

Chalkboard

Indiana University School of Education Alumni Association

China Driving Growth for Domestic and International Language Study

IST Students Win COMPETITION

School of Education students hit the city streets

Ashley Smith teaching at Stockton Specialty School, located in Chicago's Uptown neighborhood, as part of the Urban Project.

Chalkboard

Indiana University School of Education Alumni Association



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MISSION STATEMENT

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

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Making our presence felt

by Gerardo M. Gonzalez, Dean, School of Education



Since this publication is a product of our IU School of Education Alumni Association, it's only appropriate that I start with a reflection on the most recent class of distinguished alumni, honored during a dinner in Bloomington on Sept. 11. The trio of honorees represented years of achievement in the U.S. and the world that began with their education here. The night was enhanced because we were also able to present the honor for an outstanding alumnus of the Higher Education and Student Affairs (HESA) program as well as welcome a world-renowned researcher to an endowed chair in the school.

The night offered a glimpse at what our graduates are capable of doing. You will see more about the awards in this issue (p. 3) and hear some of the honorees' stories, but I'll just share here that we had in our midst that night alumni who have shaped education for the better wherever they've been. Joseph Russell helped build the IU Department of Afro-American Affairs from the ground. Young Hwan Kim is making new ways of obtaining education possible for people across South Korea and throughout Southeast Asia. H.A.R. Tilaar can truly be called one

of the patriarchs of Indonesia's educational system. If you conduct an Internet search on his name, you'll find that the long-retired Jakarta University professor is highly active in the debates surrounding his country's educational system today because of his wise and honored voice.

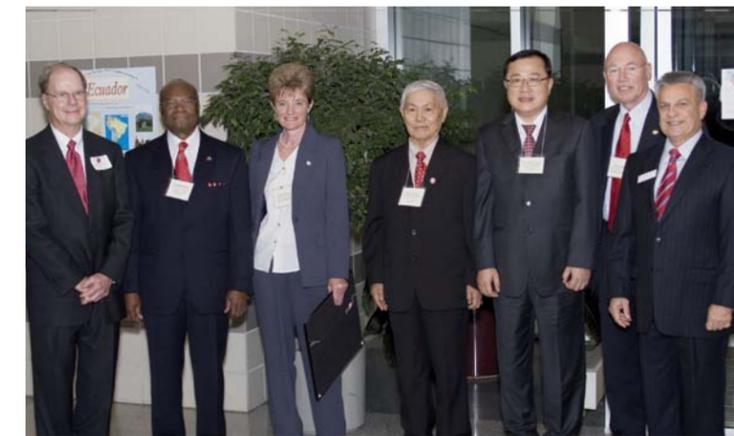
Additionally, we presented HESA's highest alumni honor to IU Foundation President Gene Tempel, a truly outstanding leader still at our university. And we welcomed Erna Alant as the Otting Chair in Special Education. Again, a Web search tells you quite a lot about Professor Alant. You'll find she is not just respected in her native South Africa for the work she has done in special education, it is fair to say she is beloved. It is no wonder: a center she opened in Pretoria focuses on speech communications for the physically disabled, quite literally giving voice to those who had never spoken.

Honestly, I found myself become a little emotionally overwhelmed while introducing Professor Alant. I was thinking about my own daughter, a special education teacher, and her experiences working with people such as those Erna has committed her career to helping. Imagine what her work has meant: she has literally unlocked a door never opened. I am so proud that the IU School of Education has attracted a scholar of her stature to join our ranks.

And as you read through this issue, you'll see an incredible array of projects by our students, faculty, and alumni that touch lives across the state, coun-

try, and world. Our cover article takes you into the inner-city Chicago public schools, where our teachers are gaining invaluable experience and the Chicago schools are creating a new pipeline for teaching talent. The school is helping to shape our country's relationship with China through Chinese language instruction in the U.S. and English instruction in China. An exchange is about to begin between the school at IUPUI and a university in Guangzhou. And you'll read about the alumna from Fort Wayne who has taught and led schools in Belgium, Germany, and elsewhere and is now back in the U.S. to head up the school system that serves family members of the military.

We pause to honor our alumni, faculty, and students at very particular times during the year. I suggest that we consider just how much good they do every day. Continuously, they help the IU School of Education live up to its motto, "making a world of difference."



(From left to right) Jack Humphrey, president of the IU School of Education Alumni Association, Joseph J. Russell, MS'68, EdD'70, Erna Alant, H.A.R. Tilaar, MA'66, EdD'67, Young Hwan Kim, PhD'94, Gene Tempel, Dean Gerardo Gonzalez.

Faculty members publish, receive honors



Don Hossler

The Association for Institutional Research (AIR) has named Indiana University School of Education Executive Associate Dean **Don Hossler** as the Sidney Suslow Award recipient for his distinguished scholarly contributions to institutional research. The award committee selects honorees “for their cumulative and on-going 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. His nearly 50 articles in peer-reviewed academic journals are widely cited in other research. 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*.

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



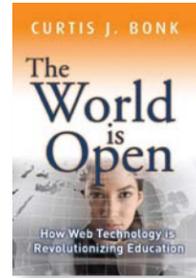
Dionne Cross

important for informed citizenship as algebra for all.”

The National Council of Teachers of English (NCTE) named **Gerald Campano**, associate professor in the Department of Literacy, Culture, and Language Education, as the 2009 recipient of the David H. Russell Award for Distinguished Research in the Teaching of English, one of the most distinguished awards in English language education. The organization selected Campano for his 2007 book *Immigrant Students and Literacy: Reading, Writing, and Remembering*. The work chronicles his experience building a culturally responsive curriculum while teaching fifth grade in an urban California school where students came from homes speaking more than 14 different languages.

“Campano’s book is an exceptionally well-executed and well-presented example of practitioner research,” the NCTE wrote in a release about his selection. “Campano has written about important and contentious topics such as accountability, language and literacy curriculum highly attuned to refugee experiences, the problematic nature of ‘best practices’ and ‘research-based,’ and teaching as ethical practice. Campano’s writing on these weighty topics has benefited from a light — better, a poetic — hand, producing a graceful, accessible, and moving text.”

A new book by **Curt Bonk**, professor of instructional systems, takes a comprehensive look at how Web

*The World is Open*

technology is changing worldwide education. *The World is Open: How Web Technology is Revolutionizing Education* documents the many ways in which he says innovations have made it possible so that “anyone can learn anything from anyone else at any time.”

The book is inspired by the best-selling work of New York Times columnist Thomas Friedman, *The World is Flat*. In that 2005 book, Friedman documented 10 “flatteners” that have made economic globalization much easier.

Bonk’s book provides a framework for understanding the availability of education through Web technology with his own list of 10. “With it, people can go down the list not of ‘flatteners’ as Friedman talks about, but of ‘openers,’ as in the doors becoming open for education,” Bonk said. “By having that list of 10, it is a somewhat succinct list from the potentially hundreds that could be listed, so as not to overwhelm people with the possibilities.”

A School of Education professor has co-edited a new book examining an international after school program designed to provide the latest in computer technology to underserved youth. Assistant Professor of Learning Sciences **Kylie Peppler** helped create the work *The Computer Clubhouse: Constructionism and Creativity in Youth Communities*, published during the summer. Sales have been brisk for an academic title: it sold out in its first month on Amazon.com and has well exceeded

sales expectations during its first three months on the market.

Computer Clubhouse has more than 100 chapters across the globe. Each chapter gives youth access to the latest in technology, which has resulted in incredibly creative projects, Peppler said, noting that some members have even begun lucrative Web design businesses through their experience.

“I think that is the part of the model that gets forgotten a lot,” Peppler said. “The kids really do produce fantastic and amazing things because they start to become peer mentors. They show each other tricks of the trade and really force each other to be cutting edge in the facility.”

Peppler first became involved with *Computer Clubhouse* in Los Angeles while she was at UCLA. The book outlines ways of setting up similar programs as well as giving examples of what students create and comments from participants.

One of the messages from the book, she said, is that the program shows what kids are capable of doing in a classroom or outside it. “A lot of times we don’t give them a chance to work on a project over a longer period of time,” she said. “It’s totally possible within classrooms.”

Assistant Professor **Dionne Cross** 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. The ORAU’s award consists of unrestricted funds for research and is matched by the awardee’s home institution.

Alumni Recognition Dinner honors global reach, innovative practice

The three recipients of the 2009 Distinguished Alumni Award include education leaders in Korea and Indonesia as well as the former dean who helped build national recognition for what was then known as the IU Department of Afro-American Affairs. The 32nd annual awards, presented at a dinner September 11, honored those who hold an IU School of Education degree and have made a lasting impact through their work since leaving the school.

The honorees included **Young Hwan Kim**, PhD’94, a professor in the Department of Education and chair of the Educational Technology Division at Pusan National University in Korea. Kim was the planning director of Pusan National University Cyber University, and is now the president of the Institute of APEC Collaborative Education, which conducts international teacher training workshops on e-learning. In accepting the honor, he spoke of how his father saved money and constantly emphasized the need to study hard. Kim said his father long spoke of his son earning a PhD in the U.S. so that he could return to Korea and help poor people. “This honor is a part of my father’s dream,” Kim said.

Honoree **Joseph J. Russell**, MS’68, EdD’70, is now executive vice president and consultant of DLM Virginia Corporation Adult Residential Care Communities. He brought what then was called the IU Department of Afro-American Affairs to national prominence as its chair and dean. He retired as vice provost of Ohio State University in 1994. IU honored him with a Distinguished Alumni Service Award last year. “I am humbled and honored to receive this award,” Russell told the audience.

H.A.R. Tilaar, MA’66, EdD’67, professor emeritus at the State University of Jakarta and a highly influential voice for education in Indonesia, cited a special connection between the U.S. and his country as he accepted his award. “I will present this honor to strengthen the relationships between Indonesia and the United States,” Tilaar said. “Not only because I studied here, receiving scholarships from USAID, but also because Mr. Obama studied in the early 70s at parochial school in Jakarta.” Tilaar spent 23 years as an educational specialist for BAPPENAS, the Indonesian government’s central planning agency. He is the author of more than 200 articles and 20 books on Indonesian education, including the most comprehensive historical study to date.

The HESA department in the School of Education presented the Robert H. Shaffer Distinguished Alumnus Award to **Gene Tempel**, MA’73, EdD’85, who studied under Shaffer. “To be a part of his legacy is an extraordinary, and much appreciated honor,” Tempel said. The award is to honor an alumnus who, according to the award guidelines, “demonstrates the commitment to excellence in administrative leadership, scholarship, service to the profession, and compassion and concern for students and colleagues, exemplified by the man for whom the award is named.” Tempel became IU Foundation president in September 2008 and holds a professorship in philanthropic studies and higher education.

