



# A GLOBAL LEADER in Education

ANNUAL REPORT 2012-2013



**INDIANA UNIVERSITY**  
SCHOOL OF EDUCATION



## Leading education in a changing world

If you want a glimpse at the changing nature of education—and, really, how it's likely to change in the future—take a moment to read through this annual report. Every year, when we review the work our faculty, students and staff are doing, it's amazing to see the scope and vision of their endeavors. This year, as much as any I can recall, we have projects touching all corners of the globe, reaching past the boundaries of teaching and learning as we know it, and preparing for what's next.

New ways of learning have challenged educators to research the best ways to use technology and how to assess and certify learning through new technology. Two members of our learning sciences faculty are leading the charge in this area. Kylie Pepler held a workshop in Chicago for educators to find out more about the “make-to-learn” movement. Make-to-learn projects allow students to live the science and math concepts they're learning about by building electronics and other items, often from an array of spare parts. The idea is to capture the imagination of students, but it's proving to do much the same for teachers, who eagerly embraced their own technology-enriched make-to-learn projects.

In the age of Massive Online Open Courses (MOOCs) and growing online education, credentialing is more of an issue than ever. Dan Hickey earned a MacArthur grant to study best usage of “digital badges,” a sort of verified certification for online learning. Hickey is examining how to make badges more meaningful as a tool to ensure the quality of instruction and to verify what students are learning.

Of course, educational change means reaching more diverse populations at home and abroad. Professor Monica Medina, who is deeply involved in the growing Latino

population's needs for education in Indianapolis, was recognized by the mayor's office as the Latina Educator of the Year. And our globe-trotting faculty member, Terry Mason, has begun a major project to aid war-torn South Sudan by increasing educational opportunities for women.

It's the changing world that drives the work of two award-winning doctoral students. Brian McGowan, who recently earned his PhD and is now on the faculty at Indiana State University, earned support from the American College Personnel Association as he examined African-American male students' relationships with other men at predominantly white institutions. Francisco Ramos, who earned a fellowship to spend a year at the University of Pennsylvania, spent two months in Mexico to gather data about underrepresented people there who are gaining access to higher education for the first time.

As you scan these pages, you'll find numerous examples of the ways our faculty and students are breaking new ground, determining what works and anticipating what the future of educational innovation will look like. To paraphrase a statement famously attributed to Mahatma Gandhi: “The School of Education is the change we wish to see in the world.”

Gerardo M. Gonzalez  
Dean, IU School of Education

## ANNUAL REPORT 2012-2013



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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.



**INDIANA UNIVERSITY**  
SCHOOL OF EDUCATION



# Alumni Achievements

■ On Oct. 26, **Cora Smith Breckenridge**, MS'63,

received IU's Distinguished Alumni Service Award, the university's highest award given only to an alumna or alumnus. Breckenridge earned her bachelor of science degree in speech and hearing therapy from IU in 1959. She added her master's in education in 1963. Retired from a career as a speech, language and hearing pathologist, Breckenridge made history when she was the first African American to be elected to the Indiana University Board of Trustees in 1997. She served three terms on the board.



■ **Margaret Strnat**, MS'05 in elementary education, a teacher at Cumberland Road Elementary in Fishers, Ind., was an Indiana finalist for the Presidential Award for Excellence in Mathematics and Science Teaching (PAEMST). Strnat joined five other finalists for the PAEMST math and science teaching honor

at a recognition luncheon hosted by the Indiana Department of Education on Oct. 15. The PAEMST award is the nation's highest honor for mathematics and science teachers. Earlier in 2012, Stacy McCormack, BS'99, the 2011 Indiana Teacher of the Year, won the PAEMST secondary science teacher award for Indiana, culminating in a White House ceremony in June.

■ **Craig J. Hintz**, EdD'02, superintendent of Warsaw Community School Corporation, was selected the 2013 State Superintendent of the Year by the Indiana Association of Public School Superintendents. "At a time when school districts across the state are wrestling with declining resources and increased expectations, under Dr. Hintz's leadership, Warsaw Community School Corporation is flourishing by maximizing outside resources," said Dr. Walter Bourke, IAPSS executive director. The district was selected in 2012 by the Indiana Department of Education to receive the state's largest innovation grant to create an elementary school science, technology, engineering and mathematics (STEM) academy.



■ Indiana Public Charter Schools Association President Russ Simnick announced in November that **Kevin Davis**, MS'85, had been named vice president and chief operating officer. Davis oversees new school development operations and support for existing charter schools. "Kevin brings many years of expertise in traditional public and charter school management to our organization," said Simnick. "Kevin's position marks the beginning of significant growth for the IPCSA."

■ The Indiana Association of School Principals named **Mark Pearl**, MS'82 from the IU School of Education at IUPUI and Spclst'85 from the IU School of Education at Bloomington, as its 2012 Elementary Principal of the Year. Pearl is principal of Burnett Creek Elementary School in Tippecanoe County. Pearl started as a fourth-grade teacher in Center Grove, and then became an elementary assistant principal in



Jennings County and an elementary principal in both Rushville and Benton County. "I am honored to congratulate Mark Pearl as Indiana's 2012 Elementary Principal of the Year," Tippecanoe School Corporation Superintendent Scott Hanback said. "His dedication to enhancing the learning experience at Burnett Creek Elementary is evident throughout the entire building."

■ **Elizabeth Sweeney**, MS'08 in language education, earned a Distinguished Fulbright Award in Teaching grant to conduct research in Argentina. The Fulbright Program announced the grant in May. Sweeney told the *Bloomington Herald Times* that, during her trip, she'll work with high school students and university teacher education programs to study "canonical and modern literature and how the texts we read at the secondary level shape our national and cultural identities." She will also study the educational philosophy behind selecting literature for the classroom.

## Alumna named one of nation's top teachers



Photo Courtesy NSHSS

Pat Wilson, BS'71, MS'77, (R) with Claes Nobel

A longtime Bloomington educator, who also teaches courses to IU School of Education teacher education students, earned a designation as one of the top teachers in the country. In December, the National Society of High School Scholars (NSHSS) named Bloomington High School North (BHSN) social studies teacher Pat Wilson, BS'71, MS'77, the 2012 Claes Nobel Educator of the Year.

Each year, NSHSS selects 10 educators “who have demonstrated an outstanding commitment to preparing students for success in college and in life.” Wilson accepted the honor during a ceremony held in Atlanta.

A BHSN teacher since 1974, Wilson told the *Bloomington Herald-Times* that her students' enthusiasm continues to drive her work. “I would say watching my students, their curiosity, their ability to look at a problem through fresh eyes, their willingness to pitch in and help,” she told the paper. “It's just energizing. It's synergistic. I probably get far more out of my students than I give to them.”

## For second time, alumna named IPS Teacher of the Year

A graduate of the IU School of Education at IUPUI has shown such innovation and creativity over the span of a 13-year career, she's twice been selected by her peers as the district's best teacher. Ann Mennonno, BS'99, earned the Indianapolis Public Schools Teacher of the Year honor in June 2013. Mennonno was also named IPS Teacher of the Year in 2004.

Throughout the Center for Inquiry at IPS 27, Mennonno is known as someone who regularly integrates learning tools from across the curriculum for her elementary students. She told the *Indianapolis Star* that she works with her multi-age classroom to integrate concepts of reading, writing and math with social studies and science while also giving students hands-on experience to reinforce those concepts.

“It's more than reading about it,” she told the *Star*. “It's seeing it, feeling it and being responsible for it—and that's when you don't forget.”

For that reason, Mennonno's classroom is filled with tanks for crayfish, a bearded dragon and Madagascar hissing cockroaches. Books are all around the room. She encourages scientific thought, and she asks her students to think like writers and to look at problems like a mathematician.

That innovation is a hallmark of the Center for Inquiry and one that has attracted attention worldwide. Another School of Education alumna, Chris Collier, MS'83, is the Center's



Ann Mennonno, BS'99

director. In 2013, Collier and Mennonno spent part of the summer sharing their techniques on the other side of the world. They visited China, where a school has used pictures of Mennonno's classroom to emulate her teaching style.

Photo Courtesy Indianapolis Star

# Ewing becomes latest alum to earn Milken honor



**Candace Ewing, BS'04, MS'08**

Representatives from the Milken Family Foundation surprised Indiana University School of Education alumna Candace Ewing on Dec. 6, 2012, by presenting her with the 2012 Milken Educator Award, one of just 40 handed out across the nation every year.

