s going to be a reciprocal type of relationship,” Medina said, “in that the School of Education will be able to begin to look at what is education outside of the school. Perhaps we’ll gain a better, deeper understanding of the impact that community plays into education, and how we can help parents.”

Seven Indiana University School of Education professors went to Macedonia in July to help promote modern teaching methods in math and science. The professors took part in a five-day workshop with government officials, teachers and other educational leaders in the country to train instructors to conduct workshops with Macedonian science and math teachers.

“These educators in Macedonia are anxious to think more deeply about investigative approaches to teaching,” said Diana Lambdin, Martha Lee and Bill Armstrong Professor of Teacher Education, professor of mathematics education at IUPUI Bloomington, and a part of the team led by project director Troy Mason, associate professor in curriculum and instruction, also at IUP Bloomington. “Their aim is to be able to deliver math and science instruction in their middle schools and eventually to score better on international tests,” Lambdin said.

The team included Frank Lester, Chancellor’s Professor of Mathematics Education at IUP Bloomington; Charles Barman, professor of science and environmental education at IUPUI; Natalie Barman, clinical lecturer in the department of teacher education at IUPUI; Robert Hefflenstein, assistant professor of teacher education at IUPUI; and Jeff Nowak, assistant professor of science education at IPFW.

The Macedonian project is one that Mason described as a “culminating” effort for the U.S. Agency for International Development, the governmental agency that has provided U.S. economic and humanitarian assistance worldwide for 40 years. USAID, whose overall program in Macedonia is aimed at addressing needs for building renovation, academic assessment, and technology, has awarded IU and the Indiana Consortium for International Programs two separate three-year grants to focus on math and science teaching needs at the middle school level.

“The aim will be to provide professional development for math and science teaching for all of the teachers in Macedonia who teach in these middle grades,” Mason said.

Three School of Education researchers began a study in January to determine the success of the 21st Century Scholars Program, the state of Indiana’s program to help low-income families send children to college. Rob Toutkoushian, assistant professor of educational leadership and policy studies, George Kuh, Chancellor’s Professor of Higher Education, and Don Hossler, professor of educational leadership and policy studies are undertaking the two-year project. “We want to determine how effective the program is at enabling students to have aspirations to go to college, then actually go to college and hopefully successfully complete college,” Toutkoushian said.

The numbers can overwhelm. According to the U.S. Department of Education, in recent school years, around 12,000 special education teaching positions went unfilled. The federal statistics also indicated around 10 percent of special education teachers don’t have expertise in special education.

While the high need for those teaching students with special needs continues, the special emphasis on science, technology, engineering, and mathematics, or STEM disciplines, is quickly bringing another teacher shortage into relief. Charles Barman, professor of science and environmental education in the Indiana University School of Education, cited federal numbers that indicate more than 30 percent of math teachers and 30 percent of science teachers in the state of Indiana could retire in the next five years. Just as more employers cite science and technology skills as important for high school graduates, there aren’t enough certified teachers to fill the gap when the older instructors retire.

“The three areas that are the most in need right now, and will continue to be the most in need, are special education, science, and mathematics,” Barman said.

Qualified math and science teachers are now at such a premium in New York City the nation’s largest school system has begun offering new teachers a $5,000 down payment on a home. Some schools had no certified math teachers for the entire school year.

Sometimes, teachers who don’t have all the desired credentialing are pushed into the classroom to fill the gap.

“There’s a large number of limited-license special education teachers in Indiana,” said Gretchen Butera, associate professor of special education. “They’re teaching in classrooms or settings where they’re addressing issues related to kids who have emotional behavior disorders, because those are the jobs nobody wants to take. So here they are, working with the most vulnerable kids, and the least training,” she said.

School of Education professors aren’t just training more for math, science, and special education; they’re training them to be better

The problem is particularly troublesome in light of the requirements of No Child Left Behind. So Butera is leading an effort to better prepare “highly qualified” special education teachers, as mandated by the federal law. The U.S. Department of Education has awarded the School of Education a Special Education Pre-service Training Improvement Grant for $500,000 over five years. The first of the five $100,000 installments arrived August 1. The amount is the maximum awarded in this grant program.

“Meet the Special Requirements of Special Education”

— Charles Barman

The mission of the Indiana University School of Education is to improve teaching, learning, and human development in a diverse, rapidly changing, and increasingly technological society.
Butera will collaborate with other special education faculty as well as faculty from math education and language education. The Indiana Institute on Disability and Community, a center for disability information research and training based at IU, will also work on the project.

“The things that we know about how to prepare special education teachers for schools of today have been changing,” Butera said. “Schools are different.”

The project will examine the changing school population and the demands on teachers. Based on the research, project participants will redesign teacher preparation. That aspect of the grant is unusual, according to Butera. Most federal grants have focused on providing direct support to students, not examining how their teachers are prepared.

Butera said the requirement that teachers be competent in content areas, not just in covering the needs of students with disabilities, is a particular challenge. “The federal government is asking personnel preparation programs to look at their training and see if they can improve the way special education teachers are trained in content areas,” she said.

