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INDIANA UNIVERSITY SCHOOL OF EDUCATION

Continuing
the tradition of
excellence

ANNUAL REPORT 2008-2009



FROM
the Dean
GERARDO M.
GONZALEZ

Expanding geographical and educational boundaries

The past year was a milestone for the Indiana University School of Education. We paused to celebrate our 100th anniversary, which came officially with the start of the fall semester in 2008. Guest speakers Jonathan Kozol, the renowned education activist and author of many thought-provoking books including *Letters to a Young Teacher*, and Deborah Meier, widely considered a pioneer of the small schools movement, reminded us both of where we've been and where we should be going.

The dynamism of Kozol attracted a full house. He reminded us of the teaching wisdom that comes from the people all around us. For Kozol, that includes the famed PBS television host Fred Rogers, whom Kozol called the wisest educator he'd ever known. But he said a good teacher should always be cognizant of the interests of his or her students. Therein lies the key to student motivation.

Likewise, Deborah Meier, author of *The Power of Their Ideas*, noted the importance of keeping track of the stories found in the schools like she developed in Boston and New York City. Meier has donated her papers to

IU, to be catalogued and preserved at the Lilly Library for future scholars to examine and explore. Preserving the stories of the past is something she says is very important for the future generations of educators.

We take those messages and move forward into our next 100 years. You see in these pages the efforts of our faculty, staff, and students to ensure we build on our past and launch into the future. Our results show we are not limited by the boundaries of where we're located nor by what's come before.

Collaboration and forward thinking are the hallmarks of new programs we've created. We're among the first programs to offer a Ph.D. in Inquiry Methodology, bringing critical quantitative and qualitative research skills to bear on the increasing demand for program evaluation and accountability. The Woodrow Wilson Teaching Fellowship is underway on the Indianapolis campus, providing a new pathway to the teaching workforce with a solid grounding in classroom preparation for urban schools. More math and science teachers are also in the pipeline because of a new joint degree program with the College of Arts and Sciences on the Bloomington campus. And an agreement with the Indiana Ivy Tech Community College system eases the transition for elementary education majors to complete a degree at any IU campus.

Our students are expanding the boundaries of their experience and efficiency. The new Chicago Cultural Immersion project is sending IU Bloomington students into inner-city schools. The result is more high-quality teachers who want to teach in this urban environment. Meanwhile, graduate students in Instructional Systems Technology won a prestigious national competition with their design for using technology in the most efficient manner.

Our faculty, already involved across the world in a variety of ways, are looking to expand collaborative efforts in China. I led a delegation there last fall to establish ongoing relationships. Chinese higher education authorities are looking to partner with us to help the country's quickly-growing university system modernize based on best practices and research.

We have many new stories to tell, and we are pleased to share some of them here. Throughout the annual report, you will also see links to online video so you can hear from our students, faculty, and staff who are engaged in these exciting projects. Consider this a glimpse into the new century to come.

Gerardo M. Gonzalez
University Dean



Indiana University School of Education

Excellent Teaching

Dynamic Partnerships

Innovative Research

Leading Technology

Embracing Diversity

Indiana University School of Education:

The mission of the Indiana University School of Education is to improve teaching, learning, and human development in a global, diverse, rapidly changing and increasingly technological society.



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Excellent Teaching

Dynamic Partnerships

Innovative Research

Leading Technology

Embracing Diversity

Opening
the world to endless
opportunities

Student excellence through experience, outreach

Just as the quality of the students in the IU School of Education continues rising, so does the quality of the experience students are gaining through one of the nation's top institutions. At the undergraduate and graduate level, students are gaining unique experiences to complement their preparation for an education career.

In the spring, the Bloomington campus began recruiting for the first-ever class of Direct Admit Scholars. By the summer, a group of 61 highly-select students made up the original class scheduled to start in Fall 2009. Direct Admit Scholars can take preliminary education coursework starting this fall, have additional access to alumni and other educational mentors, and—once they complete prerequisite coursework and pass the Praxis I test—are guaranteed admission to the education major of their choice. The high school grade point average of the 2009 Direct Admit Scholars is 3.83 and they averaged 1200 on the SAT exam.

The quality of the School's graduate programs continues to be recognized by outstanding national rankings (see p. 3), and the School is among the most prolific producers of education scholars. In the National Science Foundation's most recent report, the "2007 Survey of Earned Doctorates," the School of Education is the 9th largest producer of doctorate recipients in the country.

Experiences for pre-service teachers are ever-expanding. The award-winning Cultural Immersion Project now includes the urban immersion project in Chicago (see p. 4–5). The School of Education at IUPUI has established a pipeline for teacher experiences in Mexico and is expanding opportunities to include China.

Students at the School are not simply taking coursework on their campuses, but engaging their communities. Last summer, the student group "Secondary Urban Educators" at the IU School of Education at IUPUI began the Summer Civic Program. Members spent a couple of months with teens from the Hawthorne Community Center in Indianapolis. The students came to campus to get more information about college, and the IUPUI secondary

educators worked with them on achieving their goals. In Bloomington, the Dean's Advisory Council sponsored Jumpstart's local "Read for the Record" event at Fairview Elementary School.

To emphasize good work and inspire other students, the Indiana Student Education Association (ISEA) has begun a professional development conference, "Looking at Exemplary Work & More!" hosting the second annual event at the IU School of Education Wright Building in March, designed to show some of the best work of School of Education teacher education students. Innovative teacher education students showed ways to teach through diverse methods including quilting and the movie "Bill and Ted's Excellent Adventure."



Topping rankings, alums earning honors

Once again, the Indiana University School of Education is ranked as one of the best in the nation. The 2009 edition of *U.S. News and World Report* magazine's annual report, "America's Best Graduate Schools" places the School in the top 20 of all schools of education.

The School is 19th, with four specialty programs in the top 10. Based on data from 241 programs that responded, the magazine ranked the school sixth in counseling and personnel services, eighth in secondary education, and ninth in higher education administration and elementary education.

Rankings

| <i>U.S. News and World Report</i> Rankings | 2009 | 19(t) |
|--|------|-------|
| Top 10 Individual program rankings 2009 | | |
| Counseling and Personnel Services | 6 | |
| Secondary Education | 8 | |
| Higher Education Administration | 9 | |
| Elementary Education | 9 | |
| Survey of Earned Doctorates Ranking | | |
| (Annual survey sponsored by the National Science Foundation and five other federal agencies: http://www.nsf.gov/statistics/srvydoctorates/) | | |
| Top 20 doctorate-granting institutions, education (based on 2007 data) | | |
| Indiana University | | 9(t) |

IU alumni again awarded Milken



Kates receives his check.

Two more alumni of the IU School of Education have joined the long list of Milken National Educator Award-winners in 2008. Nicole Law, BS'94, from the IU School of Education at IUPUI, learned of her award on Oct. 6. Law was then principal of Garden City Elementary in MSD of Wayne Township. She is now the corporation's Curriculum Coordinator of ENL and Science. On Nov. 10, the

Milken Family Foundation presented Chris Kates, BS'00, with a Milken Educator Award. Kates is a fifth-grade teacher at Avon Intermediate School East.

Kates and Law make the 23rd and 24th winners of the Milken Award with IU degrees out of 50 Indiana teachers presented the honor since 1987. The Milken award is known as "The Oscars of Teaching." Each honoree is presented a \$25,000 check from the Milken Family Foundation.

"We are proud to recognize this outstanding Hoosier educator for her achievements," said Indiana Superintendent of Public Instruction Suellen Reed upon presenting the award to Law. "Nicole Law is an excellent example of how dedicated school professionals can truly make a difference in ensuring our students succeed."

"Nicole embraces the diversity of her school," wrote Mary Ann Dewan, assistant superintendent of MSD of Wayne Township, in her recommendation letter. "(She) looks beyond the poverty to the potential and has created a school environment in which all students can achieve at high levels."

"It is impossible to walk into Mr. Kates' classroom and not see the students engaged in learning," Avon Intermediate School East Principal Brian Scott said.

Kates told the *Indianapolis Star* he "always wanted one of these checks."

"I am appreciative of the recognition," he added. "It's a real blessing and an opportunity."

“It prepares you to teach anywhere”

THE LATEST CULTURAL IMMERSION PROJECT SENDS IU STUDENTS TO INNER-CITY CHICAGO

A new partnership between the Chicago Public Schools (CPS) and the IU School of Education is already showing dividends.

Last fall, the first cohort of the Urban Cultural Immersion Project began work in inner-city schools, each cohort member spending 16 weeks as a student teacher. CPS is looking for well-prepared, quality teachers and hopes that the program can help build a CPS-IU pipeline.

“As a district, what we’re trying to do is pinpoint the importance of teacher quality,” said Dameka Redic, the Teaching Program Coordinator for the Chicago Public Schools. “That’s our point—to identify quality institutions that are committed to urban education, that have rigor built into their programs to attract those pre-service teachers to our districts to make an impact.”