Ewing, who earned a bachelor's degree in elementary education in 2004 and a master's degree in 2008, reacted with shock. But those who nominated her for the award that carries a \$25,000 cash prize were not surprised.

*Teacher Magazine* dubbed the Milken Educator Awards the "Oscars of Teaching." Education reform leader Lowell Milken created the award in 1985 to celebrate, elevate and activate excellence in the profession. The Milken Foundation has honored more than 2,500 K–12 teachers, principals and specialists throughout the country with more than \$63 million in individual, unrestricted awards.

The first two Indiana teachers to earn the Milken Educator Award in 1993 were IU School of Education alumni Terrance

Levenda, Portage High School principal, and Francis Mustapha, a teacher in Fort Wayne. Since then, a large portion of Indiana Milken Award recipients have been IU School of Education alumni. Including Ewing, the 22nd graduate to win the honor, five alumni have received the Milken Educator Award in the past five years: Wilson Reyes, BS'85, in 2011; Chris Kates, BS'00, MS'11, in 2008; Nicole Law, BS'94, also in 2008; and Jeff Rudkin, BS'85, MS'89, in 2007.

Milken Award recipients are selected by a committee based on criteria that includes effective instructional practices, student performance in the classroom and individual educational accomplishments outside the classroom. Nominations come from state departments of education and are considered by the foundation's committee.

Ewing is assistant principal of Snacks Crossing Elementary School in the Metropolitan School District of Pike Township, where she has also served as instructional coach and a kindergarten teacher. She grew up in Indianapolis, attending Pike Township schools. Colleagues at Snacks Crossing said she showed great leadership at the school while having a direct impact on students which led, in part, to the school achieving Adequate Yearly Progress (AYP) for the first time in spring 2011. AYP is the federal measurement of student standardized test achievement.

*Twenty-two IU School of Education Alumni have won the "Oscars of Teaching."*

# News from the School



■ In the 2013 edition of **U.S. News & World Report's Best Online Education Program rankings, the IU School of Education ranked 14th** overall among nearly 200 similar programs. The rankings released in January marked the first time *U.S. News* numerically ranked online programs. It created the rankings in 2012, but only listed top programs within an "honor roll."



■ **GetEducated.com named the IU School of Education a "Best Buy"** for online education degrees. Individual programs listed included a ranking of 18th for special education and 33rd for Instructional Systems Technology.



■ A recently published **study ranks the science education faculty at the Indiana University School of Education as the second-most productive in research nationwide** based on articles published in the first decade

of the 21st century. The study, "U.S. Institutional Research Productivity in Major Science Education Research Journals: Top 30 for 2000's," is published in the *Journal of Education and Learning*.

The study analyzed the top four science education research journals for the years 2000-09 to identify the leading U.S. science education programs. The journals all focus on research on science teaching and learning. The study's authors calculated productivity by first calculating a raw count of institutional authors including faculty, graduate students and other researchers, combined with a weighted count, giving more credit for faculty who are senior authors on an article.

Out of 1,109 research publications examined, IU School of Education faculty ranked second after the University of Michigan for article authorship, with 66 articles published over the decade being studied.

■ **Indiana University School of Education Dean Gerardo Gonzalez was in China in November 2012 to formalize a cooperative agreement with the College of Education at Zhejiang University** and participate in an annual international education conference. Gonzalez had previously signed an agreement of cooperation and friendship



**Dean Gerardo M. Gonzalez in China**



**Gonzalez at Chinese conference**

with Zhejiang, one of China's leading higher education institutions.

"We've had a long relationship with Zhejiang," Gonzalez said. "A number of our faculty has gone there to teach, and I visited in 2009. We regularly have students and visiting scholars from there. This agreement came about after they expressed a special interest in identifying one institution in the U.S. that would be their primary partner in education."

Gonzalez said the formal expansion of the Zhejiang University partnership will provide continuing benefits to Indiana University faculty, staff and students in a time when internationalization in higher education is critical. As a part of the agreement,

Zhejiang can send up to five faculty members to IU for up to a year. One or two IU faculty can stay at Zhejiang on short-term visits. There will be exchanges of undergraduate students as well as additional support for visiting international students from China.

■ **Hispanic Business has named Dean Gerardo Gonzalez to its 2012 list of "Hispanic Business Influentials,"** which recognizes prominent U.S. Hispanics, nominated because of outstanding achievements in their respective professions. The list of 50 includes honorees in business, government, executive leadership and entrepreneurship from across the country. *Hispanic Business* has announced a list of 50 influential Hispanic leaders annually for the past 30 years.

For 35 years, *Hispanic Business* magazine has been the premier source for the latest research, trends and reporting on the growth of the U.S. Hispanic consumer market and the Hispanic enterprise and professional sectors.

## School of Education teams with Kelley School of Business to help K-12 schools create turnaround plans



**Shawn Bush, Harrison Hill parent and team member**

Indiana University's Kelley School of Business and School of Education have teamed up to assist Indiana schools seeking to improve academic performance through long-term action plans. The pilot cohort for the first Effective Leaders

Academy met for the first time Jan. 27–30 to begin a program that will provide teams from Indiana K–12 schools with best practices from both business and education to enable change in their programs.

The academy includes three sessions on the IU Bloomington campus, concluding with a formal presentation of action plans followed by ongoing meetings and support from IU faculty and staff to help the schools execute the plans.

“They’ll complete an action plan very specific to how they can raise their school to a high-performing school,” said Gary Crow, professor of educational leadership and policy studies.

The costs for school participation are covered through a grant from the IU Bloomington provost.

In January, teams from South Central Elementary School in Elizabeth, Ind., Harrison Hills Elementary School of Lawrence Township in Indianapolis and Fairview Elementary School in Bloomington took part as the pilot cohort. In the fall, a full cohort of 10 teams will participate. The teams include a teacher, the school principal, a community member and a district office representative.

“The team will lead the rest of the school in this,” Crow said. “We felt like it can’t just be the principal. It has to be leadership within the school and the community, so that’s why there’s a teacher, community person and district office person.”


## \$327,000 gift supports Direct Admit Scholars Program

The Indiana University School of Education is the beneficiary of a \$327,000 gift from the estate of Donald A. and Ardith M. Jones in support of student scholarships. The gift will support the School of Education’s Direct Admit Scholars Program. Started in 2009 on a pilot basis, the program is designed to recruit and prepare promising future teachers while offering as much as \$46,000 in scholarships over four years.

Ardith Jones, MS’50, enjoyed a 32-year career as a teacher at Hamlet School in Hamlet, Ind.; Indianapolis Public School No. 51; Liberty High School in Liberty, Ind.; and Smithville Elementary, Headley School and Broadview Elementary in Bloomington. Donald Jones was an assistant professor emeritus in the Indiana University School of

Education. Before his time at Indiana University, Jones taught at Morristown and Lawrence Central high schools and was principal at Liberty Elementary, Hamlet and Unionville schools.

Students who scored very high on GPA and SAT or ACT scores and who are admitted to IU intending to complete an education major are invited to apply. Direct Admit Scholars take rigorous courses in their subject area and preliminary education coursework starting their first semester. They also have additional access to alumni and other educational mentors and, once they complete minimum state and institutional requirements, are guaranteed admission to the major program of their choice.



## School of Education new home for international student teacher placement office

The School of Education has opened the new Indiana University Global Gateway for Teachers, an extension of the Cultural Immersion Projects that facilitates and coordinates student teacher placements overseas for U.S. higher education institutions.

The Global Gateway for Teachers succeeds the Foundation for International Education, which was established in 1978 by Ross Korsgaard, a former member of the education faculty at the University of Wisconsin-River Falls. Following retirement, Korsgaard continued to serve U.S. colleges and universities, including Indiana University, until 2011 by securing overseas school placements for student teachers.

The IU School of Education began the Cultural Immersion Projects in 1972 and has sent more than 4,000 pre-service educators to gain professional experience in foreign countries, on American Indian reservations and in urban schools, while gaining insight into the experiences of those in different school and community settings. It had long placed students overseas through the Foundation for International Education, and, after taking over the directorship of the Cultural Immersion Projects in the mid-1990s, Laura Stachowski began to work closely with Korsgaard in program development and expansion.