The program will go directly to teachers in the classroom. Students will examine practices to determine what works, focusing in the first year on gathering data. “We have the luxury of going out to actually figure out what it is we should do to change things,” Butera said. “What does it really look like out there, so that hopefully our training can be more responsive?”

Another program is working to make sure special education teachers are highly qualified and more representative of the populations with which they’ll work. Numerous studies indicate minority groups are overrepresented in special education classes across the country.

A planning grant from the U.S. Department of Education, again for half a million dollars over five years, will help the School of Education at IUPUI focus on getting more minority teachers into special education classrooms. The chair of secondary education at IUPUI, Patricia Ragan, said the grant will allow for revision and update of the dual certification program, which allows students to graduate licensed in both general education and special education. Using the grant, researchers will focus on increasing the number of students from underrepresented groups by providing mentors. The mentor teachers will follow the new special education instructors through their first year of teaching.

“The planning opportunity will allow us to further enhance all facets of our program,” Ragan said. “From the cohesion across the curriculum, to the quality of our field experiences, to the partnerships with our local schools, and just through the infusion of technology and other state-of-the-art practices. We’re really excited about this opportunity.” She said the focus on attracting more teachers from minority groups was key in obtaining the funding to start the program.

Under the program, a leadership team will guide the work. Invited community members in key positions will advise the process. Some funding will pay for outside expertise to come into the program.

The National Science Foundation Grant for Science Teacher Education Program is also helping the School of Education at IUPUI take on the problem of dwindling numbers of science teachers, particularly in high-need schools. An NSF grant to the school and the School of Science will fund scholarships worth $10,200 per year for up to two years. Students in the School of Science who are interested in becoming science teachers in high-need schools are eligible based on the Robert Noyce Scholarships if they commit to teaching for at least two years in an urban or high-need school district after graduation.

A second Noyce grant will go to UCASE, the Urban Center for the Advancement of STEM (Science, Technology, Engineering, and Mathematics). Education to recruit and prepare students to become secondary science teachers in urban or high-need schools. Undergraduate majors in the School of Science will get intensive advising, support, and discipline-based teacher preparation. The effort will focus on recruiting underrepresented minority students to become Noyce Scholars.

UCASE is a joint project between the School of Education and the School of Science at IUPUI. Its primary mission is to increase the ranks of math and science teachers at the secondary level.

Barman, who is the UCASE director, first helped bring a Noyce grant to IUPUI in 2005. That grant went towards the Transition to Teaching, or T2T, program to attract more science teachers from professionals in science-related fields. He said the new funding will build upon the already established pipeline. “The data obtained from T2T Noyce Scholars, who have already obtained their teaching certification, indicate that these teachers are well-prepared to be effective classroom teachers,” he said. “The new Noyce Scholars will be receiving the same quality teacher preparation from IU and should become a valuable addition to the science teaching profession.”

Another five-year project is aimed at making mathematics and science teachers more effective from the start. That, in turn, might keep more teachers in the field. Iterative Model Building: A Program for Training Quality Teachers and Measuring Teacher Quality is aimed at education students preparing to become elementary school math and science teachers. This National Science Foundation-funded project is unique because it is targeting teachers before they hit the classroom. It will follow up with those teachers well into their first jobs. Researchers will follow three cohorts of students through mathematics and science methods courses and student teaching, and into their first full-time positions.

“They have a good understanding, probably a better understanding than the average teacher of how students learn and how teachers can get them to the place they want them,” said Valerie Akerson, associate professor of science education and co-author of the study proposal. “Hopefully that will be intrinsically motivating enough to help with retention in the field, as well.”

The data gathered in the study will focus on how successful teachers are using two innovations in mathematics and science methods courses: teaching experiments and lesson study groups.

“We’re going to be looking at the quality of the lesson plans they produce,” said Enrique Galindo, associate professor of mathematics education and research leader. “We’re going to be looking at the type of classroom atmosphere and classroom discourse that they can engage their students in. We’re going to try to see if we can measure the effects of our innovations.”

Galindo said there will be three cohorts of pre-service teachers through the study working with teams of host teachers at local schools. The students will study lessons, then, through several cycles, they’ll use teaching experiments to see how the students are progressing. “They use that information to plan lessons, use the lesson study methodology to plan, teach, and refine those lessons,” Galindo said. Then, the researchers will follow the students for two more years to see how the new teachers are using those innovations in the classroom. “We’re going to produce teachers that are more reflective on their teaching practice, that are able to teach better lessons, that are able to engage their students in understanding of math and science,” Galindo said.

Galindo and Akerson said the outcome of the study should enable new teachers to walk into the classroom more sure that what they’re doing will reach students. “Through the research associated with the process, we’re going to be able to show that our teachers are going to be able to impact the students,” Akerson said. “And they’ll feel confident enough that they won’t leave the profession.” — Valerie Akerson

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Galindo said there will be three cohorts of pre-service teachers through the study working with teams of host teachers at local schools. The students will study lessons, then, through several cycles, they’ll use teaching experiments to see how the students are progressing. “They use that information to plan lessons, use the lesson study methodology to plan, teach, and refine those lessons,” Galindo said. Then, the researchers will follow the students for two more years to see how the new teachers are using those innovations in the classroom. “We’re going to produce teachers that are more reflective on their teaching practice, that are able to teach better lessons, that are able to engage their students in understanding of math and science,” Galindo said.