The Cultural Immersion Projects place students in 13 countries (with two more scheduled to join the program), on the Navajo Indian Reservation in Arizona, New Mexico, and Utah, as well as CPS. The program earned the American Association of Colleges for Teacher Education “Best Practice in International and Global Teacher Education Award in 2001.” Goldman Sachs made it a co-recipient of the “Best in International Education Award” in 2005. The early reviews on the latest addition to the program that began in the early 1970s are very positive. So far, it is meeting the needs of students seeking experience while creating a new recruiting tool for Chicago schools and a workforce for urban districts nationwide.

“Some reports indicate 31 percent of elementary and secondary pupils attend school in the nation’s 226 largest urban districts,” said Laura Stachowski, Director of the Cultural Immersion Projects. “Yet attracting and keeping qualified teachers is a problem urban school districts face across the nation. The Urban Project prepares student teachers for placements in city schools and neighborhoods, providing them with the onsite supports that will contribute to their long-term success in these settings.”

The IU students who commit to the program spend months preparing, taking cultural orientation classes and learning more about what will be

expected of them as teachers. Aside from the sheer size of the schools in CPS (which has an enrollment of over 430,000 students) the student teachers must understand the underlying issues many of their Chicago pupils face.

For instance, more than 90 percent of Goudy Elementary’s more than 700 students qualify for free and reduced lunch. Knowing that and preparing for the great diversity of the student population (students come from homes where 23 different languages are spoken), IU’s student teachers had some idea of what to expect, but quickly learned the numbers tell just part of the story.

“I was expecting really poor schools,” said Victoria Kinet, placed in special education and then a 5th grade classroom at Goudy. “I was expecting kids out of control, running around. I found the complete opposite. This is one of the best schools I’ve ever been at in all my placements.”

The key according to the IU teachers and their supervisors is something that breaks up the traditional student teacher model. “I believe that a collaboration of teacher education and urban school corporations is key in meeting the demand for excellent teachers in city schools,” Stachowski said.

“It’s not ‘the teacher is in the back while the student teacher is teaching,’ said Goudy principal Pamela Brandt. “I see them planning lessons together, planning extracurricular activities together, helping with gardens and all kinds of things.” In return for jumping right in, the IU students have received faculty support in their Chicago schools.

But the support has extended to the neighborhoods surrounding the schools. The teachers live in the Rogers Park community, an urban dwelling where many of the students also live. “I heard a story of some student teachers standing at a bus stop and waiting with some people from the community there,” said Diana Johnson, Director of the CPS Teacher Housing Resource Center. “And they said ‘oh, are you from that teacher house?’ So they really recognize and appreciate the role of the student teacher living in their community as opposed to a stranger who comes in and leaves in the afternoon.”



IU student teacher Bryan Townsend at Chicago’s Goudy Elementary.

That investment has paid professional and personal dividends for the IU students who have participated.

“One of the great experiences about this has been just getting to know these kids on an individual level,” said Bryan Townsend, who taught at Goudy Elementary. “I have a big class here—31 students—but I feel that I’ve really gotten to know each and every one of these kids, and that’s just been an amazing experience for me.”

“I’ve always thought that I wanted to teach in an urban setting,” said IU student Ashley Smith, a K-8 reading specialist and kindergarten teacher at Stockton Specialty School. Growing up in Anderson, Indiana, she said she had little exposure to urban students.

“When I heard of this program, it just seemed like something that was a perfect fit for me,” said Lyndsay Wymer, also placed at Goudy Elementary. “It’s something I could try out without being on contract, which is an experience I could never have anywhere else. Also, I’m getting a lot of experience with diversity, which is something I couldn’t have done in Indiana. It’s just been an awesome experience. I couldn’t have asked for anything better, so I’m very pleased.”

YouTube

youtube.com/iuschoolofeducation

Undergraduate Enrollment and Degrees Awarded

Bloomington Enrollment:*

| | |
|------------|-------|
| 2006-2007: | 1,009 |
| 2007-2008: | 874 |
| 2008-2009: | 781 |

Indianapolis Enrollment:

| | |
|------------|-------|
| 2006-2007: | 1,214 |
| 2007-2008: | 1,167 |
| 2008-2009: | 1,055 |

Bloomington Degrees: †

| | |
|------------|-----|
| 2006-2007: | 474 |
| 2007-2008: | 470 |
| 2008-2009: | 398 |

Indianapolis Degrees:

| | |
|------------|-----|
| 2006-2007: | 243 |
| 2007-2008: | 244 |
| 2008-2009: | 235 |

* Bloomington Enrollment: (note: a change in process begun in 2007 leaves undergraduate students in University Division until they meet the requirements of the Teacher Education Program. This increased the number of students in University Division Pre-Education plans and decreased the count of Education Undergraduates).

† Degrees conferred: a change in data coding for Social Studies degrees resulted in degree numbers for the Bloomington and Indianapolis campuses that were inflated for the last annual report. These are corrected numbers.

IST Students are the best at designing human performance technology plan

A team of four students from the Instructional Systems Technology program in the IU School of Education topped participants from across the country in the International Society for Performance Improvement's first-ever Human Performance Technology (HPT) case study competition. The team applied techniques and developed methods for a project called "S-Curve Consulting," a model for improving performance for a fictional company presented as the client. The team members developed the plan over a period of a few months before presenting the case study during the Performance Improvement Conference in Orlando, FL in May.

Human performance technology, as described by the International Society for Performance Improvement (ISPI), is a systematic approach to improving productivity and competence using methods, procedures and strategy to most cost-effectively influence human behavior and accomplishment.

The group of School of Education IST graduate students, Serdar Abaci, Shameem Farouk, Sung Pil Kang, and Simone Symonette, created an S-Curve Model for its case study. The team wrote that the model helped members "analyze the inconsistencies across business units' performances, and the process used to select the appropriate intervention set to bridge the gap between high and low performing business units." The model included an organizational, performance gap, and cause analysis, followed by intervention selection, intervention process, and evaluation and feedback.

"As faculty, it's heartening to see students consider, deliberate and apply why they have learned to create solutions to problems in novel situations," said Ray Haynes, assistant professor in IST. Haynes and Professor James Pershing teach organizational development and management courses. "The ISPI case study competition provided our students with an authentic learning experience which included teamwork, client interaction, consulting skills, project costing, and competition. Hello real world!"

Members of the winning team also cited the real-world application as an invaluable part of the experience. "The case materials provided the team with a unique opportunity to stick our head out the ivory tower," Symonette said. "The authenticity of the case provided enough stimulates to make the team feel the problems consultants face when closing performance gaps." She added that the project sharpened her analytical skills as she balanced dealing with people.

"The ISPI Case competition was a great learning experience in several ways," Abaci said. "I learned how to work against the clock. The project itself was very labor-intensive. I learned the importance of hardworking, responsible team members."

The IU IST team beat out case studies submitted by teams at four other universities. The process began with a January conference call during which the teams learned about the company for which they would be developing a plan ("Magic Sticks," a company ISPI describes as a "blended specialty retailer and wholesaler of baked goods"). Over four weeks, team members conducted phone interviews with company "personnel." After each team developed an intervention plan, a panel of judges that include national and international organizational management executives selected three finalists to present at the ISPI conference. Judges quizzed team members on the proposals during the presentation in Orlando.

"The ISPI Case Study Competition is an invaluable tool for helping our students showcase what they have learned within our program," Haynes said.

Web Highlight

You can see the team's "S-Curve Model" at <http://education.indiana.edu/SCurveModel/tabid/12977/Default.aspx>

School of Education faculty earns recognition for contributions

The most recent honors for IU School of Education faculty reflect their national and local impact. Some of the most recognized names in educational research work at the School of Education, a fact noted by a host of honors.



The Council of Independent Colleges (CIC) awarded the Allen P. Splete Outstanding Service Award to **George Kuh**, Chancellor's Professor of Higher Education and director of the Center for Postsecondary Research at the IU School of Education. The CIC presented Kuh with the award during its annual Presidents Institute.

George Kuh is a scholar who has accomplished a feat previously thought to be impossible," said CIC President Richard Elkman, "designing an instrument to assess student learning and engagement in the academic, social, and cultural opportunities offered by our colleges." Kuh created the National Survey of Student Engagement (NSSE) and other related surveys. NSSE is now used by more than 1,300 institutions.



The Association for Institutional Research (AIR) awarded **Don Hossler**, executive associate dean at Indiana University's School of Education, the Sidney Suslow Award. The award honors his distinguished scholarly contributions to institutional research. The AIR award committee selects honorees "for their cumulative and ongoing scholarly efforts to keep institutional

research on the cutting edge of research practice, policies and procedures in higher education," according to the organization's Web site.

Hossler is an internationally recognized expert on issues of college choice, student financial aid policy, enrollment management and higher education finance. Hossler has authored or co-authored six books, including 1998's *Going to College: How Social, Economic, and Educational Factors Influence the Decisions Students Make*.



The National Consortium for Continuous Improvement in Higher Education recognized Professor of Higher Education **Trudy Banta** at its 2008 conference for building a culture of evidence to improve learning at IUPUI. Banta is internationally recognized as an expert on assessment. She is Senior Advisor to the Chancellor for Academic Planning and Evaluation.