Dean Gerardo Gonzalez also recognized the new Otting Chair in Special Education, **Erna Alant**. Alant joined the faculty to continue work focusing on the development of relevant communication systems for people who have no or little speech and live in high poverty. Over a 30-year career based in South Africa, she’s earned numerous international honors, including an award from the American Association for Intellectual and Developmental Disabilities in recognition of her contributions to the field.

New teacher prep, professional development programs

The U.S. Department of Education has awarded a \$2.7 million grant to the Indiana University School of Education at IUPUI to fund a new teacher residency program that will build on the Woodrow Wilson Teaching Fellowship program. The program will lead to a master's degree in education with graduates licensed to teach both general and special education. The 5-year grant is one of just 28 the federal government is awarding as part of the "Teacher Quality Partnership" program aimed at improving instruction in struggling schools.

The new residency program is called the Urban Education Excellence Project, a partnership between the Indianapolis Public Schools, the IU School of Education, and the Purdue School of Science. Twenty students will be recruited in partnership with the Woodrow Wilson Foundation from undergraduate programs at universities that traditionally serve under-represented groups. Students will be recruited to teach in the "STEM" disciplines — science, technology, engineering, and math. Each will receive a living stipend to go through a residency that includes completing coursework toward the master's degree and dual licensure in special education while spending a year in an IPS partner school under the mentorship of a master teacher.

"I think one of the most unique features is that it will provide both the general education and the special education teacher certification," said Pat Rogan, executive associate dean of the IU School of Education and the project's director. "In addition, to ensure success, the program has a two year follow-up induction program and professional development program. So we'll be establishing a teacher collaborative to support those teachers and keep them connected and supported through those first years in the urban school."

The Indiana Department of Correction (IDOC) is collaborating with the Center for Adolescent and Family Studies (CAFS) at the Indiana University School of Education on a four-year project to bring the best research into practice in the state's community corrections programs. The partnership has established the Indiana Center for Evidence-Based



New York University's Joseph McDonald speaks to the large crowd at IUPUI's urban education workshop on Oct. 22.

Practices in Community Corrections. The project combines ongoing research into best practices with in-field assistance and professional development for those conducting community corrections.

"The project is to set up an independent evaluation and research institute," said Tom Sexton, director of CAFS and professor of counseling and educational psychology, describing the collaborative center. "It works with the Department of Correction to evaluate and identify what they do at the level of communities, to take that evaluation and figure out what are the effective programs, help them figure out how to use that to make funding policy so that they can increasingly support things that work."

More than 350 attended a full-day workshop on urban education held at the IUPUI Campus Center on October 22. The "Urban Communities Acting for Equity and Achievement through Education" seminar brought speakers from across the country and educators, students, and others from around the region.

The speakers for the event included University of Illinois-Chicago Associate Professor of Educational Policy Studies David Stovall, who spoke on better serving diverse populations. Nilda Flores-Gonzalez, an associate professor of sociology at Illinois-Chicago shared strategies on engaging immigrant populations to participate politically and in civic life. New York University Professor of Teaching and Learning Joseph McDonald spoke about "protocols of student-teacher interactions" as a basis for improving urban education. And New Jersey City University

Professor of elementary and secondary education Lois Weiner discussed the ability of higher education institutions to take a leadership role in urban education.

The turnout has organizers thinking about holding it every year. "The biggest question is the money question and getting money for it every year," said symposium planning committee chair Erik Tillema, assistant professor in math education. "But I'd like to see it be something that's an annual event and that we can build on and actually start bringing more school folks into the conversation."

Fifty-six teachers participated in a project-based learning math program developed by Professor Catherine Brown during the summer in Columbus, Ind.

Math Matters in Southeastern Indiana is a project of 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. The workshops presented ways for teachers to use project-based learning — a method that engages students in learning subject matter through work on a project.

"We know that students constantly wonder 'Why am I learning this math?' and ask 'When will I ever use this?' and are turned off by mathematics they view as abstract and useless," Brown said. "Students who learn mathematics through projects grounded in workplaces in their community won't have these questions. They will see why math matters and opens life opportunities for them."

Plans for another round of Math Matters Workshops are underway.

More than 270 educators attended the first of what is likely to be an annual project-based learning workshop sponsored by IUPUI and other organizations. The three-day workshop at Ben Davis High School in Indianapolis was called "Learning by Doing: Project-based Learning (PBL)" Institute for Middle and High School Educators. It ran multiple tracks for different levels of learning PBL methods. Sessions included basic introductions to PBL, more advanced sessions for those already using it, and sessions for faculty learning to teach the method.

"The goal here is to get them in dialogue," said Beth Berghoff, graduate chair and associate professor of language education. "Pitch a lot of new information and start their questioning process so we can then feed back into that process."

A team of four students from the Instructional Systems Technology pro-

gram 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 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. Team members developed the plan over a period of a few months before presenting the case study during the Performance Improvement Conference in Orlando, Fla., 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.

School of Education professors are assisting educators in India and Malawi with the implementation of Project Citizen, a school program in which students examine public policy issues in their communities. 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, are working on the project through Civitas.

The Civitas International Education Exchange Program is a project funded by the U.S. Department of Education to pair educators from Eastern Europe, the former Soviet Union, Africa, Asia, and Latin America with their counterparts from 28 U.S. states to promote civic education.

A delegation from India and Malawi spent several days in the United States in May, stopping in Washington, D.C., for meetings with Congressional offices and the U.S. Department of Education, then coming to Bloomington.

IST Students win national human performance technology competition

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"As faculty members, 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!"

The 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.

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. She said that the project sharpened her analytical skills as she balanced dealing with people. "I learned how to work against the clock," Abaci said. 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. You can see the team's "S-Curve Model" at <http://education.indiana.edu/SCurveModel/tabid/12977/Default.aspx>.

Faculty member pursues **lifetime passion** for wondering **how people learn**



“Even at that age I was really able to see that there are different ways that people learn to approach information”

— Melissa Gresalfi

The start wasn't auspicious, but it was notable. Many years later, she remembers it well. It's the moment Melissa Gresalfi can look upon now as the time when her destiny to study how people learn was sealed.

At that time, the now counseling and educational psychology assistant professor was a seventh grader, attending religious classes associated with her church in suburban Detroit. She anticipated the many weeks of classes with the church pastor and vicar. “I've got some questions!” she recalls thinking then.

For three weeks, she peppered the clergy with queries. “I asked all my questions,” Gresalfi said. “And I started to realize, ‘I'm still not making any friends.’” Concerned, she asked a classmate, who gave a blunt reply: “Well, we all kind of think you're a big dork,” Gresalfi recalled the classmate as saying.

It turns out, in at least this religious class associated with a church in suburban Detroit, the other kids weren't viewing her questions in quite the free-thinking spirit Gresalfi imagined. Classmates thought the continuous discussion she spurred was an attempt to get on the good side of the church staff.

“They thought I was sucking up to the vicar, I was trying to win favors or something, making up my questions and feigning my interest,” she said. “I was like, ‘No, don't you have questions about these things?’ No, they didn't. I remember coming home and saying to my parents, ‘I think these kids don't know how to think, because they're just listening and they're not getting mad and they're not challenging.’”

While she imagines now that her parents must have concealed an eye roll at the time, the incident marks a watershed moment for Gresalfi.

“Even at that age I was really able to see that there are different ways that people learn to approach information,” she said.

Upon that base, Gresalfi has fashioned her career. Originally, she dreamed that she might establish her own school where students could learn to think and challenge.

Instead, she pursued a path from Michigan to an undergraduate degree in psychology and French at Franklin and Marshall College in Lancaster, Pa., then an MA in education, then a PhD in educational psychology at Stanford University. Gresalfi became assistant professor of

Learning Sciences at the IU School of Education in 2006 and assistant director for the Center for Research on Learning and Technology (CRLT) in 2008.

In this early stage in her career, she's already earned accolades for her work studying how people learn. Earlier this year, the Spencer Foundation named Gresalfi a 2009-2010 Spencer Postdoctoral Fellow, a prestigious honor that will allow her to pursue a specific project on improving how young students learn math. Her project, “Designing for Consequential Engagement: The Role of ‘Push Back’ on Student Thinking,” examines how students can become better engaged in learning math through video games. Gresalfi expects students will better master the subject because they will be making decisions that have consequences in the game.

CHUCK CARNEY

“One hypothesis about why students are so disengaged from mathematics in general is that they are actually asked to make very few choices and mostly just follow a lot of directions,” Gresalfi said.

Her role with CRLT has taken her directly into a world she didn't expect to enter — the virtual world of education gaming. While she says she is not a “gamer,” she is co-investigator on a grant from the MacArthur Foundation to expand the impact and reach of Quest Atlantis, an online, multiplayer videogame designed to immerse students between ages 9-12 in educational experiences. She has built a math unit for the game used across the world. Gresalfi and her partner on the MacArthur grant (Quest Atlantis creator Sasha Barab, professor and Jacobs Chair in Learning Sciences and Instructional Systems Technology as well as Director of CRLT) anticipate Quest Atlantis users will grow into the hundreds of thousands worldwide by the end of their study.

“I've been to China, Singapore, and Italy; Sasha's been to Uganda, Turkey, Israel, and South Africa,” she said. “We've been working with teachers in those countries, trying to see how the cultural contexts shape the way the kids play the game in general, then the way they're actually learning particular content information.”

What she's learned is that how students approach information is actually somewhat malleable. Her work in Quest Atlantis demonstrates, presentation matters for how students engage a subject. “You can get kids to do much more interesting and much more rigorous things with content if you teach them to do it,” Gresalfi said. Amid continuous debate about “lazy” U.S. students, she offers a different take.

“I think we teach people to be lazy,” she said. “People are just effi-

cient about figuring out what they have to do to act in a particular environment. If you don't ask someone to think, unless there's some personal reason to do so, they won't.” She hopes to build on this conclusion — that educators do have some control over how much students learn — through a coming project to determine ways to support students to begin to see and interpret the world using the lens of systems thinking.

Perhaps, Gresalfi knows that one of these students out there could

be exactly like she was, asking questions, seeking answers — simply curious by nature. She knows that it's possible some will know exactly what they want to be as an adult. Perhaps some just need some guidance to realize a calling for a career.

“I didn't know what the field would be called,” Gresalfi remembered of her grade school days. “But I knew I wanted to be a professor and I wanted to study how people learn.”

In Memoriam

Dean F. Berkley

Nov. 3, 1925-May 17, 2009

Dean F. Berkley joined Indiana University Bloomington as a professor of educational administration in 1957. Berkley served as the director of the Office of College and University Placement. He also oversaw the expansion of the Bureau of Field Services. He was also director of the Division of Administration and Administrative Studies. Through his many years at the IU School of Education, Berkley is responsible for the initial placement of many of the current superintendents of school corporations around the state of Indiana and the nation.