Galindo (right) with IU graduate students from underrepresented groups by providing mentors. The mentor teachers will follow the new special education instructors through their first year of teaching.

“The planning opportunity will allow us to further enhance all facets of our program,” Ragan said. “From the cohesion across the curriculum, to the quality of our field experiences, to the partnerships with our local schools, and just through the infusion of technology and other state-of-the-art practices. We’re really excited about this opportunity.” She said the focus on attracting more teachers from minority groups was key in obtaining the funding to start the program.

Under the program, a leadership team will guide the work. Invited community members in key positions will advise the process. Some funding will pay for outside expertise to come into the program.

The National Science Foundation Grant for Science Teacher Education Program is also helping the School of Education at IUPUI take on the problem of dwindling numbers of science teachers, particularly in high-need schools. An NSF grant to the school and the School of Science will fund scholarships worth $10,200 per year for up to two years. Students in the School of Science who are interested in becoming biology, chemistry, physics, or earth science teachers are eligible based on the Robert Noyce Scholarships if they commit to teaching for at least two years in an urban or high-need school district after graduation.

A second Noyce grant will go to UCASE, the Urban Center for the Advancement of STEM (Science, Technology, Engineering, and Mathematics). Education to recruit and prepare students to become secondary science teachers in urban or high-need schools. Undergraduate majors in the School of Science will get intensive advising, support, and discipline-based teacher preparation. The effort will focus on recruiting under
Beyond the Numbers Game:

School of Education unit partners with USA Today; researcher explores what works in keeping students in college

There are a lot of complaints from U.S. colleges and universities about the school rankings system. Professors at Indiana University’s School of Education are doing something about it.

Participation in the U.S. News and World Report’s “America’s Best Colleges” survey is at an all-time low. College presidents are renouncing the system. Others are talking about creating an alternative ranking system.

Don Hossler, professor of educational leadership and policy studies and director of the Project on Academic Success, said while he’s not a fan of such rankings, they’re not going away. But if several reports indicate problems with the rankings through “easily understandable criticisms,” Hossler said, the survey might be in some danger.

“The rankings only have power as long as people attach a credibility to them,” he said.

Hossler and another School of Education professor are just looking to get out better information. They don’t intend to take on U.S. News and World Report. As regards the rankings, this is an exhibition, not a competition.

Hossler is working on making sure student retention rates — a key element of rankings — are evaluated to determine what colleges can and should do to keep students headed toward a degree. Aside from the annual U.S. News and World Report rankings, which gave retention rates up to 25 percent of weight in compiling final tallies for the most recent rankings, the federal government has moved toward using the numbers as an accountability measure. Hossler noted Congress failed to pass a bill in the last session that would have made retention rates a stronger factor. A lot of assertions are out there about how important it is,” Hossler said, “yet the scant evidence that’s out there would raise some questions about its importance.”

For the third year, the College Board has renewed funding for Hossler’s project focusing on student persistence and graduation. Over three years, the nonprofit organization has provided $850,000 for the College Board Pilot Study on Student Retention.

Hossler said most literature on student persistence and graduation focuses on the student experience, as did the first portion of the College Board study. Through the next portion of the project, Hossler said he hopes to develop a survey that can better determine what policies and practices work best for colleges trying to keep students in school and on track to graduate.

“We know almost nothing about what colleges and universities do to organize themselves, what kind of policies and practices they put into place,” Hossler said. He noted that many universities cite retention as a priority but devote very few resources or personnel to organizing or coordinating the task. A limited study of public and private four-year institutions in five states by the Project on Academic Success revealed that fewer than 60 percent of campuses have someone appointed to coordinate retention. Most of those aren’t working full-time on retention issues. Hossler noted that most coordinators “have no budgetary authority, and many of them have no policymaking authority.”

The National Survey of Student Engagement

In another effort to expand public information, some of the findings from a national survey of student experiences started at IU in 1999 are now available through a major media outlet to shine a more informative light on what matters to student learning. The National Survey of Student Engagement, housed within the IU School of Education’s Center for Postsecondary Research, is partnering with USA Today “to further educate the public about the link between student engagement and a high quality undergraduate experience,” according to the NSSE Web site.

According to survey founder, NSSE director, and Chancellor’s Professor of Higher Education George Kuh, about 1,000 four-year institutions that have participated since 2005 were eligible to authorize the release of their results for posting on the USA Today Web site. School performance is measured in five categories: level of academic challenge, active and collaborative learning, student/faculty interaction, enriching educational experiences, and supportive campus environments. By early October, about 255 schools had agreed to allow their results to be published.

“The key idea here is to better inform the public about what they ought to be thinking about when their student is choosing a college and not be blinded by a ranking or a single number which doesn’t really tell you much of anything.”

— George Kuh

Kuh said USA Today initiated discussions about the general idea a couple of years ago. The arrangement with the national newspaper explicitly forbids it from ranking the schools based on NSSE data.