Banta's already received eight national awards for her work.

A special resolution passed by the Indianapolis City-County Council in October recognized the achievements of the El Puente Project, a program started by Professor **José R. Rosario** in 2000 to assist Latino youth in Marion County in graduating from high school and continuing to postsecondary education. Originally an initiative of the Center for Urban and Multicultural Education at the IU School of Education at IUPUI, El Puente is now a part of the Latino/a Youth Collective of Indiana.

The National Association of Student Personnel Administrators (NASPA) awarded **Vasti Torres**, associate professor of higher education and student affairs, with its "Outstanding Contribution to Literature or Research" award. The organization presented the honor during the 2009 NASPA Annual Conference.

NASPA noted Torres' pioneering research on Latino/a students. The award honors those who have produced literature and research well-used by student affairs practitioners across the country.

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.

Tom Sexton, professor of counseling and educational psychology and the Director of the Center for Adolescent and Family Studies, took over as the Society for Family Psychology president during its meeting in early February.

The National Academy of Education named **Melissa Gresalfi**, assistant professor in Counseling and Educational Psychology, one of just 20 selected as a 2009-2010 National Academy of Education/Spencer Doctoral Fellow.

Dionne Cross, an assistant professor of mathematics education, has received a 2009 Ralph E. Powe Junior Faculty Enhancement Award from the Oak Ridge Associated Universities organization. This prestigious award is intended to foster research and professional growth and lead to new funding opportunities during the early stages of the recipients' careers.

Innovative technology, dynamic partnerships the hallmarks for developing future excellence

The School of Education has accomplished much to ensure a more diverse teacher workforce, prepare more teachers for the STEM disciplines, incorporate the latest technology into learning, and encourage more to attend college. Our faculty have reached across campus, across the state, and across the world to determine and meet society's growing needs in education.

Indiana University and Ivy Tech Community College signed articulation agreements in early 2009 that will allow Ivy Tech education students to transfer credits toward an IU degree. These transfer agreements make it possible for students who complete an approved Associate of Science in Elementary Education degree at any Ivy Tech campus to transfer earned credits toward a Bachelor of Science in Elementary Education degree offered at all Indiana University campuses.

"This agreement furthers the long history of cooperation between Indiana University and Ivy Tech in the interests of higher education across Indiana," Indiana University President Michael McRobbie said. "It will open the door to new career opportunities for many Hoosiers, and it will help the state of Indiana fill a critical demand for well-trained elementary school teachers. Young people in virtually every Indiana community who may be interested in pursuing a career in teaching will now be able to complete the initial requirements leading to a bachelor's degree at an Ivy Tech campus near their home."

Supplemental National Science Foundation funding to the already successful Robert Noyce Scholarship program at the IU School of Education at IUPUI will expand it to establish the **Noyce Teaching Fellowship**. Three Noyce Scholars receive additional scholarship money to complete work toward an M.S. degree in secondary education. The Noyce Scholarship funds 18 hours of graduate coursework, half the number needed for the M.S. The new fellowship will provide for the remaining 18 hours. Additionally, Noyce Fellows will receive a \$26,000 stipend over two years and have mentorship support from a "university coach" as well as a mentor teacher in their school. Noyce Scholars all commit to teaching two years in the Indianapolis Public



"Organic Motion" software at use in the instructional systems technology studio.

Schools or other high-needs districts in the metropolitan area, so each will already be teaching their own classes.

"It really elevates the prestige of receiving a Noyce Scholarship," said Charlie Barman, director of the Urban Center for the Advancement of STEM Education (UCASE), a joint project between the Schools of Education, Science, and Engineering and Technology at IUPUI.

The Center for Evaluation and Education Policy (CEEP) in the IU School of Education will conduct a study to evaluate the efficacy of an IU-developed online learning tool called Computer Assisted Learning Method (CALM). The U.S. Department of Education granted \$2 million over four years to help determine if CALM, used by high school chemistry students and teachers, can become the leading program of its kind nationwide. IU Chemistry

Professor Romualdo de Souza originally developed CALM (<http://calm.indiana.edu>), for students of an introductory chemistry class at IU.

CALM is offered to any school at no cost, and is already used extensively in Indiana, New Jersey and some other states. "It already has some anecdotal evidence of effectiveness—teachers who are saying 'this program's great. It's making a huge difference,'" said Patty Muller, associate director of CEEP and senior research scientist. "Since this program is also free, if we can prove its effectiveness, that would ramp up capacity quickly for large-scale implementation across the country."

Organic Motion software company has installed its STAGE "markerless motion capture" system in the Instructional Systems Technology studio at the IU School of Education. The highly-accurate software system uses cameras to create what the company calls a "digital clone" of a person being tracked—but without the subject wearing any mechanical tracking devices (such as the special black suits with sensor devices). As a result, the system is less complicated and costly—ideal for student use.

Bob Appelman, clinical associate professor, is leading innovative uses of the system to help students create "educational games" that may be used in classroom, training, or workplace applications. The IST department is collaborating with other schools across the IU campus on projects using Organic Motion.

Faculty at the School of Education at IUPUI are working to bring together different stakeholder groups in the Latino community, starting with a spring conference. The Latino Initiative kicked off with an April 30 event called "Celebrating IUPUI/Latino Community Partner Impact: Looking Back, Moving Forward." The afternoon event featured a keynote by Angela Valenzuela, the University of Texas professor and author of *Leaving Children Behind: How "Texas-style" Accountability Fails Latino Youth*, as well as *Subtractive Schooling: U.S.-Mexican Youth and the Politics of Caring*.

Participants also held a discussion to begin dialogue about how to best collaborate with IUPUI. "Part of what it means to be an urban school of Ed with an urban mission is thinking about the different communities," said Samantha Bartholomew, assistant professor of educational leadership and policy studies and a co-organizer of

the event. “How can we help each other to help inform things that have consequences to the Latino community?”

To meet increasing demand, Chinese language programs are being emphasized by School of Education faculty. The School offers three routes to Chinese language teaching certification: through the “Transition to Teaching” program, the secondary graduate certification program, and “Community of Teachers.”

“We want to help Indiana build a pipeline for Chinese language expertise,” said Heidi Ross, professor of educational policy studies in the School of Education, but also director of the East Asian Studies Center.

Ross said the pipeline is coming together in the state through more primary and secondary schools offering instruction and the continuing development of partnerships at IU. “With strong East Asian languages and culture programs, we have the ability to teach upper level language courses, culture classes, all the knowledge that a teacher would need in order to step into the classroom,” Ross said. “We also have the ability to send students to East Asia on study abroad programs.” She said the combination of cross-campus elements makes IU’s preparation of Chinese language teachers unique.

Work by faculty at the School of Education at IUPUI with a revitalized Indianapolis school received a major boost in November 2008. The U.S. Department of Education has granted \$2.45 million over five years for a full-service community school grant supporting partners at George Washington Community High School in Indianapolis, which includes the IU School of Education at IUPUI. The money will support the “Circle City Learning Community,” which includes after-school programs and duplication of the program in two other IPS high schools. Monica Medina, lecturer in teacher education, leads the School of Education effort.

Washington Community School re-opened in 2000 with the help of 17 different entities at IUPUI. IUPUI student-interns work in the school 14 weeks each semester, experiencing an urban school environment and discussing their experiences in an on-site class. The community school’s goal is to serve as a hub for the Westside community for access to outstanding educational, career, health, and social services.

On July 16, **participants in the new Monroe County Community School Corporation’s Early College High School program came to the IU School of Education for a kickoff picnic.** Through the program, high school freshmen can take coursework for dual credit at Ivy Tech and Indiana University starting this fall. Students can complete significant degree hours before ever stepping onto a college campus.

The School welcomed families with hot dogs, hamburgers, and desserts and a live d.j. on the north side of the Wright Education Building at IUB.


A new interactive web tool will virtually prepare teachers and other who work with youth to mentor students through the college-going process.

The Center for P-16 Research and Collaboration in the IU School of Education now offers the “College Knowledge and Access Module at <http://collegeknowledge.educ.indiana.edu>. The free resource unveiled in early 2009 delivers a wide range of post-secondary education information through a series of realistic scenarios, in which two teachers and three students confront issues about their career and education aspirations.

Current and former teachers and college admissions personnel helped develop the storyline and other information with the P-16 Center. Over the course of a year, Bloomington-based Wisdom Tools built the program. A Lumina Foundation grant funded the project.

The P-16 Center identified the need for the program after determining that many who deal with youth don’t have the answers when they’re asked about post-secondary options. Often a student seeking information from a teacher or someone else may become stymied by a lack of information.

“Many teachers don’t understand how important their job is to provide that kind of college access information,” said Catherine Gray, associate clinical professor and director of field placements in the Department of Counseling and Educational Psychology. “They think, ‘Oh, it’s the counselor’s job or it’s the parents’ job.’ It’s really their job, too.”