“We have an amazing network in place,” Stachowski said of the 17 countries in which the program currently places student teachers. “Within each country, I have at least one—and in many countries multiple—consultants who are our collaborators, the individuals ‘on the ground’ who secure the school placements. I’ve met all but two or three of them face-to-face in all of these locations, and I also know most of the campus directors personally. So it’s a really wonderful network that we have, and that’s why it works so well.”

While there are other agencies nationwide that offer assistance in placing students, Stachowski said the comparatively low cost of the IU Global Gateway makes it an attractive option.

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# Faculty Making an Impact

■ Chicago State University, Indiana University–Purdue University Indianapolis and Argonne National Laboratory are the recipients of a \$2.5 million, five-year National Science Foundation (NSF) grant. The grant will enable the recipients to establish a pilot regional Louis Stokes Alliances for Minority Participation (LSAMP) Center of Excellence that will work to recruit and graduate minorities majoring in science, technology, engineering and mathematics at 28 universities in the Midwest. IUPUI and Chicago State are longtime state-level lead institutions in the LSAMP program, which was congressionally mandated in 1991 and since managed by the NSF.

■ The IU School of Education at IUPUI will host cyber operations for the new Louis Stokes Midwest Center of Excellence in Broadening Participation. **Kim S. Nguyen**, operations director for the Urban Center for the Advancement of STEM Education (UCASE), is co-principal investigator for the grant and will develop cyber operations for the project. The School of Education has numerous instructional technology resources available for faculty and instructors.



■ A one-year study by a School of Education assistant professor will help provide insight into how systems for recognizing skills and knowledge work well or need revision for use in online social communities. The HASTAC Digital Media and Learning Competition has awarded **Sean Duncan**, faculty member in the Learning Sciences program, a nearly \$100,000 award to examine “digital badges” in spaces such as Twitter and Reddit.



■ An Indiana University School of Education faculty member has brought together some of the world’s top scholars of homeschooling to form a research organization and a companion Web site, providing the latest resources for those interested in academic scholarship on homeschooling. Associate Professor **Robert Kunzman** announced the formation of the International Center for Home Education Research, which unveiled its new site [www.ICHER.org](http://www.ICHER.org) in September 2012.



■ *Education Week’s* second annual “Edu-Scholar Public Presence Rankings”



includes IU School of Education Professor **Curt Bonk** for the second consecutive year. The rankings are the creation of education researcher and author Rick Hess, who describes them as a way “to recognize those university-based academics who are contributing most substantially to public debates about schools and schooling.”

■ The University Council for Educational Administration has presented its prestigious faculty mentoring award to an Indiana University–Purdue University Indianapolis professor. **Jim Scheurich**, professor of urban education studies in the IU School of Education at IUPUI, is the recipient of the Jay D. Scribner Mentoring Award. The award honors “Educational Leadership faculty who have made a substantive contribution to the field by mentoring the next generation of students into roles as university research professors, while also recognizing the important role(s) mentors play in supporting and advising junior faculty.”



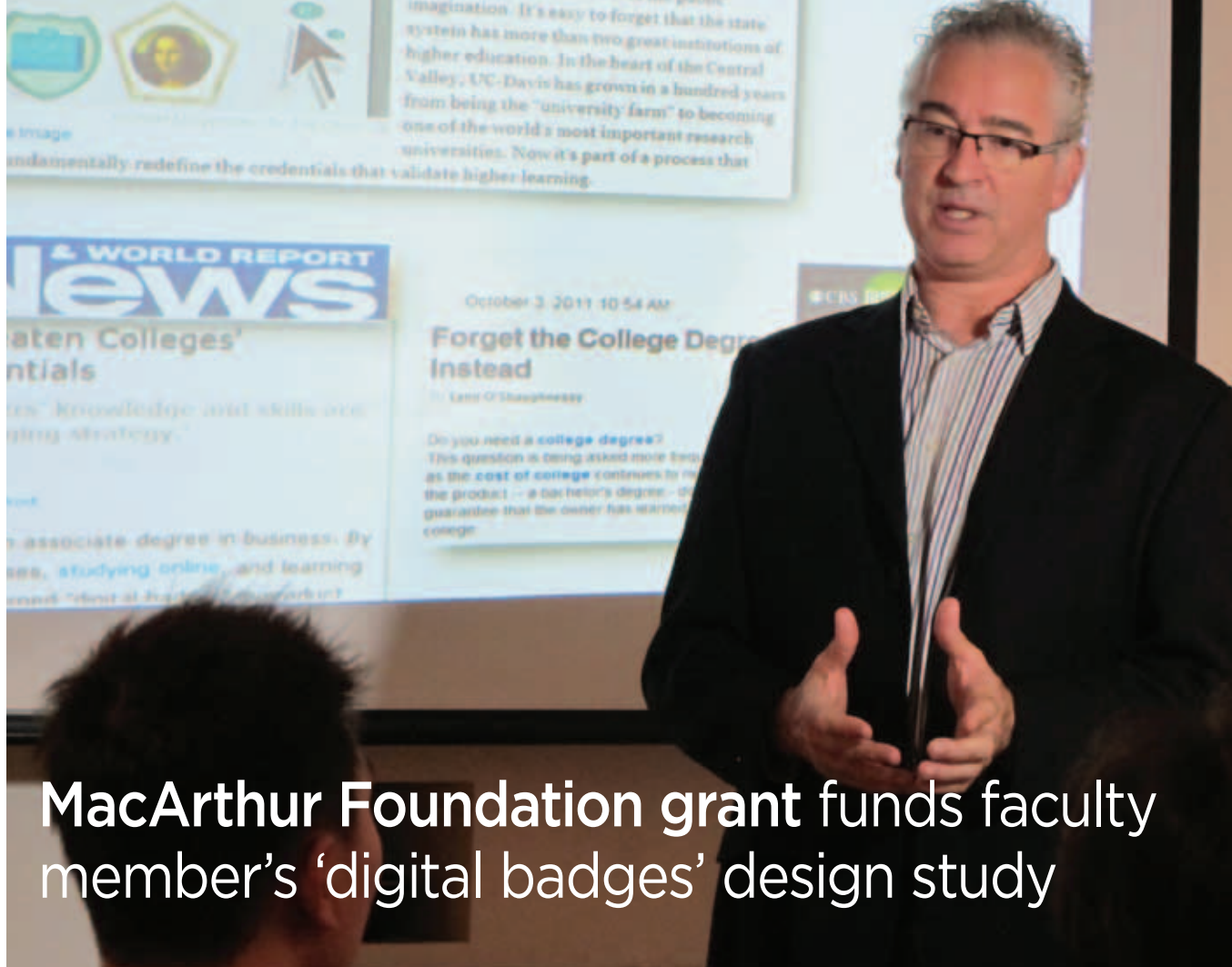
■ The Indiana Commission for Higher Education granted the Indiana University School of Education at IUPUI \$314,000 over two years to continue the successful IUPUI Reading and Writing Project,

headed by grant program officer **Beth Berghoff**, associate professor of literacy, culture and language education at the IU School of Education at IUPUI. The project is in its sixth year as a partnership between IUPUI and Indianapolis Public Schools to help teachers develop more effective ways of teaching reading and writing.



■ **Ben Edmonds**, director of the Secondary Transition to Teaching Program, became a member of the Faculty Colloquium on Excellence in Teaching, or FACET, an interdisciplinary organization composed of more than 500 of Indiana University’s best teachers. Nominated by a fellow faculty member or administrator, FACET members must have a minimum of four years of service at IU, demonstrate dedication to the excellence of teaching, be committed to their own continued growth through reflection, and serve the greater university community by supporting and developing their colleagues’ professional growth.





## MacArthur Foundation grant funds faculty member's 'digital badges' design study

Associate Professor Dan Hickey

The MacArthur Foundation's Digital Media and Learning initiative granted \$400,000 to Associate Professor Dan Hickey in the Learning Sciences program to study "digital badges," a Web-based token of accomplishment, success or completion used often in online education.

Through the two-year Digital Badges Design Principles Documentation project, Hickey and his doctoral students will document the design principles that emerge across the 30 awardees in the "Badges for Lifelong Learning" competition funded by MacArthur and Gates foundations.

