

Chalkboard

IU School of Education Alumni Association

Fall 2017

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Chalkboard

IU 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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For more information about membership or activities, contact (800) 824-3044, alumni@indiana.edu, or visit alumni.indiana.edu.

A Season of Change...

THE FALL IN SOUTHERN INDIANA IS A WONDERFUL TIME. Growing up in Southern California where we only had two seasons, summer and not summer, I never had the chance to experience the yearly onset of crisp, cool days and the leaves changing colors. At this time of year, I am especially pleased that my family decided to make Bloomington our home.

It is a season of change in the School of Education now as well. On August 11, the IU Board of Trustees approved a recommendation from President McRobbie that our “core campus” School be separated into two independent schools of education, one in Bloomington and one at IUPUI (page 4). This decision was not taken lightly by anyone, and it followed nearly two years of careful study and deliberation among the faculty on both campuses. The separation was made possible, in large part, by the extraordinary growth of the IUPUI School of Education through the development of excellent academic programs and by its becoming one of

the leading urban schools of education in the country. The IU School of Education at IUPUI will now be able to focus squarely on its urban mission while Bloomington will continue to strengthen its role as a premier research institution that also prepares world-class teachers and other education professionals. Most importantly, this transition for the school promises to set a course of excellence for the years to come for all of us.

As always, this issue of *Chalkboard* celebrates the accomplishments of our faculty, staff, and students as well as our extraordinary alumni. For example, as arts programs are currently threatened by federal, state, and local budget cuts, our faculty and students are partnering with schools to integrate the arts into other curricular areas, emphasizing the potential of the arts to promote powerful learning (page 14). In addition, you will read about how our researchers continue to illuminate critical educational issues such as preparing teachers to work with English Language Learners (page 7) and the persistence of racial and ethnic segregation in our state (page 17). As we are arguably the most international school of education in the country, this issue also features reports on how we are touching the lives of people from



Dean Terry Mason

every corner of the world, and how they in turn come to us to enrich our lives here in Indiana. Finally, in this issue we introduce a “Class Notes” section to highlight events and milestones from the lives of our alumni. I invite you to share yours with our editorial staff for inclusion in future issues of *Chalkboard* (page 27).

While the seasons may change, some things endure. I take great pride in knowing that our IU School of Education community, nearby and across the globe, remains steadfastly devoted to building a just and equitable world through education.

Terry Mason,
Dean, IU Bloomington

Many Metaphors – Few Clichés



Robin L. Hughes

Executive Associate Dean, IUPUI

THIS QUICK NOTE SIGNALS A “TURN” in our form and function — so to speak. While I tend to veer from metaphors and clichés, I couldn't refrain from their appropriateness given the circumstances and space in which we are living. The cliché the hard work begins now makes little sense in our case. For the last two and half years, the hard work required to move towards separation of the schools has required all hands on deck for

quite some time. The Faculty and Budget Affairs Committee (FABA), under the leadership of Tandra Jackson and Craig Willey, met bi-weekly to ready the school for a smooth transition. They lead with ease, never allowing anyone to see them or us sweat. Through their guidance, we were able to create a viable and sensible budget and think through the restructuring of the school especially within the next five to 10 years.

Leadership and followership has been key to these smooth operations. Senior scholars Pat Rogan, along with Barbara Dennis in Bloomington, helped shepherd recommendations through many levels of campus leadership. What appeared to be so effortless was truly a work of administrative art which required dialogue from around both the school and IUPUI. Working in the same library with the same book and on the same page meant Terry and I were constantly communicating and smoothing a few bumps along the road. We expected difficulty but most importantly understood its presence did not stall the process.

It might be interesting to note that administration, colleagues, and Trustees commented that this separation was “ideal or a model” in which others might follow. The key to this model? Communication, reciprocity, respect and agreement to communicate when there was disagreement.

The folks on the front line of the negotiations put everyone's productivity first. We all wanted to assure our colleagues were kept abreast of all movement, but we also wanted to stress that we had their backs.

Ultimately, we are poised to work and thrive as we always have. We are deeply committed to research and scholarship around urban schooling while engaging in thoughtful relationships with our communities in which we are serving. We look forward to the next steps and as always, we will keep you posted. ■

Four Honored with Distinguished Alumni Awards

This year's honorees include United Nations representative and National Geographic host

FOUR ALUMNI OF THE SCHOOL OF EDUCATION WERE HONORED this year with the Distinguished Alumni Awards. The Distinguished Alumni Award is the highest honor bestowed upon an alumnus by the School. The award was founded in 1977 to recognize alumni who have enhanced the reputation of the school by distinguishing themselves in their careers and have made significant contributions to their community, state and nation through professional service, public service and civic activities.

HONOREES:



BRADY BARR (B.S. 1987) — Barr is a children's book author, educator and herpetologist. He has hosted multiple shows on National Geographic and currently owns Eco Adventures Nature Center in Servana Park, Maryland.



TED HASSELBRING (B.S. 1971, Ed.D. 1979) — Hasselbring is a professor of special education at Vanderbilt University. His career of over 30 years included transforming the way instruction is delivered to millions of at-risk K–12 students.



SAISUREE CHUTIKUL (M.S. 1957, Ed.D. 1962) — Dr. Saisuree is a chairperson and member of multiple national committees in Thailand. Previously, she was a representative to the U.N. and served on several committees for the protection of women's and children's rights.



EDSON SAMPLE (M.S. 1971) — Sample previously served Indiana University as the Director of Financial Aid. He is considered a leader in higher education financial practices, with the work he's done impacting generations of IU students.

Honorees were honored at the annual Distinguished Alumni Award Dinner on October 21. ■

Roy Y. Chan Picked for Committee for 100



PH.D. STUDENT ROY Y. CHAN HAS BEEN NOMINATED to the C100 Next Generation Leadership Program as part of the Committee for 100, an organization that works to promote diversity and inclusion of Chinese Americans in the United States. Chan is the first person from Indiana University to be nominated to the committee.