THE WOODROW WILSON
Indiana Teaching Fellowship
WWW.WOODROW.ORG/CATALYST2

Diverse class makes up first Wilson Fellows at IUPUI

A group of twenty forming the first class of Woodrow Wilson Teaching Fellows at IUPUI began work in late May. Arthur Levine, the president of the Woodrow Wilson National Fellowship Foundation, made a surprise visit to greet the new group of students during their May 28th orientation session.

Wilson Fellows get a \$30,000 stipend to complete a master’s degree that will enable them to earn licensure and teach science, technology, and math in Indiana classrooms. 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.

The inaugural class at the IU School of Education at IUPUI 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.

“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 Levine.

The application process for the second cohort of Wilson Fellows began during the summer.

On July 17, Governor Mitch Daniels honored the IUPUI Fellows during a luncheon held for Woodrow Wilson Fellows statewide.



New fellows’ orientation in May.

The Indiana Fellowship is part of a national Woodrow Wilson Teaching Fellowship initiative. With Indiana leading the way, the program will expand into other states in the coming years, ideally reaching all 50 states. The Teaching Fellowship has the following four goals:

- Transform teacher education—not just for Fellows but for the universities that prepare them, other teacher candidates in the same programs, and the high-need schools where they are placed as teachers”
- Get strong teachers into high-need schools. Indiana has chosen to focus on attracting math and science teachers, though other states may choose different subject areas;
- Attract the very best candidates to teaching through a fellowship with a well-known name and high visibility, similar to a National Merit Scholarship; and
- Cut teacher attrition and retain top teachers through intensive clinical preparation and ongoing in-school mentoring, provided by veteran teachers and supported by able principals.

Collaboration addressing growing need for math, science teachers

A joint program with the IU College of Arts and Sciences (COAS) is creating a fast track to a master's degree and teacher licensure in math or chemistry. Continuing a long history of collaboration with the College, the School of Education and COAS are joining forces again to create a five-year coordinated program allowing students to earn a Bachelor of Science degree in math or chemistry and a Master of Science in Secondary Education while also becoming licensed to teach.

The program provides an incentive for math and science students

to seek a teaching license, according to Bob Sherwood, Associate Dean for Research and professor of science education, because the program would reduce the time to earn both a master's and teaching license. "We're hopeful that they'll say 'Hey, mom and dad, if I go an extra year, I can get my master's degree and a teaching license,'" Sherwood said. He added

that the program should help the School produce more math and science teachers.

"We think this program will certainly help increase the numbers in the next 3 to 4 years," Sherwood said.

Nationally, well-qualified math and science teachers are at a premium. According to the Washington, D.C.-based Business-Higher Education Forum, there will be a shortfall of more than 280,000 math and science teachers across the country by 2015. The need is just as acute in Indiana, where middle and high school teaching jobs are listed among the Indiana Department of Workforce Development's "Hoosier Hot 50 Jobs" for 2009, an annual listing of jobs with high growth and higher than average wages.

Faculty in the departments say they'll begin immediately encouraging students to consider the program. "I can think of particular instances in the past of people that this degree would have fit perfectly," said Kent Orr, professor of mathematics and director of undergraduate studies for the IU Math Department. "These are extraordinary mathematics students who want to make a difference in the lives of young people."

The resulting bachelor's and master's degree will prepare teachers who are well-grounded in their content area. Orr said he has often counseled students who expressed a desire to teach that their only option was to pursue their undergraduate degree in the School of Education. "But now these students are going to come here and they're going to talk to us and I'm going to say, you have options."

There is an added benefit for the math and chemistry programs in turning out more teachers who will help prepare future IU students. "It's completely cyclical," said Cathrine Reck, clinical associate professor and director of undergraduate studies for the IU Chemistry Department. "They go back to the classroom, they teach high school students. Those people become college students. They go to graduate school. And those graduate students might come to our department and work in someone's lab as a graduate student."

"The purpose is to produce people with extraordinary skills in the field who also have strong educational skills and can go out there and just be real forces for math and science education," Orr added.

School of Education more than ready to respond to the test

UNIQUE INQUIRY METHODOLOGY PHD WILL BETTER INFORM EDUCATION PRACTICE AND POLICY

There are so many tests, so few testing experts.

The vast increase in the reliance on standardized testing has created alarm among some education policy-makers. Some have described the situation as a crisis in measurement and interpretation of test scores, given the increased requirements of the federal No Child Left Behind law.

According to a report from Education Sector, an independent policy analysis organization, more than half of state testing offices around the country have trouble finding and keeping qualified staff for testing-related jobs, raising concerns about the quality of standardized exams. The report recommended the federal government pay to train 1,000 psychometricians—experts in the design, administration, and interpretation of educational measurement—over five years to meet the demand.

That's one of the areas the new Inquiry Methodology Ph.D. offered at the IU School of Education will address. The program focuses on the study of research strategies used with both quantitative and qualitative data, allowing students to pursue a wide range of interests and contribute to better informing public debate on education and educational policy. Graduates will be prepared to teach, consult with other social science and educational researchers, work in a variety of research, development, and policy centers, as well as work for companies and government agencies that develop standardized tests in the U.S. and worldwide.

"Education is in critical need of good research to help inform national and international reform efforts," said Gerardo M. Gonzalez, dean of the IU School of Education. "The new Ph.D. program in Inquiry Methodology will prepare future researchers capable of addressing complex research questions through both quantitative and

qualitative means. We are very pleased to be among the first in the country to offer such an integrated program."

Integrating the research methodologies makes the Inquiry Methodology program unique. "Very few focus on both," said Ginette Delandshere, professor of research methodology at the IU School of Education. "Most other programs in the U.S. focus exclusively on quantitative research methods." The American Psychological Association reported that in 2007, most of the approximately 26 research methodology programs in schools of education in the U.S. prepared researchers only in quantitative methodology.

Delandshere explained that in addition to helping to meet the high demand for quantitative research methodologists, the new program will also address concerns about the caliber of qualitative research. "Good qualitative researchers need extensive education in applied social theory, but this is unavailable in most schools of education despite the popularity of this approach," she said. "There is consequently a gap, nationally, between the demand for good training in qualitative research and the typical offerings provided in schools of education."

Professional development and other partnerships advance education worldwide

Activities of IU School of Education faculty and staff know no borders to developing new programs to advance education. Projects are expanding in the state of Indiana, projects are starting in India; language, mathematics, and democracy are all subjects on which School experts are providing guidance.

Continuing the “Pathways Initiative” that began collaborative projects in 2007, the Indiana University School of Education is funded four projects starting in 2008 to bring faculty expertise and IU staff assistance together with teachers in Indiana’s schools. Two projects based at Gary, Ind. elementary schools build upon already established Pathways projects; two others started new projects at Indianapolis high schools.

The project grants are administered by the Center for P-16 Research and Collaboration, a center founded in 2006 to facilitate partnerships that lead to educational improvement from pre-kindergarten through postsecondary education. The Pathways Initiative connects School of Education personnel with school-based partners in Marion, St. Joseph and Lake Counties. The initiative’s goals include increasing high school graduation rates while increasing the number of students who attend IU campuses and other colleges, as well as helping students transition to “STEM” disciplines—science, technology, engineering and math.

Two School of Education professors are heading a growing new partnership for civic education with Malawi and India. Terry Mason, professor of curriculum studies and director of the Center for Social Studies and International Education at IU Bloomington, and Rob Helfenbein, assistant professor of teacher education at IUPUI, attended the World Congress on Civic Education in May, a conference is designed for both international and U.S. participants to share best practices in education for democracy programs. A week before, a delegation from India and Malawi spent several days in the United States, holding individual meetings at IU Bloomington.

The trip followed Mason and Helfenbein’s visits to India and Malawi in December. One of the activities of the partnership is to assist educators in India and Malawi with the implementation of “Project Citizen,” a school program in which students examine public policy issues in their communities.

“The purpose of the partnership is to create school programs that promote active citizenship on the part of students,” Mason said.

A professor from the Indiana University School of Education spent a month in China to provide some input for educators reforming their system of English instruction.

Faridah Pawan, assistant professor in the department of Literacy, Culture, and Language Education and director of TACIT, a program to prepare more English as a Second Language (ESL) instructors, observed classrooms and worked with teachers of “English as a Foreign Language” (EFL), as it’s called there. Before her trip to China, Pawan hosted Wengfang Fan, professor in the Department of Foreign Language at Tsinghua University in Beijing, whom the government has selected to head a massive effort to reform English language instruction in China.

Pawan’s work is supported by the Fund for the Advancement of Peace and Education, a fund permanently endowed by a half-million dollar gift from an anonymous donor who wished to encourage the School of Education to foster global understanding through practical means.

Chinese leaders are calling for reform as the nation continues to advance in trade and global power. “All of this was initiated by the vice-premier of China, who said that English Language Teaching uses a lot of resources,” Pawan said, “but it’s very ineffective, because kids are not using English to communicate, and they’re having trouble with English exams. So that’s been their concern.”

A three-day conference at the IU School of Education in Bloomington in May focused on the issues surrounding “internationalizing” teacher education.