During his career Berkley achieved many honors and distinctions, including: the 1975 Outstanding Educator Award, delegate to the Assembly of the American Association of School Administrators, and service as a highly regarded leader within the Indiana Association of Public School Superintendents. He earned the Indiana Association of Public School Superintendent's Outstanding Educator Award, a Ford Foundation Fellowship, designation as a Danforth Associate, and was a recipient of the Indiana School Board Association's Loren A. Burt Award. Berkley was a highly-sought speaker who gave countless speeches on behalf of IU and many professional education associations.

Dean is survived by his wife, Dorothy, and four children.

In Memoriam

Albert Guy Hargreaves Hubbard

July 19, 1929-May 21, 2009

Albert Guy Hubbard spent his 33-year career in the Art Education Department at Indiana University, after joining the faculty in 1962. He was coordinator of art education for 14 years, taught in art education and computer-based programs, and served for several years as the IU School of Education's associate dean.

Colleagues remember Hubbard as a pioneer in the field of art education, attracted to new technologies and new ways of viewing the field. Much of his work interest went into developing an individualized art education program. He was one of the first art educators to predict the importance of computers and digital images for the field of art education and other curricular areas as well. He was a distinguished fellow of the Art Education Association of Indiana and the National Art Education Association and served on many state and national art education committees. He wrote numerous articles about art appreciation for Arts and Activities magazine.

Dr. Hubbard is survived by his wife Jennifer, their two daughters Sarah Hubbard and Rosemary Hubbard, and grandsons Nick and Riley Slater.

National honors for alumni



Gen Shaker

Gen Shaker, PhD'08, won a prestigious national dissertation award from the Association for the Study of Higher Education. Shaker's dissertation, *Off the Track: The Full-time Nontenure-track Faculty Experience in English*, is the winner of the national Bobby Wright Dissertation of the Year Award.

"I was interested in faculty and also in 'hot topics' in higher ed — that is those things that are on people's minds now and also are relevant to the future of institutions," Shaker said of her dissertation topic. "To narrow this broad interest, I decided to focus on full-time, non-tenure-track faculty, a growing population in colleges and universities."

She received the award in November at the 2009 ASHE conference in Vancouver. Shaker works in the development office in the School of Liberal Arts at IUPUI.

Three alumnae from the IU School of Education at IUPUI were finalists for Indiana's 2010 Teacher of the Year. **Tonya Martin**, MS'00, language arts enrichment and research and library sciences teacher at Raymond Park Middle School in Indianapolis, **Agnes Pugel**, BS'91, gifted and talented teacher at Thorpe Creek Elementary School in Fishers, Ind., and **Christine Snow**, BS'94, a



Amy Knerr

multi-age teacher at the Center for Inquiry in Indianapolis all were among the 10 in the running for the award. According to the Indiana Department of Education, finalists were chosen "based on criteria that include concern for students, the ability to inspire learning and willingness to work cooperatively with colleagues."

Amy Knerr, MS'03, from the IU School of Education at IUPUI, is one of the winners of a Presidential Award for Excellence in teaching science, math, and engineering. Knerr, a math teacher at Clay Middle School in Carmel, Ind., is one of the teachers named for the Award for Excellence in Science, Mathematics and Engineering Mentoring. A colleague nominated her last year. Knerr has an undergraduate degree in elementary education and is endorsed for teaching language arts and French as well. In addition to receiving the award in a White House ceremony, Knerr receives \$10,000 to advance mentoring efforts.

She said her goal is to assess and respond to the unique learning needs of each of her students. Her classes have improved grades and students have improved achievement. Four of the top five site winners in pre-algebra at the 2008 Indiana Council of Teachers of

Mathematics state mathematics contest were Knerr's students.

"This award is a tremendous 'thank you' to the teachers whose talents I admired as a student," Knerr said in a statement on the program's Web site. "And to the dedicated educators with whom I've shared ideas and problem-solved. I'm grateful for the honor of the Presidential Award and determined to strive for the level of excellence that it represents."

Francis Mustapha, MS'73, Splclt Ed'79, received a national teacher award in June. The National State Teachers of the Year (NSTOY) selected Mustapha for this year's "Chasing Rainbows Teacher of the Year" honor, given annually to a teacher who has overcome obstacles to become an exemplary teacher.

Mustapha is a science teacher at Fort Wayne Snider High School. The IU School of Education honored him with the Distinguished Alumni Award in 1994. Originally from Sierra Leone, he has also worked to prepare teachers in that country as well as Liberia since earning his IU degrees.

The NSTOY presented the first Chasing Rainbows Award to Dolly Parton in 2002 in recognition of the her love of children and her desire that all children across the country have books in their homes, become better readers and expand their imaginations. Since then, NSTOY has selected one teacher annually to receive the Chasing Rainbows Teacher of the Year Award. The award is given to a teacher who overcame obstacles to become an exemplary teacher.

Gilbert Brown, PhD'92, is the recipient of the 2010 National Association for Student Affairs Administrators in Higher Education West Region Outstanding Faculty Award. His students in the Missouri State University Student Affairs Program nominated him for the award. Brown receives the award at the annual NASPA IV-West Regional Conference.

COURTESY GEN SHAKER

Serving students, serving the nation

SOE alum takes on new responsibilities as part of long career serving children of the military



Linda Curtis, BS'75

School administrators who think it's tough coming up with enough funding to serve their operations, take heart. At least you're not competing with more than \$3.5 billion in funding designated for two new Aegis class destroyer battleships, each 500 feet long, equipped with Tomahawk guided missiles that can travel 932 miles at more than 500 miles an hour.

Linda Curtis, BS'75, has exactly that kind of competition to fund the budget for the many schools she oversees. Since the spring, she's served as the education chief for the U.S. Department of Defense Education Activity (DoDEA) schools in the U.S., Guam, Puerto Rico, and Cuba.

The U.S. Secretary of Education is not her overseer; "We say 'our boss is the President,'" Curtis said. "So our monies come from the Department of Defense and we compete with the new jets and the new ships and bombs, things like that. But we have been very fortunate that our government has supplied us amply."

The Hoosier native and former Fort Wayne schoolteacher considers her line items carefully from her office in suburban Atlanta, a state-

COURTESY LINDA CURTIS

side post she has earned after years spent globetrotting. After earning her elementary education degree at IU Bloomington, she added master's degrees in elementary education and administration from IU-Purdue Fort Wayne and later earned a doctorate in educational leadership from Argosy University.

After her undergraduate experience, she immediately went to Australia to teach. Following a return to Fort Wayne for a few years, she applied for a job as an elementary teacher with the Defense Department. She rose to become a principal and superintendent overseeing military schools in Germany and Belgium, including time at the Shape Elementary School in Mons, Belgium—the school serving the Supreme Headquarters of the Allied Powers Europe (SHAPE). Her responsibilities have included supervision and support for schools in England, Iceland, the Azores, Bahrain, and the Netherlands.

The most difficult part of her job these days is providing guidance to schools that may see nearly entirely new student classes every year. The life of a military family is notoriously peripatetic, but it is especially so in the midst of two ongoing wars. Curtis said the military has emphasized consistent curriculum across all Defense Department-run schools to ease frequent student moves. But she said the work of her faculty and staff is to become involved very closely with students that they may not have for very long. "Mainly, it has to do with our teachers and the training that they have been provided, that they're very caring and they spend that extra quality of time with our students and really get to know them," Curtis said.

"Our parents are deployed for 12 to 15 months at a time, and you can imagine the impact that that has on our children," Curtis added. "It's very difficult because when they're

deployed, of course, they're in harm's way. So we have an awesome responsibility to try to keep the education process as normal as possible and as comforting as possible to ensure that the learning continues, but also to ensure that the families are taken care of."

The U.S. military has a long history of operating schools for deployed personnel. They first started in the 1800s. In 1950, a law established "Section 6" schools, provided to children living on federal land and overseen by the U.S. Commissioner of Education. Authority transferred to the Department of Defense in 1981.

Curtis said while her schools aren't under the requirements of No Child Left Behind, the accountability measure put into place over U.S. schools in 2001, the curriculum of DoDEA schools parallels those that are designed to meet the law's demands. She speaks of "21st Century skills" to make sure DoDEA students are prepared for the future. "I have 66 schools that I'm over and I'm in charge of ensuring that students get the best education possible," she said. "I ensure that we are using our standards and our curriculum to enhance our teaching strategies to create the best environment for our students so they improve and become good citizens down the road."

Still, the particular circumstances of her job remind her constantly that this isn't like just any school administrator's role. Amid all the talk of student performance, accountability, and future skills, Curtis remembers that she is working with students whose families are making tremendous sacrifices.

"It's a wonderful opportunity serving our nation," she said. "Working with families that do that on a daily basis is pretty overpowering."



Ashley Smith teaching at Stockton Specialty School, located in Chicago's Uptown neighborhood, as part of the Urban Project.

School of Education

students hit the city streets

The principal of Goudy Elementary on Chicago's North Side usually hides nothing when she shares the history of her school while speaking to student teachers preparing to work there. The past wasn't something to brag about, and she always shares the moment Goudy became infamous in news reports across the country.

CHUCK CARNEY

"Back in 1987, the Secretary of Education at the time, William Bennett, said that Goudy School was the worst school in America," said Pamela Brandt.

Bennett pointed to Goudy, tucked in a largely immigrant neighborhood, as the worst school in Chicago, which he declared the nation's worst district at the time. "You've got close to educational meltdown here," *The New York Times* quoted Bennett as saying.

Since then, Goudy's been on a decided upward trajectory. As documented by William G. Ouchi in his 2003 book *Making Schools Work*, scores on the Iowa Test of Basic Skills used across Chicago Public Schools have jumped at Goudy: from below the 15th percentile in reading to 56th in recent years. Math scores were below the 25th percentile but rose to the 63rd.

It is an attitude as much as anything that has changed how Goudy students learn, Brandt said. "We love our students and respect them and work together to create an atmosphere where they feel safe and they can take risks and there's academic rigor," she said. "Even though we have a 95 percent poverty level and 23 different languages, we all succeed because we all work together."

And students from the Indiana University School of Education in Bloomington are playing an integral part in the continued turnaround. Goudy is one of the Chicago schools where a new program is allowing IU students to gain valuable student teaching experience. In fall 2008, the first cohort of students headed to the Windy City to take part in the first Urban Project, each cohort member spending 16 weeks as a student teacher.

It's a new domestic dimension to the award-winning Cultural Immersion Projects at IU, which place students in 15 countries (around the world), on the Navajo Indian Reservations in Arizona, New Mexico, and Utah, as well as Chicago Public Schools (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.

For Brandt and Goudy Elementary, the students are vital. "They've really become part of the Goudy family and I don't want any of them to leave," she said. "I tear up when I think about them leaving."

Even though Goudy's made great strides, it's not as if the challenges of the school's location are much different than when Bennett declared it the worst of the worst. "We have students who are homeless," said Lindsay Wymer, who taught in a first and second grade combined class. "Some live in shelters. We have students in foster care. We have students living with grandparents because parents for whatever reason couldn't keep them."

