

Chalkboard

Indiana University School of Education Alumni Association

Field work bringing help to Botswana

Chancellor's Professor of Counseling and Educational Psychology Rex Stockton and graduate students pore over data for an ongoing effort to help Botswana develop counseling services.

Professor researches impact of Native American sports mascots

Faculty member's experience drives her to improve ESL teaching

Chalkboard

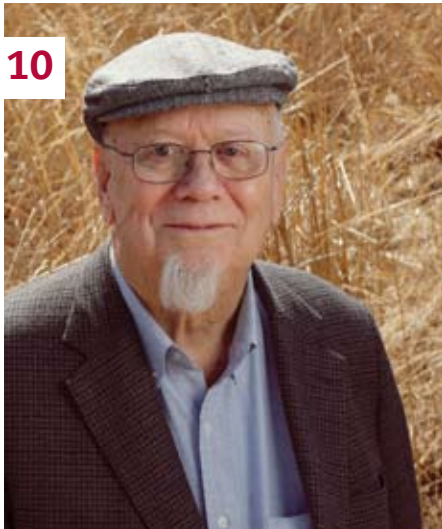
Indiana University School of Education Alumni Association



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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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Seeking the best ways to serve and educate

by Gerardo M. Gonzalez, Dean, School of Education



"I cannot teach anybody anything, I can only make them think."

– Socrates

Shakespeare famously asked all his readers to consider what is in a name. Lots, actually, can be read into a name, and it can be quite illuminating. Consider, for instance, the U.S. Department of the Interior. Its responsibility covers the "interior" of the country—the natural resources of the United States, the heritage of the native cultures, the stores of energy, and other resources inside the country. That's a pretty broad mandate.

The Indiana University School of Education has a pretty broad mandate itself. Our responsibility is education. That means educating students, both graduate and undergraduate, preparing scholars and practitioners, and researching the best ways of doing both.

We do a pretty good job of it, as evidenced by the accomplishments of our graduates. The 2011 state of Indiana Teacher of the Year and the runner-up are both alumni. In fact, 8 of the 10 finalists hold IU School of Education degrees. And so far as the popular rankings go, we are again considered among the best. In March, *US News & World Report* placed us 21st overall among schools of education in the U.S., with 5 specialty graduate programs listed among the top 10 in their categories.

Still, it can be pretty overwhelming to think we're totally responsible for providing all the "education" people need to succeed. So perhaps it's best to remember what Socrates said: "I cannot teach anybody anything, I can only make them think."

When you read the articles in this issue of *Chalkboard*, you'll realize that the work we do is all about teaching people to think. Our cover story details the extensive work of Chancellor's Professor

Rex Stockton in Botswana. He understood immediately that teaching a different way of thinking was the only way he and his colleagues might have any impact on a country with the world's highest HIV/AIDS rate. His eight years of helping the country prepare counselors has undoubtedly changed thinking in a place where the disease was so feared residents wouldn't say the word "AIDS."

One of our newer counseling and educational psychology faculty members was driven by what those who supported Native American nicknames for sports teams were thinking. Jesse Steinfeldt has been called as an expert witness by the state of Wisconsin in support of a law to allow residents to change a Native American mascot name for a local team by petitioning the state. He has shown that some current thinking had to change.

A whole new way of thinking about teaching English as a Second Language students is behind the work of our faculty profile subject, Annela Teemant. Her work with Indianapolis schools is creating a whole new group of faculty who are better engaging all students, not just ESL students. She initiated her work partly because she understands thinking as a second language learner; she grew up with siblings who were also ESL learners.

And our alumni profile features award-winning Indianapolis principal Chris Collier, who worked with other teachers to create a brand new school based on some totally new thinking. Years later, it's grown into three other schools.

So I invite you to think about the work of our students, faculty, and alumni presented here. It's some of the best evidence about how we live up to our name.

Prestigious university and international awards for faculty and students

Robin L. Hughes, assistant professor in Higher Education and Student Affairs at the IU School of Education at IUPUI, is the recipient of the first-ever IUPUI Chancellor's Diversity Scholar Award.

The winner of the Chancellor's Diversity Scholar Award represents a faculty member who creates, maintains and demonstrates to the campus and larger community the ability to infuse a common thread of diversity in his or her scholarship and service. The Office of the Chancellor and the Office of Diversity, Equity, and Inclusion created the annual award along with the Chancellor's Award for Excellence in Multicultural Teaching last year. Along with the award, Hughes receives a cash prize of \$3,000.



Robin L. Hughes

Hughes' research has focused particularly on issues of race, and how those issues might impact faculty and students of color in higher education. She is a frequent contributor to "The Diverse Blog," an online companion to the magazine *Diverse: Issues in Higher Education*. Her research also deals with the development of students who are athletes participating in revenue generating sports. Hughes co-founded and co-edits the *Journal for the Study of Sports and Athletes in Education*.

Pat Rogan, executive associate dean of the School of Education at IUPUI, indicated that Hughes is an influential diversity scholar. In fact, her work has been instrumental in promoting dialogue among faculty members across campus, in the community, and nationally. "It is critical that we examine our own attitudes, beliefs and practices related to issues of race, cultural competence, equity, and privilege," Rogan said. "Dr. Hughes' expertise and scholarship have

been used to spur dialogue and promote positive change."

The International Youth Library in Munich, Germany has selected Donna Adomat, assistant professor in the department of Literacy, Culture, and Language Education in the Indiana University School of Education, for one of its dozen fellowship awards presented annually. Adomat will travel to Munich for a 3-month stay to work on a research project using the resources of the library. She has published research on how children with disabilities are portrayed in children's literature and plans to expand on that study in Munich. "I'm going to look



Donna Adomat

at representations in text and in pictures across cultures and also across time," she said.

The International Youth Library has the world's largest collection of children's and youth literature from around the world. It has 580,000 books in more than 130 languages, published during the past 400 years and nearly 30,000 international reference titles and almost 130 current periodicals. Housed in a 15th century castle in Munich, the center started in 1949 as a way to promote new hope and values among youth in the immediate aftermath of the reign of Nazi Germany. The organization states that the fellowships have two purposes: to support research in the field of international children's and youth literature and illustration, and to promote academic exchange and international cooperation.

"It's an incredible opportunity," Adomat said. The honor is particularly rare because of the 12 selected from across the globe, only one can come from any particular country.

The Indiana University Graduate School has awarded Julie Marie Frye, PhD student in curriculum and instruction at the IU School of Education, with the 2011-12 Wells Graduate Fellowship.

The fellowship is an award provided for by the estate of longtime



Julie Marie Frye

IU president and University Chancellor Herman B Wells. The \$33,000 award goes to a doctoral or MFA student who demonstrates the qualities of Chancellor Wells: leader-

ship abilities, academic excellence, character, social consciousness, and generosity of spirit.

Frye has exhibited those qualities through her work as a school librarian, a university instructor, and a graduate student. In 2003, shortly after the latest in a series of religious wars that killed more than 1,200 in Kaduna, Nigeria, Frye traveled alone to the city to help rebuild the destroyed library. In her first semester as a public school librarian, she opposed and stopped the removal of a book from the shelves that one teacher and a principal deemed "offensive." During her master's work (MS'02 from the IU School of Library and Information Science in Indianapolis), she created a curriculum designed to engage disinterested readers that incorporated snorkeling and rock-climbing and resulted in the assigned books flying off the shelves.

The award will go toward helping Frye complete her dissertation. She intends to focus on the professional socialization of new school librarians. "I'm generally interested in what's happening in schools," Frye said. "As an instructor in the School of Library and Information Science, I'm always thinking about how we can prepare our students for the

school environment. So that genuine curiosity and the desire to help those first few years to not be so rocky in the transition process — that’s what has led me to the topic.”

Frye becomes the third recipient of the Wells Fellowship with ties to the School of Education in the last three years. Oren Pizmony-Levy, a PhD double major in education policy studies and sociology was awarded the Wells Fellowship for 2010-11; Payal Shaw, comparative education PhD candidate, earned the award in 2009-10. Frye earned her undergraduate degree in secondary English from the IU School of Education in 2000.

The Bureau of Educational and Cultural Affairs in the U.S. Department of State has awarded Shelby Henry, an English education major at the IU School of Education in Indianapolis, by a Benjamin A. Gilman International Scholarship. She is one of just two selected from



Shelby Henry

IUPUI, picked from 2,900 applicants nationwide. The Gilman scholarship is a competitive award intended to promote study abroad so that students gain a better understanding of the global economy and interdependent world.

Henry departed in mid-March for Guangzhou, China to continue a newly-begun exchange with a Chinese institution of higher education. In spring 2010, elementary education major Sarah Hall became the first student teacher to go to Guangzhou as part of an exchange with Sun Yat-sen University. The School of Education program has helped expand IUPUI’s strategic partnership with the Chinese institution. Henry’s experience will also be very directly tied to Sun Yat-sen.

“Instead of doing her second student teaching placement in a local high school here, she will be working with a faculty member at Sun Yat-sen to teach English to Chinese college students in Zhuhai,” said Chris Leland, professor of language education who oversees the Chinese exchange. Henry has been student teaching at Decatur Middle School. Over six weeks, she’ll live on the Sun Yat-sen campus and work with university faculty, then teach English to students in Zhuhai,

about 90 miles south of Guangzhou.

“I’ll be working with the international studies and international language department,” Henry said. “Working with English as a second language is obviously an extreme need here in this state, so getting that first-hand knowledge, completely immersed in that type of environment is exciting. I’m looking forward to the professional development opportunity that this will create for me, but also enhancing the partnership IUPUI has with that university.”

The American Association of Hispanics in Higher Education (AAHHE) selected two IU School of Education graduate students as members of its Graduate Student Fellows Program.

Juan Berumen, a doctoral candidate in Education Leadership and Policy Studies, and Antonio Estudillo, a doctoral student in Counseling and Educational Psychology and Learning and Developmental Sciences, have earned the honor. The AAHHE chose them from a highly qualified pool of over 100 Latino graduate students from across the country. The organization selects only 18. Berumen and Estudillo earned a high recommendation from the committee.

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Teemant working to make a change in classrooms for ESL and all learners

The calling to a life's work rarely comes in a Damascus moment. Most can usually point to a series of things, added together to make a whole, leading down a particular path.

