

Excellent teaching honored in Celebration of Teachers

The Indiana University School of Education introduced the newest group of Martha Lea and Bill Armstrong Teacher Educators Education and honored its top faculty on April 29 during the 2009 “Celebration of Teaching.”

The Armstrong Teacher Educator Awards began in 1997. Superintendents and principals from around Indiana nominate teachers for the award based on outstanding teaching and school leadership. Nominees must also demonstrate the potential to work effectively as mentors and role models for pre-service teachers. The 7 Indiana public school teachers chosen as the 2009-10 Armstrong Teacher Educators will participate in professional development opportunities and work throughout the year with IU faculty and teacher education students.

The highest faculty award, the Gorman Teaching Award, went to Suzanne Eckes. The award was established to recognize successful, creative teaching that incorporates risk-taking in its methods. Eckes is an assistant professor in Educational Leadership and Policy Studies.



Eckes accepts award from Dean Gonzalez

Another score of faculty, graduate assistants and adjunct faculty members were honored for their teaching and mentorship. A complete list of faculty honorees is available at on the School of Education web page.

Woodrow Wilson Teaching Fellows Announced

The first class of Woodrow Wilson Indiana Teaching Fellowships includes a diverse group of 20 who will begin studies at the IU School of Education at IUPUI this summer. The Wilson Foundation announced the complete list of 59 new Fellows on May 8. Wilson Fellows get a \$30,000 stipend to compete a master’s degree that will enable them to earn licensure and teach science, technology, and math in Indiana classrooms.

The inaugural class includes one Fellow with a PhD in pathology, a geologist, two wildlife specialists, and several math majors. The IUPUI cohort brings a diverse range of skills, including ministry, coaching, overseas language instruction, and marketing.

In exchange for the stipend, Fellows agree to teach in Indiana for three years. Fellows are placed in a high-need urban or rural school that works with the School of Education to provide ongoing mentoring.

“This is a very bold step by the State of Indiana which promises to have enormous impact on the number of math and science teachers in schools where the need it so high,” said Arthur Levine, the president of the Woodrow Wilson National Fellowship Foundation.

The 20 Fellows at IUPUI will have an orientation later this month. The next round of fellowship applications will open this summer.

IU School of Education Ranked Among the Best

The Indiana University School of Education is once again ranked as one of the best in the nation in *U.S. News and World Report* magazine’s latest annual report, “America’s Best Graduate Schools.”

The IU School of Education is ranked 19th, appearing in the top 20 for the 11th consecutive year. It also had four specialty programs in the top 10. Based on data from 241 programs that responded to the magazine, the school was ranked sixth in counseling and personnel services, eighth in secondary education, and ninth in higher education administration and elementary education.

“I’m delighted to see that for the 11th year in a row the School of Education has been ranked among the top 20 education programs in the country,” said Gerardo Gonzalez, dean of the IU School of Education. “Despite the recent financial pressures, the externally funded research productivity of our faculty remains very strong. The quality of our academic programs also was rated as outstanding by scholars and school superintendents nationwide. These are the two major factors driving the education rankings.”

LEAPS Academy students visit SOE

Students who are part of the “Leadership, Education, and Public Service (LEAPS) Academy” at Manual High School in Indianapolis paid a visit to the School of Education Bloomington campus on April 17 to learn more about pursuing a teaching career. The visit was a follow up to an IU student visit to Manual in February where participants in the Urban Immersion Project provided information and encouragement to Manual students interested in education careers. The LEAPS Academy also has a magnet program within it called the “Teacher Education Arts and Careers (TEACH) Academy.”



Dean Gerardo Gonzalez speaks to LEAP visitors

Gresalfi Selected for Fellowship

The National Academy of Education has named Melissa Gresalfi, assistant professor in Counseling and Educational Psychology, a 2009-2010 National Academy of Education/Spencer Doctoral Fellow. Gresalfi is one of just 20 selected from a competitive pool of more than 150 education scholars. The fellowship will fund her research project, titled “Designing for Consequential Engagement: The Role of ‘Push Back’ on Student Thinking.” It will examine whether strategies that engage students in consequential work with math content can improve student learning.

Over 23 years, the Spencer Fellowship has selected more than 600 scholars, including many of the strongest education researchers in the field.

Internationalizing Teacher Education Focus of Conference

A three-day conference at the IU School of Education in Bloomington will focus on the issues surrounding “internationalizing” teacher education. “Toward a Research Agenda for International Teacher Education” takes place May 21-23 at the Wright Education Building. The conference is intended to spur formulation of research priorities in three areas: (1) reconciling global and multicultural perspectives, (2) international ethics and citizenship,” (3) and internationalization of the arts, sciences, and humanities.

More information about the conference is available on the web. Go to www.education.indiana.edu, then click on the “Events” heading in the middle of the page or on the conference title directly underneath that heading.

Lambdin Named to NCTM Board

Professor of mathematics education Diana Lambdin began a 3-year term on the board of directors for the National Council of Teachers of Mathematics in April. Members elected her to the board last fall. “NCTM should engage in political and public advocacy to clarify the mathematics knowledge and skills needed for active participation in our democracy,” Lambdin told the *NCTM News*, the newsletter published during last month’s annual meeting in Washington, D.C. “For example, quantitative literacy skills may be at least as important for informed citizenship as algebra for all.”

Latino Initiative Announced

The Indiana University School of Education at IUPUI has joined with several civic groups for an initiative to better serve the needs of the Indianapolis Latino community, starting with the signing of a memorandum of understanding April 30 between the school and Latino organizations.

“This is a wonderful opportunity to partner for research, experience and culture at the university and the community level. The results will benefit students, educational institutions and the community at large,” said Aida McCammon, president, CEO and co-founder of the Indiana Latino Institute Inc., a nationwide non-profit organization located in Indianapolis.

Angela Valenzuela, director of the University of Texas Center for Education Policy, a nationally recognized expert on Latino educational issues, spoke about “Latino Immigrant Youth and the Struggle for the Rights of Children of Undocumented Parents.” A panel discussion among community partners followed Valenzuela’s presentation.



The memorandum of understanding formalizes the partnership and describes the creation of a unit within the School of Education’s Center on Urban and Multicultural Education (CUME) at IUPUI dedicated exclusively to the study of Latino education in Indiana. Working as a federation of local neighborhood organizations, school districts, university researchers, and other key stakeholders, the unit will set and oversee implementation of a collaboratively derived agenda built around goals of creating a knowledge base on the status of Latino education in the state, enriching the public discourse on Latino education issues, providing technical assistance in educational practices that work best for Latinos and advancing policies and programs that address those issues and needs.