That's why the Urban Project — like all the Cultural Immersion Projects — doesn't simply drop student teachers in a school. For the semester before they go to their teaching assignments, students attend classes and workshops and complete readings and other work, all intended to prepare the student teachers for the situations they will encounter in urban settings.

The successful IU students learn to appreciate why they are important to the success of a school like Goudy.

"When you have kids who want to



IU Urban Project participant Victoria Kinet speaks with one of her students at Chicago's Goudy Elementary.

"IT PREPARES YOU TO TEACH ANYWHERE. I FEEL THAT I COULD BE PUT IN A CHARTER SCHOOL, A MAGNET SCHOOL, A CITY SCHOOL, A RURAL SCHOOL. I FEEL AFTER THIS I'M ABSOLUTELY PREPARED TO TEACH ANY KIDS ANYWHERE." – Kristina Standley, Urban Project Teacher

stay at school at the end of the day rather than going home, you know you're needed," Wymer said. The challenge of learning about what to expect in an urban environment and then handling the actual situation is what attracted many of the IU students to participate. "I really

wanted a large group of students coming from all different backgrounds with different experiences," said Victoria Kinet, also placed at Goudy Elementary. "I knew that was something I could only get in an urban environment."

Kinet added that her expecta-

tions weren't met by reality when she arrived at Goudy. Envisioning something along the lines of "Blackboard Jungle" (the 1950s movie depicting an inner-city school in turmoil) she found the opposite, calling it one of the best schools she's ever entered.

That's exactly the impression CPS wants to leave with the IU students. One reason for the partnership is to attract some of the best new teachers to Chicago. "We want them to get a taste of urban education, but in a school that is well run, that will show them what our Chicago schools really are," said Lynn Heise, a retired CPS teacher whose job is to act as IU's external supervisor for student teachers. "I think what surprises them is that I think they were expecting to see a lot of chaos and decrepit buildings."

Supporter of Urban Project inspired by needs of education worldwide



COURTESY TOM KINDER

Tom Kinder

A career of traveling the globe convinced this recently-retired business executive of one thing: education is more important than ever here at home.

"I have worked all over the world," said Tom Kinder, who retired as vice president of sales for Proctor and Gamble in June 2008. "The one thing that I've always been aware of is the fact that those people who lack a quality education, in many cases, lose the right to govern themselves."

Kinder's work took him to China, Guatemala, Nicaragua, and other countries where he said such truth became self-evident. He saw that, in areas where poverty was a crushing factor, education suffered, making it virtually impossible for those there to hope for escape. Kinder said the poverty that affects struggling school students in large cities reminded him of what he saw abroad.

"If we don't address the kind of education systems in the inner-city," Kinder said, "it's only going to become worse, and it could become that much more difficult and that much more expensive for our country to address."

So Kinder's family and his corporation have taken action. Kinder and his wife Colleen have contributed to the IU School of Education Urban Project which sends students to conduct their student teaching for 16 weeks in inner-city Chicago. Proctor and Gamble is matching the donation.

"We thought it would pay big dividends further down the road in terms of helping someone develop the kind of teaching skills that are needed to reach many of our children in inner cities," he said.

The support is also a measure of appreciation for what Indiana University and the School of Education have meant to his family. While Kinder himself isn't an alumnus, his daughter Katherine earned a bachelor's in elementary education in 2004 from IU Bloomington. His son, Thomas, earned a public affairs degree from the School of Public and Environmental Affairs in 2008.

"Both my wife and I had been involved at IU through Dean McKaig's Parents Advisory Board," Kinder said. "We've gotten to know IU very well. As a result, we're always looking for ways to help the university over and above what parents usually do."

Making the bold move shouldn't be a surprise to anyone who knows Kinder. Investigating the best use for his philanthropy is just one of the interests that keep him busy, now a year and a half into retirement. Kinder is a public address announcer for the NFL's Cincinnati Bengals home games at Paul Brown Stadium (his father, Tom Kinder Sr., was the Bengals announcer for 37 years until his death in 2005).

He also has a small stake in a NASCAR racing team. And he and some friends are working on starting a fly-reel manufacturing business.

He'd like to see more U.S. business make their own bold moves by giving to initiatives like the urban project. Kinder said ultimately it is business that will rise or fall based on how well America's students are educated.

"I believe that business people like me, companies like Proctor and Gamble, and a lot of other large companies and corporations need to step up and do more to help ensure that education in American is a core competency," Kinder said. "Doing so is going to help ensure our democracy is safe and sound."

"Our belief is that when you tap into pre-service teachers, you give them an opportunity to really experience what the Chicago Public Schools are like from a novice level," said Dameka Redic, the Recruitment Program Manager for CPS. "You have an opportunity to train them, you have an opportunity to expose them to what the district really needs in an

effective educator, versus an individual who has not had any previous teaching in our district."

"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 on-site supports that will contribute to their long-term success in these settings."

Like other immersion proj-

ects, exposure to the culture doesn't end when school dismisses. The IU student teachers live in the school area. Last spring's cohort all lived in an apartment complex in the Rogers Park neighborhood, just across from some Chicago public housing. "They are exposed to the community con-

commute back out. You are really in an artificial environment, very different from your students."

Johnson said the experience of seeing what their students see on nights and weekends makes a big difference for new teachers. But it also makes a difference for the families they serve.

"I heard a story of some student teachers standing at a bus stop and waiting with some people from the community there and they said, 'oh, are you from that teacher house?'" she said. "So they really recognize and appreciate the role of the student teacher living in their community as opposed to a stranger teacher who comes in and leaves in the afternoon."

It is an atypical bonding and growing experience for these new teachers as well. Unlike many student-teaching experiences, they can immediately

"THE ONE THING I DIDN'T KNOW ABOUT STUDENT TEACHING IS THAT YOU ARE LITERALLY GOING TO FALL IN LOVE WITH YOUR KIDS."

– Kristina Standley, Urban Project Teacher

text of the students they teach on a daily basis," said Diana Johnson, the director of the CPS Teaching Housing Resource Center. "The alternative context we've seen a lot — where we have students who may have relatives or may actually have grown up in a Chicago suburb. Living in a suburban context and commuting into a Chicago public school every day, then once your classroom goes home you

IU student teacher Lindsay Weimer works in a 1st and 2nd grade combined class at Goudy Elementary in Chicago.



Bryan Townsend in his classroom at Goudy Elementary in Chicago.



CHUCK CARNEY

commiserate with colleagues to discuss what they're experiencing, then spend time exploring their surroundings at other times.

"At the end of the day, sometimes we just crash or grade papers together," said Susan Stopke, who taught in the second grade gifted class at Walt Disney Magnet School. "We talk about all the experiences we've had in the classrooms. And the best part is, on the weekends, we go to the museums."

As the student teachers become a tight-knit group, over the course of a 16-week placement—most student-teaching placements are 12-15 weeks—they also become very close to their students.

"I have a big class here—31 students," said Bryan Townsend, also at Goudy. "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." Ashley Smith, who taught kindergarten plus reading for grades K-8 at Stockton Specialty School related much the same feeling as she stood on a playground where her students rushed up to see her. "I think the most surprising thing is actually getting to know the students and their backgrounds and how their living situations affect them at school," she said. "You have to keep that in mind when you're talking to them about a behavioral problem."

A couple weeks before her final day, Disney student teacher Kristina Standley could hardly speak when she related her feelings about leaving her students. "The one thing I didn't know about student teaching is that you are literally going to fall in love with your kids," she said, wiping away tears. "I have 30 students. I think about them, I dream about them, my boyfriend knows all their names — he knows what

A.J. did or what so-and-so did today in school. I just feel that having this longer placement allows you to get much more attached to your kids than anywhere else."

The IU student teachers uniformly said the longer placement, the welcoming faculty and staff at the CPS schools, and the preparation for their experience made it something special. Most said they planned to submit an application to find a permanent position in CPS. All said the experience has given them an advantage over peers looking for jobs.

"It prepares you to teach anywhere," Standley said. "I feel that I could be put in a charter school, a magnet school, a city school, a rural school. I feel after this I'm absolutely prepared to teach any kids anywhere."



PAT ROGAN

An elementary classroom in Guangzhou, China.

China driving growth for domestic and international language study

As China's power grows, U.S. and China making more effect to speak the other's tongue

During the summer at Indiana University's Bradford Woods outdoor center in Morgan County, Ind., a group of teachers provided a good illustration of the demand for Chinese language teaching skills.

Twenty from several states including Florida, Iowa, and Ohio, spent a week at the secluded facility before moving to the IU Bloomington campus for another week and a half, engaging in intensive study on teaching techniques. The third annual Chinese Pedagogy Institute is a project of the Center for Chinese Language Pedagogy (CCLP) within the College of Arts and Sciences. Teachers earned four to five graduate credits through the IU School of Education and could count the hours toward requirements for secondary teacher certification in Chinese.

The teachers' experience levels ranged from novice to slightly experienced. All are feeling the pressure to

meet a growing demand.

"It's growing really fast, and it's kind of hard to understand what we should all be doing unless we get together," said Tamula Drumm, a high school and middle school teacher in Akron, Ohio. She lived in China for seven years and has a master's degree in Chinese studies. But she changed careers to become a Chinese teacher a year ago. "Indiana University has a really great reputation for Chinese pedagogy, so when I saw the opportunity to come here, I was really excited," she said.

According to the American Council on Teaching of Foreign Languages, enrollment in Chinese language courses among primary and secondary students grew from 5,000 in 2000 to around 50,000 in 2007.

"I was told that every day there are 8,000 students studying Chinese in Chicago," CCLP director Jennifer Liu said.

"Imagine, given this number, how many teachers we will need."

"Chinese language instruction in the public schools in Indiana is the fastest growing world language — as it is in a number of states," said Heidi Ross, professor of educational policy studies in the School of Education and director of the East Asian Studies Center at IU. "Even in an economic downturn, there are large numbers of students we anticipate will want to take on the study of Chinese."

Ross said that in recent months she has noticed the uptick in requests for information about how to become a certified as a Chinese language teacher. The School of Education offers three routes to Chinese language teaching certification — through the "Transition to Teaching" program, the secondary graduate certification program, or "Community of Teachers."

Recognizing the demand for teaching Chinese language in Indiana's schools, Ross said an effort began across the IU campus to build up Chinese language instruction. "We want to help Indiana build a pipeline for Chinese language expertise," Ross said.

To that end, Ross said IU's Chinese language faculty has encouraged students to begin study as early as primary school. The School of Education has created a system to attract and prepare the best teachers for the language classes, in conjunction with the East Asian Languages and Culture Department. Through her role in IU's prestigious Chinese Flagship program Liu has been central in developing an accelerated Chinese language curriculum in that emphasizes best practices for teaching the Chinese language. "What IU does well is collaborate across units to make this happen," Ross said. "The College works with the School of Education, and the school works with the Pedagogy Institute and the East Asian Studies Center. That kind of partnership is relatively unusual."

