

Spring 2019

Chalkboard

IU Bloomington School of Education Alumni Association

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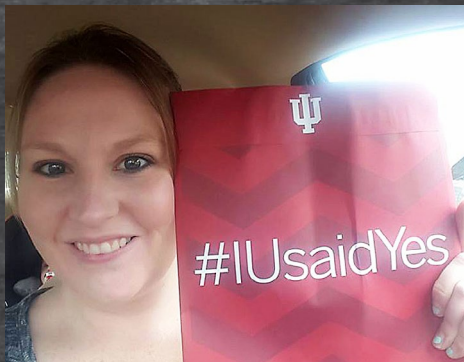


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MISSION STATEMENT

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.



DEAN'S Perspective

This is an exciting time for the School of Education.

Over the past several months our esteemed colleagues, including alumni, community members, faculty, staff, students, and friends, have gathered to work toward developing a strategic plan for the School. I have heard from many that this process has been powerful, transparent and inclusive.

What is very clear to me is that the School of Education belongs not just to our current faculty and staff, but also to our longtime alumni, donors, citizens and partnerships, all who are dedicated to making sure that we continue to rise to prominence as a world class School of Education with a high-quality student experience and impactful, relevant research.

We recognize that we are firmly grounded in our past history of greatness, while acknowledging that it is time to chart a new vision to lead the way in transforming education both locally and throughout the world.

Looking forward, we will continue to lean into our challenges and opportunities with renewed energy as we go boldly into the future

through work that enhances our research mission and embraces our purposes of equity and social justice.

Something I keep in mind every day is our school's mission:

“ . . . to improve teaching, learning, and human development in a global, diverse, rapidly changing, and increasingly technological society.”

This is something we live through our programs, research initiatives and local and international partnerships. Those are all part of our quest to remain curious as a School of Education. As part of our mission for the School, we have three guiding principles:

- Prepare reflective, caring, and highly skilled educational practitioners and scholars who lead in their chosen professions;
- Inform educational theory and practice through research; and
- Work in partnership with a range of constituents to effect change from the local and national levels throughout the world.

We are steadfast in our dedication to impart our research and best practices around the world. Last fall I traveled to Ireland to visit some of our students participating in the Global Gateway for teachers program. And earlier this spring I traveled to Kosovo and Thailand to solidify and expand projects of research, policy and best practices to enhance systems of education that are relevant and meaningful to each country's context. As we share our faculty expertise around the world, we are extremely committed to partnering with Indiana schools to address their immediate needs as well.

Therefore, as I continue to learn the language and people of the state, university and community, I feel tremendously supported, and I thank you for your care and the generosity to your time, talents and treasures to support the School of Education.

My request of all our alumni and friends is to make sure that we **remind the world that education is a great foundation to any career, and that through a quality education with outstanding and compassionate educators, we can change the world.**

Lemuel Watson
Dean



2018 Distinguished Alumni Award winners from left, James Luther, Dena Cushenberry-Burrello, Dean Lemuel Watson, Frederick Taylor, Jr., and Judith DeMuth

School of Education names four honorees for Distinguished Alumni Awards

Four alumni from the School of Education were honored at the annual Distinguished Alumni Awards dinner on October 27. Dena Cushenberry-Burrello, Judith A. DeMuth, James B. Luther and Frederick A. Taylor, Jr., were chosen as distinguished alumni because of their numerous contributions to the field of education, health services and veterans affairs, amongst many other achievements.

“These graduates are a tribute to the School of Education. Through their extensive and diverse careers, whether it be in public education, social services or work for veterans, they are all making a difference in the world. It is an honor to present each of them with the Distinguished Alumni Award,” Dean Lemuel Watson said.

Dena Cushenberry-Burrello

Dr. Dena Cushenberry-Burrello has served in public education for nearly 40 years. In 2008, she moved to the Metropolitan School District of Warren Township in Indianapolis central office where she served as the associate and deputy superintendent until she was appointed superintendent in 2012. She earned her Ed.D. and Ed.S. in Educational Leadership from the School of Education.