“Toward a Research Agenda for International Teacher Education” took place May 21-23 at the Wright Education Building. The conference was 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.

Fifty-six teachers from 11 counties participated in the “Math Matters in Southeastern Indiana” workshops in early summer 2009.

The workshops are based on the Math Matters program developed by Catherine Brown, professor of mathematics education. “We know that students constantly wonder ‘Why am I learning this math?’” Brown said. “Students who learn mathematics through projects grounded in workplaces in their community won’t have these questions.”

The IU School of Education collaborated with “Economic Opportunities through Education by 2015,” or EcO15, an initiative of business, education, and community leaders to advance K-12 education in a 10-county area in southeastern Indiana. EcO15 coordinators will help teachers partner with local businesses to develop projects grounded in actual operational activities within those businesses.

The IU School of Education is working with colleagues from the Math Department to take on this challenge of expanding elementary teachers math teaching capacity in one rural Indiana county.

The Greene County Math Advancement Partnership Project (Greene MAPP) is a two-year effort to help teachers in five school corporations become better prepared to share the concepts with students. The Indiana Department of Education is funding the way for nearly 80 teachers from kindergarten through 6th grade to attend monthly sessions and intensive summer sessions.

Enrique Galindo, associate professor of mathematics education is leading a team that includes Signe Kastberg, associate dean of academic affairs for the IU School of Education at IUPUI and math education professor, Clinical Assistant Professor Gina Borgioli Yoder, and Research Associate Kathryn Essex.

Greene County teachers expressed a desire for more professional training that would help them keep pace with the increasing demands. “One of the problems is that algebra has not been a part of the elementary school curriculum for a long time,” said Galindo.



youtube.com/iuschoolofeducation

DELEGATION RENEWS TIES TO CHINESE HIGHER EDUCATION

A group of five faculty members and an education policy doctoral student joined School of Education Dean Gerardo Gonzalez for a 10-day trip to six Chinese universities in late October and early November. One purpose of the trip was to begin plans for reviving one of Dean Emeritus Warren’s innovations: a Chinese partnership that began in the 1990s.

“It’s not generally known that before China was a destination for many educational collaborations, the School of Education co-sponsored a conference in that part of the world that led to many of the relationships that we now have,” said School of Education Dean Gerardo Gonzalez. “As a result of that early collaboration, the programs that we now have evolved. Our alumni are now working in China. A number of faculty have come here on exchanges and now have gone back or are visiting scholars abroad.”

Among the goals of the trip was to begin planning for another education conference in China. “We’re discussing having a second conference, a kind of sequel to that, on higher education policy reform,” said Heidi Ross, director of Indiana University’s East Asian Studies Center and professor in the Department of Education Leadership and Policy Studies in the School of Education. “So at each of the stops we’re making in Shanghai and Hangzhou, we’ll be talking with each of the colleagues about how we might structure that conference.” Additionally, the IU faculty members on the trip conducted a daylong workshop on educational equity.

Aside from Gonzalez and Ross, the delegation included Dean Emeritus Warren, Barry Bull, professor of philosophy of education and education policy studies, Rob Toutkoushian, assistant professor of education leadership and policy studies, and Faridah Pawan, assistant professor in language education. Yuhao Cen, a doctoral student in education leadership and policy studies, returned to her home country of China for this trip and helped with setting up the itinerary.

Meeting the need for the project-based model: Indianapolis workshop draws a crowd

More and more, a couple of School of Education professors began to see a need. Over the last several years, with the growth of New Tech high schools and other learning environments, the project-based learning model also grew in fashion.

"We started having more and more requests," said Beth Berghoff, graduate chair and associate professor of language education. Berghoff and Joy Seybold, director of the Transition to Teaching program and chair of secondary teacher education at the IU School of Education at IUPUI, decided the time was obvious for a project-based learning workshop.

The response was tremendous. More than 270 educators participated in a 3-day workshop at Ben Davis High School in Indianapolis, starting June 29. After the response to the first workshop, Berghoff and Seybold said it's clear this will likely be an annual event.

"Teachers want to build something that is meaningful, but very rigorous," Seybold said. "So students still learn the content that they need to learn and prepare to be independent learners themselves. Using the project-based learning keys with teachers still allows the schools to push forward a more engaged, inquiry-based approach to learning. That's why we thought this institute would be helpful. Obviously, there are lots of teachers and schools across the state who want to know more."

Berghoff said organizers gave participants an "entry document" that served as a starting point to developing their unit. She said facilitators essentially treated participants as students by giving them a target and presenting the challenges and problems in the way of reaching the goal.

"At the end of these 3 days, we want you to have a plan for how you're going to collaborate," Berghoff said of the participants. "We want you to have an assessment tool developed. So if they're brand new, it will be learning how to do that. And if they already have experience, it will be starting with a unit that they want to work on and actually create that unit."

The intensive program was designed to provide assistance to educators at all levels of learning about project-based learning. "We basically have 3 programs running at the same time," Berghoff said. "There's a program for beginners—those people who feel they need the nuts and bolts. Then there is a strand for more advanced people who have already been doing it and want support in planning units. Then we have a strand for administrators and people who are more in support roles."

Individual sessions throughout the institute focused on certain aspects of project-based learning, including creating tools for assessing student learning and using educational software to support the program.

schools across the country. She started a New York City alternative elementary school in 1974, later founding two others and a secondary school based on the progressive school model. Meier's books include *The Power of their Ideas: Lessons for America from a Small School in Harlem*, and *Will Standards Save Public Education?* Her success in innovative school reform earned her the MacArthur Fellowship, known as the "genius grant," in 1987.

During her visit, IU announced Meier is donating her personal papers to be kept in IU's Lilly Library. "I'm hoping that it's the beginning of collecting



other school stories," she said. "I think schools have not preserved their stories. These stories are a wonderful way to spread ideas, through storytelling."

IU President Michael McRobbie and IU Bloomington Provost Karen Hanson joined Dean Gerardo Gonzalez and other dignitaries on Monday, November 17 for a ceremony formally marking 100 years since the IU School of Education began its first semester as a separate school.

President McRobbie noted the first efforts at preparing teachers started as early as 1851 at IU. McRobbie told of a professor with a daunting task—Daniel Read, a professor of didactics, had the first responsibility of teacher preparation. "Now the School of Education includes hundreds of faculty members across the state who not only train tomorrow's teachers but also specialize in counseling and educational psychology, educational leadership and policy studies, and a number of other areas," McRobbie said. "Their research bridges theory and practice right here in Bloomington, across the state, and around the world."

Provost Hanson emphasized the local impact of the School in her remarks, commenting on the many teachers, counselors, school psychologists, and administrators who are alumni. She said they have "spread the light of the lamp of learning throughout our community, the state of Indiana, and around the world." IU Trustee and School of Education alumnae Sue Talbot told about how she earned all of her degrees—high school diploma, B.S., M.S., and Ed.D.—in one building on the IU campus, the old School of Education building which contained University School (now occupied by the IU School of Music).

Gonzalez reminded the audience of the remarkable step by then-IU President William Lowe Bryan in 1908 to step in as acting

dean of the School of Education, a post he would hold for 8 years. "It must have seemed like a pretty important thing to the president of Indiana University," Gonzalez said. He said Bryan probably recognized the need for teacher training from his own youth. Bryan grew up in Bloomington and went to local public schools.

"Today we stand in a modern building with a modern view on education, but with Bryan's sense of importance always on our mind," Gonzalez said.

More than 300 filled the Frangipani Room on November 20 to hear Jonathan Kozol, the author of educational classics such as *Savage Inequalities* and *Shame of the Nation: The Restoration of Apartheid Schooling in America*.

Kozol spoke out about rigid standards and decried the lack of opportunity to underserved populations. He began his presentation by telling his audience that teachers "are my heroes." Kozol spoke for an hour and a half, then signed books and spoke to audience members for another hour and a half after his presentation.

Kozol spent much of his speech recounting parts of his latest book, *Letters to a Young Teacher*, about his correspondence with a Boston elementary teacher. He spoke about the teacher's enthusiasm for her class and how the school works within the requirements placed upon it by current education standards. Kozol told the audience, which included pre-service and in-service teachers, that the best teachers let their children speak, even if it's off topic, to uncover more about the students. "Good teachers use that piece of hidden treasure as the key to unlock motivation," he said.

Throughout, he noted the need for equal opportunity for all students, particularly from minority groups. "If we seriously hope to close the race gap in this country," he said, "we're going to have to start by abolition of the gap of opportunity." He added that more money needs to go to teacher pay to allow inner-city teachers to stay in their jobs, and high need districts need better resources. "The poor deserve an extra share because their needs are greater," he said.

The School of Education marks its first century

In November, the Indiana University School of Education marked its 100th anniversary with a ceremony and two of the country's most intriguing voices about the future of education. A formal commemoration at the Wright Education Building at IU Bloomington on November 17 capped a week that also saw appearances by a leader of the small schools movement Deborah Meier as well as education writer and activist Jonathan Kozol.