"Indiana University is the site of national reform in Chinese language teaching for the public schools as well



Faridah Pawan

as colleges and universities," Ross said.

And as much as the school may be doing for teaching the Chinese language in the U.S., it is also involved in helping teach English in China. Last spring, Faridah Pawan, associate 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 — spent a month in China visiting and working with teachers of English as a Foreign Language (EFL). A School of Education grant funded her work to research China's efforts to reform its English language instruction. China's government has initiated "The Dragon Project," an effort to teach language through content that is a change from the previous method of teaching English in China.

"In the past it's been grammar translation," Pawan said. "But now, they're trying to inject more of the idea that language is also for learning and for thinking, not just for grammar translation."

Estimates vary greatly about how many Chinese actually can use or speak English. Some reports indicate more than 200 million may have some use of the language, while 10 million may actually speak it. Recent surveys have found little enthusiasm among China's students to learn English. China's Federation of Youth Groups polled 519 students in secondary schools and universities and found few speak with



Heidi Ross

native English speakers frequently. Just under a quarter of the students said they never read English newspapers and magazines. Just over a fifth said they did not browse English Web sites.

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."

Prior to her visit, Pawan hosted Wenfang Fan, professor in the Department of Foreign Languages at Tsinghua University in Beijing, whom the government has selected to head the massive English-teaching reform effort. Fan toured several Bloomington schools during a two-week stay. She observed how United States English as a Second Language (ESL) teachers taught English to non-native speakers by using English. "Here all the teachers are native speakers of English," Fan said. "Our teachers, most of them don't have a high degree (of fluency), even as English majors."

The purpose of Fan's visit was to help her understand how U.S. teachers approach teaching English to non-native speakers who are trying to gain fluency. "The goal is to have her understand the context of instruction, the types of ESL students that we have, the types of teachers that we have and the back-

grounds they bring into the classroom," Pawan said.

"We need systematic teacher training," Fan said. "In China, English is mainly learned in classrooms. So teachers make a difference."

Pawan spent her trip visiting around 10 schools, visiting with teachers and giving talks about teaching English as a foreign language. What she hoped to get across to the Chinese teachers was that there is no one best way to teach a language and that responsive teaching

is what always makes the difference. This means that teachers should "take ownership" of their classrooms. That ownership which is based on their knowledge of the local contexts, students' abilities and interests, is part of their confidence and their expertise as teachers," Pawan said. "We take pride in the sense that our teachers can do that. The classroom is theirs."

But it was clear to Fan that a change in China's classroom English instruction would require some significant shifts to

meet the U.S. model. She noted ownership in Jenny Noble-Kuchera's class at Bloomington's Binford Elementary meant a lot of personal interaction with each of her 10 students. "Teachers do take care of students one-on-one, individually," she said of her observation. "That's a very special phenomenon. In China, we have very big classes. It's not possible to deal with one, one-on-one."

Exchange between Chinese University and the SOE at IUPUI begins in February



SARA HALL

This spring the first student from the IU School of Education at IUPUI will become a student teacher at a Chinese elementary school as part of a new exchange program with a university in China. Sara Hall, an elementary education major and president of the Education Students Advisory Council, leaves in February

to spend a couple of months in Guangzhou, China. Hall's visit is the start of an exchange of education students between the IU School of Education at IUPUI and Sun Yat-sen University.

"I will be teaching English and American culture," Hall said. She said she'll either be in a kindergarten or first grade classroom. While Hall said she doesn't speak Chinese and her students there are not fluent in English, she said that's part of the point. "The Chinese believe that immersion and having a native speaker is the best way for their students to learn English," she said.

The School of Education partnership continues a strategic partnership between IUPUI and Sun Yat-sen University established in 2007. Executive Associate Dean Pat Rogan and Dr. Chris Leland, a faculty member in the department of Literacy, Culture, and Language Education, traveled to Guangzhou in September to firm arrangements for Hall's visit.

Rogan said the exchange has a lot of potential for both sides. "Sun Yat-sen University is interested in sending students to become Chinese teachers. There is a growing

need for Chinese teachers in Indianapolis and the U.S.," she said. "We're also working on joint graduate degree programs."

An administrator from Sun Yat-sen also sees benefit for Chinese grade school students. "In China, all the students study English from kindergarten," said Huang Wei, director of the Institute for Studies in Education at Sun Yat-Sen. Wei spent a week at IUPUI in October. Aside from the help Chinese students will get in learning English, Wei expects Chinese university students to gain valuable teaching knowledge when they come to the U.S. "They can learn some fresh ideas and learn the new system and the new science and technology and come back and serve the country."

Wei said while China wants to preserve much of its traditional, somewhat rigid teaching style in schools, it can learn much from how American students are taught to be creative. "They want their students to have the practical abilities and they want to improve their critical thinking skills. This is where your country does very, very well."

For Hall, the experience is one she hopes will help shape her teaching career. Hall hopes to teach overseas after earning her degree, possibly working for one of the U.S. Department of Defense schools that dot the globe. But she plans to return home to Indiana, where she thinks her knowledge of what it's like to be in an unfamiliar place where she doesn't speak the language can only help.

"Nothing will help me relate to my English as a second language students more than this experience," Hall said.

Class Notes

Before 1960

Adolph F. Winter, BS'39, is 92 years old and is a retired CEO for Sedwall Manufacturing Co., a tool-and-die equipment company in St. Charles, Ill. He lives in Wheaton, Ill.

William H. Carr, BS'50, a retired broadcasting and publishing executive who worked on *TV Guide* from its inception, writes, "My wife, Jacquelyn (Mead), BM'51, passed away on Oct. 22, 2003, after 52 wonderful years together. We have two children, a daughter and son four years apart." Carr lives in Eugene, Ore.

James E. Rady, BA'51, MS'61, is a retired U.S. Army major and a former educator who worked as a teacher and administrator in Indiana. In 2008, Xulon Press published his novel *Love Finds A Way*, which follows a young Union soldier as he struggles to survive the American Civil War. Rady lives in Lima, Ohio.

Virgil J. Wise, EdD'59, of Sun City, Ariz., retired from the University of Wisconsin-White-water in 1980 as a professor emeritus. He turned 92 in May and still likes to play golf.

1960s

Mary Jo Hilt Jacobs, BS'63, of Chicago, writes that she has retired from George H. Corliss High School, having taught in the Chicago Public School system for 40 years.

Melba Brown Lee, BS'63, MS'69, has retired from the Gary Community School Corporation. She and her husband, William, who retired as director of admissions and financial aid at IU Northwest, have two children, Michele Lee, BS'89, and Camille Lee, BS'92, MS'94, JD'99. Melba and William live in Hobart, Ind., Michele lives in Seattle, and Camille lives in Chicago Heights, Ill.

IUPUI SPEA faculty member, Sheila Suess Kennedy, BS'64, JD'75, recently published *Distrust American Style: Diversity and the Crisis of Public Confidence*. In the book, the author discusses recent research suggesting that Americans have become less trusting of each other and she connects growing levels of distrust to loss of faith in social and governing institutions. Kennedy, whose previous books include *What's a Nice Republican Girl Like Me Doing in the ACLU?*, is a professor of law and public policy at the School of Public and Environmental Affairs at IUPUI. She lives in Indianapolis.

Larry R. Newton, BS'64, writes, "I am doing industrial hygiene and safety teaching on the IU Bloomington campus." He and his wife, Elizabeth (Harper), '64, live in Ellettsville, Ind.

Clyde I. Payne, MAT'64, EdD'79, is dean of the School of Education at Dowling College in Oakdale, N.Y., where he lives.

Before retiring in 2007, **Gay Glasscott**, BS'66, spent 38 years as a teacher and guidance counselor. She has two daughters, Kate Lawson, a Boston attorney, and Jennifer Lawson, BA'93, a pediatric occupational therapist, who lives in Dallas. After attending daughter Kate's marriage to her partner, Meredith, Glasscott decided to become a celebrant and pursued training through the Celebrant Foundation in Montclair, N.J. She graduated in May and, through her business, Tri-State Unique Ceremonies, now performs weddings, commitment ceremonies, civil unions, vow renewals, and pet-life celebrations in Ohio, Indiana, and Kentucky. As part of her training, Glasscott, who lives in Cincinnati, is also licensed as an interfaith minister. She runs a Web site at www.tri-stateuniqueceremonies.com and can be contacted at gaybeecat@aol.com.

William J. "Joe" McFarland, EdD'66, is president emeritus of Geneva College, a private liberal arts college located in Beaver Falls, Pa. His autobiography, *My Time on the Clock: The Shaping of a College President*, was published by Outskirts Press in 2008. The book outlines McFarland's experiences growing up during the depression as a minister's son in Western Kansas; his military service as a cryptographer in Korea; a 40-year career in education; and 50 years of officiating high school and college football. McFarland lives in Topeka, Kan., and can be reached at joromcf@sbcglobal.net.

The Center for Women and Families in Louisville, Ky., has chosen **Kathleen Wallace Smith-Andrew**, BS'66, as one of five 2009 Women of Distinction. The center works toward the elimination of domestic violence, sexual violence, and economic hardship through service, education, and advocacy. Smith-Andrew, who lives in Nineveh, Ind., is the associate director for state relations with the IU Office of Public Affairs and Government Relations in Bloomington. She was honored at a special reception and dinner in Louisville in February.

Cornelius "Neil" J. Troost, EdD'66, is a retired professor of education living in Tampa, Fla., with his wife, Olga, and son, Jonathan. He writes, "My primary hobby is writing and my most recent book is *Apes or Angels? Darwin, Dover, Human Nature, and Race*. The book is available from Amazon.com [under] the name Cornelius J. Troost. It has been endorsed by several renowned scientists and should interest those who reflect on issues involving human evolution.

Linda Samson Hoffman, BS'67, MS'68, is a certified health coach for Take Shape for Life, a weight-loss and long-term health program. She and her husband, Craig, BA'67, MD'70,

work together to help individuals achieve and maintain optimal health. Craig can be reached at neverhungry@teamstfl.com. The couple lives in Sarasota, Fla.

William D. Curtis, MAT'68, is a high-school teacher and coach in Olympia, Wash. He has taught Latin for 37 years, and coached high-school baseball and basketball for more than 20 years. Curtis has led teams to the state's knowledge bowl and academic decathlon, achieving eight state championships. He lives in Lacey, Wash.

In June, **Harold D. "Pete" Goldsmith**, BA'68, EdD'75, was named dean of students and vice provost for student affairs at Indiana University Bloomington. He replaces Dick McKaig, who retired after a 38-year career at IU. Goldsmith had served as vice president for enrollment management and student affairs at Kent State University since 2003 and had previously worked as a student affairs administrator at Indiana University of Pennsylvania, and Michigan State and Old Dominion universities.