While relatively new, the idea of using digital badges has gained attention since the foundations opened the competition in fall 2011 at a kickoff event that included U.S. Secretary of Education Arne Duncan and the heads of many federal agencies and foundations. The goal is to help create what the foundations call a "significant ecosystem" of badge issuers, seekers and displayers to promote badges as an alternative path to accreditation and credentialing for learners. Digital badges offer an organized way for educators, programs and schools to offer detailed information about what someone has accomplished. Clicking on a badge will reveal information such as the recipient's name, who

awarded the badge or what the recipient did to earn the badge. That information can then be hyperlinked to more detailed information, such as a course syllabus, peer reviews, videos or digital portfolios.

Hickey's team will document the design principles for using digital badges to recognize, assess, motivate and evaluate learning. The research is intended to bring new insights about using badges as the project teams put their ideas into practice and revise them.

"These awards went to some of the most creative thinkers in education today," Hickey said. "But this is entirely new, so some of their ideas are going to work, and some of them won't. But all of their plans will be changed and refined once they try to put them in place. And we don't want all of that useful knowledge to evaporate as projects race to meet deadlines and teams break apart and reform."

According to Hickey, everyone wants "proof" that innovations like digital badges work. "The more useful question at this stage is uncovering the principles for using badges that are most appropriate in particular contexts," he said.



Photo Courtesy USAID

## \$4.2 million federal grant funds faculty project to promote higher education for women in South Sudan

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

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

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

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

USAID, the federal government's major agency for distributing economic and humanitarian assistance worldwide, works with HED to promote higher education engagement in social and economic development. HED coordinates international activities through six major higher education associations in the United States.

Two wars with Sudan in the past 40 years and another conflict in 2012 have ravaged parts of South Sudan. As a consequence, the education system is in dire circumstances. According to UNESCO, 1.3 million school-age children are not in any school, while the majority of those that enter do not finish. The numbers are worse for female students. UNESCO estimates that for every 20 girls entering first grade, just 11 make it to third grade and only one reaches eighth grade. Approximately 92 percent of South Sudanese women are illiterate.

Heading the project in South Sudan will be Julia Duany, BS'87, MS'89, PhD'99, a Bloomington resident and South Sudanese native. Duany and her family fled her homeland when civil war broke out in 1984. She has been splitting her time between Bloomington and Sudan, most recently serving as the South Sudan undersecretary for parliamentary affairs. Always concerned with social justice issues regarding her home country, she founded South Sudan Friends International and wrote a book, *Making Peace & Nurturing Life: A Memoir of an African Woman About a Journey of Struggle and Hope*.

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

## Peppler hosts Chicago ‘Make-to-Learn’ symposium

In March, an Indiana University faculty member and her students from the Creativity Labs at IU Bloomington led a free symposium in Chicago that focused on learning through making.

The “Make-to-Learn Symposium 2013” was a one-day event dedicated to placing making, creating and designing at the core of educational practice. Educators, researchers and anyone simply interested in hands-on activities and learning through them were invited to attend.

Kylie Peppler, assistant professor in the Learning Sciences Department, headed the committee that organized the symposium. The Creativity Labs, Peppler’s research team focusing on learning through creativity, as well as

partners including the John D. and Catherine T. MacArthur Foundation, led the event. In 2011, MacArthur funded a project by Peppler focused on examining the development of systems thinking—a way of considering a problem as part of a whole system rather than a separate issue—by introducing middle-school students to the Maker Movement. The resulting curriculum series is soon to be published by MIT Press.

“The MacArthur Foundation wanted to start a new thematic this year around the larger Maker Movement, so I stepped up to lead that effort,” Peppler said. “That’s the ‘Make’ thematic, which we called ‘Make-to-Learn.’ The symposium is one of several activities in the thematic.”

## Medina honored as Latina Educator of the Year

On June 10, Indianapolis Mayor Greg Ballard presented Indiana University School of Education at IUPUI faculty member Monica A. Medina the Indiana Latina Educator of the Year award. The honor came during the second annual Mayor’s Breakfast to kick off the Indiana Latino Expo. Medina is associate director for community partnerships at the Center for Urban and Multicultural Education (CUME) and clinical lecturer at the School of Education.

The award recognizes a teacher, a school administrator or an advocate devoted to enriching the lives of children through education and effective teaching practices. In selecting Medina, the committee noted her 13 years of work focused on multicultural education within a community school context.

Medina has been very active in the community. She served as chair of the board of La Plaza and executive director of The Hispanic Center. La Plaza formed when The Hispanic Center, Fiesta Indianapolis and El Centro Hispano merged in 2004. HIV education has long been a large part of The Hispanic Center and now La Plaza’s mission. She is also program committee chair for the Concord Neighborhood Center, which provides social services, children’s programs, educational opportunities, health and fitness information and recreational activities, and cooperative programs with other agencies.

“I thank the mayor, his staff, the community in general for the honor and the privilege of being awarded for the work I do in this community, which is not really work—it’s more of a passion,” Medina said in accepting the award. “And I really accept this award on behalf of the students, on behalf of the children, on behalf of the future teachers, on behalf of the Dreamers. I see them as an investment in our community.”



Monica A. Medina receiving award from Mayor Greg Ballard

**“I thank the mayor, his staff, the community in general for the honor and the privilege of being awarded for the work I do in this community, which is not really work—it’s more of a passion.”**

## \$3.5M federal grant funds faculty member's study to help improve communication in toddlers with autism spectrum disorder

The U.S. Department of Education awarded nearly \$3.5 million to Hannah Schertz, assistant professor of special education, and two colleagues at other universities to study a method aimed at bolstering developmental foundations that support language for children with autism spectrum disorders. Schertz is principal investigator on a four-year project to determine the effectiveness of an intervention practice called Joint Attention Mediated Learning (JAML), an approach that targets pre-verbal social communication between toddlers younger than 2 1/2 years old and their parents.

“The purpose is to begin at a very young age before difficult patterns of social interaction have become set,” Schertz said, “and to focus on their greatest area of challenge, social communication.” She describes JAML as an intervention implemented through natural parent–child interaction. “The intervention focuses on foundational pre-verbal competencies that support the natural development of language.”

Schertz will recruit primary caregivers with toddlers 30 months or younger from diverse socioeconomic, ethnic and racial groups in the Indianapolis area; the co-investigators will recruit from their North Carolina and Kansas sites.

Schertz said she and her colleagues developed the unique JAML intervention focus through several previous studies. The method promotes three phases of pre-verbal social communication. In the first phase, intervention helps



toddlers look freely and often at their parents' faces. The second stage is designed to promote reciprocal interaction between the toddler and parent. The third phase helps the child achieve “joint attention.”

At the conclusion of the project, Schertz said she hopes the findings will confirm that JAML is an effective intervention to help children with autism spectrum disorder learn language in a more natural manner and feel comfortable and competent with social engagement.

“We hope this will translate into better long-term outcomes across the lifespan for children with autism,” she said. “We also want to see parents feeling positive about their child’s potential and about their own ability to positively influence their child’s development.”

## Thorius honored with IUPUI Chancellor's Diversity Scholar Award

During April's IUPUI Chancellor's Academic Honors Convocation, Assistant Professor of Special Education Kathleen King Thorius received the Chancellor's Diversity Scholar Award.

“It was a great honor, but I think, more importantly, it was evidence of how much support and partnership I've had in doing the work that I do since I've been at IUPUI,” she said. “I was very easily able to walk into a network of strong advocates and activists in the Indianapolis community. In receiving the award, a lot of the work that I was recognized for was really much bigger and had much more history than any work I have been doing since I've been here.”

Thorius became principal investigator for a more than \$2 million grant in 2011 (with associate professor Brendan

Maxcy and assistant professor Thu Suong Nguyen, both of the educational leadership and policy studies program) under the U.S. Department of Education's Equity Assistance Center Program. The grant brought the Great Lakes Equity Center to the IUPUI campus, establishing a program to provide assistance to educators in Illinois, Indiana, Michigan, Minnesota, Ohio and Wisconsin in the areas of civil rights, equity and access, and school reform.

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

## Students Taking the Lead

■ Two doctoral students at the IU School of Education made the latest *Indianapolis Business Journal's* "Forty under Forty" list. Chasity Thompson is a PhD candidate in higher education and student affairs. She currently serves as assistant dean for the Office of Professional Development at the IU Robert H. McKinney School of Law. Matt Holley, a PhD candidate in higher education and student affairs, currently serves as the curriculum and instructional design director for medical student programs at the IU School of Medicine. With the "Forty Under Forty" campaign, the *IBJ* honors local professionals who have demonstrated leadership,

initiative and dedication in pursuing their careers.