“While institutional benchmark scores will be available to readers,” Kuh said, “USA Today reporters are also going to talk to people at institutions that have performed well on NSSE to get some stories from different types of places to improve undergraduate education.”

“The most widely read national U.S. newspaper intends to publish a major feature about student engagement and continually update this and related information on its Web site. But Kuh said creating buzz about “top colleges” is not the purpose.

“The key idea here is to better inform the public about what they ought to be thinking about when their student is choosing a college,” Kuh said, “and not be blinded by a ranking or a single number which doesn’t really tell you much of anything.”

“High-impact activities help college students learn, and so-called “helicopter parents” aren’t the problem some professors and administrators fear, according to the latest National Survey of Student Engagement (NSSE), released by the Indiana University Center for Postsecondary Research at the School of Education. The eighth annual survey released in November surveyed 322,000 randomly selected first-year and senior students at 610 four-year colleges and universities in the U.S. and Canada. The NSSE study, titled Experiences That Matter: Enhancing Student Learning and Success, gives schools an idea of how well their students are learning and what they put into and get out of their undergraduate experience.

The survey found activities such as learning communities, undergraduate research, study abroad, internships and capstone projects boost performance in several areas. Students who take part in such activities perform better in critical thinking, working effectively with others, and solving real-world problems.

Students who speak with parents and follow their advice also tend to participate more frequently in educationally purposeful activities and report more satisfaction from their college experience. Students of helicopter parents — defined in the study as those who intervene with institutional officials to solve their student’s problems on campus — also say they are more satisfied for listening to and following parental advice.

“The results clearly show that colleges and universities should do everything possible to encourage undergraduates to participate in at least two high-impact activities — one in the first year and one later in their studies,” said George Kuh, NSSE director and professor of higher education. “Such experiences will better prepare students for a productive, satisfying lifetime of continuous learning.”

Through a new arrangement, USA Today featured the NSSE survey in the newspaper. The publication featured stories focusing on participating institutions that agreed to share their individual data.
Marking a New Path, Shedding Light
How a School of Education professor is trying to enlighten education through her experience

She says she represents the opposite of the traditional faculty member. Vasti Torres took the administration route before becoming a professor, something she says most do in reverse.

But there are a few things about where she comes from that don’t follow a cookie-cutter pattern. Before earning her master’s degree, she worked as a probation officer. That might well have prepared her for some of the challenges she then faced while working as an assistant director of residence life at Emory University, the assistant dean of students at the University of Virginia, and a housing manager during the 1996 summer Olympic Games in Atlanta.

And Torres first steps out of the gate were improbable as well. Born in Cuba, she immigrated with her parents to Florida in 1967, at age 6 1/2, going from half a year of first grade in Cuba to the second half in the United States.

Her family settled in Jacksonville, Fla., a city with a relatively small Latino population at the time. She remembers school administrators pulling her from classes once a week to undergo dictation training — the reason she now speaks English with no trace of an accent.

Now, as an associate professor of higher education and student affairs, Torres says she won’t forget her path, “I think there is a certain influence that being an immigrant has on how you approach your life,” she said.

So her research on student affairs has focused on bringing a more enlightened perspective to the Latino experience in education. “I didn’t see research that talked about Latino students without deficits — everything was very negative,” she said. Her experience as a Latino student — and that of many of her Latino friends — was one driven by a great family respect for education, something she said the literature didn’t often reflect. “So I think as I move forward, I would like to continue to educate people on what the Latino culture is within higher education and also begin to look at the mechanisms that education has in place to help first-generation students of color.”

“I would like to continue to educate people on what the Latino culture is within higher education and also begin to look at the mechanisms that education has in place to help first-generation students of color.” — Vasti Torres

Torres said she is constantly answering questions from Latino potential students regarding her choice to come to IU in 2003. “Whenever a Latino graduate student applies to Indiana and they come speak to me, they ask, ‘Why are you in Indiana?’” She said she tells the student that the campus provides a supportive place for Latino students and faculty. Torres cited a faculty member in Latino studies (where she also has a Pinterest) “who has a saying — ‘the border is in reverse.’” Torres is one driven by a great family respect for education, something she said the literature didn’t often reflect. “So I think as I move forward, I would like to continue to educate people on what the Latino culture is within higher education and also begin to look at the mechanisms that education has in place to help first-generation students of color.”

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Preparing More and Better Teachers for Students of English as a Second Language in Indiana

One School of Education program focuses on meeting the need, another will ensure quality on both ends.

You don’t need to look at the numbers just listen in the hallways. On most days, in many schools of the Indianapolis Public School system, you can hear as many as 26 different languages. “We have Arabic students coming in,” said Tina Greene, who teaches English as a new language at Central Elementary School in Pike Township. “We have many, many African students coming in from Nigeria, and Liberia, and Eritrea.”

Don’t hear the change? Now look at the numbers.