Georgia Abbitt Lucas, BS'68, a former ESL teacher and coordinator of federal projects at Indian reservation schools, has published *The Hanging of Hiram the Hoss*, a historical novel that centers on the 1850-51 trial and hanging of Hiram Bland in Greene County, Ind. Profits from the book go to fund literacy programs. For more information, go to www.betterworld.com. Lucas lives in Mesa, Ariz.

Stanley V. "Van" Bialon, BME'69, MS'70, writes, "[I have] retired from School City of Hammond, Ind., where I was director of bands. While I was a junior in high school I started attending IU in the IU Collegiate Music Program [at age] 16. I was taking freshman as well as master's level conducting classes. It was a great experience. Later, I was in the IU Jazz Band under Jerry Coker, playing piano. I paid for my college experience by playing in various small music groups on the IU campus, the Stardust, and the Village Inn, and in a Dixieland band, at the Oaks, in downtown Bloomington. My music supported my education. [I recently moved] to upper mid-Minnesota [and have] joined a professional rock band. I am enjoying fishing and was elected as president of Ruth Lake Association. I also perform water-quality tests and am a member of Loon Watch for the Minnesota Department of Natural Resources. Bialon lives in Emily, Minn.

1970s

James W. Brown, MS'70, MBA'75, PhD'77, executive associate dean of the Indiana University School of Journalism at IUPUI, received the Robin F. Garland Educator Award from the National Press Photographers Association

at its national convention in Las Vegas, Nev., in June. The award was given for outstanding service as a photojournalism educator. In April, Brown was inducted into the Indiana Journalism Hall of Fame and he was named a “Distinguished Hoosier” by Governor Mitch Daniels in May. Brown has received numerous other awards during his long career as a photojournalist and teacher. His most recent book, *Long Journey Home: Oral Histories of Contemporary Delaware Indians*, co-edited with Rita Kohn, is illustrated with his photographs. The book, published by Indiana University Press, was chosen as Best Non-Fiction Book of 2008 by the Indiana Society of Professional Journalists. Brown lives in Fishers, Ind.

Randy C. Barrett, BA’71, MS’76, has retired as superintendent of Eastern Greene County (Ind.) Schools after a 37-year career in education. He and his wife, Alice, live in Bloomington, Ind.

Rollin M. Kocsis, BS’71, is an art teacher and artist who lives in Memphis, Tenn. His work has appeared in exhibitions, galleries, and competitions around the country. Kocsis is represented by Maison Rouge Gallery in Chicago.

In March, **Richard H. Morley**, BS’71, was named executive director of the Mt. San Antonio College Foundation in Walnut, Calif. The college, he writes, is the largest single-campus community college in the state with more 65,000 students and more than 1 million alumni. Morley served as interim director of the foundation for the past year and previously served as director of development for Community Care Health Centers, a not-for-profit health-care provider in Orange County, Calif. He lives in Signal Hill, Calif.

Edward A. Poole, EdD’71, is an author, storyteller, consultant, success coach, trainer, and the founder and president of Lessons For Your Journey. His most recent book, *Lessons from Empowering Leaders: Real Life Stories to Inspire Your Organization Toward Greater Success*, was released by Morgan James Publishing in May. Poole lives and works in Boone, N.C.

Stephen J. Sternberger, BS’71, is president and founder of Sternberger Consulting Group in Alpharetta, Ga. The firm specializes in providing advice and guidance to insurance companies in the areas of advance sales, product tax, and sales compliance. Sternberger has worked in the insurance industry for more than 35 years and is a nationally recognized expert, author, and public speaker on legislative, tax, and regulatory issues affecting insurers and their representatives. He lives in Alpharetta.

Bonnie Watson Gilson, BS’72, celebrated 35 years of teaching music in 2008. She lives in Allendale, Mich.

In November 2008, **Kathleen G. Lucas,

BS’72, JD’78, was selected as a recipient of the Indiana Business Journal’s Influential Women award for 2008. The award recognizes local women in a variety of industries who have demonstrated professional excellence and leadership in their careers and community service. Lucas is an attorney with the law firm Bose, McKinney & Evans in Indianapolis and her practice focuses on environmental law, administrative law, and general representation before state and federal agencies. She lives in Greenwood, Ind.

Barbara White Shoup, BS’72, MS’76, is the co-author of *Novel Ideas: Contemporary Authors Share the Creative Process*, published by the University of Georgia Press. The book provides an introduction to the writing process and presents in-depth interviews with successful novelists. Shoup has written six novels, including *Everything You Want*. She is an associate faculty member in the School of Liberal Arts at IUPUI and director of the Writers’ Center of Indiana. Shoup lives in Indianapolis.

****Julie Chih Staresnick**, BA’72, MS’73, is a school psychologist with Hamilton-Boone-Madison Special Services in Carmel, Ind. The Indiana Association of School Psychologists awarded her the Liam Grimley Lifetime Achievement Award in October 2007. Staresnick lives in Indianapolis.

****Irene Swiss Zeidman**, BS’72, has retired after 34 years as a teacher in the Chicago Public Schools system. She lives in Northbrook, Ill., with her husband, Allan. Zeidman’s son, Lawrence, is a neurology fellow at Rush University Hospital in Chicago.

“After 20 years of Capitol Hill advocacy in [Washington] D.C.,” writes **Brian R. Hinman**, MS’73, “[I am] back in the field of education as director of logistics of the National Institute for School Leadership. NISL certifies K-12 school principals in five states and 26 school districts around the USA.” Hinman lives in Washington, D.C.

Ellen Tamaki Stevens, MS’73, taught at Schurr High School in Montebello, Calif. She retired at the end of the last academic school year. Her husband, Errol, BA’66, MA’70, PhD’78, is retired as head of the Department of Archives and Special Collections at the Charles Von der Ahe Library of Loyola Marymount University in Los Angeles. The couple lives in Rosemead, Calif.

Daniel R. Wilson, MS’73, works for the IUPUI library. His wife, Kathryn, MA’76, PhD’76, has been appointed assistant vice chancellor for research in the IUPUI Office of the Vice Chancellor for Research. The couple lives in Zionsville.

Karen Barna Petsovich, BS’74, MS’79, is a teacher for Lake Michigan Catholic Schools in St. Joseph, Mich. She writes, “My husband

and I are grandparents and enjoy running 5Ks, 10Ks, and half marathons. Our goal is to run our first full marathon.” Petsovich lives in Bridgeman, Mich.

Carole Bernstein Shmurak, PhD’74, is a professor emerita at Central Connecticut State University in New Britain, where she teaches a course in the history and philosophy of education. Prior to joining CCSU, Shmurak was a chemistry and biology teacher in private schools in New York and Connecticut for 20 years. She is the author of ten books, including *Deadmistress* and *Death by Committee*, featuring professor and sleuth Susan Lombardi. Shmurak’s third Lombardi mystery, *Death at Hilliard High*, set in a large suburban Connecticut high school, was published in September. Under the pseudonym Carroll Thomas, she is the co-author of the Matty Trescott young adult novels, one of which (*Ring Out Wild Bells*) was nominated for the Agatha for best young adult mystery of 2001. She writes, “All of my mysteries have been set in schools after a lifetime spent teaching.” Shmurak lives in Farmington, Conn.

In April the National Association of Educational Procurement named **Karin Bengtsson Coopersmith**, BA’75, MS’79, its District IV board representative. The NAEP’s membership is limited to purchasing staff in colleges, research institutions, hospitals, and K-12 schools. Coopersmith is assistant director of purchasing at IU Bloomington, where she is responsible for the procurement of furniture, office equipment, musical instruments, art and theater products, and for the solicitation of conferences and events. She and her husband, **Steven**, ’75, live in Bloomington.

Laura Mathys Gardner, BS’75, who began her 35th year with the West Clermont (Ohio) Local School District on Aug. 19, writes, “My husband, Dave, and I recently partnered in a fishing charter business, www.eriegator.com in Oak Harbor, Ohio, and purchased a summer home there.” Gardner lives and works in Cincinnati.

Three IU School of Education alumni were among the eight school superintendents named 2009 district superintendents of the year by the Indiana Association of Public School Superintendents. **Kevin M. Caress, BA’76, EdD’89, superintendent of Community Schools of Frankfort, was named Superintendent of the Year for North Central District III; **Robert E. Schmielau**, MS’75, EdS’80, a retired superintendent of Seymour Community Schools, was named Superintendent of the Year for Central District V; and **Steven L. Yager**, EdS’84, superintendent of Northwest Allen County Schools, was named Superintendent of the Year for District II. Caress lives in Frankfort, Schmielau lives in Seymour, and Yager lives in Fort Wayne.

****Connie Jones Dillman**, MS’76, is the executive director of Tangram in Indianapolis. The organization, formerly known as Independent Residential Living, supports more than 200 people with disabilities living in their own homes in Central Indiana. Dillman lives in Indianapolis.

In 2008, **Lu Ann Brobst Staheli, BS’76, was named Utah’s Best State Educator at K-12 level. She has taught English, writing and reading at Payson Junior High School in Payson, Utah, for the past 24 years. Staheli earned a master’s degree in instructional technology from Utah State University in May 2008. She taught English and psychology at Rockville Senior High School in Rockville, Ind., before moving to Utah. During her 29 years as a teacher, Staheli has shared her love of reading and writing with over 4,000 students. “Once my student, always my student,” is her philosophy. An author, editor, screenwriter and writing coach as well as a teacher, Staheli lives in Spanish Fort, Utah.

Robert B. Cummins, BS’78, MS’81, MBA’88, and his wife, Kathryn (Stasny), BA’78, recently moved to Bloomington, Ind., and have been enjoying the city and all it has to offer. Kathy has been a freelance book and journal manuscript editor for 15 years and has completed some 70 books for clients from Mississippi to Alaska, mostly on topics in anthropology. Bob recently retired as senior vice president of human resources for Robert Bosch LLC, and currently serves as a member-at-large on the IUAA Executive Council.

1980s

Brenna Brown Burnette, BS’80, is a kindergarten teacher at Don Callejon School in Santa Clara, Calif. She received a master’s degree in education administration from San Jose State University in 2003. Before moving to California, she lived in Germany, Colorado, Hawaii, Maryland and Korea. At IU Burnette served as Recreational Sports secretary. She is the mother of three adopted daughters and lives in Santa Clara.

After leading Indiana’s No. 1-ranked Lady Giants to a 30–0 record, Ben Davis High School girls’ basketball coach **Stan Benge**, MS’81, was named USA Today Coach of the Year. The season included a thrilling 71–69 state title-winning game against South Bend Washington in Indianapolis in March. “It was a storybook ending, Benge says. “The No. 1 and No. 2 teams — not only in the state but in the country — both teams undefeated, in the Lucas Oil Stadium. And then it [came] down to the last possession of the game. You couldn’t have scripted it any better.” In addition to the USA Today award, Benge was selected as the 2009 Naismith Na-

tional High School Girls’ Coach of the Year and was chosen to coach the Indiana Girls’ All-Star team in June.