■ Ivy Tech Community College selected Cory C. Clasemann, who is completing his PhD at the IU School of Education, as the college's assistant vice president of institutional research. Clasemann started his position Oct. 1, 2012. Clasemann is leading the college's institutional research division which facilitates evidence-based decision making through collaborative work and proactively analyzing and interpreting data, information and processes for internal and external key stakeholders.

■ A graduating senior at the IU School of Education received the Provost Award for Undergraduate Research and Creative Activity, recognizing exceptional and original academic work. Ross Smith, from Bloomfield, Ind., is a 2013 graduate in Spanish education. He was honored for his involvement in the Books & Beyond evaluation team. His mentor is Beth Samuelson, assistant professor of literacy, culture and language education in the School of Education. Books & Beyond is the international service project of IU Bloomington's Global Village Living-Learning Center, in which students

work to produce annual collections of stories written by children in the United States and Rwanda. Working on and leading the evaluation team enabled Smith to develop scholarship skills including interviewing, data analysis, survey techniques and presentations. He was second author with Samuelson on an article that has been submitted to the *Journal of the Scholarship of Teaching and Learning*. They co-presented a poster on the reflective process at the International Association for Research on Service Learning and Community Engagement.

## IU grant sends PhD student to Peru for research

Already an experienced hand at research in Central and South America, Maggie Remstad was fairly solid on the topic of her research for a dissertation. Now the education policy studies PhD candidate is on very sure footing about how she'll do it. Indiana University Bloomington announced the first round of Mellon Innovating International Research and Teaching (MIIRT) program grants in January and awarded Remstad a \$20,000 short-term graduate student fellowship to go toward her project, "A Human Rights Approach to Intercultural Bilingual Education in Peru." Remstad earned one of 18 funded projects at IU Bloomington as part of the initial MIIRT, a program funded by a \$750,000 award from The Andrew W. Mellon Foundation. The money given to IU last year is intended to promote new directions in international and area studies.

"It is an honor, and I'm fortunate to have the resources to carry out my project, which has been just an idea or a dream up to this point," Remstad said. A former elementary classroom teacher with degrees in anthropology and elementary education, Remstad will conduct the project as the basis for her doctoral thesis.



**Maggie Remstad**

## IU doctoral student completing studies through prestigious fellowship



**Francisco Ramos**

The work of an IU School of Education doctoral student is literally taking him places which he hopes, in turn, will advance implementation of international higher education policy. Francisco Ramos is a PhD candidate in the Department of Educational Leadership and Policy Studies (ELPS) who is working on his dissertation at another campus during the academic year of 2013–14. In April, Ramos was awarded the prestigious Penn Predoctoral Fellowship for Excellence Through Diversity, allowing him to spend the year at the University of Pennsylvania. Penn mentors are giving him further guidance on his dissertation.

Ramos' dissertation could produce guidance for higher education policy, particularly for those populations just reaching college-level education. His research explores the formation and implementation of higher education policy, but particularly focuses on how college students appropriate such policy for their own identity construction.

The search for research answers took him to Mexico from October to mid-December of 2012. Ramos gathered qualitative information for his dissertation, "Appropriating Policy, Practicing Identity: College Student Experiences of Intercultural Education in Veracruz, Mexico." Veracruz is a state in the southeastern part of Mexico, located in

a lengthy stretch along the Gulf of Mexico. In particular, Ramos is examining the manner and extent to which the indigenous and mestizo (mixed racial heritage) students at the Universidad Veracruzana Intercultural construct their identities in the context of the institution's policy and organizational practice.

"In Mexico, I primarily work with indigenous and non-indigenous students in the Totonacapan region of Veracruz," Ramos said. "I chose to study intercultural higher education policy because I want to know what diversity looks like when historically marginalized students enter previously inaccessible spaces in higher education."

During his time in the country, Ramos learned much about the life of the people in the region. He also heard much about how they strive to seek a better life, such as the man who crossed the U.S. border and actually found work 30 miles from the Indiana University campus. Such personal stories will inform the narrative he will tell about higher education.

"I am in awe of how and in what ways indigenous students—in the face of tremendous adversity such as poverty and discrimination—overcome obstacles to attend institutions of higher education," Ramos said. "Their experiences have pushed me, both personally and professionally, to a level of reflexivity, accountability and sensitivity that I thought previously impossible. I hope that my work, informed by their words and experiences, will influence scholars and policymakers to rethink the importance, significance and function of diversity to higher education and society."

*"I am in awe of how and in what ways indigenous students—in the face of tremendous adversity such as poverty and discrimination—overcome obstacles to attend institutions of higher education."*

## IU student helps others see “Why I Choose to Teach”



The Indiana Association of Colleges for Teacher Education and the Indiana Student Education Association selected a video produced by Indiana University Bloomington student Megan Van Pelt as the winner of the 2013 “YouTube Video Sensation Contest.” Van Pelt, a sophomore from Noblesville who entered the IU School of Education as an elementary education student in fall 2013, was selected as creating the best video on the theme of “Why I Choose to Teach.”

During video production using her iPhone and iMovie editing software, Van Pelt incorporated “millions” of pictures featuring original drawings and crafts to illustrate a poem she wrote about how teachers can inspire and motivate students to learn.

“It really just came from the heart,” she said. “I want to be a teacher, and I just want to spread my passion for teaching.”

Of the top five videos selected for the contest finalists, three were produced by future teachers who are now or will be students at the IU School of Education. Other finalists included Stephanie Lugassy, a senior who entered as a Direct Admit Scholar and is in the Teaching All Learners program. She will complete student teaching through the Global Gateway for Teachers Program. IU Bloomington student Matt Moore, who is applying to the IU School of Education, also placed.

Van Pelt earned an iPad for winning the contest, but said she made the video mostly to share why she thinks teaching is a great profession for young people to consider. “I know that the video was

supposed to be encouraging kids to be teachers, so I figured making a storybook would be a good way to do that,” she said.

With plans to become a second-grade teacher, Van Pelt’s own passion for teaching started a long time ago. “When I was little, I would make my sister play school with me in the basement,” she said.



**Megan Van Pelt (R) with Assistant Dean for Teacher Education Jill Shedd**



## Award-winning student Brian McGowan now faculty at Indiana State University

McGowan, PhD'13, won an award from the American College Personnel Association (ACPA) during his final year of study. The purpose of this award is to provide financial assistance for research within student affairs. The award may be used to help support dissertations, theses or specific research projects.

In fall 2013, McGowan joined the faculty of the Indiana State University Bayh College of Education. Below, he speaks about the award, his work and his experience at the IU School of Education.

***About the honor of winning the award, named for the late University of California–Berkeley psychology professor Nevitt Sanford:***

It was an amazing feeling to win this award. I particularly enjoyed meeting and interacting with faculty within the Commission for Professional Preparation. Ironically, I have incorporated Sanford's challenge and support theory into how I work with students. This theory suggests that students need a balanced amount of challenge and support for development to occur.

***About the reasons he earned the award:***

I submitted a proposal based on my dissertation research. My dissertation looks at African-American

male interpersonal relationships with other men at a predominantly White institution. This award helped with costs associated with data collection and analysis.

***About where his work has led him:***

I am an assistant professor in the Department of Educational Leadership at Indiana State University. Specifically, I will be teaching master's students in the Student Affairs and Higher Education (SAHE) program.

***About the experience of earning his doctorate from the Higher Education and Student Affairs (HESA) program at the IU School of Education:***

This experience has been rewarding on so many levels. Being a first-generation college student from a lower socioeconomic background, I have learned the importance of taking advantage of educational opportunities. I left my area coordinator position four years ago to pursue the doctorate. Reflecting on my experiences in the HESA program, I attribute my success to positive mentors, support networks within and outside of the HESA program, being a good colleague, and remaining humble. One major takeaway is that I am deeply committed to making sure I pay it forward. Choosing the HESA program at Indiana University was the right decision.



**Brian McGowan, PhD'13**

## Effort at IUPUI makes sure technology is used correctly in the classroom



**Associate Professor of Early Childhood and Elementary Education Jacqueline Blackwell with students in the new Collaborative Classroom**

In the ever-changing technology realm, it's not a problem introducing new technology tools to those learning to be teachers. "Most of our students know how to use technology personally," said IU School of Education at IUPUI Technology Director Jon McMahel. "But how do they integrate it into their classrooms to motivate and engage students without it being a distraction?" In other words, it's more than simply handing over the tools and wishing the students luck.