When he found out about the nomination, Chan said, “I actually broke down

and shed tears of happiness. It was such a huge honor being able to work and to do what I love in higher education. It made me really proud to be teacher-scholar and practitioner and having accomplished so many things in the state of Indiana.”

Chan is currently completing his Ph.D. in Education Policy Studies in the Department of Educational Leadership and Policy Studies (ELPS). ■

Tonia Leotsakos Recognized for Her Impact



TONIA LEOTSAKOS HAS WON the Bloomington Academic Advising Council Terri Nation Advising Award for 2017. Leotsakos has been an academic advisor with the School of Education for three years. When she found out she won the award, Leotsakos was humbled — and touched by the words of her students, who wrote letters as part of her nomination.

“That was the best part. Honestly it wasn’t the winning. The best part was reading the words of my students,” Leotsakos said. “That would have been enough. That’s really what it’s all about.”

One of Leotsakos’s favorite parts of the job is getting her students to feel like the School of Education is their home base. Many students she works with come from diverse populations and often have never spent time on a campus as big as IU. Curriculum for education majors can be particularly challenging to navigate, since they have to meet Indiana state standards. As part of her job, Leotsakos helps her students through the process of choosing the right classes for their ambitions.

“I just want to be that resource that students will never be afraid to ask, whatever the question,” she said. ■

Center for Human Growth Wins Community Service Award

THE CENTER FOR HUMAN GROWTH at the School of Education has been honored with the 2017 O'Bannon Institute for Community Service Community Partner Award. Lynn Gilman, Director at the Center for Human Growth, was given the award at the 14th Annual O'Bannon Institute Civic Engagement Awards at Ivy Tech Community College in Bloomington, where the center has a long-standing partnership.

The Center for Human Growth partnered with Ivy Tech in 2007 to

provide counseling services to Ivy Tech students. Services are provided by advanced graduate students under the supervision of licensed faculty members in the IU Counseling Psychology program.

“The duration of the partnership speaks to the success of this partnership. The Ivy Tech students we serve might not otherwise have access to mental health care that is affordable and accessible,” Gilman remarked. ■



Teemant Awarded Grant for ESL Teachers

ANNELA TEEMANT, ASSOCIATE PROFESSOR OF SECOND LANGUAGE EDUCATION, was awarded a \$2.75 million United States Department of Education National Professional Development Grant for the project, “Partnering for Radical School Improvement: Preparing Every Teacher for English Learners.” This five-year grant will provide scholarships for sixty-six teachers to complete the 21-credit ESL Certification and 41 teachers to complete nine additional credits as part of an English as a New Language (ENL) Leadership Academy.

The grant empirically investigates the relative impact of teacher knowledge

of language, culture, and pedagogy on measures of student achievement and English development using quasi-experimental designs. Gina Yoder, Clinical Associate Professor in Math Education and Teacher Education and Cleveland Hayes, Professor in Urban Education Studies and Teacher Education, will also collaborate on the development of a parent-family-community engagement workshop, coaching intervention, and two regional conferences.

This funding allows IUPUI to join the national dialogue on how to improve educational opportunities and outcomes for multilingual learners through radical change. ■



Grad Student To Study Sexual Assault Intervention Programs



GRADUATE STUDENT NELSON ZOUNLOME received the Ford Foundation Pre-Doctoral Fellowship, designed to support doctoral students of underrepresented groups who wish to pursue a position as a faculty member in an effort to increase diversity. This award will provide Zounlome guaranteed funding for the next three years, allowing him to focus his time on research, classwork and clinical work.

When asked how he felt when he learned he had received this award, Zounlome stated, “I was incredibly

shocked. I actually reread the email I received several times in disbelief.”

Through his work funded by the fellowship, Zounlome will be able to devote his attention to his research interests, such as the creation of male-targeted behavioral intervention programs to combat sexual assault on college campuses, particularly among populations of color, as well as studying the mental health outcomes, identity development, and lived experiences of students with marginalized identities. ■

Balfour Scholars Program extended four years



THE BALFOUR SCHOLARS PROGRAM AT THE INDIANA UNIVERSITY SCHOOL OF EDUCATION has received \$773,000 from the Lloyd G. Balfour Foundation, a grant that will allow the program to continue for four years.

The program was developed to support underrepresented students with the knowledge and skills to make informed decisions related to college choice and fit.

The events and activities embedded in the program are designed to cultivate the skillset needed to successfully navigate the rigorous college pathway. They also provide a safe space for students to grapple with tensions and address inequities they might face as they pursue postsecondary education.

Since 2013, about 460 students have participated in the program’s Pre-College Academy, with over 95 percent of those students being Indiana residents. Following participation in the academy, about 150 attendees subsequently enrolled at Indiana University.

The program is administered through the Center for P–16 Research and Collaboration in the School of Education and is the premier program aligned with the center’s mission to support college access and success. These activities are facilitated by Balfour Scholars Program partners, including IU faculty and graduate students, in-service and pre-service teachers from neighboring school districts, and staff from campus organizations. ■

IU School of Education to Become Two Independent Schools in Bloomington, Indianapolis

Both schools will continue to work together

THE INDIANA UNIVERSITY BOARD OF TRUSTEES has endorsed a recommendation to separate the IU School of Education into two independent schools. The move will enable each school to sharpen its focus on historic and emerging areas of strength and more effectively meet the educational needs of Indiana and the nation.

“Over its more than century-long history, Indiana University’s School of Education has played a vital role in improving education in the state of Indiana, nationwide and around the world, and it continues to be at the forefront of delivering innovative and creative approaches to teacher training, professional development and education research,” IU President Michael A. McRobbie said.

“We are excited to move forward,” said Terry Mason, dean of the IU School of Education. “Separating into two

independent Schools of Education will enable both campuses to set individual priorities toward excellence. We remain dedicated to our mission of improving teaching and learning in a rapidly changing world and working with the School of Education at IUPUI in the future.”