Meier addressed a dinner marking the anniversary on November 16. Meier is a leading voice in education reform. Her ideas have influenced



Research and Development

| Project Title | Agency | Total Amount | Principal Investigator |
|---|--|--------------|------------------------|
| A Competing Events Model of the Effects of Financial Aid on Latinos' Enrollment Patterns | UNIV OF SOUTHERN CALIFORNIA | \$6,150 | GROSS, JACOB |
| A Place to Call Home: Building on Success and Opportunity | INDIANA GOVERNOR'S PLANNING COUNCIL FOR PEOPLE WITH DISABILITIES | \$73,000 | ROGAN, PAT |
| A Place to Call Home: Building on Success and Opportunity | INDIANA PROTECTION AND ADVOCACY SERVICES | \$10,000 | ROGAN, PAT |
| Act Early Mini-grant | ASSOCIATION OF UNIVERSITY CENTERS ON DISABILITIES | \$3,000 | PRATT, CATHY |
| Capacity Assessment for Countywide Partnership for Youth RESULTS NOW! | UNITED WAY OF WHITEWATER VALLEY | \$15,000 | KING, MINDY HIGHTOWER |
| Center for Evidence-Based Practices | INDIANA DEPARTMENT OF ADMINISTRATION | \$238,192 | SEXTON, TOM |
| Circle City Learning Community | MARY RIGG NEIGHBORHOOD CENTER | \$45,000 | MEDINA, MONICA |
| Civitas - An International Civic Education Exchange Program | CENTER FOR CIVIC EDUCATION | \$108,000 | MASON, TERRY |
| College Board Study of Student Persistence | THE COLLEGE BOARD | \$50,000 | HOSSLER, DON |
| Comprehensive Teacher Education Reform for English Language Learners | U.S. DEPARTMENT OF EDUCATION | \$296,930 | TEEMANT, ANNELA |
| Data Analysis and Evaluation Services for College Mentors for Kids | COLLEGE MENTORS FOR KIDS!, INC. | \$7,231 | KING, MINDY HIGHTOWER |
| Deliberating in a Democracy | CONSTITUTIONAL RIGHTS FOUNDATION | \$54,590 | MASON, TERRY |
| Doctoral Short-Term Program for Indonesian Visiting Scholars from State University of Malang | STATE UNIVERSITY OF MALANG | \$57,873 | SUTTON, MARGARET |
| Early Childhood Meeting Place and Sunny Start Medical Passport for Families | INDIANA STATE DEPARTMENT OF HEALTH | \$40,000 | CONN-POWERS, MICHAEL |
| English Language Acquisition: National Professional Development | U.S. DEPARTMENT OF EDUCATION | \$123,579 | PAWAN, FARIDAH |
| Evaluating Comprehensive Cancer Control in Indiana | AMERICAN CANCER SOCIETY, INC. | \$19,000 | KING, MINDY HIGHTOWER |
| Evaluation Bartholomew Cons. School Corp. 21st Century Community Learning Center Initiative | BARTHOLOMEW CONS. SCHOOL CORP. | \$15,000 | KING, MINDY HIGHTOWER |
| Evaluation of Amgen Scholars: An Undergraduate Summer Research Program in Science and Biotechnology | AMGEN FOUNDATION | \$112,027 | PLUCKER, JONATHAN |
| Evaluation of Indiana 21st Century Community Learning Centers | INDIANA DEPARTMENT OF EDUCATION | \$101,872 | KING, MINDY HIGHTOWER |
| Evaluation of Kentucky's Transition to Teaching Program | KENTUCKY DEPARTMENT OF EDUCATION | \$35,360 | PLUCKER, JONATHAN |
| Evaluation of Project Relates | ARCHDIOCESE OF INDIANAPOLIS | \$50,464 | SMITH, JOSHUA |
| Evaluation of the Kentucky 21st Century Community Learning Centers | KENTUCKY DEPARTMENT OF EDUCATION | \$226,339 | KING, MINDY HIGHTOWER |
| Evaluation of the Bartholomew County School Corporation Early Childhood Summer Program | BARTHOLOMEW CONS. SCHOOL CORP. | \$5,000 | KING, MINDY HIGHTOWER |
| Evaluation of the Boys and Girls Club of Indianapolis | BOYS AND GIRLS CLUBS OF INDIANAPOLIS | \$9,937 | KING, MINDY HIGHTOWER |
| Evaluation of the Crawford County High School 21st Century Community Learning Center (PACK Program) | CRAWFORD COUNTY COMMUNITY SCHOOLS | \$7,048 | KING, MINDY HIGHTOWER |

| Project Title | Agency | Total Amount | Principal Investigator |
|--|--|--------------|------------------------|
| Evaluation of the European Amgen Scholars Program: An Undergraduate Summer Research Program in Science and Biotechnology | AMGEN FOUNDATION | \$90,499 | BROWN, COURTNEY |
| Evaluation of the Indiana Statewide Longitudinal Data System | INDIANA DEPARTMENT OF EDUCATION | \$60,000 | PLUCKER, JONATHAN |
| Evaluation of the Indy Parks and Recreation 21st CCLC Initiative | INDIANAPOLIS DEPT. OF PARKS & RECREATION | \$24,000 | KING, MINDY HIGHTOWER |
| Evaluation of the Indiana Youth Institute Fatherhood Initiative | INDIANA YOUTH INSTITUTE | \$70,000 | BROWN, COURTNEY |
| Evaluation of the John H. Boner Community Center 21st CCLC Initiative | JOHN H. BONER COMMUNITY CENTER | \$13,729 | KING, MINDY HIGHTOWER |
| Evaluation of the Kentucky 21st Century Community Learning Centers | KENTUCKY DEPARTMENT OF EDUCATION | \$25,000 | KING, MINDY HIGHTOWER |
| Evaluation of the Kentucky Math Coaching Program | KENTUCKY DEPARTMENT OF EDUCATION | \$100,000 | PLUCKER, JONATHAN |
| Evaluation of the Kentucky Math Coaching Program | NORTHERN KENTUCKY UNIVERSITY | \$26,266 | PLUCKER, JONATHAN |
| Evaluation of the Miami-Dade County Public Schools- Project RISE | SCHOOL BOARD OF MIAMI-DADE COUNTY, FLORIDA | \$100,000 | PLUCKER, JONATHAN |
| Evaluation of the Monroe County Community School Corporation 21st CCLC Initiative | MONROE COUNTY COMMUNITY SCHOOL CORP. | \$23,650 | KING, MINDY HIGHTOWER |
| Evaluation of the School Improvement Fund Program, various IN counties | FRANKLIN COMMUNITY SCHOOL CORPORATION | \$740,000 | PLUCKER, JONATHAN |
| Evaluation of the Warren Township Lilly Endowment Grant | METROP. SCHOOL DIST. OF WARREN TWSHP. | \$39,500 | SMITH, JOSHUA |
| Evaluation of the YMCA 21st Century Community Learning Centers Initiative | YMCA OF GREATER INDIANAPOLIS | \$26,403 | KING, MINDY HIGHTOWER |
| Evaluation Plan for College Mentors | COLLEGE MENTORS FOR KIDS!, INC. | \$21,000 | KING, MINDY HIGHTOWER |
| Evaluation Services Related to Planning Indiana's Statewide Mentoring Initiative | INDIANA YOUTH INSTITUTE | \$25,000 | KING, MINDY HIGHTOWER |
| Exploring critical literacies through drama as performative pedagogies | NATIONAL COUNCIL OF TEACHERS OF ENGLISH | \$9,716 | MEDINA, CARMEN |
| Historical Interpretation, classroom instruction, and social background: An Investigation of the Contextual Development of Students' Ideas | THE SPENCER FOUNDATION | \$39,900 | BARTON, KEITH |
| ICHE Learn More Survey | INDIANA COMMISSION FOR HIGHER EDUCATION | \$108,370 | PLUCKER, JONATHAN |
| Improving Student Achievement & Supporting High Quality Instruction in Indiana through the Diagnostic Tools of Acuity: An Evaluation Study | MCGRAW HILL COMPANIES | \$169,608 | PLUCKER, JONATHAN |
| Increasing Access to Quality Learning Through Effective Use of Peer Feedback in Online Discussions | PURDUE UNIVERSITY | \$10,000 | PLUCKER, JONATHAN |
| Increasing Social Engagement in Young Children with Autism Spectrum Disorders using Video Self-Modeling and Peer Training | ORGANIZATION FOR AUTISM RESEARCH | \$29,556 | BELLINI, SCOTT |
| Indiana Department of Education Alternative Education Program Profile Report | INDIANA DEPARTMENT OF EDUCATION | \$36,500 | CHANG, YOUNG JOON |
| Indiana Family Project-Functional Family Therapy | MONROE CIRCUIT COURT PROBATION DEPT. | \$17,250 | SEXTON, TIM |
| Indiana Reading Academy Project | INDIANA DEPARTMENT OF EDUCATION | \$1,107,698 | HINES, MARY BETH |
| Indianapolis Charter School Evaluation | PUBLIC IMPACT, LLC | \$151,000 | PLUCKER, JONATHAN |