Maybe one of the moments for Annela Teemant, then a pre-teen and just arrived in Mobile, Ala. from her family's former home in California, came on one of her first rides on the local school bus. "The kids asked me if the Civil War were fought again, which side would you fight on," Teemant recalled. Perhaps a presage to the diplomacy of a researcher took hold in her response. "I said 'I'm from California; we didn't fight.'"

Teemant was learning quickly how to adjust to a new culture—trading her familiar West Coast surroundings for the Deep South. Her family moved there when her father, a design engineer for the shipbuilding industry, took a job that required relocating to the Gulf Coast. Experiencing—and as a result adjusting—to new cultures has been a constant of Teemant's life. She began college in Alabama, then finished at Brigham Young University in Utah, earned a master's at Ohio State, and then worked in the Hungarian Ministry of Education. That experience came in the early 1990s, when Hungary was re-defining itself after the fall of the Soviet Union. She also lived and taught in Finland.

"Most of us who work in the field (of English language learners) or with expertise of English as a second language probably come because of a passion started early in our life, or we've lived overseas," Teemant said. "Something brought us to it."

She is now firmly in the field as an associate professor of language education at IUPUI. Those continuous cultural exchanges probably had some part in Teemant becoming an English as a second language (ESL) researcher, but Teemant could easily relate to the circumstances of such learners even if she had stayed put. "I just needed to look at who was in my house," Teemant said. "My parents were Estonian refugees, and they escaped from Estonia to Sweden (at the close of World



Annela Teemant

War II), spent 14 years in Sweden and immigrated to the United States. So in my own family, I have every type of English language learner there is."

Teemant herself was born in the U.S., but her (all older) siblings were born in Sweden and Estonia. Estonian and English were the languages mostly spoken in the house, but many also knew Swedish. "All the ESL issues that I write about and see in the schools are because that's what I grew up with, and those were the challenges of each of my siblings," she said.

In her career, she's written extensively about the issues facing such learners, conducting research as a faculty member at BYU, and the University of California at Berkeley, there working for the Center for Research on Education, Diversity and Excellence (CREDE). As a direct result of that work, she helped land a large grant from the U.S. Department of Education shortly after her arrival at IUPUI in 2007—\$1.5 mil-

lion dollars to form a partnership between the IU School of Education and the Indianapolis Public Schools, funding a project to better prepare new teachers, develop skills of current teachers, and revise college faculty teaching methods. Fifty-five elementary, middle, and secondary teachers from three schools took part in addition to the 29 faculty members in

teacher education. The project directed by Teemant is beginning to report data, and the signs are encouraging. "It's changing how they teach every child," Teemant said. "These standards have been shown to be pivotally important for English language learners, but they work for all learners."

The key—and the reason Teemant said it's not just for ESL learners—is instruction based around five standards for effective pedagogy developed at CREDE. The standards promote use of collaborative products and activities, emphasizing language and literacy development, placing the learning in context students can understand, creating challenging activities, and teaching through conversations with the students. In other words, not a "stand and deliver" lecture from the front of the room. Teemant worked with a designated "coach" who met with teachers seven times across the school year to conduct "instructional coaching," emphasizing

"Most of us who work in the field or with expertise of English as a second language probably come because of a passion started early in our life, or we've lived overseas, something brought us to it."

Remodeled space in School of Education re-dedicated to former dean

teachers' work to transform their classroom methods and curriculum. "And what we're seeing is dramatic transformation in the classroom," Teemant said.

In the elementary classroom, before the program participating teachers spent two-thirds of classroom time in lecture mode—a large group configuration. "Only 25 percent of the time were students actually asked to read, write, speak," Teemant said. "So in those conditions, it's very hard for a student to gain English proficiency." After a year of coaching, teachers spent 83 percent of their time in small groups—ones emphasizing the effective pedagogical standards. Following up a year after the change, the elementary teachers—measured on a quantitative scale—still maintained the new method. Teemant said sustaining the changeover has been a little more difficult at the secondary level and preliminary data indicates more coaching sessions may be needed for high school teachers. While the methods are generally tied to better student achievement, specific findings from this study are still to come.

As Teemant wraps work on this project and looks toward new ones, figuring out how to help sustain change and expand instruction is a goal. She's convinced that the method is one that will benefit teachers and students. "Teachers embrace it wholeheartedly because they see how it changes even the energy in the class and who's responsible for learning," Teemant said. "I guess there's so much focus on measuring teacher performance, the question we really should be asking is 'is the professional development we're giving them any good.'"

It's once again a step into a new culture. Only this time, Teemant expects to lead others there. "We need to see if we can work within a district to change a culture within a classroom," she said. "What I mean by that is pedagogical culture to see learners as more active, more engaged, learning more contextualized, more conversational, and less lecture."



Dean Gerardo M. Gonzalez presents the new Mehlinger Room with Mehlinger behind him.

The Indiana University School of Education formally unveiled the re-dedicated Howard Mehlinger Room in the newly renovated Suite 2100 of the Wright Education Building in Bloomington during ceremonies in October. Mehlinger, the School dean from 1981 to 1990, was largely responsible for raising the funds to build the Wright Building that opened in 1992.

The new Mehlinger Room had been home to a large, round distance classroom space and office cubicles. It now houses the School of Education Office of Research and Development and the Office of Graduate Studies. Additionally, the renovation added a new conference room and state-of-the-art distance education classroom.

Mehlinger's name has always been associated with the space. The room bore his name in its first incarnation after dedication ceremonies on April 20, 2001. "Any future game of 'Trivial

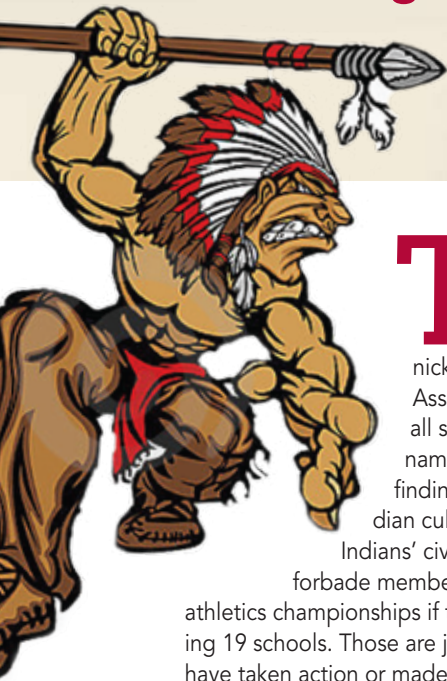
Pursuit' based upon little known facts about IU may include the following question: What former IU dean had the same physical space named for him twice?" Mehlinger joked to guests at the October 14 ceremony. "You will be able to answer that question."

"The recent remodeling has produced splendid new offices that will serve Graduate Studies and Research and Development well," Mehlinger added. "Their location in the building places them at the heart of the School where they belong. I am pleased and grateful that my name will be associated with their work."

In addition to his tenure as dean, Mehlinger was a professor of education and history from 1968 to 1997. He also headed the Center for Excellence in Education from 1990 to 1999, formerly housed in the Mehlinger Room. The Center was created with a mission to explore appropriate applications of technology in education.

What's in a **TEAM** NICKNAME?

A powerfully negative
image for some



There have certainly been organizations making statements about sports teams using American Indian-inspired nicknames. The American Psychological Association recommended in 2005 that all sports teams stop using such nicknames, images, and symbols based on its finding that their use harmed American Indian culture and might even violate American Indians' civil rights. The same year, the NCAA forbade member institutions from hosting college athletics championships if they used such nicknames, affecting 19 schools. Those are just two of more than a hundred that have taken action or made statements against American Indian nickname usage.

Still, countless high schools still use the names, and on a national level the Washington Redskins, the Cleveland Indians, and the Atlanta Braves are among the most prominent examples of how such nicknames continue.

"I love sports, and I'm still a sports fan," said Jesse Steinfeldt, assistant professor in the department of counseling and educational psychology. "But I realize and understand if I do nothing, then I'm complicit in the problem. There's a duty for the greater good for me, even though it's not a popular thing to say 'Hey this is something we need to think about.'"

Steinfeldt is no pointy-headed academic, treading into the previously undiscovered territory of sports to look into a thorny sociological issue. He has the height and the build of a tight end—precisely because he was one. Steinfeldt was a Wisconsin high school sports star who went on to play football, baseball, and basketball at Yale (the Bulldogs), even playing all three sports as a pro in Europe for three years.

From his perspective as both a former athlete, a fan, and a researcher, he decided that not enough was known about what

those who continue to defend American Indian mascot names really think. "If you're going to understand an issue, you should understand both sides equally not just lambast the other side and not look at it critically," Steinfeldt said.

So Steinfeldt and a team of researchers set out to look more deeply at what the other side is thinking. To do so, the researchers studied a particularly 21st century mode of expressing opinion. Over two years, they combed through comments placed on two newspaper sites that featured coverage of the University of North Dakota "Fighting Sioux." On most newspaper sites, such comments are anonymous on forums—users usually assign themselves names appearing with the comments that are not their own.

The North Dakota teams had been the last NCAA holdout on changing the name. The university only recently gave up legal battles against the NCAA after failing to win approval of the nickname from both of the Sioux tribes near the university (agreements Florida State University got with the Seminole Nation of Florida and the University of Utah obtained from the Ute tribes there). All Sioux references, paraphernalia for sale, and images must be removed by August 2011.

The continued battles made the online discussion lively, and in some cases startling.

"We found that presence of this nickname and logo activates deep rooted racist rhetoric," Steinfeldt said. "Just supporting this team isn't about honor and respect; it's about subjugation, oppression, and power. Some of these other more subtle and insidious dynamics that come out."

Protected by the cloak of "siouxsupporter" or some other invented name, forum posters gave disturbingly frank statements about their feelings, Steinfeldt said. "It's a more subtle way, something that I wouldn't say to you in a cocktail party, but I would say it to people behind closed doors," he said. In a category the researchers determined included denigrating comments to American Indians, they found 32 percent fell into a cat-

egory that either attacked the credibility and legitimacy of those who wanted to change the name, vilified Indians themselves, or called for punishing Indians if the nickname changed. The worst comments came in 7 percent of the postings, which included derogatory terms for American Indians like “savages,” “redmen,” and “heathens.”