The School of Education at IUPUI will seek to enhance its programming and reputation in the area of urban education, including providing pathways for individuals from underrepresented groups to gain the education necessary to become classroom teachers and expanding efforts related to school administration, teacher and counselor training, curriculum development and educational technology.

The School of Education at IU Bloomington will continue to strengthen its undergraduate teacher education and graduate programs and

better connect students with faculty who are engaged in cutting-edge research that is impacting the field of education. It will also seek to expand the school’s award-winning Global Gateway for Teachers program, where students complete a portion of their student teaching abroad, on the Navajo reservation or in Chicago public schools. The school will also actively engage in the educational component of the campus’s Center for Rural Excellence initiative, which is focusing IU resources and expertise on improving the lives of residents in rural and small-town communities in southwest Indiana.

In 2015, IU convened a blue ribbon committee to assess the structure and future direction of the university’s education programs. An exhaustive set of studies and two conclusive faculty votes led to the recommendation to establish separate schools. ■

“Separating into two independent Schools of Education will enable both campuses to set individual priorities toward excellence.”

Mustaphas Give Back Through Education

School of Education alumni promote village school and clinic in Sierra Leone

FRANCIS AND BOBBIE MUSTAPHA may both be retired, but their schedules remain busy. The couple, both School of Education alumni, are continuing to work in a different way: promoting the Madina Village School in Madina, Sierra Leone, Francis's hometown. When Francis was born in Madina, his parents had already lost seven children, including Francis's twin brother. Francis's father had heard of a lady who had been trained as a nurse, and took his son to her.

"The only difference between me and my seven siblings who died was this educated lady," Francis said. "And that made the difference."

Francis tried using money from an educator award to finally build a school in Madina. But civil war broke out in Sierra Leone, and the money earmarked for a school was instead used for food and survival. Finally in 2013, Francis was able to open Madina Village School.

"Those little schools, especially in rural areas, you will have 80-100 kids in a classroom. All the teachers have are a piece of chalk, no books, no materials, nothing. This is why what we're doing there is so critical," Francis remarked.

The school has now grown to almost 400 students and 13 teachers. When

they travel back to Madina, Francis and Bobbie focus on teacher training.

"This time we'll also be having science, social studies, different topics all on the primary level," Bobbie said. "This will also be the first time that we're going at the beginning of the start of the school year. We'll be able to follow up with teacher training for the first month or more."

The Mustaphas are also working on building a clinic for Madina. Anyone wishing to donate to either the school or the clinic can visit the madinavillageschool.com and madinaclinic.org. ■



Francis and Bobby Mustapha with children from Madina

Children at Madina Day School



Global Gateway Receives \$75,000 Gift for Future Scholars

The Jongsma Family Global Gateway Scholarship will enable students to teach around the world

THE JONGSMA FAMILY GLOBAL GATEWAY SCHOLARSHIP has been established with a generous gift from alumni Gene (B.S. 1964, Ed.D. 1971) and Kathy Jongsma, who studied and taught at IU (1969–1971). This scholarship, to be endowed over the next three years, was established to encourage education majors to become global citizens through the Global Gateway for Teachers program, an experience that provides teacher education majors with international immersion in host nation schools and communities worldwide, affording them the opportunity to engage in study abroad that speaks directly to their professional preparation for the teaching force.

Both Gene and Kathy spent nearly 50 years serving in a variety of domestic and international educational settings and have come to value the benefits of cross-cultural experiences. They feel blessed to be able to support prospective teachers who are seeking to student teach abroad.

Because of strict program requirements, teacher education majors have fewer opportunities to participate in traditional study abroad programs; however, gaining international and intercultural experience is critical. Immersion into the lives of members of diverse groups, coupled with



Gene and Kathy Jongsma

structured learning and reflection requirements in both school and community, can result in significant professional and personal learning that far exceeds the goals of most conventional student teaching experiences.

“The Jongsmas’ generosity will enable carefully selected individuals to realize what otherwise may only have been a dream,” said Laura Stachowski, Director, Global Gateway for Teachers. “The overseas experiences launch our graduates on a trajectory of transformation that continues to influence their personal perspectives and professional practices, thus broadening the worldview of the children they teach for years to come.” ■

Sue and Bob Talbot



SUE AND BOB TALBOT are life-long residents of Bloomington. Bob is a 1961 graduate of the IU Kelley School of Business, while Sue received three degrees from the School of Education (B.S. 1966, M.S. 1971, Ed.D. 1992). She taught first grade in Bloomington for many years, served as associate director of Leadership in Education Administration Development and was director of alumni education programs. She has volunteered on the IU Board of Trustees, and served as the Education Alumni Board President, the IUAA National President and the National Teachers of the Year National President. Sue and Bob have supported numerous areas across campus,

including a scholarship for football managers in honor of Bob's late father, Robert M. Talbot, Sr.

The Talbots' legacy of service to Indiana University and to the state of Indiana is extraordinary; however, their most important commitment is to their family. They have three children, Lisa Deinlein, Michelle Creek, and Robert "Bud" Talbot, III. All of their children and two of their grandchildren are alumni and one will graduate in May 2018, bringing the number of IU degrees to 19 for the Talbot family. The Talbots' generous spirit and loving support of IU will live on for years to come. ■



IU ALUMNI ASSOCIATION

PROUD MEMBER

THE TRANSFORMATIVE POWER OF AN IU EDUCATION

“The family of friends, colleagues, and mentors that I gained at the School of Education has positively changed my life every step of the way. IU has given me so much over the years. That's why I'm a proud IUAA Life Member.”