In the 1995–96 school year, the Indiana Department of Education reported IPS had 257 “limited English students.” By 2005–06, there were 3,244. Across Indiana, the number of enrolled English as a second language students has quadrupled, and currently, according to the IDEO, almost 40,000 students need English-language assistance. The state has struggled to meet the demand. Indiana has an average of one ESL certificated teacher for each 60 students. Nationally, there are fewer than six percent of teachers who work with language learners who have had training in ESL,” said Faridah Pawan, also an assistant professor in language education. “So the situation’s quite dire.”

The ESL instructional coach for IPS said she had no idea what she was jumping into when she began a high school ESL teacher. Susan Adams said her job is “as much a social-working position as a language position.” All the time she spends with students and parents translating voicemail messages, looking at bills, and negotiating immigration matters.

The job is demanding beyond the language barriers she said, and Adams said the adjustment for students and teachers is tough. “Imagine taking physics class in Russian, because you don’t speak a lot of Russian and you have trouble telling your professor what you knew about it,” Adams said. “Even if you already knew a lot about physics, you would have trouble telling your professor what you knew about physics, because you don’t speak a lot of Russian and you certainly don’t speak academic Russian.” That’s much like the experience of many Spanish-speaking students, she said, who come from an advanced math background in Mexico.

“Of course, the physics, because you don’t speak a lot of Russian and you have trouble telling your professor what you knew about it.” That’s much like the experience of many Spanish-speaking students, she said, who come from an advanced math background in Mexico. “When I didn’t understand some-thing, I kind of just played it off,” she said. “I went along like I knew what they were talking about, made observations, paid attention to other kids to try to figure it out without having to directly ask them what’s going on.”

The School of Educa-
tion in Bloomington has developed three programs bringing more teachers to the class-
room able to handle the complicated task of making sure those students are able to learn. The programs, directed by Pawan, are substantially increasing the number of highly qualified ESL teachers in Indiana. The first pro-
gram is a federally funded Interdisciplinary Collaborative Program that helps 200 Indiana teachers across the disciplines to develop integrated curricula to teach language learners. The second joint 15 to 17 of these teachers are then selected each year to take part in another federally funded five-semester course program leading to Indiana certification in ESL. The Tandem Certification of Indiana Teachers, or TACIT, program, now in its third year, teams the School of Education with Indiana school corporations that have significant popula-
tions of ESL students. As evidence of the overwhelming need for qualified teachers, teachers in Indiana, Pawan said, the program is already full until 2009.

Teachers who participate in TACIT are the ones struggling with the issues in schools right now. The program is primarily conducted online, so they can stay in the classroom. But there is plenty of face-to-face engagement. “It’s blended in the sense that it’s both online with on-site workshops and interactive video,” Pawan said. “We try to support them as much as possible where they are, so that their training is really grounded in their experience.”

Pawan is also involved in another expanded effort to place more certified ESL teachers in the classroom in the urban areas of Hammond and East Chicago. The Interdisciplinary Collaboration for Content Area Teachers is funded by the Indiana Commission for Higher Education.

Courses from the three projects at IU are also being used by IU Southeast in New Albany which received the university’s largest ever grant this summer — just over $1 million — for a five-year push to certify more teachers. The effort at IU Southeast is being spearheaded by Magdelena Herdoiza-Estevez. The U.S. Department of Education is supplying the money to help in another area of the state where enrollment growth of such students has boomed: New Albany-Floyd County schools had three limited-English students in 1996; there were 172 last year.

With funding to IU Southeast, teachers can take eight required courses for certification — four on site in New Alba-
ny with four others offered online by the School of Education at IU Bloomington.

“[Teachers] need to understand where they come from, what their needs are, and learn how to effectively teach these kids.” — Marsha Manning

The effort to get teachers certified also ensures teachers have more than just colloquial and general information to inform their decision-making. A new TACIT grad said the course allowed her to gain confidence. “I’ve been given enough data to back up what was truly intuition and just good teaching strategies,” said Bobbi Carter, ESL teacher at Frankfurt High. “Then you realize this is a way to explain it so that administrators and the community will sup-
port it and open the doors of opportunity to these students.” Brenda Ward, director of ESL teaching at Frankfurt, said it allows teachers to go on more than “gut instinct.”

“Now I have the theory behind everything,” she said. “I have everything to support my cause and be a proper and cour-ageous advocate for the student.”

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Since the number of English language learners is likely only to climb in the coming years, at a minimum, teachers across the curriculum are going to need some type of train-
ing, say many of the TACIT participants. “All teachers are going to be exposed to having these kids in their classroom,” said Marsha Manning, the ELL program coordinator for Perry Town-
ship in Indianapolis. “So they need to understand where they come from, what their needs are, and learn how to effectively teach these kids.”

The School of Education will work intensively with an ele-
mentary school, a middle school, and a high school over the next five years. IU researchers will study successful techniques in the classroom and determine how to better prepare such teachers at the college level.

“The funding will allow us to transform not only what we do here at the uni-
versity in terms of modeling the kind of pedagogy that works for diverse learners,” said project director Annela Teemant, associate professor of language education at IUPUI. “It allows us to go into the public school setting and work with teachers who are already in the field to build on the good work they’re already doing.”