Judith A. DeMuth

Dr. Judith A. DeMuth is superintendent of the Monroe County Community School Corporation. She began as MCCSC superintendent in July 2011 after serving six years as superintendent of the La Porte County Community School Corporation and two years as superintendent of the Richland Bean-Blossom School Corporation. DeMuth earned her B.S. in Physical Education and her Ed.D. in Educational Leadership from the School of Education.

James B. Luther

Dr. James B. Luther is owner and president of Luther Consulting, LLC, a Carmel, Indiana-based company that provides software and evaluation services that help customers prevent the spread of disease, drug abuse, and homelessness, as well as promote social justice for youth, the economically disadvantaged, gay and lesbian people, and other underrepresented populations. Luther received his Ph.D. in Counseling Psychology from the School of Education in 1992.

Frederick A. Taylor, Jr.

Frederick A. Taylor, Jr., has dedicated his career to serving veterans, students, his community, and Indiana University. A three-time Purple Heart recipient from the Vietnam War, he is the administrator of Zephyrhills Health & Rehabilitation Center, in Zephyrhills, Florida. Taylor received his B.S. in Education and his M.S. in Secondary Education from the School of Education.



Lochmiller awarded Culbertson educational leadership award

Chad Lochmiller, Assistant Professor of Educational Leadership in the department of Educational Leadership and Policy Studies, has won the 2018 Jack A. Culbertson Award. The award is presented annually to an outstanding junior educational leadership professor in recognition of his/her significant

contributions to the field of educational leadership. Individuals nominated must have been professors for six years or fewer and currently serve in a university that is part of the University Council for Educational Administration (UCEA). “I am extremely grateful to receive the

2018 Jack A. Culbertson Award from the University Council for Educational Administration,” Lochmiller said. “The UCEA community has been an extraordinary source of support, scholarly encouragement, and professional mentoring throughout my career.”



The 2018 recipients of the Warrior Award with Colloquium Co-Chairs Drs. Jerlando F. L. Jackson and James L. Moore III. Dean Watson is second from right.



Dean Watson wins Warrior Award

School of Education **Dean Lemuel Watson** has been awarded the 2018 Warrior Award from the International Colloquium on Black Males in Education. The award recognizes individuals who have provided long-standing service, commitment and leadership focused on the most difficult challenges impacting black males in education globally. Watson admitted he was totally surprised

to learn he would be receiving the award: “I like to think of myself as a humble person who goes about the world living my best life and making a difference whenever and however I can. I know to change the world takes as many small gestures as large ones. It is work I will continue to be involved with, and I am so blessed to be at the university and school where my work is valued by my

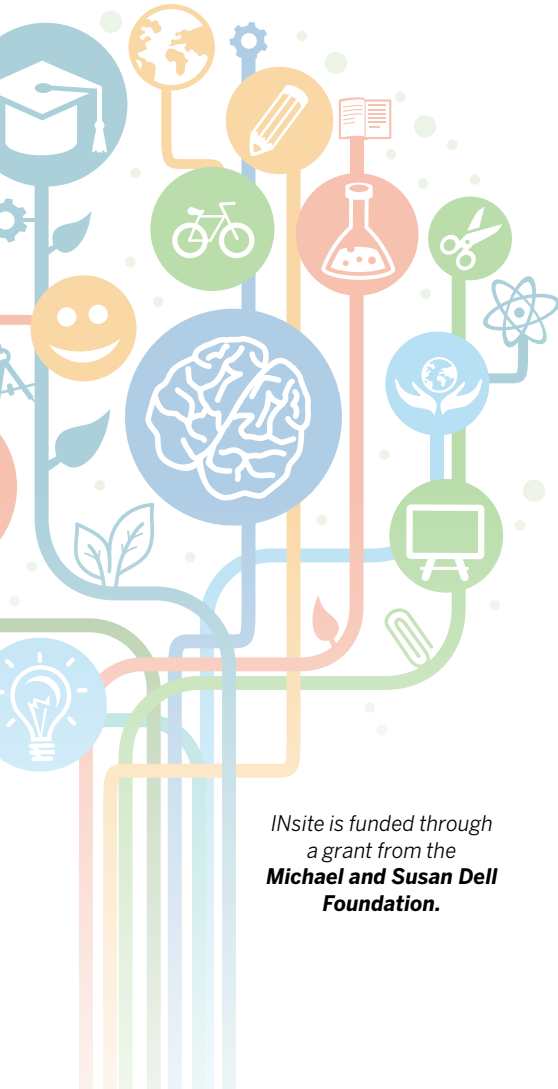
colleagues and peers,” Watson said. The International Colloquium on Black Males in Education was held in October 2018. The colloquium offered a diverse array of programs that serve to elicit intellectual thought, discussion, and ideas that can be implemented to serve and improve the experiences of black males throughout the world.