RACHEL BOVEJA, BGS'08, MS'14
PROUD IUAA LIFE MEMBER



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Ruth Crawford

RUTH CRAWFORD may be 102, but she still remembers when she came to Bloomington in the 1952, Indiana University was one of the few schools that would accept her because she was African-American. She had been an elementary school teacher before coming to the School of Education for her M.S. While here at IU, she hoped to get more knowledge on how to teach children having difficulty learning in her classroom. IU provided the training she needed, and Crawford still remembers how at a time when

there were no other African-American children in the school she enrolled her son at, his teacher treated him no differently. She later started a community center that catered to the disabled and elderly and provided education for children. Crawford operated the center for 31 years without pay. ■




 ALUMNI

This year's program features
Dean Terry Mason on the topic
**"The IU School of Education's Global
 Engagement and Why It Matters"**

To join our mailing list, please visit
alumni.iu.edu/winter-college.
 Questions? Contact Amy Oakly at
aoakly@indiana.edu or 812-855-6120

MARK YOUR CALENDAR

WINTER COLLEGE 2018
SATURDAY, FEB. 10 – SUNDAY, FEB. 11
NAPLES GRANDE BEACH RESORT IN NAPLES, FLA

Art Education Paints New Picture of How Students learn

Project represents partnership between art education program and local school



Students dance during a living museum exhibit.

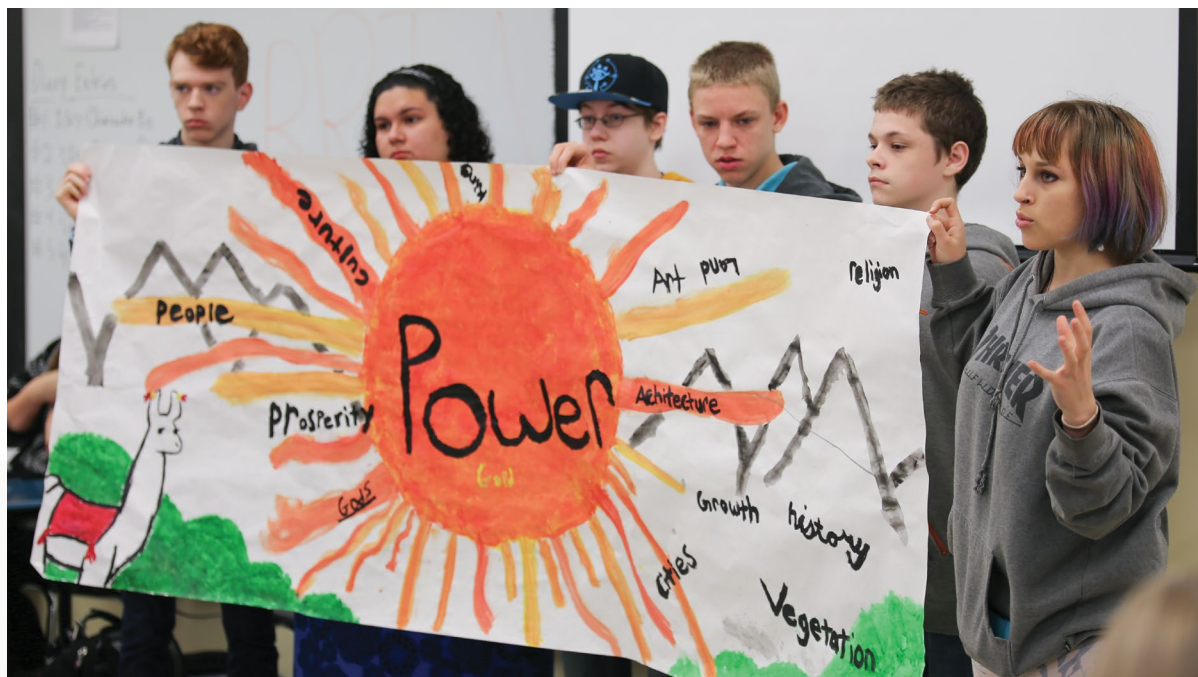
“Science, technology, engineering, and math are important subjects and skills to learn. With arts strategies, though, students can explore the same topics, themes, and subjects in many ways.”



Leslie Rowland and Gus Weltsek

THE CLASSROOM WAS DRAPED with sheets and colorful painted posters. From one corner, music was playing. Students served drinks, fought with plastic swords, did headstands, built boats and danced, all as teachers and fellow students walked around, observing the exhibits. Each demonstrated knowledge and research the student had done over the course of a semester on a specific ancient civilization.

The project between the School of Education and the Academy of Science and Entrepreneurship, a Bloomington high school, is just one example of the way art education can be combined with other subjects. Gus



Students present their project to the class.

Weltsek, an assistant professor of art education, says the project is exploring the ways in which the arts inform learning across all levels.

“It’s a way to help students see themselves as active participants in a democratic society, as well as enrich their achievement on standardized state and teacher generated assessments,” Weltsek said.

Adding an arts component to STEM initiatives — effectively changing the acronym to STEAM — is one of the main takeaways from the project. Ph.D. student Leslie Rowland, along with Weltsek and teachers at the academy, worked to infuse researched-based learning strategies into a combined English and social studies tenth and eleventh grade class.

“Science, technology, engineering, and math are important subjects and skills to learn. With arts strategies, though, students can explore the same topics,

themes, and subjects in many ways,” Rowland explained. “A number of research articles document how adding the A in STEM encourages creativity and critical thinking in ways traditional learning strategies may not.”

Art education also incorporates the theater into lessons. Alumni Jim Morrison, a fifth-grade teacher at the Bloomington Project School and member of the Cardinal Youth Education Board at the Cardinal Stage Company, worked with Donna Adomat, Associate Professor of Literacy, Culture, and Language Education, to give IU pre-service teachers a lesson through Cardinal’s performance of *Frog and Toad*. The students engaged in a hands-on educational theater workshop that resulted in the creation of lesson plans for a variety of subjects.

Weltsek adds that a focus solely upon skills and memorization of formulae

and dates inadvertently shuts down the human need to explore, imagine and create. With art education, those needs become a reality. ■



Alumna Uses Community Arts to Reach Youth Around the World

Maya Alkateb-Chami completed her M.S.Ed. in Art Education



MAYA ALKATEB-CHAMI has always been fascinated by the arts. That's what led her from her home in Syria to the School of Education for her M.S.Ed. in Art Education as part of a Fulbright program in 2012. The program attracted Alkateb-Chami because it didn't just focus on the visual arts, unlike many other programs, since her focus was in community art programs and projects.