Beth Berghoff, associate professor of language education and project co-director, said that while the project focuses on three IPS schools, the development of master teachers will touch the entire system when the project is done. “It will start with three schools and get them up and running in a way that lets other schools see what the possibilities are,” Berghoff said. “And we can branch from those three to three more to three-
more; it’s a building process.”

In the end, both say there will be findings that are appli-
cable to teacher preparation across the board. “The interesting thing about what people need to know to teach ESL children well is what you need to know to be a good teacher,” Berghoff said. “So the beauty of focusing on this as our way to improve our preparation for teachers is it helps us in every other aspect of our teacher education program. We create a better urban teacher when we have this as our focus, and every body learns more about what these children need in specific, but what all children need.”

Chuck Carney

Annela Teemant

Beth Berghoff

Marsha Manning

Faridah Pawan

John R. Gentry Jr., IUPUI Media Relations
Four Honored with School of Education Distinguished Alumni Awards

On Friday, Oct. 12, the School of Education honored its latest class of Distinguished Alumni Award winners. The annual awards are an honor intended to bring recognition to alumni who have excelled in their education careers after earning degrees from the IU School of Education. The IU School of Education Alumni Association honored four alumni with a dinner and presentation.

The honorees are James Bryant Dawson, PhD ’94, president of Coker College in Hartsville, S.C.; Michael L. Hanes, MS ’72, PhD ’73, the president and chief executive officer of the Whitaker Center for Science and the Arts in Harrisburg, Pa.; Nathaniel Jones, BS ’73, MS ’77, PhD ’82, superintendent of the Indianapolis Metropolitan School District of Pike Township in Indianapolis; and Patti Lather, PhD ’83, professor of cultural studies in education in the School of Education Policy and Leadership at Ohio State University.

Dawson said in his acceptance speech that his professors at IU created “models” for academic leadership for him to follow. “And I am grateful for that,” he said.

Hanes pointed to the leadership of the Board of Trustees for pushing him toward research and graduate study. “The foundations for my academic career were solidly formed here in Bloomington at Indiana University and the School of Education,” Hanes said.

Lather said that she came here in 1969, in a Groups Program for disadvantaged students, “ones I remember.” “When I came through the door, I was so boisterous, because people didn’t look at what I didn’t have — they looked at what I could do,” she said.

Lather also cited the strong foundation for research at the School of Education, which has led to her being an expert on gender in education and other cultural studies.

Social Studies “Show and Tell” Award-winning alumna provides memorable classroom experience

Pat Wilson

The Oregon State University Women’s Center has honored Linda Anderson, PhD ’03, with the 2007 Women of Achievement Award. Anderson is the sexual assault services coordinator at OSU. The OSU employee who nominated Anderson told the Corvallis Gazette-Times that Anderson has worked “tirelessly” for sexual assault survivors. Anderson earned her doctorate in counseling psychology from the School of Education.

Gilbert Brown, EdD ’92, associate dean for student affairs at Indiana University Bloomington, and Kandise Hinton, MSW ’96, PhD ’01, assistant professor in the Department of Educational Leadership, Administration, and Foundations in the Higher Education Program at Indiana State University along with Indiana State University Professor Mary Howard-Hamilton, are co-authors of “Unleashing Suppressed Voices on College Campuses,” a volume focusing on diversity across higher education. Brown and Hinton are alumni of the higher education and student affairs program in the School of Education.

Two School of Education alumni — out of only six distinguished fellows among the Lilly Teacher Creativity Fellowship winners selected in Indiana last year — have just finished foreign service projects. Each receiving a full scholarship and $25,000 award as part of the 2006 class. As part of the program, they used their awards to pursue personal interests, explore issues, and take part in other projects away from the classroom during the fall 2007 semester. Martha Cook, MSW ’08, who teaches at Southport Sixth Grade Academy in the M.S.D. of Perry Township, spent five months in Mexico. David Shafer, BS ’90, a teacher at Forest Glen International School in the M.S.D. of Lawrence Township in Indianapolis, spent much of 2007 as a volunteer teacher in Costa Rica.

Donald C. “Danny” Danielson, BS ’42, has been honored by the IU Foundation with its Herman B Wells Visionary Award. Danielson received the award for a lifetime of philanthropic leadership on behalf of Indiana University. Danielson has been a business and civic leader in Indianapolis and New Castle for several decades. He served as an IU trustee, including 11 years as president, from 1959 to 1980.

Chad Hyatt, BS ’02, is the Nevada Teacher of the Year as selected by the Wal-Mart and Sam’s Club State Teacher of the Year Program. Hyatt has taught third grade for five years at Sandy Searies Miller Elementary School’s Academy for International Studies in Las Vegas. Hyatt is eligible to win national teacher of the year honors in the program. In a Wal-Mart news release, the principal at Hyatt’s school noted his innovative teaching methods and strategies to help English language learners in reading.

Sheldon Nord, PhD ’97, has been named the president of Universitas Pelita Harapan in Jakarta, Indonesia. The graduate of the higher education program at the School of Education was president for student affairs at Eastern Oregon University in La Grande, Ore.