Rosh Dhanawade, Michael Taylor and Molly Stewart with their award from the 2018 Ed-Fi Data Summit

 INDIANA UNIVERSITY SCHOOL OF EDUCATION

INsite
Student Information To Empower



INsite is funded through a grant from the Michael and Susan Dell Foundation.

INSITE recognized for data-driven improvements in schools

A team from the School of Education has been recognized for their work using technology to help schools convert data into actionable information on a per-child basis. Michael Taylor, Molly Stewart and Rosh Dhanawade make up the Indiana Student Information to Empower (INsite), an initiative designed to provide a system to empower the teaching-learning process through data the system collects and manages.

Through INsite, school districts' data are connected, allowing databases such as student information systems, transportation, food service, and assessments to speak to each other.

Unlike a data warehouse or archive, the information about each student is continually updated so critical issues with students can be identified immediately.

Rather than grouping students together based on demographics and measuring improvement within those groups, INsite allows teachers and administrators to focus on each child individually.

“Education should be about every child, not just about this group or demographic,” Taylor said. “It has to be about every single child. [This] gives us the ability to enable educators to do that. [Through this system] we alleviate the burden of trying to dig through the data so the principal and others can take action.”



Participants at the end of the Improvement Science conference

Improvement science project seeks to advance learning and teaching

Teachers and leaders within the Evansville-Vanderburgh School Corporation joined faculty from the School of Education for a two-day conference last summer to learn more about improvement science, a user- and problem-centered approach to improving teaching and learning.

Improvement science tests ideas that educators work in teams to introduce, test, and refine before bringing the idea to a larger group. Instead of a traditional pilot program, improvement science seeks to develop the necessary

know-how for a reform idea ultimately to spread faster and more effectively. Of particular importance, the ideas used in this process emerge from those working in classrooms who have a keen understanding of a particular problem of practice.

“The process has multiple benefits,” said Chad Lochmiller, assistant professor in Educational Leadership and Policy Studies and coordinator for the improvement science initiative. “Namely it empowers teachers as focal actors in improvement activities and accelerates

changes in practice based on data derived through a structured inquiry process.”

The IU-EVSC Improvement Science Partnership repositions the school as a key stakeholder in K-12 educational improvement initiatives. Students at the School of Education will also soon be able to engage with improvement science as well: the project aligns with the development of a new, 12-credit hour graduate certificate in improvement science that will be offered through the School of Education starting this year.

Teacher safety event emphasizes importance of relationships with students



From left: Casey Hennings, Pam Fischer, Emily Quinn, Jake Allen, and Jeff Hendrix

School of Education student Casey Hennings saw a gap in her training when it came to safety in the classroom and spoke to Dean Lemuel Watson about organizing an event that addressed that concern. The Role of the Teacher in School Safety, three different events, was the result of Hennings' suggestion.