"The Art Education program at IU was flexible enough to allow me to explore community arts and the non-profit space, in addition to learning more

about the history of the field," Alkateb-Chami said.

Adolescents are Alkateb-Chami's favorite group to work with. Arts are a way for young people to build confidence and find a place to belong. "They feel safe connecting with others and building positive relationships," she noted.

As Syria plunged into war, Alkateb-Chami was granted temporary protection status before becoming a permanent resident. While her immediate family and many of her friends no longer live in Syria, Alkateb-Chami still has some family in the country.



"It is amazing how human beings are able to continue to live and create spaces for themselves to be happy and be resilient when there's so much adversity," she noted. "It's extremely sad what the country has been going through. The Syrian people are kind and generous, but I've also been able to see how young people and others are working hard to create better opportunities for themselves to continue to live and to give." ■

Children enjoy a traditional art performance organized by Alkateb-Chami in Damascus, Syria.

Segregation still prevalent in Indiana schools

Data show interaction between white and non-white students still remains low



Screenshot of user-friendly data at ceep.indiana.edu/segregation

“While schools in Indiana remain segregated, this is primarily due to large-scale rural-versus-urban residential patterns.”

INDIANA SCHOOLS ON AVERAGE REMAIN largely segregated by race, ethnicity and family income, according to data recently analyzed by the Center for Evaluation and Education Policy at the IU School of Education in partnership with the Civil Rights Project at UCLA. CEEP has been examining how demographic shifts are changing the composition of Indiana’s schools. The researchers used Common Core of Data school enrollment information from the National Center for Education Statistics to illustrate enrollment trends within and across school districts from 1988 until 2015.

The analysis shows that the lack of integration (or racial and socioeconomic diversity) in Indiana schools largely reflects residential segregation.

“While schools in Indiana remain segregated, this is primarily due to large-scale rural-versus-urban residential patterns,” said Thomas Sugimoto, CEEP Evaluation Coordinator.

Although Indiana has seen rapid growth in the enrollment of

non-White students, the average Black student in Indiana attends a school where 68 percent of the students are non-White, while the average White student in Indiana attends a school where 19 percent of the students are non-White.

Research has found a clear correlation between racial segregation and academic achievement gaps; racial achievement gaps are also influenced by students’ exposure level to low poverty students. U.S. schools became less segregated after Brown v. Board of Education, but segregation in many states has increased in recent decades, and segregation by socioeconomic status has become more prevalent.

“An important goal of this project was to make data available to policy makers, educators, and the public in a user-friendly way so that they can explore the data at a state, regional or local level,” said research assistant Jodi S. Moon. ■

Complete results of the project, including visual breakdowns, are available at ceep.indiana.edu/segregation.

Education Student Finds Calling as Child Life Specialist

Laura Cahalan's elementary education major has prepared her to help children through some of their biggest challenges

LAURA CAHALAN had just finished her freshman year as an elementary education major at IU and didn't know if teaching was for her. When a family friend asked her if she had considered becoming a child life specialist, her interest was piqued. After being a patient herself at Riley Hospital for Children, Cahalan knew she wanted to do something in the medical field, but had never heard of this particular job.

A child life specialist is a person who provides physio-emotional support to patients and families in children's hospitals or on pediatric units. Children with a large range of medical issues work with child life specialists, who use toys to explain what an I.V. is — or simply to help the child feel normal. Every activity with a child life specialist is rooted in developmental activities that are appropriate and educational according to the child's age.

Besides balancing her elementary education major and three minor degrees she's pursuing (psychology, counseling and human development and family studies), Cahalan had to complete over 200 hours volunteering at Riley before completing a practicum Children's Hospital at Dartmouth-Hitchcock in Boston. She also has to



do a semester-long internship before becoming certified.

Perhaps the most difficult part of the job will be when a patient is suffering from a terminal illness. Cahalan will be by the family's side to take them through the stages of grief and document the child's life through scrapbooks or hand and footprints. She took a class on death and dying this summer to begin to prepare herself for patients that may one day need that support. Although she is not going to

be teaching, Cahalan has no regrets about majoring in elementary education.

"It prepared me for working with kids in any situation in the best way possible," she said. "I don't think I could have been in any other major and had this experience and time with children. There's so much these classes teach you beyond how to be a teacher. In learning how to be a teacher, you learn a lot of really important life skills that you can carry with you in any career." ■

Three School of Education Colleagues Retire



Gary Crow, Judy Crow, Marcia Campbell, and Jack Cummings

THREE SCHOOL OF EDUCATION COLLEAGUES — Judy Crow, Gary Crow and Jack Cummings — retired this summer after many years of service to the school. We're thankful for all their work and will miss seeing them around the school.

JUDY CROW HAS A LONG HISTORY OF SERVICE to the field of Education — in particular, to institutions of higher education. When she came to IU, Judy became a key player in getting the INSPIRE Living Learning Community program off the ground and has been instrumental in INSPIRE becoming one of the school's signature programs. As the assistant director for the Living-Learning Center, Judy helped to develop, create and manage a unique and engaging experience for INSPIRE students.

IT WAS NOT LONG AFTER GARY CROW ARRIVED at IU that faculty in the department of Educational Leadership and Policy Studies selected him to be department chair. Gary is a distinguished author and editor, as well as a highly respected scholar and an internationally renowned leader in his field. His last appointment at the school was as interim Executive Associate Dean.