John Sporsel, BS ’04, is the Teacher of the Year for Perry Township in Indianapolis. Sporsel is a special education teacher at Clinton Young Elementary School, where he’s taught for four years after earning a degree in elementary education with an endorsement in special education at the School of Education at IUPUI. Clinton Young principal Judy Livingston told the Indianapolis Star: “He is very dedicated, and he works hard to make his students learn while also assisting them in developing a strong self-image.”

Elaine Stiltz, BS ’56, of Indianapolis has been recognized as a Partner in Philanthropy by the Indiana University Foundation. She received the Foundation’s Cornerstone Award for her work with the $10.3 million Academic Endowment Campaign on behalf of the School of Education.

Pat Wilson

Wilson received the award for her exemplary work in helping students understand the power of civic participation and the value of volunteerism,” Wilson said.

That method of teaching through service is part of what earned Wilson the 2007 Outstanding Secondary Social Studies Teacher of the Year honor from the National Council for the Social Studies. School of Education Professor Emetria Anna Ochoa-Becker nominated Wilson. Supporting letters included those from School of Education University Dean Gerardo Gonzalez, Indiana state Representative Peggy Welch, and Monroe County Community School Corp. Superintendent James Harvey. “Any school would be proud to have a teacher like Pat,” Ochoa-Becker wrote. “She is a teacher that students remember.”

Gonzalez seconded that remark, noting in his letter that one of his students pointed out as “the best teacher he ever had!”

Even knowing she had such words of praise heading to the National Council for the Social Studies offices in Washington, D.C., Wilson said finding she had won the honor in July caused her to “shake and cry.” “I just couldn’t believe it,” she said, “because I guess I thought there are 50 states; I did not come from a disadvantaged background; I’d been blessed with a wonderful education at Indiana University. I was just humbled.”

Wilson isn’t limited to opening the eyes of high school students. As an adjunct instructor at the IU School of Education since 1989, she’s taught “Methods of Teaching Secondary Social Studies,” the last course students in the Department of Curriculum and Instruction take before beginning student teaching. Wilson takes those students out of their classrooms as well, requiring them to perform service in the community. Her first few classes surprised her because she learned most IU students didn’t have any idea about subsand housing in the Bloomington community, or many other social issues. “They were stunned,” she said. After putting students into the community, she saw a change. “They started to understand how significant it was to put into their lesson design opportunities so that their students would also get the same kind of awakening to what’s out there.”

Those students watch Wilson in her Bloomington North classroom as she puts her plans into action. Having new social studies teachers looking over her shoulder keeps her sharp, she said, knowing that they will impact many more students beyond her classroom.” I would not want to disappoint them and in a sense be a role model to the people that they might have impacted, if I had been a bit better.”

photo credit: Chuck Carney
Before 1960

William E. Brenton, BS'54, MS'62, Reno/14, Reno/11, is associate vice president emeritus for student services at Wilson College in Maryland. He is a former president of the American Association of University Women and a former member of the AAUW Executive Board.

Barbara Gordon Grande, BS'50, is a speech language pathologist at St. Joseph Medical Center in Missouri. She has been a board-certified speech language pathologist since 1972. She is a member of the American Speech-Language-Hearing Association and the American Academy of Audiology.

1960s

William W. Brown, BS'63, is a retired school speech pathologist. He has been involved in the field of educational and residential services for individuals with disabilities for over 40 years. He is a member of the American Speech-Language-Hearing Association and the American Academy of Audiology.

1970s

Robert D. Velasquez, BS'76, is a retired school speech pathologist. He has been involved in the field of educational and residential services for individuals with disabilities for over 40 years. He is a member of the American Speech-Language-Hearing Association and the American Academy of Audiology.

1980s

Linda Burgert, BS'86, is currently employed as the director of the Kentucky Department of Education. She is a former school speech pathologist and a former member of the American Speech-Language-Hearing Association.

1990s

Pamela Houts Boedeker, BS'97, MSL'01, is currently employed as the director of the Kentucky Department of Education. She is a former school speech pathologist and a former member of the American Speech-Language-Hearing Association.

2000s

Kristin Congdon, MS'72, is a former head volleyball coach at the University of Central Florida. She is a former member of the American Volleyball Coaches Association and the American Athletic Coaches Association.

Education Alumni: What’s new with you?

The IU Alumni Association is charged with maintaining records for all IU alumni. Please print as much of the following information as possible, in addition to providing us with your current address, in order to keep IU alumni records accurate and up to date. If you prefer to verify and update your information online, visit www.alumni.indiana.edu/directory.

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Last name while at IU:

Upper ID: PeopleSoft or last four digits of Soc. Sec. #:

Home address:

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Business title:

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Company address:

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Marl is IU Alumni Association, 100 E. 17th St., Bloomington, IN 47408-1521.

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IU Alumni membership:
The Advancement of Colonial People, headquartered in Baltimore. He was previously general counsel of the NACP, the society that has served the American Negro Society, the Public Justice Center of Baltimore, and the California Sportsmen's Association. Mandel Hay is a writer.

Dr. D. Bush, MS'77, is a second-grade teacher at Wamckerlamer Elementary in Indianapolis. She was a second-grade student there when she opened the school in 1996.