“This isn’t about offensiveness; this isn’t about sensitivity,” Steinfeldt said. “This is about psychological harm. So an American Indian who’d open up the newspaper or read an online forum newspaper comment, they would see just these terrible things that research has shown to have the effect of harming their psychological functioning.”

Recently, Steinfeldt has found himself on the front lines of the discussion over American Indian nicknames. In August 2010, he was an expert witness in Madison, WI before the Wisconsin Department of Public Instruction’s hearing concerning the Mukwonago school district’s use of the nickname “Indians.” Under a new state law, Wisconsin residents can lodge complaints against race-based names and seek a hearing. (The state ordered the district to change the name and its Indian-head logo, stating that its use promotes discrimination, pupil harassment and stereotyping and the nickname is unambiguously race-based. The state also noted the district does not have the permission of a federally-recognized American Indian tribe to use the Indians nickname or logo.) In a story on the Wisconsin law, *USA TODAY* quoted Steinfeldt saying the effect of these nicknames and mascots is to create “a racially hostile education environment that...can affect the self-esteem of Native American kids.”

It’s an issue that needs further scrutiny, Steinfeldt said. He’s now published several papers dealing with aspects of the American Indian mascot issue as well in as other research areas including alcohol abuse and sports gender roles. But the American Indian mascot issue “is so hegemonically woven into the fabric of our society it goes undetected” he said. No longer is the fact that the nickname represents school or team tradition reason enough to continue.

“Slavery’s a tradition and Jim Crow’s (laws that mandated segregation in the South) a tradition,” Steinfeldt added. “It’s going to take a while because this is something that’s ingrained. We can’t accept that it could be harmful because we’re so attached to it.



I love sports, and I’m still a sports fan, but I realize and understand if I do nothing, then I’m complicit in the problem.

– Jesse Steinfeldt

Alumnus recognized as Indiana's top prof, another writes the book on teaching

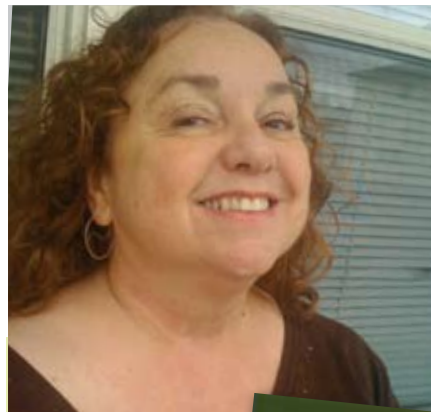
The Carnegie Foundation for the Advancement of Teaching and the Council for Advancement and Support of Education have named an IU School of Education alumnus as the winner of the 2010 Indiana Professor of the Year Award. Jeffrey Watt, PhD'90, associate professor of mathematical sciences and associate dean for student affairs and outreach in the School of Science at IUPUI, earned his PhD in mathematics education from the IU School of Education in Bloomington.

The award goes to professors who demonstrate outstanding instruction for undergraduate students. Watt's teaching style, designed to help students use critical thinking to better understand math concepts, has received very high marks on student evaluations.

Watt received the award during a ceremony in Washington, D.C. on Nov. 18.

Watt says his approach is like that of a swim coach who can motivate and train swimmers but doesn't get in the water and swim for them. "Teaching mathematics by rote memorization, followed by drilling students with routine operations and problem sets, reduces student interest in mathematics and science, hampers student intellectual growth," said Watt. "Using critical thinking skills through classroom communication and problem-solving to teach concepts is essential. The teacher must help students take an active role in their learning so that they can become active lifelong learners."

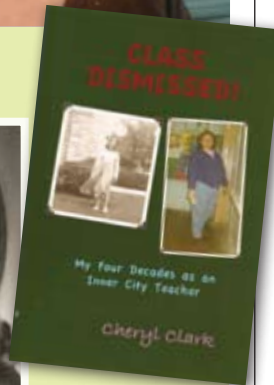
Cheryl Clark, MS'74, relates quite a few lessons learned and taught in *Class Dismissed! My Four Decades as an Inner City Teacher*, just released by Gambit Publishing (and available on Amazon.com and BarnesandNoble.com). She's got plenty of them after spending 37 years teaching, first in the large urban schools of Indianapolis, then for 29 years in the Los Angeles school system. She taught English, including English as a second language. Experiences with sometimes very tough



Cheryl Clark



Cheryl Clark, 1970



kids can make being a young teacher difficult, Clark said. "The older I got as a teacher, and especially after having my own child, I was much more able to see them as kids," she said. "I feel like teachers are getting blamed for a lot, and with all this testing and constant pressure on testing, I just wanted to show more of the human face of what's going on in the schools."

The book is intended to be something that educators and those just simply interested in education will enjoy. "I started out to write sort of a how-to guide for new teachers," Clark said. But she said the stories of her experiences kept creeping into what she composed and she envisioned a broader book. "I'm hoping other people might be interested besides teachers because everybody has been to school and everybody has their memories of school, but you don't hear about it from the teacher's side. I see it as a memoir and also as a guide for teachers."

Clark earned a master's in secondary education from the IU School of Education at IUPUI following an undergraduate degree in English with a secondary education minor at IU Bloomington. She writes in her book that she hadn't imagined being a teacher, choosing a secondary education minor just to have a teaching backup to her first choice of becoming a journalist. But she stepped into classroom at Indianapolis' Arsenal Tech in 1970, earned her master's at IUPUI in 1974, and then found her way to California. Budget cuts cost her job in Santa Cruz after three years (and a day before earning tenure), and she moved to Los Angeles, where the huge district always needed teachers.

And the enormous schools were full of enormous challenges. "I started out afraid of the kids, really," Clark said. Her L.A. teaching career began at Manual Arts High School in South Central Los Angeles, an area notorious for gang activity and violent crime. Later, she moved to South Gate High School a few miles away.

Only after some time did she begin to see why the teaching environment had these particular challenges. "One year we were reading something and I was talking about being comfortable at home," she said. "Kids would relate things they would do to get comfortable at home, but would say they didn't have a bed so they had to sleep on the couch." Clark taught only middle and high school students, so she said it was remarkable to think that in their lives, these students hadn't slept on their own bed. "I bought a couple of kids a pillow anyway—I couldn't buy them a bed."

She said an inspiration for writing the book was also an opportunity to remember outstanding students she had, such as Lorenzo Mata-Real, a basketball star who earned a spot on the UCLA teams that made three NCAA Final Four trips in the mid 2000s. "I loved that he started wearing a UCLA headband and hat in his junior year, when he decided where he

Purvis joins School as head of development and alumni relations

Jonathan Purvis has joined the School of Education as Executive Director of Development and Alumni Relations, starting February 28. He is taking over the role after the retirement of Sarah Baumgart last year.

Purvis was at Washington University in St. Louis as Senior Director for Capital Projects where he led the team responsible for university-wide facility fundraising, capital campaign support, and various advancement publications. Between 1999 and 2010, he was with the Indiana University Foundation, most recently as Executive Director of the

Office of Special Gifts and Annual Giving Programs. In that role he directed IU's special giving societies, the IU Telefund, and the University's direct mail and on-line giving program.

Purvis has been named a CASE Faculty Star recipient, served as adjunct faculty member in IU's School of Health, Physical Education and Recreation, and contributed to the recently published *Achieving Excellence in Fundraising*, 3rd Edition. Purvis earned a Master's Degree in Public Affairs, a BA in English, and a secondary education certification, all from IU Bloomington.



Jonathan Purvis

wanted to play college basketball," she said. "I loved that he kept his dream, even when a lot of people didn't believe in the possibility of one of our kids getting invited to a school that good."

And that reflects what is one of her best pieces of advice to new teachers: help keep dreams alive.

"I wanted to let my students know that there was another way that they could experience something," Clark said. "I related to the kids a lot and I just wanted them to have a chance to improve their lives."

Daniel Mendez, BS'01 from the IU School of Education in Indianapolis, has helped lead his school to recognition at the National Title I Conference.

The principal of Southport Elementary School from Indianapolis' Perry Township since 2007, Mendez and his staff received recognition in late January.

Mendez said he and his staff were inspired by a visit to the same conference a few years ago. "It was at that point that my team and I just talked and we said 'we're going to be one of those schools one day,'" said "It really wasn't a question of if, it was a question of when. That really kind of helped set that mindset of a goal for us to go after."



Daniel Mendez

In November, the Indiana Department of Education honored Southport as a "Title I Distinguished School," noting the school's success in closing the achievement gap. The National Association of State Title I Directors selected 75 schools across the country in 2010 to be honored at the organization's national convention in Tampa.

The federal Title I program provides additional reading, writing, and mathematics support to more than 150 million children across the country. A school

nominated as a Title I Distinguished School must meet or exceed state standards for Adequate Yearly Progress for two or more consecutive years while also having a poverty rate of at least 35 percent. The honored schools are considered models for best practices.

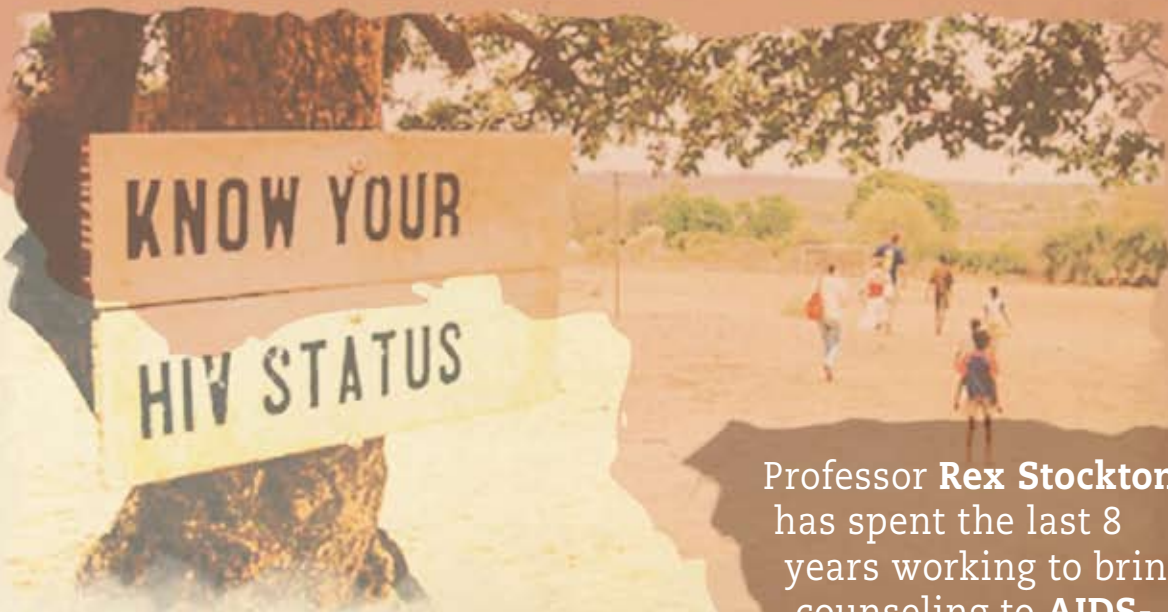
In such challenging financial times for schools, Mendez said the key has been maximizing resources. "We felt that we had a really good school here, but we wanted to be great," he said. "Sometimes it just takes really going back and reflecting on 'are we doing everything to differentiate our instruction for every child?'"