JACK CUMMINGS JOINED THE FACULTY as Assistant Professor of School Psychology in 1980. During his time with the school, Jack directed the School Psychology Program from 1984 to 1993, overseeing the Ph.D. and Ed.S. Programs. He also served as Department Chair of Counseling and Educational Psychology and was also appointed the Executive Associate Dean for the School in 2000, a role he served in again from 2010 to 2011. ■

Project to Increase Global Perspectives



A NEW PROJECT AIMING TO INSTILL GLOBAL VIEWPOINTS in classrooms across Indiana has received funding from the Longview Foundation. The project, Infusing Global Perspectives in K–16 Education Across Indiana, aims to infuse global perspectives to the School of Education's pre-service teachers and faculty members, as well as K–12 school principals across Indiana, according to Vesna Dimitrieska, Director of Global Education Initiatives at the Center for P–16 Research and Collaboration. The grant will help fund three initiatives that are aimed at different target audiences with a goal for Indiana students to become globally-minded, engaged citizens. ■

IACETE Honors Students for Field Experiences



FIVE SCHOOL OF EDUCATION STUDENTS have been recognized by the Indiana Association of Colleges for Teacher Education (IACETE). The students were nominated by their supervising teachers and university supervisors and selected by a committee in the Office of Clinical Experiences based on their outstanding teaching in the classroom during their student teaching experiences. ■

Hayes Tells Students to Find Their Passion

THREE YEARS INTO HER TEACHING CAREER, Jahana Hayes found her students were learning, but they weren't thriving, and she wasn't enjoying teaching like she expected to be. After taking inspiration from Dr. Martin Luther King, Jr., Hayes harnessed her passion for service learning and volunteering and passed that to her students. As the 2016 National Teacher of the Year, she told future teachers at the School of Education they too can make a difference in their students' lives. "Figure out what your gift is, and multiply it. Kids will leave with this wealth of information and knowledge that will help them contribute to the world." ■



McCarthy Institute Addresses Hot Topics

SCHOOL VOUCHERS were one of many education topics discussed at this year's Martha McCarthy Education Law and Policy Institute. Now in its fourth year, the institute includes discussions on current and pressing issues in education law and policy and insights from educational and legal experts. The day-long institute was another chance for lawyers, educators and concerned members of the public to come together and learn about the challenges affecting education while learning from others' experiences on those issues. ■



Hmelo-Silver Named Inaugural ISLS Fellow

CINDY HMELO-SILVER HAS BEEN NAMED a member of ISLS Fellows with the International Society of the Learning Sciences. The fellows program recognizes individuals who have made major contributions to the field of learning sciences. Each fellow will continue to serve in critical roles for the society in the future through their continued leadership and mentorship activities. Hmelo-Silver is the Barbara B. Jacobs Chair of Education and Technology and Professor of Learning Sciences Faculty in the Department Counseling and Educational Psychology. ■



Alant Honored By University of Pretoria

ERNA ALANT RECEIVED THE NEVILLE COHEN AWARD in 2017 from her alma mater, the University of Pretoria. The award acknowledges exemplary work in the fields of Augmentative and Alternative Communication and severe disability, with a sensitivity to the unique challenges of working in the South African context. In commemoration of this award, she presented a lecture entitled: "Meaning-making in interpersonal interactions: moving beyond exchanging messages in interaction." ■



Erna Alant with her mentor, Emeritus Professor I C Uys, left.

Student Organization Receives Two Awards

THE COUNSELING PSYCHOLOGY STUDENT ORGANIZATION (CPSO), a student organization in the Counseling and Psychology Department, has recently been awarded the Diversity & Inclusion Award from Student Life and Learning, as well as an Honorable Mention for the Event of the Year Award for the Black Wom(b)men's Wellness & Empowerment Summit. Additionally, CSPO recently received funding to host a panel event to discuss issues on gender diversity in the helping professions. ■



Slam Camp Gives Poets a Voice

THIS SUMMER, SLAM CAMP WAS BACK AT THE SCHOOL OF EDUCATION, hosting students from around the country. The spoken word summer academy aims to practice a holistic pedagogy that educates in a safe space for students to build their identity as writers and people. Campers spend a week learning about different forms of poetry, writing their own material and performing for their fellow students. ■



Celebration of Teaching Recognizes Excellence

FACULTY MEMBERS, GRADUATE STUDENTS AND TEACHERS from around the state were celebrated with several awards given annually for excellence in teaching. Joshua Danish, an associate professor in Counseling and Educational Psychology, was this year's recipient of the Burton W. Gorman Teaching Award, the most prestigious award conferred upon faculty by the School of Education. Danish joined IU in 2009 and has excelled in the classroom since then, teaching both undergraduate and graduate classes. ■



Armstrong Teachers Announced

ELEVEN TEACHERS FROM AROUND INDIANA ARE RECIPIENTS of the annual Armstrong Teacher Educator Awards. This year's winners represent a range of subjects and experiences, from all over the state. In addition to recognizing educator excellence, the award provides financial support for top Indiana educators to work with current IU faculty and undergraduates in the classroom and early field experiences. Armstrong Teacher Educators take an active role in shaping the next generation of teachers. For all recipients, that means traveling to Bloomington to participate in a panel discussion of current issues in education, as well as inviting IU students to their own classrooms to observe and learn. ■



Masters in Education Program Links IU Researchers to Students in Uganda

IU Faculty assisted with two-week workshop to coach students on thesis writing

A TEAM FROM THE CENTER FOR INTERNATIONAL EDUCATION, DEVELOPMENT AND RESEARCH (CIEDR) at the School of Education participated in a two-week writing workshop this summer in Kampala, Uganda. The workshop was part of a USAID-funded program at the University of Juba designed to help university students with their master theses. The workshop provided intensive one-on-one and group guidance

and mentoring for thesis writing and defense. Each day of the workshop included an opening session on a relevant topic led by Dr. Kathryn Engebretson of the School of Education and Dr. Dan Prinzing of the Wassmuth Center for Human Rights in Boise, Idaho. Students had the benefit of working in writing groups led by skilled writing coaches to set goals, share progress, receive guidance and address concerns.