It's one of the reasons why the School of Education is not just using the latest technology nor demonstrating its use in an IUPUI campus classroom. The technology session for pre-service teachers is following them into the field, as they integrate techniques in K–12 classrooms.

During the spring 2012 semester, Carol Matern led 28 School of Education students as they worked on implementing teaching plans and methods in four sixth-grade classes of their program at Oaklandon Elementary School in Lawrence Township in Indianapolis. Throughout the semester, McMahel worked with School of Education students to infuse technology into their instruction, continuing onsite work that began the previous fall.

"After observing what the pedagogical structures were for the classes, I suggested how technology could be used to promote student learning," McMahel said. "The students benefitted from Jon's involvement in our class," Matern said, "because he was able to better understand how they

wanted to use the technology." McMahel and the School of Education provided iPod Touch devices and iPads for the IUPUI students. He helped students select apps that could be used for conducting inquiry-based work with the Oaklandon students. McMahel is interested in tracking how the technology did or did not work for the students.

The in-the-field tech expert is part of a developing plan at the School of Education to better integrate technology into new student teaching experiences, but also to make sure student teachers get feedback to understand how to integrate it effectively. McMahel became a traveling in-the-field tech expert; he covered four or five schools weekly, spanning other blocks in the elementary teacher education program. The next phase of the program includes secondary teacher education. The experience benefits the students in the K–12 classroom, but McMahel said the preparation should be a boost for School of Education graduates. "I think it will give them the edge on being hired," he said.

In addition to implementation in the field, the School of Education supported the University Information Technology Services (UITSS) with the installation of the latest technology in the IUPUI campus classroom as well. The new, brightly painted "Collaborative Classroom" opened in the School of Education in spring 2012 and features six tables, each with its own computer and monitor, nine whiteboards around the room as well as a large, interactive board at the front.

# See more about the IU School of Education

Use your QR code reader to view these videos or go to [www.YouTube.com/IUSchoolofEducation](http://www.YouTube.com/IUSchoolofEducation)



Words from an excellent teacher:  
alumna and Milken Award winner  
Candace Ewing



2012 Distinguished Alumni Awards highlights



George Kuh on accepting  
the Zemsky Medal



Golden Apple finalist, alumna Danya Greenberg  
brings lifetime desire to teach to classroom



SNAAP National Conference:  
"3 Million Stories"



Howard Templer, IU School of Education alumnus,  
Golden Apple Award winner



# Research & Development

PROJECT TITLE	AGENCY	TOTAL AMOUNT	PRINCIPAL INVESTIGATOR
Joint Attention Mediated Learning Intervention for Toddlers with Autism Spectrum Disorders and Their Families	U.S. DEPARTMENT OF EDUCATION	\$879,423	SCHERTZ, HANNAH H.
Substance Use in Early Adolescence	NATIONAL INST. ON DRUG ABUSE	\$145,743	WALDRON, MARY
Constructing Value-Added Indicators of Teacher and School Effectiveness That We Can Trust	MICHIGAN STATE UNIVERSITY	\$165,722	GUARINO, CASSANDRA MARIE
Indiana Department of Education Alternative Education Program Profile Report	INDIANA DEPARTMENT OF EDUCATION	\$5,250	CHANG, YOUNG JOON
Data Analysis	HIGHER LEARNING COMMISSION	\$15,000	BORDEN, VICTOR M.H.
The Research-to-Practice Disparities Collaborative Small Grants Program: Expanding the Focus on LGBT Students	WELLSPRING ADVISORS, LLC	\$200,000	SKIBA, RUSSELL
Evaluation of the Blue River Services 21st CCLC Initiative	BLUE RIVER SERVICES, INC.	\$10,500	MULLER, PATRICIA ANN
National Student Clearinghouse Signature Reports	NATIONAL STUDENT CLEARINGHOUSE	\$112,893	ZISKIN, MARY B.
Contract with National Student Clearinghouse for the NSC Fellows Data Analyses Projects	NATIONAL STUDENT CLEARINGHOUSE	\$82,208	TORRES, VASTI
Examining the Sensitivity of Large-Scale Assessment Estimation Methods to Missing and Noisy Background Data	AMERICAN EDUCATIONAL RESEARCH ASSOCIATION	\$20,000	RUTKOWSKI, LESLIE ANN
Evaluation for the Maternal Infant Early Childhood Home Visiting Program	INDIANA STATE DEPARTMENT OF HEALTH	\$200,000	ANDERSON, JEFFREY A.
Psychometric and Growth Modeling of Complex Patterns of Learning Resulting from the Interrelationships Between Multiple Learning Progressions	NATIONAL SCIENCE FOUNDATION	\$372,830	BROWN, NATHANIEL
Evaluation for Drucker for Future Leaders Program	CLAREMONT GRADUATE UNIVERSITY	\$97,104	MULLER, PATRICIA ANN
Evaluation of the Salem Community Schools 21st CCLC Initiative	SALEM COMMUNITY SCHOOL CORPORATION	\$12,000	MULLER, PATRICIA ANN
Indiana Alliance for People with Disabilities Proposal to GCPD	GOVERNOR'S COUNCIL FOR PEOPLE WITH DISABILITIES	\$146,000	ROGAN, PATRICIA M.
Transformative Assessment Research for Open Badges Initiative	JOHN D. & CATHERINE T. MACARTHUR FOUNDATION	\$400,000	HICKEY, DANIEL THOMAS
Children's School Success Plus (CSS+)—Goal 2	UNIVERSITY OF KANSAS	\$158,129	BUTERA, GRETCHEN DIGMAN
Evaluation of the Bartholomew Consolidated School Corporation 21st CCLC Initiative	BARTHOLOMEW CONSOLIDATED SCHOOL CORPORATION	\$23,718	MULLER, PATRICIA ANN
Evaluation of Mary Rigg Neighborhood Center 21st CCLC Initiative	MARY RIGG NEIGHBORHOOD CENTER	\$10,000	MULLER, PATRICIA ANN
Evaluation of the Kentucky 21st Century Community Learning Centers	KENTUCKY DEPARTMENT OF EDUCATION	\$314,340	MULLER, PATRICIA ANN
Psychometric and Growth Modeling of Complex Patterns of Learning Resulting from the Interrelationships Between Multiple Learning Progressions	NATIONAL SCIENCE FOUNDATION	\$227,792	BROWN, NATHANIEL
Evaluation of West Virginia's DEGREE NOW Project	WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION	\$14,893	TORRES, VASTI
Evaluation for the Maternal Infant Early Childhood Home Visiting Program	INDIANA STATE DEPARTMENT OF HEALTH	\$350,000	ANDERSON, JEFFREY A.
Evaluation of the South Harrison Community School Corporation 21st CCLC Initiative	SOUTH HARRISON SCHOOL CORPORATION	\$24,000	MULLER, PATRICIA ANN
21st Century Community Learning Center: Christel House Academy Evaluation	CHRISTEL HOUSE ACADEMY	\$6,300	HOUSER, JOHN H.W.