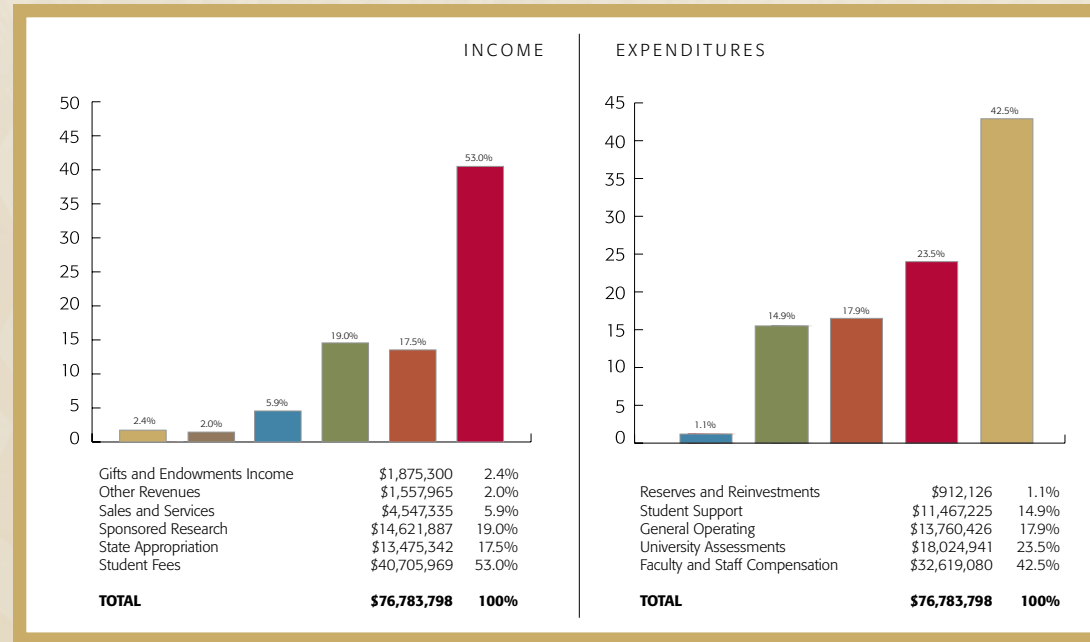
| Project Title | Agency | Total Amount | Principal Investigator |
|---|---|--------------|------------------------|
| Infant Toddler Specialists of Indiana (ITSI) Initiative | PURDUE UNIVERSITY | \$14,154 | MCMULLEN, MARY |
| IN-SIG Project | INDIANA DEPARTMENT OF EDUCATION | \$1,324,976 | MANK, DAVID |
| Inter-American Journal of Education for Democracy | ORGANIZATION OF AMERICAN STATES | \$28,949 | LEVINSON, BRADLEY |
| IPS Character Education Grant | BOARD OF SCHOOL COMM., CITY OF INDIANAPOLIS | \$32,500 | SMITH, JOSHUA |
| I-STEM Middle School Math Course | PURDUE UNIVERSITY | \$16,682 | BROWN, CATHERINE |
| I-STEM Partner Agent for the ISTEM Resource Network between Purdue University and Indiana University | PURDUE UNIVERSITY | \$100,000 | BROWN, CATHERINE |
| IUPUI Reading and Writing Project | INDIANA COMMISSION FOR HIGHER EDUCATION | \$146,680 | BETH BERGHOFF |
| IVLC Survey on Virtual Schooling | INDIANA VIRTUAL LEARNING CONSORTIUM | \$1,500 | PLUCKER, JONATHAN |
| Making Learning Outcomes Usable and Transparent: Mapping the Territory, Documenting the Journey | UNIVERSITY OF ILLINOIS-CHAMPAIGN-URBANA | \$298,301 | KUH, GEORGE |
| Materials on Autism Translated/Printed in Spanish for State-wide Distribution | AUTISM ADVOCATES OF INDIANA, INC. | \$2,920 | PRATT, CATHY |
| MSAP Rigorous Evaluation | SYNERGY ENTERPRISES, INC. | \$22,852 | PLUCKER, JONATHAN |
| National Charter Schools Achievement Award Evaluation Program | SYNERGY ENTERPRISES, INC. | \$87,311 | PLUCKER, JONATHAN |
| New Tech Implementation Research Proposal | UNIVERSITY OF INDIANAPOLIS | \$32,500 | SMITH, JOSHUA |
| OII Credit Enhancement | SYNERGY ENTERPRISES, INC. | \$14,450 | PLUCKER, JONATHAN |
| One Community, One Family | COMMUNITY MENTAL HEALTH CENTER, INC. | \$1,303,028 | ANDERSON, JEFFREY |
| Power Up for Science | INDIANA COMMISSION FOR HIGHER EDUCATION | \$174,144 | BUCK, GAYLE |
| Professional Development-Schools and Transition | INDIANA DEPARTMENT OF EDUCATION | \$335,020 | COLE, CASSANDRA |
| Project Impact Summer Youth Program | LILLY ENDOWMENT, INC. | \$7,500 | ROGAN, PAT |
| Proliferation of Applications and the Effect on Admission Practices | NATIONAL ASSOCIATION FOR COLLEGE ADMISSION COUNSELING | \$14,500 | HOSSLER, DON |
| Promoting Early Social-communicative Competency in Toddlers with Autism | AUTISM SPEAKS | \$632,408 | SCHERTZ, HANNAH |
| Proposal for Richmond Community Schools Safe Schools/Healthy Students Grant | RICHMOND COMMUNITY SCHOOLS | \$367,092 | KING, MINDY HIGHTOWER |
| Providing Online Graduate Courses in EFL Assessment to Foreign Teachers of English | U.S. DEPARTMENT OF STATE | \$67,973 | MIKULECKY, LARRY |
| R. Freeman Butts Institute on Civic Learning in Teacher Education | CENTER FOR CIVIC EDUCATION | \$89,800 | MASON, TERRY |
| Read to Achieve Assessment | KENTUCKY DEPARTMENT OF EDUCATION | \$3,315,878 | MCGLASSON, SUSAN |
| Research and Evaluation of the Math/Science Partnership Grant, Passport to Science | BOARD OF SCHOOL COMM., CITY OF INDIANAPOLIS | \$70,000 | SMITH, JOSHUA |
| Research-Based Reading Reform: Technical Support for Indiana's Early Literacy Intervention Grant Program | INDIANA DEPARTMENT OF EDUCATION | \$149,157 | PLUCKER, JONATHAN |
| Responses to Scientific, Research-Based Interventions as a Tool for Instructing Students with a Learning Disability: A Multi-Year Study | INDIANA DEPARTMENT OF EDUCATION | \$207,960 | PLUCKER, JONATHAN |
| School Leadership Evaluation | SYNERGY ENTERPRISES, INC. | \$19,909 | PLUCKER, JONATHAN |