Students' reflections on the workshop were positive. Many commented that the workshop's location and design allowed the students to focus on important thesis tasks without the daily challenges and distractions the students face in Juba, such as fuel shortages, lack of transportation, food scarcity, limited power and internet and general insecurity. These day-to-day problems impact the much-needed time and space that the students need to complete their thesis. ■



Center for International Education, Development and Research (CIEDR) staff with students from Uganda

Girls STEM Institute Encourages and Empowers

Organization works to develop STEM opportunities for female students

CRYSTAL MORTON, ASSOCIATE PROFESSOR IN MATH EDUCATION, honors the brilliance of girls of color through the Girls STEM Institute (GSI), an organization Morton created to ensure that young ladies between 9 and 18 years old have opportunities to develop an understanding of mathematics and other science, technology, engineering and math concepts in an out-of-school context.

GSI's vision is to transform communities by empowering girls of color to become leaders, innovators, and educators who use STEM as a tool for personal and social change. GSI also reinforces the importance of higher education and aims to increase the flow of underrepresented groups to upper level mathematics courses as well as other STEM-related degrees and careers. GSI is unique in that it focuses on the whole person through the integration of STEM learning with overall wellness and well-being. Over the past four years, 96 girls have participated in the four-week summer enrichment program, where they engage in a variety of learning experiences on topics such as anatomy and physiology, medical mathematics, coding, geometry, statistics, probability, financial literacy, entrepreneurship, leadership development and career and college readiness.



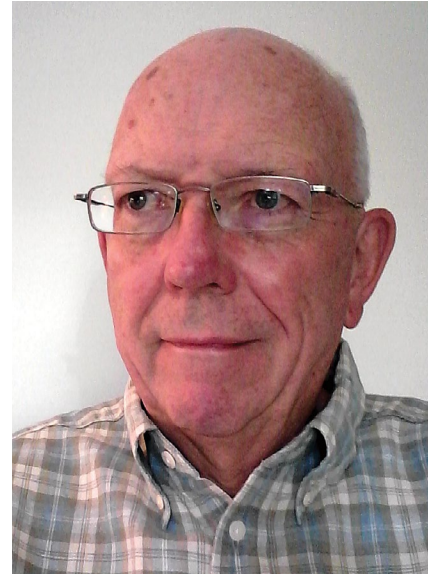
As a part of her research agenda, Dr. Morton examines the impact of GSI's summer learning experiences on girls' self-efficacy and confidence in STEM subjects, interest in STEM careers,

and confidence as learners in general. She is also interested in ascertaining a better understanding of the experiences of camp participants and their parents' in formal school settings. ■

James G. Hatfield Gives Back

COURSEWORK AND A VARIETY OF PRACTICAL EXPERIENCES AT IU prepared James G. Hatfield for work in the public schools. Experiences working with High Ability students as well as coursework in measurement and statistics proved invaluable to his success in his career. Eventually Hatfield became a non-traditional school psychologist, working for a public school system for 30 years. He chose a bequest to continue to support Indiana

University students and faculty in their continuing pursuit of excellence in school psychology and counseling practice. Both Hatfield's siblings and his father graduated from IU Bloomington. His father in particular was always a strong supporter of IU, having graduated with a Ph.D. in Chemistry and was also a standout in track and field. ■



The Easiest Way to Make an Impact

INTERESTED IN HELPING STUDENTS AT INDIANA UNIVERSITY but feel overwhelmed by the thought of writing another check or giving up your assets today? A simple, flexible and versatile way to ensure we can continue our educational mission for years to come is a gift in your will or living trust, known as a charitable bequest.

By including a bequest to Indiana University in your will or living trust, you are ensuring that we can continue to impact the lives of students for years to come. Your gift also entitles your

estate to an unlimited federal estate tax charitable deduction. As recognition of your gift, you'll become a member of our Arbutus Society.

So how do you remember Indiana University in your will? While planning or updating your will, simply tell your attorney that you want to leave something to the IU Foundation. A common practice when including a bequest in your estate is to leave a percentage, rather than a fixed amount, to us. That way, your gift to us remains in proportion to other bequests.

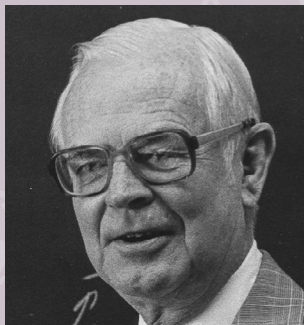
Before you meet with your attorney, visit iufoundation.planmylegacy.org/bequest-language. Your attorney will add this wording to your will if you choose to make a gift. ■

To learn more about including the Indiana University Foundation in your will, please contact Jenni Dill-McGill at (812) 855-0588, (800) 558-8311, or jdillmcg@iu.edu.

In Memoriam

Robert Shaffer

September 13, 1915–April 21, 2017



DR. ROBERT SHAFFER passed away on April 21, 2017, at the age of 101.

Dr. Robert Shaffer's career at IU spanned 40 years. Shaffer joined the IU faculty in the School of Business in 1941, but left shortly thereafter for

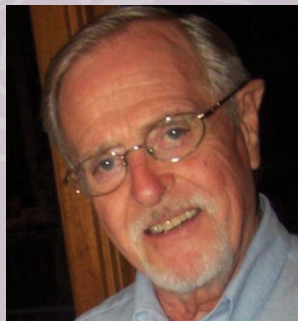
wartime service in the U.S. Army from 1943–1945, returning with a joint appointment in the School of Education and School of Business. Appointed in 1955 as Dean of Students, he responded to changing student demographics and helped create a campus climate that valued freedom of speech and diversity of opinion. He was instrumental in the creation of the counseling, veterans affairs and international services offices on campus. Shaffer returned to the School of Education in 1969, establishing the IU Higher Education and Student Affairs (HESA) graduate program.

The legacy of Dr. Shaffer is found throughout IU. The Interfraternity and the Center for the Study of the College Fraternity he established is housed in the Center for Postsecondary Research (CPR). The Student Life and Learning Office hosts undergraduate students each year through the Shaffer Internship program. HESA honors a doctoral alumna/us annually with the Robert H. Shaffer Alumni Award. At the national level, NASPA honors a tenured faculty member annually with the Robert H. Shaffer Award for Academic Excellence as a Graduate Faculty Member.