# Research & Development continued

PROJECT TITLE	AGENCY	TOTAL AMOUNT	PRINCIPAL INVESTIGATOR
Project of Goshen, Baugo, and Elkhart Community Schools and Oaklawn Psychiatric Center to Improve Integration of Schools and Mental Health Systems	OAKLAWN PSYCHIATRIC CENTER	\$7,000	ANDERSON, JEFFREY A.
Indiana Family Project—Functional Family Therapy	MONROE CIRCUIT COURT PROBATION DEPARTMENT	\$17,250	SEXTON, THOMAS LEE
Evaluation of the IMPACT Program	ARCHDIOCESE OF INDIANAPOLIS	\$24,000	HOUSER, JOHN H.W.
Proposal for Richmond Community Schools Safe Schools/Healthy Students Grant	RICHMOND COMMUNITY SCHOOLS	\$85,781	MULLER, PATRICIA ANN
Global Connections Afghanistan	U.S. DEPARTMENT OF STATE	\$150,000	MASON, TERRENCE CRAIG
MOU IUPUI-Wayne Township SITE Program	METROPOLITAN SCHOOL DISTRICT WAYNE TOWNSHIP	\$8,000	ROGAN, PATRICIA M.
Afghanistan English Curriculum and Educational Policy Project	U.S. DEPARTMENT OF STATE	\$1,825,422	LEWISON, MITZI A.
Systems Thinking: Seeking Coherence to the Digital Age	BLOOMINGTON PROJECT SCHOOL	\$24,998	PEPLER, KYLIE AINE
IUPUI ESL Partnerships: Building Capacity Across and Within Institutions	U.S. DEPARTMENT OF EDUCATION	\$399,995	TEEMANT, ANNELA
Teacher Quality Partnerships Grant—Urban Education Excellence: STEM Teaching Residency with Dual Licensure in Special Education	U.S. DEPARTMENT OF EDUCATION	\$110,450	ROGAN, PATRICIA M.
Focus Group Evaluation for Indiana Commission on Hispanic/Latino Affairs	INDIANA COMMISSION ON HISPANIC/LATINO AFFAIRS	\$15,000	MULLER, PATRICIA ANN
Post-Graduate Follow-Up Survey	INDIANA DEPARTMENT OF EDUCATION	\$74,358	MULLER, PATRICIA ANN
Indiana's Effective Evaluation Resource Center	INDIANA STATE UNIVERSITY	\$270,642	SKIBA, RUSSELL
Great Lakes Equity Center	U.S. DEPARTMENT OF EDUCATION	\$734,978	KING THORIUS, KATHLEEN ANN
Teaching About Human Rights: International Guide for Educators	THE SPENCER FOUNDATION	\$3,540	BARTON, KEITH CASEY
Collaborative Research Conference of Undergraduate Women in Physics	NATIONAL SCIENCE FOUNDATION	\$64,345	BUCK, GAYLE ANNE
Evaluation of Notre Dame's RET (Energy Entrepreneurship) Site	UNIVERSITY OF NOTRE DAME	\$8,000	MULLER, PATRICIA ANN
Joint Evaluation in Support of NATO Operations Assessment Capability Development	NORTH ATLANTIC TREATY ORGANIZATION	\$4,500	MULLER, PATRICIA ANN
PBS Indiana: Establishing a Statewide Network of Culturally Responsive Positive Behavior Supports	INDIANA DEPARTMENT OF EDUCATION	\$954,710	SKIBA, RUSSELL
Senior Consultant to the National Student Clearinghouse	NATIONAL STUDENT CLEARINGHOUSE	\$33,162	HOSSLER, DONALD
Circle City Learning Community	MARY RIGG NEIGHBORHOOD CENTER	\$25,000	MEDINA, MONICA A.
Review: 21st Century Domains within Federally Sponsored Research Awards	THE WILLIAM AND FLORA HEWLETT FOUNDATION	\$5,000	MULLER, PATRICIA ANN
Evaluation of Carnegie Mellon IGERT	CARNEGIE MELLON UNIVERSITY	\$8,910	MULLER, PATRICIA ANN
Disciplinary Disparities: Increasing Intervention Accessibility and Policy Impact	OPEN SOCIETY FOUNDATIONS	\$100,000	SKIBA, RUSSELL
Evaluation of the Center for Eurasian, Russian and East European Studies	GEORGETOWN UNIVERSITY	\$10,000	MULLER, PATRICIA ANN
Breakthrough Learning Models in Postsecondary Education	RESEARCH FOUNDATION CITY UNIVERSITY OF NEW YORK	\$169,533	BORDEN, VICTOR M.H.
Summative & Quality Assurance—21st CCLC	INDIANA DEPARTMENT OF EDUCATION	\$135,490	MULLER, PATRICIA ANN
Evaluation of the Asian Studies Program 2010-2014	GEORGETOWN UNIVERSITY	\$10,000	MULLER, PATRICIA ANN

Evaluation of Indiana LEA Data	INDIANA DEPARTMENT OF EDUCATION	\$278,488	SKIBA, RUSSELL
Balfour Scholars Program	LLOYD G. BALFOUR FOUNDATION	\$800,000	SIMMONS, ADA BUCK
Indiana Department of Education Alternative Education Program Profile Report	INDIANA DEPARTMENT OF EDUCATION	\$4,480	CHANG, YOUNG JOON
Psychometric and Growth Modeling of Complex Patterns of Learning Resulting From the Interrelationships Between Multiple Learning Progressions	BOSTON COLLEGE	\$52,720	MULLER, PATRICIA ANN
The Use of a Gratitude Writing Intervention With Psychotherapy for Outpatient Clients: Examining Neural Correlates and Psychosocial Mechanisms	UNIVERSITY OF CALIFORNIA, BERKELEY	\$169,211	WONG, JOEL
Mapping the Territory, Documenting the Journey: Tracking the DQP	UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN	\$92,439	KINZIE, JILLIAN L.
Pilot Regional Louis Stokes Center Midwest Center of Excellence	CHICAGO STATE UNIVERSITY	\$184,923	NGUYEN, KIM SA T.
Partnership for Improving Mathematics and Science Instruction through Integration	INDIANA DEPARTMENT OF EDUCATION	\$24,7770	CROSS, DIONNE
Using a Game-Based Curriculum to Achieve Academic Success	ARIZONA STATE UNIVERSITY	\$22,300	SHERWOOD, ROBERT DAN
IUPUI Reading and Writing Project	INDIANA COMMISSION FOR HIGHER EDUCATION	\$314,644	BERGHOFF, BETH A.
IU-VTU SSHIELD Project	HIGHER EDUCATION FOR DEVELOPMENT	\$1,941,483	MASON, TERRENCE CRAIG
Evaluation Study of the 2013 Regional eLearning Summer Conferences	CENTER GROVE COMMUNITY SCHOOL CORPORATION	\$15,000	MULLER, PATRICIA ANN
Evaluation Services for Kenai Peninsula Borough School District	KENAI PENINSULA BOROUGH SCHOOL DISTRICT	\$24,000	MULLER, PATRICIA ANN
STARTALK—Bridges to Children: Languages Through Community Advocacy	NATIONAL SECURITY AGENCY	\$99,991	NYIKOS, MARTHA
Tapping Teacher Potential: A Professional Development Program Designed to Boost Mathematics Teacher Effectiveness across Lake County	INDIANA COMMISSION FOR HIGHER EDUCATION	\$209,328	CROSS, DIONNE
WWF Induction Support 2013	WOODROW WILSON NATIONAL FELLOWSHIP FOUNDATION	\$58,100	MARRS, KATHLEEN A.
Teaching Reading with iPads	CENTRAL INDIANA COMMUNITY FOUNDATION	\$10,000	ROGAN, PATRICIA M.
Evaluation of Kentucky Partnership Academies	KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION	\$59,915	MULLER, PATRICIA ANN
Hive Research	NEW YORK COMMUNITY TRUST	\$175,000	PEPLER, KYLIE AINE
Pro 100 Summer Youth Program	CHILDREN'S BUREAU, INC.	\$7,185	ROGAN, PATRICIA M.
Teaching Reading with iPads	MARION COUNTY COMMISSION ON YOUTH	\$4,800	ROGAN, PATRICIA M.
Iterative Model Building: Training Quality Teachers and Measuring Teacher Quality	NATIONAL SCIENCE FOUNDATION	\$96,962	GALINDO, ENRIQUE
Spark to Flame	UNIVERSITY OF VIRGINIA	\$65,473	MALTESE, ADAM VINCENT

# Honors, Distinctions & Awards

## Martha Lea & Bill Armstrong Teacher Educator Award

### Dominic Day Sr.

Lynhurst 7th and 8th Grade Center,  
Indianapolis

### Jodi Dubovich

Shamrock Elementary School, Westfield

### Amy Haywood

Decatur Central High School, Indianapolis

### Katie Isch

Adams Central High School, Monroe

### Barbara Lynn

Highland Elementary School, Evansville

### Janice Mitchener

Carmel High School, Carmel

### Lucas Schroeder

Bloomington High School South,  
Bloomington

### James Small

Fayette Central Elementary School,  
Connersville

## Jacobs Teacher Educator Award

### Ross Cooper

Willow Lane Elementary School, Macungie, Pa.

### Jody Duncan

Bloomington High School South, Bloomington,  
Ind.

### Caroline Haebig

Adlai E. Stevenson High School, Lincolnshire, Ill.

### Michael Hernandez

Mira Costa High School, Manhattan Beach, Calif.

### Michelle Yoder

Avilla Elementary School, Avilla, Ind.