Such student-centered instruction drew the praise of Indiana Superintendent of Public Instruction Tony Bennett. "Southport Elementary has created a school environment that puts the needs of their students above all else," Bennett said.

Mendez called it a "whatever it takes" approach toward student success. "We have to address the climate and culture and make sure that we understand that everybody here is doing whatever it takes for kids to be successful," Mendez said. "We addressed that and we've embraced that as a staff."

Helping a country talk about a serious problem

by Writer



Professor **Rex Stockton** has spent the last 8 years working to bring counseling to **AIDS-ravaged Botswana**

In the early 2000s, the worst days in Botswana were always Saturdays.

That fact became painfully clear to Rex Stockton on his first visit in 2003. The Chancellor's Professor in the IU School of Education's Department of Counseling and Educational Psychology as well as the Counseling Psychology program training director was invited for a series of workshops in Gaborone, the nation's capital. "It was pretty intense," Stockton recalled. The first sessions were 8 hours a day of focusing on group counseling theories and techniques combined with intensive practice.

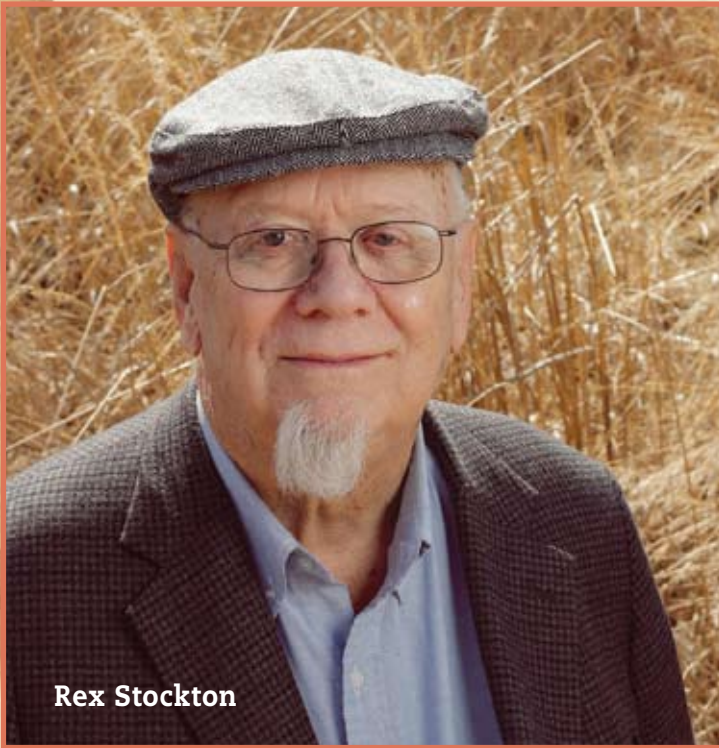
After three days, someone started talking about Saturdays. "Their Saturdays were filled with funerals because a lot of people were dying," Stockton said. But he noticed an odd thing about the discussion. "They would never mention the word 'AIDS.'"

The depth of the problem confronting Stockton and colleagues was evident by what was not said. The stigma about

AIDS was so strong that a country bearing the burden of the dread disease daily, burying a huge amount of its population weekly, couldn't bring itself to dignify the scourge by using its name. Thirty-seven percent of Botswana's adult population is infected with HIV, the virus that causes AIDS, the highest infection rate in the world. The World Health Organization and the United Nations estimated earlier in the decade that by 2010 nearly 22 percent of all children in the country would be orphans.

Yet facing such dire facts, the country couldn't speak its reality. Stockton read a local newspaper article in Gaborone around that same time discussing how other African refugees sought refuge in Botswana—a relatively stable and wealthy country by comparison to others on the continent. "The paper said 'our loyal de-





Rex Stockton

ERIC RUDD

fense force boys are doing a fine job defending the borders from people who want to come across," Stockton said. "But so many of them are dying of a disease that sometimes kills.' Now they meant AIDS, but they couldn't say it."

If ever a people needed trained professionals to help, it was in Botswana, a landlocked nation located north of South Africa and two-thirds covered by the Kalahari Desert. At the time, the necessary medication, which now commonly extends the lives of HIV-infected patients for many years, just wasn't available in Africa, the continent hardest hit by its epidemic. Lifestyle behaviors—particularly among the youth—were clearly making the problem worse. There weren't enough properly-prepared counselors to preach safe behavior and a considerable amount of denial about how AIDS spreads.

"Countries that didn't have a counseling program were particularly unprepared for it," Stockton said. "It hit in such proportion that it broke down the civil society in many ways." In Africa, that meant cultural norms came up against a harsh reality. "It had been, historically, that if the parents died, the next relatives would take over care of the child and raise it in a good communal way," Stockton said.

"But when the deaths are so great, that's not possible any more."

If ever a people needed trained professionals to help, it was in Botswana, a landlocked nation located north of South Africa and two-thirds covered by the Kalahari Desert.

It is partly because of the communal nature of African society that the president of the African Association for Guidance and Counseling in Botswana asked Stockton to come for that first visit. Stockton is an internationally-recognized researcher in group counseling who joined the IU faculty in 1968. He originally joined IU as Coordinator of Regional Campus Research and Development, becoming Associate Dean in the Office of the Vice President and Dean for Research and Advanced Study in 1970. His experience includes 19 years directing the Center for Human Growth, an IUB campus and community research and counseling center located in the School of Education building, as well as 18 years heading the Paul Munger Conference, a well-known summer training program for counselors in Indiana and nearby states.

So with startup funding aided by a School of Education "Peace Grant," Stockton began the "I-CARE Project"—standing for "International Counseling, Advocacy, Research, and Education." From his eye-opening introduction, Stockton knew to temper expectations with reality. "I recognized from the beginning that I wasn't going to be able to save Botswana, much less Africa," he said. "The thing to do was to try and train people who can do the work. That's what we focused on—training."

Every summer since, Stockton has traveled to Botswana, spending time on the ground to help facilitate the ongoing work. Generous donations by IU Foundation Board of Directors member John D. Peterson, Jr. (BS'55 in business) and his wife Nancy have helped fund program costs and some additional personnel. But Stockton pays travel cost for himself and project partner and wife Nancy Stockton, director of Counseling and Psychological Services on the IU Bloomington campus, each time they return.

Stockton has built an impressive team that includes Nancy Stockton and Keith Morran, professor and coordinator of the Counseling & Counselor Education Program in the IU School of Education at IUPUI for more than 20 years. Morran's knowledge includes researching virtually every angle of group counseling. The coordinator of school counselor education at Indiana-Purdue University Fort Wayne, Amy Nitza used a Fulbright scholarship in 2008 to spend a full year helping to establish a Center for the Study of HIV and AIDS at the University of Botswana. Michael Reece, associate professor in the Applied Health Science Department of the IU School of Health, Physical Education, and Recreation (HPER), has helped with his expertise, which includes research on efforts to stop the spread of AIDS on the African continent. Shinga Feresu, an assistant professor of epidemiology in the IU Department of Kinesiology in HPER has also joined the team. Colleagues at Duquesne University in Pittsburgh as well as the University of Maryland have also joined the work. Numerous graduate students form a team of assistants who regularly meet with Stockton to review the project and results.



Stockton (back row, middle), Nancy Stockton (3rd from left on middle row), and Nitz in Botswana with area counselors and human service personnel.

Morran emphasized that from the start, the project has been a passion of Stockton, who communicates continuously with Botswana colleagues electronically during the fall and spring. “He has put an enormous amount into this,” Morran said. “He has traveled over there on his own dime many times. He’s put in a whole lot of time organizing things and setting things up. He’s really poured himself into this.”

From that first conference, Stockton and the rest of the team knew the counselors and people of Botswana wanted to learn new counseling techniques. “When Rex did his first training, there was one woman he found out had traveled three days to get there,” Morran said. “Much of it was walking or by bus.”

Botswana is, as Stockton describes it, a “second world” country, somewhat enriched by the diamond mines which have flowed money into government coffers. For that reason, the government has taken action to provide some health-care to its citizens, including counseling services. In the last decade, many nongovernmental organizations, churches, and private agencies have also started to offer such services. Often this comes from paraprofessionals, trained quickly with some very basic techniques and sent into the field.

Stockton’s project is designed to help the Institute for Management and Development in Botswana—essentially



Billboards across Botswana carry the message about combating the AIDS epidemic.

REX STOCKTON

“I think Rex saw this as a chance to combine research with some direct face-to-face helping, and he told me at one point, what a nice way to sort of put the exclamation point on his career by doing something that’s a little more directly connected with the people he wants to help.”

a two-year professional school—bring more fully-trained professionals into the country’s counseling ranks. To determine the nature of the country’s needs, Stockton and his team examined how the counselors felt about the services they provided and what they thought would help.

Concern about what would work with the people of Botswana became an important focus from the start. Nitza’s Fulbright work focused on how well Western group counseling ideas would fit in Botswana. “After having co-facilitated two group counseling workshops there with Rex and other colleagues, I became interested in learning more about how what we were teaching was consistent with their own cultural values and indigenous practices,” Nitza said. “And how we could best adapt what we were teaching to be more culturally relevant and helpful.” To that end, a study focused on what parts of group therapy members found most effective, or “therapeutic factors,” comparing those to effective U.S. components. Nitza and graduate students adapted a group model to make it culturally relevant to adolescent girls at high risk for contracting HIV/AIDS.