Shaffer, an energetic, warm, caring person, who embraced life and saw the best in everyone, loved to help others grow. He will be missed, and we are thankful for his many contributions that continue to touch the lives of undergraduate and graduate students. ■

Larry Brown

September 29, 1928–July 6, 2017



LAURENCE (LARRY) D. BROWN passed away July 6, 2017. He was 88 years old.

He was born in Waynesville, Ohio, where his parents, Larry and Grace (Walton) Brown, had a farm. He was a conduit to the years when

farmers ploughed behind horses and got their water from the pump on the back porch; his children and grandchildren fondly remember his stories of his youth. As a youngster during World War II, he learned to pilot a plane; to afford the lessons, at age 16 he rented and operated his own farm. Later, he was drafted and served in the Korean War as a member of the 7th Cavalry.

The GI Bill afforded Larry an opportunity to get a good education; he completed a master's degree at Miami University and an Ed.D. at the University of Illinois. Larry and his wife Marylou married in 1957, moving to Bloomington in 1962, when Larry joined the faculty at the IU School of Education. He served in multiple faculty and administrative positions from 1962 when he joined the Department of Educational Psychology through his retirement in 1993. He is remembered with gratitude for placing the needs of others ahead of his own as a citizen of the School, and with respect for his studies on students in higher education and on technology-mediated pedagogy.

Larry is survived by Marylou, his wife of 60 years, four children and six grandchildren.

His family planned to place his ashes in the family burial ground in his hometown of Waynesville. ■

Class Notes

1960s

JANET COMPTON (B.S. 1966, M.S. 1969) was named to this year's class of Golden Hoosier Award winners, an award for Indiana seniors' commitment to community service.

1970s

WALLAPA DEVAHASTIN (M.S. 1971, Ed.D. 1974) was honored with the Venerable Professor Award at the Faculty of Education of Chulalongkorn University's 60th Anniversary event.

SANDY POINSETT (B.S. 1971) was honored with a faculty excellence award at the College of Southern Maryland.

PEGGY HINCKLEY (B.S. 1974) was named emergency manager of Gary Schools.

GARY RANSELL (Ed.D. 1978) joined Western Kentucky University's Hall of Distinguished Alumni.

1980s

DAVID TYSON (Ed.D. 1981) was named president of Holy Cross College.

JIM BUSH (B.S. 1983 & M.S. 2000) was named principal of South Spencer High School.

GIL SPEER (M.S. 1985) was presented with the Ken Leffler Award from the Indiana Football Coaches Association.

DAVID WANTZ (M.S. 1988, Ed.D. 1991) has been named president and CEO of Independent College of Indiana.

1990s

ROBERT SCHWARZ (Ph.D. 1990) was selected as the recipient of the 2017 Robert H. Shaffer Award for Academic Excellence as a Graduate Faculty Member.

ANDREA MOBLEY (B.S. 1991, M.A. 1996, Ed.D. 2009) accepted an appointment to the district administration of Monroe County Community School Corporation as assistant superintendent for human resources and operations at Bloomington North High School.

BARRY FISHMAN (M.S. 1992) was honored as professor of the year by the Michigan Association of State Universities.

MARTIN POLLIO (B.S. 1993) was named interim superintendent for the Jefferson County Public Schools system.

ERIN ANDERSON (B.S. 1998) has been named principal of Cabarrus County Schools' Harrisburg Elementary.

2000s

AMANDA MIDDLETON (B.S. 2002) has been named assistant VP of eCommerce at Elements Financial.

ELISE TILLER (B.S. 2003), French Teacher at Edgewood High School in Ellettsville, Indiana, was awarded the Outstanding Educator Award.

TOM KILLIAN (M.S. 2004) has been named president of the Legacy Fund of Hamilton County, Indiana.

JAYME LITTLE (M.S. 2004) has joined Lamda Chi Alpha as its director of alumni engagement, effective August 1.

CHRISTOPHER WINCHELL (B.S. 2004, Ed.S. 2016) was named superintendent of the Union County/College Corner Joint School District.

FRANK E. ROSS, III (Ph.D. 2005) was named vice president for student affairs at Butler University.

MITCH BRATTON (M.S. 2006), assistant director of special education for the Monroe County Community School Corporation received the Outstanding Educator Award.

ASHLEE FUJAWA (M.S. 2006) has been named marketing manager at Thomas P. Miller and Associates.

DANIEL PASCOE AGUILAR (M.S. 2006, Ph.D. 2009) was named executive director of career services at Ithaca College effective in June.

2010s

DEVON PHILLIPS (M.S. 2012) was named principal of Batesville Intermediate School, effective July 1.

KENNETH W. DOLLASKE (M.S. 2016), a physics teacher at Noblesville High School, was recently named the Head Boys Varsity Soccer Coach. ■

*Have some news
you want to share
with us?*

*We're collecting
alumni updates to
include in future
editions of
Class Notes.*

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Alumna Brings Measurement Lesson to Life with Colorful Ruler

GRETCHEN MCCORMICK (B.A. 2003) was trying to teach measurement to fifth graders during her student teaching experience at the School of Education, but her students could not grasp the lesson. Frustrated, McCormick used a Sharpie to change a normal ruler into something with different markings. Suddenly, the lesson clicked for the students — and for

McCormick. She developed a ruler called Measure by Color, a ruler that denotes different measurements with color-coded markings. It makes what can be a difficult lesson more visual, taking away the confusion for students and adults alike.

And even though it helped her teach fifth graders, McCormick said it's useful from

preschool to high school — and beyond.

“I have yet to find an educator who has not loved it,” she said. “They love it for all different reasons. Everybody thinks it's just hands down wonderful.”

Find more information on Measure By Color at measurebycolor.com. ■