## Distinguished Alumni Award

### Patricia A. Payne, BS'62, MS'75

Director, Crispus Attucks Center, Indianapolis

### Gerald O. Thompkins, BS'70, MS'77

Director, STEM Education and Research  
Center, Kent State University

### James E. Weigand, EdD'64

Former Dean, Indiana University School of  
Continuing Studies

## Burton Gorman Teaching Award

### Mitzi Lewison

Professor, Literacy, Culture & Language  
Education

## Trustees Faculty Teaching Awards

### Donna Adomat

Literacy, Culture & Language Education

### Gary Crow

Educational Leadership & Policy Studies

### Joshua Danish

Counseling & Educational Psychology

### Danielle DeSawal

Educational Leadership & Policy Studies

### Mary McMullen

Curriculum & Instruction

### Meredith Park Rogers

Curriculum & Instruction

## Outstanding Associate Instructor Awards

### Daniel Dethrow

Dianna Huxhold

Xiaokai Jia

Jenna McWilliams

Lauren Rapacki

Dean Versperman

Heidi Weibke

Christy Wessel-Powell

## Adjunct Faculty Teaching Awards

### Mary Ziskin

## Student Choice Awards

### Sharon Daley

Literacy, Culture & Language Education

## Award for Excellence in Mentoring

### Bradley Adam Unger Levinson

Educational Leadership & Policy Studies

## University, State and National Faculty Awards

Robert Zemsky Medal for Innovation in Higher  
Education, University of Pennsylvania Graduate  
School of Education

**George Kuh**, Chancellor's Professor Emeritus of  
Higher Education

Distinguished Science Alumni, College of Science,  
Purdue University

**Bob Sherwood**, Associate Dean for Research

Faculty Colloquium on Excellence in Teaching,  
Indiana University

**Ben Edmonds**, Director, Secondary Transition to  
Teaching Program

Indiana Latina Educator of the Year

**Monica Medina**, Clinical Lecturer, Associate  
Director for Community Partnerships at the  
Center for Urban and Multicultural Education  
(CUME)

Jay D. Scribner Mentoring Award, University  
Council for Educational Administration

**Jim Scheurich**, Professor of Urban Education  
Studies

IUPUI Chancellor's Diversity Scholar Award  
**Kathleen King Thorius**, Assistant Professor of  
Special Education

Contribution to Knowledge Award, American  
College Personnel Association

**Trudy W. Banta**, Professor and Senior  
Advisor to the Chancellor for Academic  
Planning and Evaluation

The Association for Institutional Research,  
Charles F. Elton Best Paper Award

**Gary R. Pike**, Associate Professor and  
Executive Director of Information Management  
and Institutional Research

Trustees Teaching Award, Indiana University  
**Mary McMullen**, Professor, Curriculum Studies  
in Early Childhood Education

Trustees Teaching Award, IUPUI  
**Chris Leland**, Professor, Literacy, Culture and  
Language Education

Melvine D. Hardee Dissertation of the Year  
Award, NASPA Student Affairs Administrators  
in Higher Education

**Lucy LePeau**, Assistant Professor, Educational  
Leadership and Policy Studies

Presidential Citation, American Psychological  
Association, Div. 52

**Chalmer Thompson**, Associate Professor,  
Counseling and Counselor Education

Distance Education Journal Article Award for  
Advancing Practice, Association for Educational  
Technology and Communications

**Curt Bonk**, Professor, Instructional Systems  
Technology

Emerging Professional Contributions to  
Research Award, Society for the Psychological  
Study of Ethnic Minority Issues, APA

**Joel Wong**, Associate Professor, Counseling  
and Educational Psychology

Neighborhood Leader Award, Citizens Energy  
and Indiana Neighborhood Resource Center

**Monica Medina**, Clinical Lecturer, Associate  
Director for Community Partnerships at the  
Center for Urban and Multicultural Education  
(CUME)

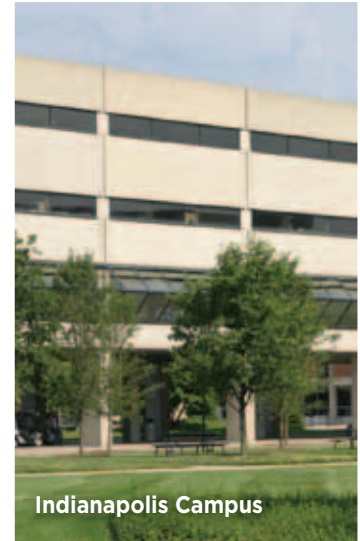
# Financial Summary

## Bloomington and Indianapolis Campuses

The Indiana University School of Education strives to be responsible stewards of its resources, particularly in times when such fiscal responsibility is vital. In recent years, state support of the school has decreased. That makes income through gifts, endowments and other sources of funding critically important to ensure the internationally recognized quality of the school's education, student support and faculty research.



Bloomington Campus



Indianapolis Campus

### FISCAL YEAR 2013

Gifts and Endowment Income	1,697,126
Other Revenues	416,360
Sales and Services	4,541,471
Sponsored Research	12,930,505
State Appropriation	12,139,413
Student Fees	41,628,725
<b>Total</b>	<b>73,353,600</b>
Reserves and Reinvestments	662,543
Student Support	10,823,652
General Operating	9,186,115
University Assessments	17,429,999
Faculty and Staff Compensation	35,251,291
<b>Total</b>	<b>73,353,600</b>

### UNDERGRADUATE ENROLLMENT DEGREES

#### BLOOMINGTON

##### Enrollment

2009-2010:	770
2010-2011:	739
2011-2012:	775
2012-2013:	697

##### Degrees

2009-2010:	398
2010-2011:	412
2011-2012:	376
2012-2013:	366

#### INDIANAPOLIS

##### Enrollment\*

2009-2010:	1,078
2010-2011:	1,003
2011-2012:	891
2012-2013:	774

##### Degrees

2009-2010:	204
2010-2011:	200
2011-2012:	194
2012-2013:	199

\*includes pre-education majors

### 2014 RANKINGS

#### U.S. News & World Report

Overall ranking	19
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#### Individual Program

Administration/Supervision	18
Educational Psychology	21
Counseling and Personnel Services	11
Secondary Education	12
Higher Education Administration	9
Elementary Education	11
Curriculum/Instruction	10

### GRADUATE ENROLLMENT / DEGREES

#### BLOOMINGTON

##### Enrollment

2009-2010:	1,033
2010-2011:	986
2011-2012:	944
2012-2013:	885

##### Degrees

2009-2010:	263
2010-2011:	297
2011-2012:	251
2012-2013:	268

#### INDIANAPOLIS

##### Enrollment

2009-2010:	325
2010-2011:	274
2011-2012:	286
2012-2013:	216

##### Degrees

2009-2010:	175
2010-2011:	146
2011-2012:	188
2012-2013:	179

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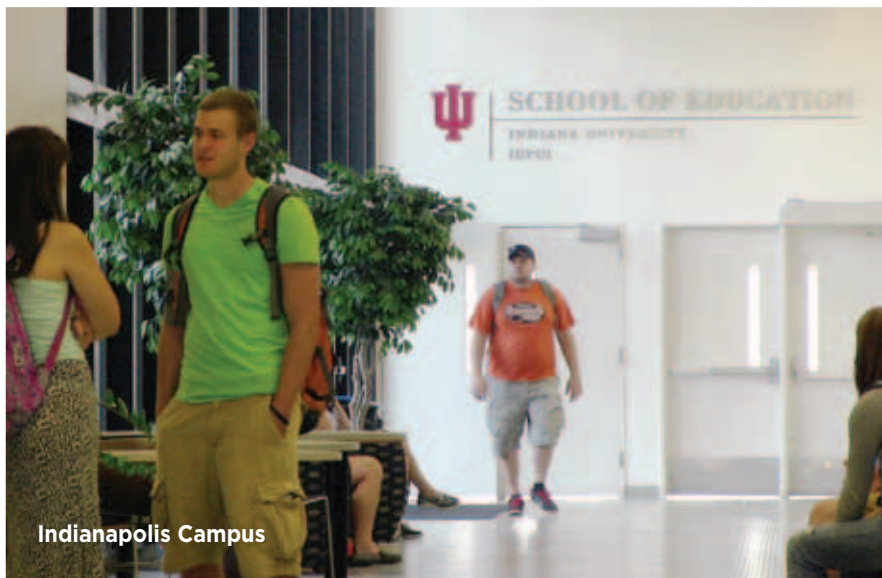
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