****Barry D. Willis**, EdD’81, is associate vice president for educational outreach at the University of Idaho. He also serves as associate dean in the College of Engineering and is a professor of engineering management. Willis serves on the Science Support Advisory Board of the United States Antarctic Program. He lives in Moscow, Idaho.

Timothy A. Franklin, BS’83, has been appointed Louis A. Weil Jr. Endowed Chairman of the IU School of Journalism. He is also the director of the new National Sports Journalism Center at IUPUI. Franklin was formerly the editor and senior vice president of the Baltimore Sun. He served as a jurist for the Pulitzer Prize in 2006 and 2007 and has been editor of the *Orlando Sentinel* and the *Indianapolis Star*. Franklin also spent 17 years as a reporter and editor at the *Chicago Tribune*.

In March, **Gerald W. Cockrell**, EdD’84, professor of electronics and computer technology at Indiana State University, received an honorary doctorate from the St. Petersburg State University of Aerospace Instrumentation in Russia. In addition to teaching, Cockrell also serves as the 2009 president of the International Society of Automation. He lives in Terre Haute, Ind.

Robert J. Klitzman, EdS’84, EdD’91, is in his 23rd year as superintendent of schools for Eastern Pulaski Community School Corp. in Winimac, Ind., where he lives.

****Connie J. Koch**, BS’84, MS’89, is a second-grade teacher at Shawswick Elementary School in Bedford, Ind., where she lives. She serves on the board of trustees of Bedford Public Library.

In the fall 2008, **Constance Gray Deuschle**, BGS’88, MS’91, EdD’99, joined Valparaiso (Ind.) University as a visiting assistant professor in the Department of Psychology. She had previously provided consulting services in educational programs, team building, and international education to the Indiana Department of Education and various schools. Deuschle is a former assistant professor of counseling and human services at IU South Bend and a past president of the Indiana Counseling Association. She received the association’s Irene Cutter Distinguished Service Award in 2007. Deuschle lives in Goshen, Ind.

****Kathleen Mills**, BA’88, MS’00, is an English and journalism teacher at Bloomington (Ind.) High School South. She is a frequent contributor to the *Indiana Alumni Magazine* and other publications. Mills lives in Bloomington.

Kathleen Gustafson Byers, PhD’89, has been named national chair of Influencing State Policy, a collaboration of social-work educators

that serves to assist faculty in teaching students how to influence the state social welfare policy-making process. Byers is director of the undergraduate social work program in the IU School of Social Work in Bloomington and co-director of the Institute for Family and Social Responsibility. She lives in Bloomington.

Mark D. Robinson, BGS’89, MS’94, is vice chancellor of student development at City College of San Francisco. He recently received two prestigious higher education recognitions. In summer 2008 Robinson was admitted to Harvard University’s Institute for Educational Management. He also received an American Council on Education fellowship for the 2008–2009 academic year. An I-Man in basketball at IU, Robinson was part of the Big Ten championship team in 1989. He lives in San Francisco.

****Judith Contreni Scott**, BS’89, is the author of *Out Came the Sun: A Family’s Triumph Over a Rare Genetic Syndrome*, a memoir chronicling her family’s experiences raising a child with severe disabilities. The book is available online at Amazon and other booksellers, as well as through the publisher, Academy Chicago. Scott lives in Ellicott City, Md.

1990s

****Patricia Carver Efiom**, BA’91, MS’95, senior pastor at the Bethel African Methodist Episcopal Church in Bloomington was one of four IU alumni selected to participate in the Wabash Pastoral Leadership Program. The two-year program, based at Wabash College in Crawfordsville, Ind., is designed to help Indiana ministers develop the leadership skills necessary to take on greater roles in their communities. The three other Indiana-based ministers are Kent A. Ellett, BA’89, of Indianapolis, the pastor of Speedway Church of Christ; Dennis E. Lafoon, BA’93, senior pastor of the Bethel African Methodist Episcopal Church in New Albany; and Daniel J. Walker, BA’95, the associate minister at the Meridian Street United Methodist Church in Indianapolis.

****Duane S. Nickell**, EdD’92, is the author of *Guidebook for the Scientific Traveler: Visiting Astronomy and Space Exploration Sites Across America*, published by Rutgers University Press in 2008. He is a teacher at Decatur Central High School in Indianapolis, where he lives.

****Michael A. Farley**, MS’94, is the assistant dean of college relations at Stetson University College of Law in St. Petersburg, Fla. He is responsible for alumni relations and development efforts for the law school. Farley, who joined Stetson in 2005 as associate director of student life, also previously served as assistant dean of student life at the school. He lives in St. Petersburg.

****Thomas R. Benjey**, PhD’95, is the author of *Doctors, Lawyers, Indian Chiefs* which

explores the lives of a group of Native American men from the Carlisle, Pa., area who contributed to high school, college, and professional football. Benjey lives in Carlisle.

Matthew S. Donovan, BS'95, MS'97, of Bloomington, Ind., has been recognized as one of Training magazine's international "Top Young Trainers" for his contributions to the training industry. The award recognizes outstanding talents, accomplishments, and leadership of training professionals under the age of 40. Donovan, who was featured in Training magazine's May 2009 issue, is vice president of Option Six, a Bloomington-based training company that includes among its clients Microsoft, Toyota, and Prudential.

Tabitha Mickelson Cross, BS'96, MS'01, has earned the American Society of Association Executives' Certified Association Executive credential, the highest professional credential in the association-management industry. Cross is director of professional development for the Indiana Pharmacists Alliance, where she develops continuing-education programs for pharmacists, administers the association's continuing-education accreditation program, and serves as managing editor of the association's quarterly magazine and newsletter. She lives and works in Indianapolis.

In September 2008, **Thomas W. Haywood, BS'97, an eighth grade social studies teacher at Indian Creek Middle School in Trafalgar, Ind., was named Indiana History Teacher of the Year by the Gilder Lehrman Institute of American History and Preserve America. Haywood serves as the eighth grade team leader, editor of the newsletter, and Student of the Month coordinator, and also coordinates the annual Civil War Days student living history event and the annual Living History Museum Time Line event. The History Teacher of the Year award is designed to promote and celebrate the teaching of American history in classrooms across the United States. It honors one exceptional K-12 teacher of American history from each state and U.S. territory. Haywood lives in Nineveh, Ind.

In February, **Joyce Briggs Lantz, MS'97, was named vice president of Richard Harrison Bailey/The Agency, an educational marketing and consulting firm. She is based in the company's South Bend, Ind., office. Lantz has 15 years experience in higher education enrollment and marketing and previously served as associate director of admission at St. Mary's College, Notre Dame, Ind., director of undergraduate admission at Valparaiso University, and regional director at Alloy Education. She lives in Chesterton, Ind.

****Jennifer Houser Kalb**, BS'98, is a mild disabilities teacher at Goshen (Ind.) High School. She received a master's degree in vo-

catational rehabilitation counseling from the University of Wisconsin-Stout in May 2005. Kalb lives in Middlebury, Ind.

****Angela J. Nealy**, MS'98, is president of DJ Center of Youth Inc., a not-for-profit organization, which she co-founded with another IU alumna, Devina J. Jani, Cert/BS'03, MSW'05. Nealy lives and works in Indianapolis.

Douglas A. Feldmann, PhD'99, is an associate professor in the College of Education at Northern Kentucky University in Newport, Ky., and a part-time scout for the Cincinnati Reds baseball team. He has written seven books on baseball history, including *The 1976 Cincinnati Reds*, published in 2009 by McFarland and Co. He married Angeline Mallory, a high school English teacher, in November 2008. The couple lives in Fort Mitchell, Ky.

Hilary Ward Widdifield, BS'99, completed an MFA degree in theatre from the University of California, San Diego in 2007. She currently works as an actress for Chalk Repertory Theatre, a company she co-founded along with four other graduates of the UCSD MFA Theatre program. Widdifield lives in Sherman Oaks, Calif.

2000s

Five IU alumni teach at the same elementary school in the Chicago suburb of Highwood, Ill. Oak Terrace Elementary School includes among its staff members **Jamie Bernardi DiCarlo**, BS'00, of Libertyville, Ill., a special-education and gifted-education teacher; Sarah E. Pritz, BA'01, of Rockford, Ill., a special-education teacher; Wendy Sheinin Larsen, BS'98, of Glenview, Ill., an ESL and gifted-education teacher; Peter G. Samaris, BA'99, of Evanston, Ill., a fourth-grade dual-language teacher; and Jessica L. Goldner, BS'05, of Chicago, a fourth-grade teacher. DiCarlo writes, "We have all been teaching together for several years. Oak Terrace Elementary serves 550 children, grades K-5, with dual-language problems. More than 50 percent of the school's population has Spanish as its primary language. Several of us have completed or are working on first or second advanced degrees while teaching. This is a place where the IU spirit lives!"

In April, **Mary E. Hays**, MS'00, a mental health counselor from Southport, Ind., completed the 2009 Boston Marathon along with her 80-year-old father, Marc. This was the sixth marathon they have run together, and they finished the 26.2-mile course in 6 hours and 27 minutes. According to Indianapolis Star reporter Barbara L. Berggoetz, BA'73, MA'79, who also ran the marathon, father and daughter were easy to spot: "He [wore] his 'Indiana Dad' T-shirt, and she [wore] her 'Indiana Daughter' T-shirt." Hays's father, who began running mar-

athons at the age of 60, has competed in 34 so far. Other IU alumni who completed this year's Boston Marathon include Matthew R. Gutwein, BA'85, JD'88, of Indianapolis, president and CEO of Health and Hospital Corp. of Marion County; Stephen B. Mason, MD'98, an Indianapolis doctor; and Indianapolis dentist, John W. Stewart, DDS'01.

Adam R. Hile, BS'00, writes, "I am now the mathematics instructional officer for the Klein Independent School District in Houston, Texas, in charge of the K-12 Math Program." Hile lives in Houston.

In November 2008, **Christopher A. Kates, BS'00, a 5th-grade higher-ability language arts and social studies teacher at Avon (Ind.) Intermediate East School, received a \$25,000 Milken National Educator Award. Recipients of the award are regarded as being among the top 1 percent of teachers in the nation. District superintendents nominate candidates and nominees are then chosen by a state committee. The Milken Foundation chooses about 80 winners across the nation. All recipients attend an annual conference in California and become lifelong foundation members. Kates lives in Indianapolis.

****Christopher J. Kempf**, BA'00, MS'07, is a school counselor at Mooresville (Ind.) High School. He and his wife Cara have a son, Noah, who was born in 2008. Kempf lives in Indianapolis.