In April 2007, two of her alumnae were honored at the IU Southeast Women's Law Conference arranged by the Office for Women and Campus and Community at Caelusetta. Linda B. Gaskins, MS'02, and Windmeyer founded and serves as the associate professor of the Black Film Center/Archive at IU Bloomington. She has edited and curated exhibition African American Rheas in Film, Art, and Culture. She has also been named a visiting professor at the University of Illinois. She is the editor of a collection of works by African American women in higher education.

Nancy Johnson-Mass, BA'83, MS'89, is one of 10 artists featured in Painting Indiana: The Changing Face of Agriculture, published by K.P. Press. The collection of Indiana art and artists compiled by the Indiana Farm Art Panter Association and the Center for Agricultural Science and Mimeo. The paintings highlighted in the book were exhibited at the Van Wert County, Ohio, in 1996. In 2007, Nancy Mass, MS'89, received the Pennsylvania State University's Section 1 C1000 Award for excellence in higher education.

Former high school biology teacher Ruben Alexander, BS'76, MS'77, is an Associate Soundtrack Producer, a cable television production company in Michigan City, Ind. His films, albums and audiobooks are featured in the Smithsonian Institution, a high local events, concerts, and business presentations. Alexander, who lives in Gary, also organized a number of interviews with celebrities, including former students of the Boys Nation Boys' Lighthouse and Bruce Johnston, OMYF star Erskine Trouton; a talk with former President Carter LaRue. His programs can be seen through Comcast Cable.

Mary Ann Schenk, BA'80, MS'82, is fourth-grade teacher at Our Lady of Mount Carmel School in Carmel, Ind. In 1996, she earned a master's degree in teaching, mathematics, and education at St. John's College in Carmel, Ind. She was a fifth-grade teacher at Hackett Ferry Elementary School in Lebanon, Ind. The school was closed in 2003 because of overcrowding. She lives in Carmel, Ind., with her husband, Bill, and their two sons, Alex and Robert.

Mary Jane Brown, MA'81, ED'80, has served as supervisor of early childhood education at the Indianapolis Public School District for 15 years. Her work includes: Adjunct State. She lives in Evansville, Ind., where she and her husband, Kevin, have five children.

Richard G. Duvall, MD'72, PhD'79, teaches humanities, myth, literature, and popular culture at Culver Military Academy. He is the author of a book about two elder boys on an adventure in New York City, and has written for The King Arthur. His book was published by Unimark, Inc.

Comma Coach Roch, BA'81, MS'81, is a second-grade teacher at the University School in the University of Illinois at Urbana-Champaign. She has taught there for 25 years. She was appointed to the board of trustees of the University of Illinois Foundation in 1987 and served as executive director of the Illinois Student Government. She was a second-grade teacher at the University School in the University of Illinois in Urbana-Champaign. She was a second-grade teacher at the University of Illinois in Urbana-Champaign. She was a second-grade teacher at the University School in the University of Illinois in Urbana-Champaign. She was a second-grade teacher at the University School in the University of Illinois in Urbana-Champaign. She was a second-grade teacher at the University School in the University of Illinois in Urbana-Champaign. She was a second-grade teacher at the University School in the University of Illinois in Urbana-Champaign.

Alicia W. Altmann, MD'81, writes, "I love teaching and have taken the time to pursue music, and I've been working with a band in preparation for recording my new album.

Kathy B. Holman, PhD'89, teaches in the history department at DePauw University. She lives in Indianapolis.

Bonnie Lane, MS'03, is an English teacher at Roosevelt High School in Palatine, Ill. The book is written under the name of her second pseudonym, "Roxy," and has written for The Wall Street Journal. oranges and innovation. A 10-year-old who has been diagnosed with 46, XX, the fact that he is a female, and that for that I am grateful. I am so excited to be more involved with the IU club diving program under head coach Jeffrey Gaskins. He has been involved in the IU Olympic Games, where he has placed among the top 10 in the world. After his work in athletics, I've prepared for my future, and this is the best decision I've ever made. I had to spread the word in December 2008. The new IU student athlete relationships with their coaches and students are often more positive than at the college level. паёўа I've only been involved with the IU club diving program under head coach Jeffrey Gaskins. He has been involved in the IU Olympic Games, where he has placed among the top 10. I've wanted to be involved with the IU club diving program under head coach Jeffrey Gaskins. He has been involved in the IU Olympic Games, where he has placed among the top 10. I've wanted to be involved with the IU club diving program under head coach Jeffrey Gaskins. He has been involved in the IU Olympic Games, where he has placed among the top 10. I've wanted to be involved with the IU club diving program under head coach Jeffrey Gaskins. He has been involved in the IU Olympic Games, where he has placed among the top 10. I've wanted to be involved with the IU club diving program under head coach Jeffrey Gaskins. He has been involved in the IU Olympic Games, where he has placed among the top 10. I've wanted to be involved with the IU club diving program under head coach Jeffrey Gaskins. He has been involved in the IU Olympic Games, where he has placed among the top 10. I've wanted to be involved with the IU club diving program under head coach Jeffrey Gaskins. 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