Over the last decade, Botswana’s needs for dealing with AIDS changed. The government began providing medicines, which meant more call for counselors who could help with the process of living with AIDS, not just caring for the dying and their families. “And you’re talking about living with taking a lot of pills every day,” Stockton said, “and you have to do it at about the same time every day, and you have to keep the medicine cool in the middle of the Kalahari Desert.”

And as more people are living with the disease, Stockton said he has seen a difference in acceptance. Now speaking the word “AIDS” is common. A current study is examining the perceptions of the people who have received the counseling. “I see people that—rather than back away from that—are saying ‘let us do what we can,’” Morran added. “Let us learn and get a little better, then a little better, and a little better. So they’ve been great colleagues to work with.”

Nitza said the counseling infrastructure is not strong yet, but is definitely growing. “More training of counselors is needed, along with more research to guide training and implementation,” she said. More of that training needs to be culturally relevant, she added. “There is also a need for more practical and applied research to guide implementation,” Nitza said. “The research that Rex is doing that looks at actual on-the-ground needs of counselors and clients is an important step.”

Stockton has already received some indication that things are working. “I have a mental picture of these blind girls,



Keith Morran

teenage girls in a school, and being female in Africa is not the best thing,” Stockton said. “They were totally disenfranchised.” Stockton said they were part of the group for whom Nitza and her graduate students had specifically tailored group therapy. “They had changed their whole lives and they sang for us when we were together,” he recalled, smiling at the memory.

It’s a picture Stockton said he wished he had on video, but nonetheless plays over again in his mind as he thinks of the effect his project may have had. Now more than 44 years since he started at IU, he’s pretty certain his research data will show significant impact.

“I think Rex saw this as a chance to combine research with some direct face-to-face helping,” Morran said. “And he told me at one point, what a nice way to sort of put the exclamation point on his career by doing something that’s a little more directly connected with the people he wants to help.”

Slowed from formerly 14 to 16-hour days, Stockton says it may be a last hurrah but he doesn’t plan to stop anytime soon. Besides, after walking into a place where the weekends were anticipated with dread, he and his team have already overcome great obstacles in the way.

“It’s very challenging, but at the same time quite rewarding, no question about that.”

Highly-ranked again, IU-Vanderbilt partnership, more honors for Cultural Immersions

The IU School of Education ranked 21st overall and 11th among public university graduate schools in the 2012 edition of *U.S. News and World Report* magazine's "Best Graduate Schools" rankings. The school had top-10 rankings for five of its degree programs: fifth for higher education administration, eighth for elementary education, ninth for counseling/personnel services and 10th for both curriculum/instruction and secondary education.

More than 250 education schools provided data to be included in the rankings.

"It's good to once again see the School of Education ranked among the top education schools in the country," said Gerardo Gonzalez, dean of the school. "The enduring quality of our programs is remarkable. Our faculty's research productivity continues to increase and our programs enjoy an exceptional national and international reputation.

"I was especially pleased to see that five of our degree programs were ranked in the top 10 nationally, with administration and supervision closely behind at 12th," Gonzalez said. "Only nine other universities nationally have that many programs ranked as the best education programs in the *U.S. News* rankings."

The National Institute for Mental Health has awarded a \$3.8 million grant to the Center for Adolescent and Family Studies (CAFS) at Indiana University and colleagues at Vanderbilt University in Nashville, Tenn. for a five-year project examining methods to improve mental health services for youth and families in community mental health settings. The study will integrate an evidence-based treatment co-developed by Tom Sexton, Director of CAFS and professor of counseling and psychology in the IU School of Education, with a computer-based method of measurement and feedback about treatment from Vanderbilt.

"This study is an attempt to see if, with the system we've developed, we can provide ongoing and regular real-time



Tom Sexton

feedback to clinicians to see if it results in improved outcomes for children and adolescents in the mental health system," Sexton said.

The project will apply functional family therapy (FFT), a type of clinical treatment of violent, criminal, behavioral, school, and conduct problems with youth and their families with Vanderbilt's "Contextualized Feedback System" or CFS. Sexton is a recognized international expert on evidence-based functional family therapy, delivering more than 300 workshops on the subject, and he has written the book *The Handbook of Family Therapy, and Functional Family Therapy in Clinical Practice*. Vanderbilt's CFS system is the work of the Center for Evaluation and Program Improvement in the Peabody College of Education and Human Development.

During the project, Western Youth Services in Orange County, CA will use FFT and continuously evaluate its effectiveness with the CFS. The feedback will come to service providers immediately so that they can adapt ongoing treatment in an evidence-based manner to better serve the needs of the youth and families in treatment.

Sexton said the project represents a potential positive change in how all mental health services are provided. "We never do what physicians do," Sexton said. "We don't measure our progress." Sexton said for mental health providers, there hasn't generally been something akin to checking a patient's cholesterol level, for example. "It's help for people that are working with kids and adolescents to keep on track,

keep their treatment focused on the right thing so they're more efficient, more cost effective, more accountable, and have better outcomes," he said.

The "University Design Consortium" has awarded the Indiana University School of Education's Cultural Immersion Projects a 2011 Innovation Award. The University Design Consortium, a project of Arizona State University and Sichuan University in China, was founded to challenge public universities around the world to develop innovative strategies to address the complex 21st century issues.

"I think it's a really wonderful honor in particular because it includes the Reservation and Urban Projects," said Laura Stachowski, the director of the Cultural Immersion Projects. "The Overseas Project received the AACTE award and the Goldman Sachs award, but this one includes all of them, emphasizing the importance and value of the cultural and community involvement that student teachers have whether they're going overseas or on the Navajo Reservation or in the Chicago Public Schools."

The Cultural Immersion Projects place student teachers in 15 countries, the Navajo Nation, and Chicago Public Schools. Since the programs began in 1972, nearly 4,000 pre-service educators have gained professional experience in foreign, Native American, and urban schools while gaining insight into the experiences of those in different cultures.

The Wallace Foundation has funded a new review underway by Kylie Peppler, assistant professor in the Learning Sciences Program of the Department of Counseling and Educational Psychology, to examine how new technologies widely used by youth might better entice them to seriously pursue the arts. Peppler is conducting a study to review technology, discover the best research through workshops with leaders in the field, and produce a study featuring the most successful models and how educators might create innovative ways to promote arts with technology.

The School of Education earns NCATE continuing accreditation, high praise

The National Council for Accreditation of Teacher Education (NCATE), the organization responsible for professional accreditation of teacher education programs, has again granted continuing accreditation to the Indiana University School of Education.

The board of examiners that conducted the review found that the IU School of Education's core campus locations at IU Bloomington (IUB) and Indiana University-Purdue University Indianapolis (IUPUI) as well as the IUPUI-affiliated campus in Columbus (IUPUC) met all standards for its categories of initial teacher preparation and advanced preparation.

The NCATE Board of Examiners, which made site visits to the campuses, provided exemplary remarks about how the School of Education met each of the standards. "IUB, IUPUI and IUPUC all are doing a good job in preparing candidates for their positions in teaching, administration and counseling," the examiners wrote in the final report. "Candidates possess the knowledge, skills and dispositions needed for success."

Citing particular examples, the examiners quoted a teacher candidate who said, "They (mentors and university faculty) really let you think, let you dream, let you explore." Another noted an IUPUI graduate who told of working with students two and three years behind academically, but was able to raise test scores above the general population in just a year.

"At a time when accreditation decisions across the board in higher education have become much more focused on measurable performance, we're delighted that the NCATE board of examiners who reviewed the evidence found that all our programs met rigorous national standards," said Gerardo Gonzalez, dean of the IU School of Education.

NCATE currently accredits 667 colleges of education with nearly 100 more seeking NCATE accreditation. NCATE-accredited schools must meet rigorous standards set by the profession and members of the public. Accreditation is determined by assessing six categories of standards:

- Candidate knowledge, skills and professional dispositions: Teacher candidates must demonstrate in-depth knowledge of subject matter they plan to teach as well as the skills necessary to convey it.
- Assessment system and unit evaluation: The institution must carefully assess this knowledge and skill of teacher candidates.
- Field experiences and clinical practice: The institution must have partnerships with P-12 schools that enable candidates to develop skills.
- Diversity: Candidates must be prepared to understand and work with diverse student populations.
- Faculty qualifications, performance and development: College and university faculty must model effective teaching practices.
- Unit governance and resources: The institution must have the resources necessary to prepare candidates to meet new standards.

"Teenagers are consuming over 10 and a half hours of media a day but are generally not avid producers of it," Peppler said. "Many technologies are now available designed to offer alternatives to direct arts instruction. Given decreasing funds for the arts, it's worth exploring the potential for new technologies for self-directed arts learning."

Peppler notes music and visual arts-oriented games and computer applications have been extremely popular with youth. The electronic game "Rock Band," which allows players to simulate being the lead or bass guitarist or drummer in a rock group, has sold more than 4 million units worldwide. Such popularity led Peppler to conduct research at the Bloomington Boys and Girls Club. Youth who frequent the facility weren't — in large numbers, at least — taking advantage of free violin lessons offered on site. But things changed after a "Rock Band Club" was created.

"Most of our kids in Rock Band signed up for violin lessons," Peppler said. So she directed her research assistants to learn why. "The participants would say, 'You know, I really want to learn the guitar, but I figure if I can play the violin and learn to read music, I should be able to learn the guitar.' So they're seeing the connection between orchestral music and the kind of music that they're interested in — and how they're going to get there."

With that type of evidence, Peppler has moved into investigating how youth turn from simply digital arts consumers into creators. Two workshops to be conducted in New York City will focus on those answers by inviting many of the leaders in developing technology tools for the arts. The first workshop will review technologies that support "self-directed" learning in the arts, such as the "Brushes" painting app for the iPhone, or "Scratch," a program that allows young learners to create interactive stories, animations, games, music, and art on a computer. The second workshop will focus on how social media is helping youth become public performers through channels such as YouTube and Facebook.

Award-winning alumna is helping build forward-thinking schools



Chris Collier

Chris Collier, moving to new role in IPS, named 2010 Indiana Elementary Teacher of the Year

As is sometimes the case for school administrators, a permanent spot in the principal's office wasn't actually the plan.