****Michelle D. Bernstein-Haro**, BS'02, MS'04, is director of residential education and assessment at New Mexico State University in Las Cruces. She and her husband, Juan, who is director of the Orientation Center for the Blind in Alamogordo, N.M., were married on Dec. 6, 2008. Their marriage was broadcast on the TNT television network reality show, *Wedding Day*, on July 11 2009. The episode can be viewed online at <http://www.tnt.tv/dramavision/?cid=39824>. The couple lives in Alamogordo.

Pamela Baldger King, MS'02, was recently promoted to program manager for Arts and Sciences at Southwest Florida College in Fort Myers. She teaches mathematics and science and volunteers for the American Cancer Society. King celebrated her first wedding anniversary in May. She lives in Cape Coral, Fla.

****Jennifer M. Peters**, MS'02, is vice president and community marketing director for Old National Bancorp in Terre Haute, Ind. She leads the community marketing team, developing, managing, and executing region-based strategies, initiatives, events, campaigns, and partnerships that support Old National's corporate goals and objectives. Peters also leads the marketing efforts for Old National's Central region. She lives in Terre Haute.

Leah Cece Bunger, BA'04, MS'06, is a counselor for Eastern Greene (Ind.) Schools. She writes, "I am working in a grant position called Communities C.A.N.-Project Success. It is a three-year, federal-grant position in Greene County that places a counselor in each of the five schools to help reduce alcohol abuse, binge drinking, and change parent and community perception of these. I work with "at-risk" kids on a variety of issues, not just related to alcohol and substance abuse issues. It definitely keeps me busy!" Bunger's husband, Andrew, BA'05, is an attorney with the law firm Bunger & Robertson in Bloomington, practicing in the areas of real estate, civil litigation, and general practice. The couple lives in Bloomington.

Brian A. Estrada, MS'04, is senior assistant director of admissions for Dartmouth College in Hanover, N.H. He lives in West Lebanon, N.H.

Dawn M. Smith, BS'04, is a kindergarten teacher at Greenbriar Elementary School in Indianapolis.

Mary Bier Grinstead, BS'05, of Kokomo, Ind., writes that she married Jared Grinstead in June 2008 and began working on a master of education degree at IU Kokomo in the fall of 2008. She is a first-grade teacher at Western Primary School in Russiaville, Ind.

Lauren E. Morrill-Ragusea, BA'05, MS'08, writes, "I have just been hired as a program trainer in the Posse Foundation's Boston office. I will be selecting talented Boston public school students, providing them with pre-collegiate support and leadership development, and advising and supporting them through their college experience." Founded in 1989, Posse partners with colleges and universities to provide four-year, full-tuition scholarships for students with outstanding academic and leadership potential who may be overlooked by traditional college selection processes. Morrill-Ragusea's husband, Adam, works for radio station WBUR, Boston's NPR affiliate, where he is the associate producer of the show, *Radio Boston*. He pursued graduate work in composition at the IU Jacobs School of Music and is a former assistant news director of WFIU. The couple lives in Cambridge, Mass.

Sara Lane Pope, MS'05, is the director of marketing and events for Inn by the Bandstand in Exeter, N.H. The inn is a historic home and lodging establishment that dates back to 1809. Pope and her husband, Adam, welcomed their first child, Jack Samuel, on Jan. 15, 2009. The family lives in Kingston, N.H.

Daniel Pascoe Aguilar, MS'06, is executive director of career services for Seattle University. His wife, Sari, PhD'08, is executive director of Communities in Schools of Renton (Wash.), a not-for-profit organization that serves to sup-

port the academic success of students in the Renton School District. The couple lives in Renton.

Mark W. Gathmann, BS'06, of Pinon, Ariz., is a teacher at Pinon Accelerated Middle School. He writes, "I miss Bloomington."

Sara L. Jahansouz, MS'06, has been named assistant dean of students at the University of Tennessee at Chattanooga, where she is also pursuing a doctoral degree in learning and leadership. She lives in Chattanooga.

Jill J. Plunk, BS'06, has published *Elsa Magda Val My Imaginary Pal* under her pen name, Jill Jana Marie. She is also the author of two other children's books, *Zoo Rendezvous* and *Balloon Blessing*. Plunk's foundation, Heightened Horizons, donates 10 percent of the sales of each of her books to children with special needs. Her Web site www.heightened-horizons.com includes educational games for children of all ages and lesson plans for K-5 teachers. Plunk lives in Estero, Fla.

****Amy M. Scheeringa**, BS'06, was one of 19 finalists for the Kohl McCormick Early Teaching Awards. Five awards were presented to educators who work with children between birth and age eight at a luncheon ceremony in Chicago on June 2. Scheeringa teaches at Our Lady of Guadalupe in Chicago and lives in Highland, Ind.

Ashley Rundle Risinger, BS'07, is a teacher at Hawfields Middle School in Mebane, N.C. In December, she married Seth M. Risinger, BS'08, who teaches at Northwood High School in Chatham County, N.C. The couple lives in Durham, N.C.

Lauren A. Sturgis, BS'08, is in her second year as a grades K-2 special education teacher at Orchard Park Elementary School in Carmel, Ind. The former IU cheerleader also coaches cheerleading at Indiana Elite All Stars in Noblesville, Ind., and coaches the junior varsity cheerleading squad at Hamilton Southeastern High School in Fishers, Ind., where she lives.

Paul E. York, BA'06, MS'08, is residential life coordinator at Colorado College in Colorado Springs, where he lives. He writes, "I get to enjoy incredible vistas, hiking, skiing, and more in an amazing place."

The editors gratefully acknowledge the assistance of the Indiana University Alumni Association in compiling class notes.

To submit information:

Write to the Alumni Association at 1000 E. 17th St., Bloomington, IN 47408, or visit the IUAA on the Web at www.alumni.indiana.edu.

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The School of Education gratefully acknowledges individuals and corporations that made gifts during the past fiscal year. Following is a list of Dean's Fellows – those donors who generously gave \$100 or more. Although limited space does not allow us to include the names of the many generous contributors who provided contributions of less than \$100, we thank them for helping us further our mission.

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History, Education faculty improve teacher content knowledge through programs in two states

New program underway this fall in Indiana, continuing collaboration in Alabama



Tom Brush

Faculty members from the Indiana University School of Education and the College of Arts and Sciences are beginning newly-funded projects to enhance the teaching of U.S. history in schools thanks to grants from the U.S. Department of Education. The grants are each from the "Teaching American History" program, which the department



Lynne Boyle-Baise

describes as a program designed "to raise student achievement by improving teachers' knowledge and understanding of and appreciation for traditional U.S. history." The grants go directly to school districts around the country.

The Monroe County Community School Corporation (MCCSC) received a \$497,917 grant over three years. Marilynne Boyle-Baise, professor of curriculum and instruction, James Madison, professor of history, and Pat Wilson, social studies chair at Bloomington High School North are co-directors of the project. The effort, called the "History Educators Project," brings together faculty from the College of Arts and Sciences and the School of Education, along with staff from the Monroe County Historical Society, to work with a group of selected 30 MCCSC teachers over three years. "There are 3 goals," Boyle-Baise said. "To enhance the teaching of traditional U.S. history, to promote innovative teaching practices, and eventually to raise student achievement."

"The heart of the grant and what we will be doing with the half-million is putting a dozen IUB historians in workshops with lo-

cal school history teachers over the next three years," Madison said. An important aspect of the grant is the translation of historical knowledge into engaging teaching practices.

The collaboration builds on a history of partnerships between the School of Education and the College of Arts and Sciences, including the 21st Century Teachers Project, which focuses College and School of Education faculty on teaching courses to help K-12 teachers better deliver content to their students.

"This innovative three-year professional staff development model is a dream come true," Wilson said. "Providing teachers with the additional tools and knowledge to promote conceptual thinking, inquiry, and venues for supporting civic action is the foundation to enhancing a vibrant country that embraces democracy." MCCSC teachers are developing three lesson plans throughout the year. Last weekend they held a retreat at historic New Harmony, Indiana. Two more retreats as well as discussion sessions with historians are part of the schedule through the spring. Resources and lesson plans will be placed for any teacher to access at the projects website, www.tahindiana.org.

Boyle-Baise said the MCCSC project came about also because of a strong collaboration between the school corporation, the IU School of Education, and Department of History, the Monroe County Historical Society, and Bloomington-based nonprofit Agency for Instructional Technology. "This is a community effort," she said. She added that the grant is especially important since social studies programs are often subject to program cuts in schools. "Many of us just feel that this is a perilous situation," Boyle-Baise said. "We're fighting back to preserve and enhance democracy education for kids in elementary through high school."

Continuing an ongoing relationship on a history teaching project with Auburn

University in Alabama, Associate Dean for Teacher Education Tom Brush, also an associate professor in the Instructional Systems Technology department, is heading an IU School of Education effort that is part of a more than \$1.7 million dollar Teaching American History grant. The federal government awarded \$1,723,751 over 5 years to Lee County, Alabama schools for a project headed by John Saye, alumni professor of secondary social sciences in the Auburn University College of Education. Brush is developing online learning and instructional tools as part of the project called "Plowing Freedom's Ground."

The collaboration expands Saye and Brush's longtime work on the "Persistent Issues in History Network," an Auburn and IU partnership that has produced a set of web-based tools and resources designed to support history teachers interested in implementing problem-based inquiry strategies in the classroom (online at pihnet.org). "It's a wonderful collaboration between two universities that really are committed to providing quality programs for practicing teachers," Brush said. "Particularly ones in areas where it may be difficult for them to receive these professional development programs without projects like this."

The Alabama grant will provide teachers from 4th grade through high school with enhanced knowledge, inquiry strategies, and interactive online tools to help teach about five periods of U.S. history: the Revolution and the birth of the nation, the expansion period, the Civil War and Reconstruction, the development of modern America, and contemporary America. Brush will be examining how to best deliver the teacher professional development using technology. "So that we won't always have to be meeting face-to-face to do professional development activities, to do collaboration with teachers and faculty at Auburn and Indiana," Brush said.

Alumni Spotlight



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Ryan Gunterman

BS'02, Education

Journalism and English Teacher
Bloomington High School North
Bloomington, Ind.

Educator, student advocate, journalism dork
Life Member, IU Alumni Association

"I always knew I was going to be an educator, but I was clueless as to the subject I wanted to teach. However, that doubt disappeared when I walked into the Indiana Daily Student newsroom. I enjoyed every second of my time in Ernie Pyle Hall, and it was that experience that gave me the tools needed to help my students today and tomorrow. I became a life member to stay involved with the university responsible for a job that I love."

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Snapshot

Instructional Systems Technology Studio



PhD student Jesse Strycker tries out the Organic Motion software in the School of Education's Instructional Systems Technology studio. The new software allows IST students to create "serious games" used for educational purposes using a motion capture system that requires no special "tracking" suits or additional specialized equipment. The program adds to the recently-renovated studio space in the Wright Education Building in Bloomington.