| Project Title | Agency | Total Amount | Principal Investigator |
|---|---|--------------|------------------------|
| Semiotic Pivots and Activity Spaces for Elementary Science (SPASES) | UNIVERSITY OF CALIFORNIA, LOS ANGELES | \$25,529 | DANISH, JOSHUA |
| Short-term Professional Development Program of Korean Secondary Teachers of Mathematics | SEOUL METROPOLITAN OFFICE OF EDUCATION | \$112,236 | GALINDO, ENRIQUE |
| Students as Mentors and Owners of Geoscience and Environmental Education | NATIONAL SCIENCE FOUNDATION | \$9,953 | SCHUSTER, DWIGHT |
| Special Education Preservice Training Improvement; Learning to Teach - Teaching to Learn | U.S. DEPARTMENT OF EDUCATION | \$94,673 | FISHER, MARY |
| Staff Development in Science Education | BOARD OF SCHOOL COMM., CITY OF INDIANAPOLIS | \$6,000 | BUCK, GAYLE |
| Strategic National Arts Alumni Project (SNAAP) | HOUSTON ENDOWMENT, INC. | \$600,000 | KUH, GEORGE |
| Strategic National Arts Alumni Project (SNAAP) | CLEVELAND FOUNDATION | \$100,000 | KUH, GEORGE |
| Strategic National Arts Alumni Project (SNAAP) | BARR FOUNDATION | \$450,000 | KUH, GEORGE |
| Substance Use in Early Adolescence: Risks From Parental SUDS, Parental Separation | NATIONAL INSTITUTE ON DRUG ABUSE | \$98,369 | WALDRON, MARY |
| Support Services Planning Project--DDRS Indiana | INDIANA FAMILY AND SOCIAL SERVICES ADMINISTRATION | \$159,332 | GROSSI, TERESA |
| Supporting Inclusive School Communities Across Indiana Project | INDIANA DEPARTMENT OF EDUCATION | \$125,210 | FISHER, MARY |
| Teacher's Resource Center (TRC) | ELI LILLY AND COMPANY FOUNDATION | \$25,000 | HILSON, WAYNE |
| Technical Assistance for Alaska Charter School application | ALASKA DEPARTMENT OF EDUCATION & EARLY DEVELOPMENT | \$1,000 | PLUCKER, JONATHAN |
| Testing the Effectiveness of CALM for High School Chemistry Students | U.S. DEPARTMENT OF EDUCATION | \$423,770 | PLUCKER, JONATHAN |
| The Equity Project | INDIANA DEPARTMENT OF EDUCATION | \$466,619 | SKIBA, RUSSELL |
| The Evaluation of the Full Service Community School Initiative in Providence, Rhode Island | DORCAS PLACE ADULT AND FAMILY LEARNING CENTER, INC. | \$250,000 | ANDERSON, JEFFREY |
| The Evaluation of the McKenny-Vento Education for Homeless Children and Youth | INDIANAPOLIS PUBLIC SCHOOLS | \$10,000 | ANDERSON, JEFFREY |
| The Medicaid Infrastructure Grant (MIG) | INDIANA FAMILY AND SOCIAL SERVICES ADMIN. | \$421,000 | GROSSI, TERESA |
| Title VI East Asian Area Studies Consortium Evaluation | UNIVERSITY OF ILLINOIS | \$2,500 | PLUCKER, JONATHAN |
| Training for OSEP Project Officers | U.S. DEPARTMENT OF EDUCATION | \$10,226 | PLUCKER, JONATHAN |
| Transition to Teaching Grant Review & Evaluation Technical Assistance | SYNERGY ENTERPRISES, INC. | \$3,439 | PLUCKER, JONATHAN |
| UCEDD Continuation | ADMINISTRATION FOR CHILDREN AND FAMILIES | \$520,000 | MANK, DAVID |
| Urban Educators: Robert Noyce Scholarship for Mathematics and Science Teachers - Phase II Scholarship and Stipend | NATIONAL SCIENCE FOUNDATION | \$599,963 | NGUYEN, KIM |
| Urban Educators: Robert Noyce Scholarship for Mathematics and Science Teachers Supplemental | NATIONAL SCIENCE FOUNDATION | \$97,148 | KASTBERG, SIGNE |
| Vocational Rehabilitation Services--Training and Development Proposal | INDIANA VOCATIONAL REHABILITATION SERVICES | \$604,263 | GROSSI, TERESA |
| Voluntary Public School Choice Meta Analysis | SYNERGY ENTERPRISES, INC. | \$56,074 | PLUCKER, JONATHAN |
| When and Where: an Event History Analysis of Student Flow in Postsecondary Education | ASSOCIATION FOR INSTITUTIONAL RESEARCH | \$39,981 | GROSS, JACOB |

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—from more than 26% four years ago to just over 18% in 2007-08. 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.



Diversity

| Student Diversity (Bloomington) | 2006-07 | 2007-08 | 2008-09 |
|---------------------------------|---------|---------|---------|
| Minority Enrollment | 244 | 253 | 205 |
| Percent of Total | 8.4% | 9.4% | 9.9% |

| Student Diversity (Indianapolis) | 2006-07 | 2007-08 | 2008-09 |
|----------------------------------|---------|---------|---------|
| Minority Enrollment | 179 | 183 | 174 |
| Percent of Total | 9.7% | 10.8% | 10.5% |

Distance Learning & Development

| Distance Learning | 2006-07 | 2007-08 | 2008-09 |
|-------------------|---------|---------|---------|
| Total Enrollments | 955 | 970 | 1323 |

| Professional Development | 2006-07 | 2007-08 | 2008-09 |
|--------------------------|---------|---------|---------|
| Total Enrollments | 836 | 853 | 1277 |

Honors, Distinctions, & Awards

Martha Lea & Bill Armstrong Teacher Educator Award

Michael Baer
South Adams Junior/Senior High School in Berne

Jan Brill
Westfield Intermediate School

Tammy Lee Daugherty
Munster High School

Melinda McDugle
Danville North Elementary

Dawn Musolino
West Clay Elementary in Carmel

Jeff Peterson
Center Grove Middle School North in Greenwood

Anthony Sturgeon
Fishers Junior High School

Distinguished Alumni Award

Dennis C. Hayes
BS'74 Legal Counsel, NAACP

Rodney P. Kirsch
MS'82, Senior Vice President for Development and Alumni Relations at Penn State University

Hazel R. Tribble
MS'75, teacher, Key Learning Community in the Indianapolis Public Schools.

Burton Gorman Teaching Award

Suzanne Eckes
Assistant Professor, Educational Leadership and Policy Studies

Trustees Faculty Teaching Awards

Curtis Bonk, Instructional Systems Technology & Educational Psychology

Phil Carspecken, Counseling & Policy Studies

Laura Stachowski, Cultural Immersion Projects & Policy Studies

Robert Toutkoushian, Educational Leadership & Policy Studies

Andrea Walton, Educational Leadership & Language Education

Karen Wohlwend, Literacy, Culture, & Language Education

Y. Joel Wong, Counseling & Educational Psychology

Associate Instructor Teaching Awards

Nicholas Husbye

Candace R. Kuby

Roy J. Reynolds

Olga N. Shonia

Lyndsay R. Spear

Adjunct Faculty Award

Timothy Davis, Counseling & Educational Psychology

Catherine A. Diersing, Literacy, Culture, & Language Education

Student Choice Awards

Leana McClain, Sr., Clinical Lecturer in Curriculum & Instruction and Language Education

Sarah Vander Zanden, Associate Instructor Recipient

Graduate Studies Faculty Mentor Awards

Rebecca Martinez Reid, Counseling & Educational Psychology

Dionne Danms, Educational Leadership & Policy Studies

University, State, and National Faculty Awards

Mary J. Rouse Award for Outstanding Research Teaching & Leadership, Women's Caucus of the National Art Education Association **Marjorie Manifold**, Associate Professor, Art Education

Sydney Suslow Award, Association for Institutional Research **Don Hossler**, Executive Associate Dean, Professor of Educational Leadership and Policy Studies

Recognition from the National Consortium for Continuous Improvement in Higher Education **Trudy Banta**, Professor of Higher Education, IUPUI Senior Advisor to the Chancellor for Academic Planning and Evaluation

Inspirational Woman of the Year, IUPUI Office of Women and Campus and Community Life **Nancy Chism**, Professor of Higher Education and Student Affairs

Leadership Award, International Society for Performance Improvement **James Pershing**, Professor, Instructional Systems Technology

National Academy of Education/Spencer Doctoral Fellow **Melissa Gresalfi**, Assistant Professor in Counseling and Educational Psychology

Applied Research Award, the Organization for Autism Research **Scott Bellini**, Assistant Professor, Counseling and Educational Psychology

Faculty Fellow, Indiana University Tobias Center for Leadership Excellence **Martha McCarthy**, Chancellor's Professor and Chair, Educational Leadership and Policy Studies

Lifetime Achievement Award, National Council of Teachers of Mathematics **Frank Lester**, Emeritus Chancellor's Professor of Mathematics Education and Cognitive Science

Honorary Doctor of Pedagogy degree, Abo Akademi University, Turku, Finland **Frank Lester**, Emeritus Chancellor's Professor of Mathematics Education and Cognitive Science

Allen P. Splete Outstanding Service Award, The Council of Independent Colleges **George Kuh**, Chancellor's Professor of Higher Education

Outstanding Contribution to Higher Education, National Association of Student Personnel Administrators **George Kuh**, Chancellor's Professor of Higher Education

Exemplary Research Award, American Educational Research Association, Division J **George Kuh**, Chancellor's Professor of Higher Education

Distinguished Alumni Award, St. Cloud State University **George Kuh**, Chancellor's Professor of Higher Education

Emerging Leader Award, City of Bloomington **Jillian Kinzie**, Associate Director, Center for Postsecondary Research and NSSE Institute

Young Researcher Award, Educational Communications and Technology Foundation **Anne Ottenbreit-Leftwich**, Assistant Professor, Instructional Systems Technology

Many Faces of Counseling Psychology recognition, International Counseling Psychology conference **Chalmer Thompson**, Professor of Counseling and Educational Psychology

University of Connecticut "Top 40 Under 40" Award **Jonathan Plucker**, Professor of Educational Psychology, Professor of Cognitive Science

Navigator Fellow, Leadership and Renewal Outfitters **Catherine Gray**, Assistant Clinical Professor, Counseling and Educational Psychology

John Glenn Scholar in Service Learning, John Glenn School of Public Affairs, Ohio State University **Marilynne Boyle-Baise**, Professor of Curriculum Studies in Social Studies Education

Ralph E. Powe Junior Faculty Enhancement Award, Oak Ridge Associated Universities **Dionne Cross**, Assistant Professor, Mathematics Education

Grenzebach Award for outstanding published scholarship, the Council for Advancement and Support of Education **Andrea Walton**, Associate Professor, Higher Education and Student Affairs

Outstanding Contribution to Literature or Research, the National Association of Student Personnel Administrators **Vasti Torres**, Associate Professor, Higher Education and Student Affairs

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Indianapolis Campus

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