Chris Collier, MS'83 from the IU School of Education at IUPUI, intended to remain a teacher. But in the early 90s, things started changing in her classroom role as she and her colleagues were changing the classroom. The Center for Inquiry (CFI) began as a new venture around a different idea about learning. Collier and other educators joined with IU School of Education faculty to help develop a school model based on inquiry-based learning, a method designed to help students use and learn content as a means to develop information-processing and problem-solving skills. The Indianapolis Public Schools (IPS) gave approval to start the first program, wedged into a section of an existing school, in fall 1993.

"We were a group of teachers who designed the school," Collier said. "We were going to get our own building and we didn't want an outsider that hadn't worked with the project coming in as the administrator. One of us

needed to step up and do that, and I did."

Subjects engaged throughout the schools tackle tough current topics that cut across subject lines, such as the BP oil spill in the Gulf of Mexico. Those connections make the work across the subjects real and give the students a chance to express their own ideas and what they feel. "If you don't, then you're not honoring them as learners," Collier said. "Then it's boring for them and boring for you."

"The success of this program challenges stereotypes about urban schools and the best way to teach urban children," said Chris Leland, professor in language education at

the IU School of Education in Indianapolis who worked with Collier to launch CFI and continues to conduct literacy research in CFI classrooms. "Instead of following what has become a national push towards 'back to basics' instructional approaches, Collier has consistently championed a rich curriculum built on the complimentary ideas of inquiry—honoring children's interests and questions—and holistic literacy instruction—reading authentic children's literature and writing for real purposes."

Collier became the acting Magnet Program Director for the CFI's elementary school, serving in that role for 6 years. After one year as assistant principal in Decatur Township, she returned to become principal of the original CFI at IPS School #2, then added the dual role of principal at the new CFI at IPS school #84 when it opened in 2006. Now she is stepping into an even larger role, overall director of the CFI schools, which will expand when an elementary will open at Charity Dye School 27, and again when a new high school opens in fall 2012. There's an enrollment waiting list. School #2 became Indiana's first member of the International Baccalaureate Programme (IBP), an international organization that uses research-based methods to share the best inquiry-based learning methods across its schools worldwide (school #84 is now also a part of IBP). U.S. Secretary of Education Arne Duncan named the CFI a National Blue Ribbon School in 2009. After 17 years, the project Collier and the other educators launched is growing in numerous ways.

"I think that's because it is based on best practices and it honors that connection of authentic learning and the purposes for our learning," Collier said. "So you're always asking

"It is based on best practices and it honors that connection of authentic learning and the purposes for our learning, so you're always asking questions based on what's current and what's going on in our world and you're building studies around that."

questions based on what's current and what's going on in our world and you're building studies around that."

The work Collier's done hasn't gone unnoticed. In November 2010, the Indiana Association of School Principals named her the Indiana Elementary Principal of the Year. She had already earned the honor of Indiana District 7 Principal of the Year. "To me, it honored the work that the school's done," she said. "I mean, a group of teachers designing a school and starting with 80 kids and then growing. We're getting ready to start our third school and a high school. It speaks to the work of the staff."

It's innovation that has driven Collier and the Center for Inquiry's work. Collier said it began as a group of teachers working with Leland, Jerry Harste, now professor emeritus of language education at the IU School of Education in Bloomington, and Carolyn Burke, faculty member in language education. Harste and Leland served as part of the development team. Leland said the reading program CFI has developed has proven particularly successful, earning notice as exemplary by the International Reading Association. "Chris Collier understands reading instruction as an equity issue and knows that accomplished readers are able to see multiple interpretations instead of one right answer," Leland said.

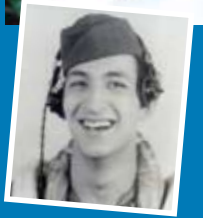
Just after the first inquiry-focused class work started, Collier knew they were onto something. "We had parents coming up to us and saying 'my child's never read a book and now I can't get him to put one down,'" Collier said. "With just two weeks of introducing inquiry with student choice, we thought 'wow.'" After that quick start, Collier said the principal gave the teachers the go-ahead to try it throughout the school day. She credits IPS for granting the opportunity to teach in a way designed to engage kids through inquiry, which initially some educators limited to the sciences.

"Jerry Harste (Martha Lea and Bill Armstrong Chair Emeritus of Teacher Education, expert on early written language literacy learning) used to talk about the subject areas as not being these entities, but lenses on your learning, ways of knowing," Collier said. She said teachers asked students to look at topics from different subject angles—or through new lenses—asking themselves how would a mathematician approach a problem as opposed to a scientist or a historian. "We just started looking at it like that, at all those connections, and helping the kids make those connections."

In Memoriam

Louis C. Stamatakos

Dec. 5, 1925-Jan. 25, 2011



Longtime education professor, 3-time alumnus of the Indiana University School of Education and honored war hero Louis C. Stamatakos, BS'50, MS'51, EdD'58, died on January 25, 2011.

Stamatakos was an influential voice in the student affairs field. He retired as a professor of Higher Education at Michigan State University

in 1992. His works includes the book *The Student Affairs Profession: a Selective Bibliography*, co-authored with Beverly Belson. MSU has honored him with the Louis C. Stamatakos Award, recognizing the outstanding master's student in student affairs each year since 1991.

Stamatakos was honored with more than 20 awards for leadership, scholarship, and service in higher education during his long career. In 1987, he became the first recipient of the Robert H. Shaffer Award for Academic Excellence as a Faculty Member from NASPA, Student Affairs Administration in Higher Education. ACPA, College Student Educators International, named him Senior Scholar. In 1991 he became the first member of ACPA to win all of its major awards when he received its Contribution to Knowledge Award.

On Feb. 17, 2010, nearly 65 years after saving the lives of himself and the crew of his B-17 bomber, U.S. Senator Carl Levin presented the Silver Star to in a ceremony at the Michigan statehouse. Stamatakos' sons learned of his heroism only a few years ago when reading his memoirs from World War II and joined a former crewmate in nominating him for the honor. According to the U.S. Army, the Silver Star "is awarded to a person who, while serving in any capacity with the U.S. Army, is cited for gallantry in action against an enemy of the United States while engaged in military operations involving conflict with an opposing foreign force, or while serving with friendly foreign forces engaged in armed

conflict against an opposing armed force in which the United States is not a belligerent party." The Army regulations further state the gallantry must be performed with "marked distinction."

Spencer John Maxcy

June 22, 1939-Nov. 22, 2010

Professor in the Louisiana State University College of Education Spencer John Maxcy, PhD'73, died on Monday, Nov. 22, 2010. Maxcy had a distinguished career after earning his doctorate in history and philosophy of education, authoring 13 books and more than 75 refereed articles. His books include *Ethical School Leadership*, published in 2002, and *Democracy, Chaos, and the New School Order*, published in 1995. His research and writings were devoted to helping educators more clearly understand how ethical issues need to underscore decision-making processes within schools to better serve children and society.

"Professor Spencer Maxcy was a well-respected and well-liked professor in the LSU College of Education for over three decades," LSU Professor Emeritus Charles Teddlie said in an LSU news release. "During that time, he mentored several generations of junior professors and graduate students on how to get things done in the university both formally and often more importantly through informal channels," he added. "I will remember Spencer the most from our informal conversations about philosophy and ethics, which greatly informed my work."

Maxcy was a frequent conference speaker. A few years ago at a meeting of the University Council for Educational Administration, a consortium of higher education institutions, Maxcy was acknowledged from the platform as "a person who has pushed the field forward more than anyone else."

"I was so proud to know that he was being acknowledged for his work at the national level and wished that he had been there to hear it," said Kim MacGregor, an associate professor in the LSU College of Education department of educational theory, policy and practice. "Spencer was an incredibly humble person and never sang his own praises."

Before 1960

From Bellevue, Wash., **Vera Cummings Morrow**, BS'42, MS'50, writes, "I am still enjoying life at the Gardens at Town Square — bridge plus all the activities."

Maurice "Mac" Randall, BS'51, MS'52, and his wife, Betty (Thralls), MA'58, live at the Four Seasons Retirement Center in Columbus, Ind. Randall taught at Martinsville (Ind.) Jr. Sr. High School, Columbus Senior High School, and Columbus East High School. His wife taught in three central Indiana high schools and, for more than 20 years, in the Martinsville and Columbus school systems. Both were social studies teachers and both are founding members of the Camp Atterbury Museum Association in Edinburg, Ind.

Margaret Davidson White, BS'51, writes, "My [late] husband and I are from the class of 1951, and we always valued our time on campus. My husband, **Edwin**, BS'51, MS'59, and I came back for our 50th anniversary. We had a great time being with some of our college friends and seeing all the additions to the college campus. I still know a couple that lives in Bloomington that I have kept in touch with over the years. What a lot of wonderful memories of all the good times we all shared.

1960s

Lynn O. Nicholson, BA'61, MS'62, retired from Illinois Wesleyan University in 2009 as assistant dean of enrollment management and financial aid. He lives in Bloomington, Ill.

Stanley Warren, MAT'64, EdS'71, EdD'73, retired in 1992 from DePauw University in Greencastle, Ind., as professor of education and dean of academic affairs. He served as director of black studies from 1973 to 1979 and as associate dean and dean of academic affairs from 1989 to 1992. Warren is former treasurer of the board of directors of the Indiana Historical Society and chairman of its finance committee. He has also served as a member of numerous state and education boards and advisory panels. Warren lives in Indianapolis.

Thomas J. Moore, MS'66, taught for 35 years before retiring. He lives in Newark, Ohio.

Susan Moyer Welbourne, BS'67, has retired after teaching for 41 years in Comstock Public Schools in Kalamazoo, Mich. She is now principal of the Marvin and Rosalie Okun Religious School of the Congregation of

Moses in Kalamazoo, where she lives.

Sandra Markola Gardner, BS'68, writes, "I finally retired after 40 years of teaching special-needs students." Gardner lives in Jacksonville, Ill.

In October, **Carlos J. Ovando**, MAT'69, MA'73, PhD'75, received Indiana University's 2010 Distinguished Latino Alumni Award. The award is presented by the Latino Alumni Association, an affiliate group of the IU Alumni Association, and recognizes IU Latino alumni for their outstanding professional achievements and community service. Ovando is professor of curriculum, instruction, educational leadership, and policy studies at Arizona State University in Tempe, where he lives.

1970s

Michael E. Lunsford, BS'70, MLS'77, EdS'78, and his wife, Patricia (Durso), MLS'76, have lived in Lafayette, Ind., since 1979. Both are staff members at St. Elizabeth Regional Health, a two-campus hospital and health-care system in Lafayette. Michael is media services coordinator for the hospitals, and Patty is librarian for St. Elizabeth's two medical libraries, the St. Elizabeth School of Nursing Library, and the St. Clare Medical Center in Crawfordsville, Ind. The couple writes, "We send all our IU colleagues and classmates our fond regards and warm blessings."

Stephen A. Peterson, BA'70, MS'71, a former Indianapolis resident, has received the 2010 Military Writers Society of America Medal for his book *America's Finest*, published by AuthorHouse. The book, which took top honors in the category of creative non-fiction, is a collection of 60 short stories focusing on the experiences of American military personnel who are helping improve the lives of others. Peterson retired from the U.S. Army and Army Reserve as a major general after nearly 37 years of military service. He was commissioned through the IU ROTC program. Peterson lives in Shawnee, Okla.

Edward A. Poole, EdD'71, is co-author of *60 Going on Fifty: The Baby Boomers' Memory Book*, released in June by Morgan James Publishing. The book follows a group of 16 men who graduated from Columbus (Ind.) High School in 1960, and takes readers back to the days of flat tops, LPs, hula hoops, transistor radios, rock and roll, and 20 cent-per-gallon gasoline. Poole served as a public school administrator and university professor during his professional career. He is now presi-

dent of Lessons for Your Journey, a company specializing in organizational consulting, public speaking, and personal and professional success coaching. He lives in Boone, N.C.

In December, Gov. Mitch Daniels selected **Martha Blood Wentworth**, BS'71, MS'77, JD'90, as Indiana's Tax Court judge. She replaces Judge Thomas G. Fisher, who retired from the court on Jan. 1. The Indiana Tax Court hears appeals of decisions by the Department of State Revenue or the state Board of Tax Review and has jurisdiction in other state tax matters. Wentworth has an extensive background in tax law. She clerked for Judge Fisher from 1990 to 1992 before entering private practice. Wentworth also has taught graduate-level courses on taxation at the IU Kelley School of Business since 2000. Her formal robing ceremony took place in March in the Indiana Supreme Court courtroom at the Statehouse.

Philip M. Boley, BA'72, MS'77, EdS'84, superintendent of Clinton Central School Corp., was chosen by the Indiana Association of Public Schools Superintendents as District III Superintendent of the Year. Boley has served Clinton Central Schools as superintendent since 2005. Prior to becoming superintendent, he served as assistant superintendent for the Decatur County School Corp. from 1999 to 2005. Boley is chairman of the evaluation committee for the Council on Standards for International Education Travel and has visited China twice as part of Key Leaders trips. The Indiana Association of Public Schools Superintendents awards the title annually to one Indiana public school superintendent in each of its eight districts. Boley lives in Greenfield, Ind.

Stephen A. Leliter, BS'72, retired after 38 years of teaching fifth grade at Crichfield Elementary School in La Porte, Ind. He lives in La Porte.

John L. Workman, BS'73, has been named executive vice president and CFO of Omnicare Inc., a Fortune 500 company in Covington, Ky., that provides pharmaceutical care for the elderly. He and his wife, **Mary (Ryser) Workman**, BS'71, live in Cincinnati.

In September, **Jo Ann Rasor Brugos**, BS'74, of La Porte, Ind., was one of eight IU School of Education alumni nominated as 2011 Indiana Teacher of the Year. She is a first grade teacher at Hailmann Elementary School in La Porte.

"I am semi-retired after a 31-year career

in education in the Indianapolis area," writes football I-Man **Thomas A. Rather**, BA'74, MS'86. He adds, "I do volunteer work for various groups and substitute teach three days a week. Also, for fun, I work as an usher at Indianapolis Colts games!" Rather lives in Indianapolis.

Rebecca Heyde Schaefer, BS'74, is assistant principal of Washington Center Elementary in Fort Wayne, Ind. She lives in Fort Wayne.

"I retired on June 1 after 35 years of teaching in the West Clermont Local School District [in Cincinnati]," writes **Laura Mathys Gardner**, BS'75. She adds, "During my final year, the school district earned an 'Excellent with Distinction' rating. My husband and I are in the process of building a new home in a suburb of Cincinnati [and] enjoying our summer home near Lake Erie, fishing, boating, and spending time with friends and family. I plan to substitute teach and do a lot of volunteering [in retirement]." Gardner lives in Cincinnati.

Cynthia Sue Haggard, BA'75, MAT'80, EdD'86, is chairwoman of the Professional and Secondary Education Department at West Chester (Pa.) University. She writes that she spends her leisure time singing with the Mainline Ecumenical Choir and attending performances of the Philadelphia Orchestra. Haggard lives in Exton, Pa.

Richard A. Kempf, BS'76, JD'87, a partner for the law firm Taft Stettinius & Hollister, was named as a 2010 Indiana Super Lawyers by *Law & Politics* magazine. He practices in the area of business litigation. The Indiana Super Lawyers list acknowledges the top 5% of Indiana lawyers based on peer evaluation, professional achievement, and recognition. Kempf lives and works in Indianapolis.

Andrea Melyon Lemon, MS'77, retired as a schoolteacher in Munster, Ind., six years ago. She writes that she is enjoying retirement and loves to travel. Lemon's daughter, Anne E. Lemon, BA'00, became a guidance counselor at Highland (Ind.) High School at the start of the 2010–11 school year. Both mother and daughter live in Schererville, Ind.

Larry W. Lunsford, MS'77, was presented with the Robert H. Shaffer Award during the 2010 Association of Fraternity/Sorority Advisors annual meeting in Phoenix. The award was established in 1980 by the AFA in honor of **Robert H. Shaffer**, LLD'85, IU professor emeritus of education and mentor to many

professionals in the fraternity movement. The award is presented annually to an individual in the field of higher education who has demonstrated a long-term commitment to fraternities and sororities. Lunsford is associate vice president for student affairs and ombudsman at Florida International University. He is a well-known educator, partner, and advocate for the interfraternal community. Lunsford lives and works in Miami.

In August, Larry Nisley, BS'77, retired from Peabody Energy after 29 years of service. He and his wife, **Jennifer (Lohman)**, BS'78, live in Evansville, Ind.

The Indiana Association of Public Schools Superintendents has named **Walter D. Bourke**, BS'78, MS'84, EdD'93, as Superintendent of the Year for metropolitan Indianapolis. Bourke has been superintendent of Franklin Township Community School Corp. since 2006. The association awards the title annually to one Indiana public school superintendent in each of its eight districts. Bourke lives in Indianapolis.

1980s

Beth Pieroni Schlicksup, BS'80, writes, "My son transferred to IU from Illinois Central College in August. He is currently studying biology and is finding IU to be the academically and culturally rich and diverse university that I once knew and loved. What fun it was for me to show him the campus! It's just as, and in some ways, more beautiful than it was in the '70s!" Schlicksup, a homemaker with three other children, lives in Dunlap, Ill.

Myra Wright Powell, Cert'81, BS/BGS'82, MS'90, is one of 62 outstanding elementary and middle school principals who have been named 2010 National Distinguished Principals by the National Association of Elementary School Principals. She is the principal of William W. Borden Elementary School in Borden, Ind. Established in 1984 by NAESP in cooperation with the U.S. Department of Education, the program recognizes public and private school principals who make superior contributions to their schools and communities. Wright lives in Borden.

In May, Randy T. Slovin, BA'80, was admitted to practice before the U.S. Supreme Court. He is a partner in the law firm Slovin & Associates Co. in Cincinnati. Slovin and his wife, **Diane (Lieberman)**, BS'81, live in Cincinnati.

Ismail B. Sidek, BS'82, MLS'83, lives in Kuala Lumpur, Malaysia, and has been promoting the magnetic levitation (maglev) technology of Magplane Technology Inc. for the Asia Pacific Region since 2008. Maglev is a system of transportation that suspends, guides, and propels vehicles, predominantly trains, using magnetic levitation from a very large number of magnets for lift and propulsion. It is faster, quieter, and smoother than wheeled mass transit systems.

Kay L. Hommedieu, MS'83, MLS'86, writes, "I am still a librarian for Memphis Public Library System in Memphis, Tenn., at the Randolph Branch Library." She lives in Memphis.

The University of Central Florida in Orlando has named an academic advising award for **Judith Pounds Sindlinger**, EdD'85, on her retirement from the university. She served for many years as executive director of undergraduate student services in the university's College of Health and Public Affairs. Sindlinger was the first chairwoman of the university's Academic Advising Council. The Sindlinger New Advisor Award will be awarded each year to an outstanding academic advisor with less than three years experience who has demonstrated outstanding academic advising of students. Sindlinger was awarded the 2006 Academic Advising Administrator Award from the National Academic Advising Association. She lives in Winter Park, Fla.

John A. Jackson, MS'86, of Franklin, Ind., a social studies teacher at Franklin Community High School, was one of eight IU School of Education alumni nominated as a candidate for 2011 Indiana Teacher of the Year.

Rev. **Carl V. Nelson**, MS'86, is an author, community advocate, pastor, educational consultant, and retired educator. He recently had three publications accepted by the Library of Congress. The publications were selected for addition to the library's general collections division. Nelson lives in Indianapolis.

Lisa Lattimer Miniear, MS'87, a grades 9–12 physical education teacher at Franklin Central High School in Indianapolis, was a candidate for 2011 Indiana Teacher of the Year. She lives in Indianapolis.

Nancy Voelz Milne, EdD'89, has started her own company, Milne Collegiate Consulting, which focuses on supporting students in the college-search process. Her eldest daughter is enjoying life as a sophomore and

resident adviser at the McNutt Residence Hall at IU Bloomington. Milne and her husband, **Jonathan**, MS'82, EdD'89, who runs his own wealth management firm, live in Williston, Vt., with their other daughter, a high-school freshman, and the family golden retriever.

Indiana Teacher of the Year candidate, **Anthony J. Record**, BS'89, of Avon, Ind., teaches grades 9-12 mathematics at Avon High School.

1990s

Scott D. Black, BS'91, MA'10, of Fishers, Ind., was one of eight School of Education alumni nominated as 2011 Indiana Teacher of the Year. He teaches speech and debate at Warren Central High School in Indianapolis.

Agnes Boesken Pugel, BS'91, was a 2010 Indiana Teacher of the Year finalist. She teaches gifted and talented students in grades three and four at Thorpe Creek Elementary School in Fishers, Ind. Her husband, Michael, JD'09, is a patent attorney with Thomson Licensing Inc. in Indianapolis. The couple lives in Noblesville, Ind.

Stacy M. Huffer, BS'93, MS'05, a fourth grade teacher at Leesburg Elementary School in Leesburg, Ind., was a candidate for 2011 Indiana Teacher of the Year. She lives in Warsaw, Ind.

Edward M. Kominowski, BA'93, MS'95, is associate vice president for college relations at Stetson University College of Law in Gulfport, Fla. His previous roles include director of development and major gifts at Edison State College in Fort Myers, Fla., executive director of development for the University of South Florida College of Engineering, and development professional at Indiana University for 10 years.

Steven C. Levy, BM/BS'93, is a tax manager and national expert in tax incentives at Donovan CPAs and Advisors in Avon, Ind. He and his wife, Michelle (Ream), BS'02, live in Indianapolis.

Myrna Y. Hernandez, BS'94, MS'99, is director of campus living and community development at DePauw University in Greencastle, Ind. The department oversees all campus living units and staff. Hernandez lives in Plainfield, Ind.

Catherine A. Clements, BA/BS'96, MS'03, JD'09, has joined the health and life sciences practice group at Baker & Daniels. She is an associate in the law firm's India-

napolis office. Clements spent the past year as a law clerk in the Indiana Supreme Court for the Hon. Theodore R. Boehm. Before attending law school she gained experience in various areas of clinical research, including global clinical trial development and regulatory scientific communications for Eli Lilly & Co. Clements lives in Indianapolis.

Donna Ciaramitaro Hepp, BS'96, has taught elementary school in Rochester, Mich., for 13 years. She and her husband, Jay, have two children and live in Oxford, Mich.

Richelle Wright Brown, BS'99, MS'02, and her husband, **Travis**, BS'99, MBA'06, have relocated from Bloomington, Ind., where they both worked for IU, to Lakeland, Fla. Richelle is coordinator of campus life and engagement at the University of South Florida Polytechnic in Lakeland. Travis is director of Blue Sky Incubators and instructor in information systems/decision science and entrepreneurship at USFP. He is also working on his dissertation to complete his PhD in informatics at IU.

The Indiana Department of Education announced in October that **Stacy A. McCormack**, BS'99, of Mishawaka, has been named 2011 Indiana Teacher of the Year. **Jamil C. Odom**, BA'00, MS'05, of Indianapolis, was named runner-up Teacher of the Year. Eight of the 10 finalists in the 2011 Indiana Teacher of the Year program studied at the IU School of Education. McCormack, who becomes the state's representative for National Teacher of the Year, is a physics teacher at Penn High School in Mishawaka, Ind. Odom teaches at Mary Bryan Elementary School in Indianapolis.

2000s

In June, basketball I-Man **David W. Pillar**, BS'01, was named principal of Jackson Creek Middle School in Bloomington. He can be reached at dpillar@mccsc.edu. Pillar lives in Bloomington.

Amy H. Criss, PhD'04, is an assistant professor of psychology at Syracuse University. She recently received a NSF career award for her research, which involves how human memory operates within the framework of computational models. Criss and her husband, **Jason V. McDowell**, BS'03, live in Syracuse, N.Y.

Ricardo Montelongo, PhD'03, is associate vice president for student success at the University of St. Thomas in Houston. He serves

as chief retention officer for the university and directs the Mendenhall Achievement Center, which is composed of academic advising, career services and testing, counseling and disability services, and a tutoring center. Montelongo lives in Houston.

Pamela Furst Abromowitz, BS'04, and her husband, Daniel, welcomed their second son, Oliver, in March. She is a former kindergarten teacher who is now raising her two children at home. The couple recently moved from Tipp City, Ohio, to Denver.

Jennifer L. Gross, BS'05, writes, "I received a master's degree from DePaul University, and I am working as a high school counselor in Chicago. I am getting married in November to Steve Serota." Gross lives in Chicago.

In May 2010, **Emily M. Masengale**, BS'06, became the first recipient of the Indianapolis Principal Fellowship award. The fellowship, a collaboration of Columbia Teachers College, Teach for America, and Indianapolis Public Schools, is an accelerated leadership program that prepares Teach for America alumni to become principals within the IPS system. Masengale is a student at Columbia Teachers College's Summer Principals Academy, where she spends six weeks in full-time classes in New York during the summer. She expects to graduate in July with a master of education degree in organization and leadership. As a part of the fellowship, Masengale has committed to working in an administrative position within the Indianapolis Public Schools system for three years after graduation. This year she is an assistant principal at Rousseau McClellan School 91, a Montessori magnet school in the IPS serving students from kindergarten through eighth grade. Masengale lives in Indianapolis.

Erika Pallone Mensch, BS'06, married her husband, Peter, BS'07, in July. Erika teaches mathematics at Carroll High School in Fort Wayne, Ind. Peter works for Fort Wayne-based OmniSource Corp., one of North America's largest processors and distributors of scrap and secondary metals. The couple lives in Fort Wayne.

Servet Celik, PhD'09, is an assistant professor and chairman of the Department of Foreign Language Education in the Fatih School of Education at Karadeniz Technical University, Turkey. He lives and works in Trabzon, Turkey.

Angelica A. Kamysz, BS'09, is an art teacher with Chicago Public Schools. She teaches at Wendell Phillips Academy High School in Chicago and lives in Lake Zurich, Ill.

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.

The note below appears as a Box Note in the May-June issue of *Indiana Alumni Magazine*

Former High School Athletic Director Inducted into Hall of Fame **Les R. Wright**, BS'62, MS'67, of Borden, Ind., was one of nine national high school athletic directors inducted into the National Interscholastic Athletic Administrators Association Hall of Fame in December. The induction took place during the NIAAA's annual meeting in Orlando, Fla.

Before retiring in 1996, Wright, 71, served for 26 years as athletic director and director of student activities at Floyd Central Junior-Senior High School in Floyds Knobs, Ind. After spending several years as a science teacher and assistant coach, Wright became athletic director at Floyd Central in 1970 and transformed a boys-only athletic program with eight sports and 18 teams into a co-educational program of boys and girls sports totaling 66 teams. For his services to its athletics programs, the school named a 40-acre outdoor athletic complex in Wright's honor and, in April, Wright was inducted into the Floyd Central High School Hall of Fame.

Wright has been active in national and state associations for athletics directors for many years. He was a member of the Indiana Interscholastic Athletic Administrators Association board of directors for 12 years — serving as the organization's president in 1978 — and has been named IIAAA's District

V Athletic Director of the Year twice. Wright also worked as a track and cross-country official for the Indiana High School Athletic Association. Nationally, he has been closely involved with the NIAAA and is in his fifth term as the chairman of the NIAAA Retired Athletic Directors Committee. Wright has been the recipient of numerous awards from the organization over the years, including the NIAAA Distinguished Service Award in 1984 and the NIAAA Thomas E. Frederick Award of Excellence in 1998.

A long time IU Alumni Association volunteer, past president of the association's Louisville/Southern Indiana Chapter, and former member of the IUAA Executive Council, Wright received the Alumni Association's President's Award in 2007. In addition, he is an appointed alumni representative on the IU Faculty-Athletics Committee.

Faculty member earns high recognition from IU

Indiana University has selected Heidi Ross, Professor of Educational Policy Studies and Comparative Education in the Department of Educational Leadership and Policy Studies, for the President's Award, an IU award established in 1974 to recognize outstanding teaching, research or service. IU recognized her during the Celebration of Teaching Dinner on April 8.

"Every time I teach a class or speak with a student of mine, I always have a role model in my mind to follow. That is Professor Heidi Ross," writes Jingjing Lou, who earned a PhD at IU Bloomington under Ross's supervision and is now a faculty member at Beloit College.

Ross came to Indiana University after serving as a professor of educational studies and director of Asian studies at Colgate University. A scholar of comparative and international education, she has published widely on Chinese education, gender and schooling, and qualitative research methodology. Her books include *China Learns English*, *The Eth-*



nographic Eye, and *Taking Teaching Seriously*.

"I think it is fair to say that she is one of the leading scholars of comparative education in this country," says Richard Rubinger, a professor in the IU Bloomington Department of East Asian Languages and Cultures. "She is without peer in the field of gender education in China, a topic that is now becoming of great interest to scholars across the fields of comparative education, gender studies, and East Asian studies."

Ross is director of the East Asian Studies Center, where she has been committed to increasing funding for cross-national learning

opportunities for IU students, especially those whose study has an Asian focus. She also is co-director of the Pan-Asia Institute established by IU in partnership with the Australian National University.

"A university administrator is a university educator," she says, "and I strive to create with staff, students, and colleagues learning communities with shared missions."





Ross says her teaching ethos is simple: "Every student can and does learn and has the right to the best possible education. To this end my teaching starts with the creation and careful tending of [trans]national communities of learning and practice. This process involves nurturing diverse environments for student-centered learning that fosters global awareness and vision."

The result, says Martha McCarthy, IU Chancellor's Professor and chair of the Department of Educational Leadership and Policy Studies, is that graduate students describe their experiences in Ross's classes as "life-transforming" and "the best class experience of all." They refer to Ross as "highly engaging and inspiring" and say that she has caused them to "willingly rethink [their] research in a more hopeful way."

Keep up online!

Find the latest stories, videos, and information about what's going on here:

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Snapshot

Gary drummers raise the roof at the School of Education



A group of fourth- through sixth-grade students from the Gary Community School Corporation's Bernard C. Watson K-6 Boys Academy Drum Corps performed Feb. 21 at the IU School of Education in Bloomington. The performance in the Wright Education Building atrium was part of ArtsWeek, the annual winter festival showcasing the unique richness of artistic expression in Bloomington. Watson's drum corps rehearsed with Jacobs School of Music students on Feb. 20th, then participated in the noon IU Bloomington performance, followed by an afternoon performance for Rogers Elementary students in Bloomington.

The IU School of Education's Center for P-16 Research and Collaboration began a partnership with Watson Academy, which includes faculty professional development and program support, in 2006. Watson and Frankie Woods McCullough Girls Academy also have worked with School of Education faculty and staff to improve student academic performance.