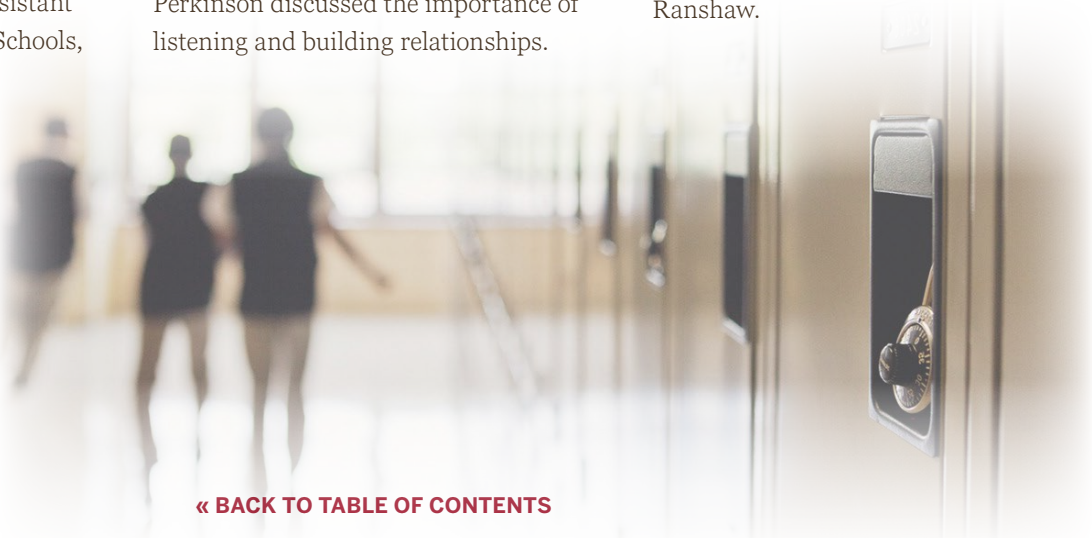
The day started out with an alumni panel discussing how safety affected the way they taught. Jake Allen, Assistant Superintendent of Mooresville Schools,

said his number one goal as a teacher is keeping his students safe.

While active shooter drills are on the forefront of everyone's minds, mental health was also emphasized. Larry Perkinson, the Employee and Student Assistance Coordinator for Bartholomew Consolidated School Corporation in Columbus, spoke in the afternoon about how relationships were the cornerstone of school safety. Perkinson discussed the importance of listening and building relationships.

The final event of the day was from faculty members David Estell and Heather Ormiston with the School Psychology program. Estell and Ormiston discussed bullying and warning signs in students, though they were quick to point out those warning signs should not be used as a checklist.

Funding for the activities was made possible through support from alumni John (B.S. '77) and Kate (B.S. '78) Ranshaw.





Danny Letman



Jacob McFarland

Alumni find teaching home in the Navajo Nation



Teaching in the Navajo Nation is one option for students who want to stay in the United States as part of the Global Gateway for Teaching program. The program can have such an impact on students, they may go on to accept full-time positions in the communities where they taught. Danny Letman (B.S. '17) and Jacob McFarland (B.S. '17) are two such alumni. Both chose the Navajo Nation for their Global Gateway placement, and both are now full-time teachers at NaaTsis'Aan Community School in Navajo Mountain, Utah.

Letman chose to teach in the Navajo Nation because he felt he knew so little about Native Americans and wanted to learn more.

"The Navajo Nation Program has been one of the most rewarding experiences of my life as I have felt so included by the community," he said. "It not only prepared me to be a better teacher, but also gave me a diverse array of opportunities I otherwise never would have had."

McFarland started interviewing for teaching jobs in Indiana after his Global Gateway experience, but found himself telling stories about the reservation in each of his interviews.

"I realized how quickly Navajo Mountain had become home in those 16 weeks of student teaching," he said. "The school was struggling, but a lot of different things were being put in place, and I could feel that we were heading in the right direction. Seeing how far we have come in less than two years is amazing, and it feels great to be a part of the change."

Students within the Navajo Nation face unique challenges. One is geography: spread across Utah, Arizona and New Mexico, the isolated location means parents mostly work off the reservation, leading students to stay in the school dorm throughout the week. The lack of jobs in the area also translates to a high absence rate as many students and parents are transient throughout the

year. Even basic needs are far away – NaaTsis'Aan is 40 miles from the nearest gas station and 98 miles from the nearest Walmart.

But McFarland and Letman embrace these challenges: they've become learners with their students as the community works to keep the Navajo language alive, a struggle as barely any students speak it.

"Western education focuses very little on cultural identity and dual language learning. To combat this, many reservation schools are working hard to incorporate Navajo culture and language into daily instruction. As a non-native, I have to be very creative in my planning to help reinforce my students' cultural identity," Letman said.

"I wanted to be the person I needed growing up. As a kid, I know how important it is to have strong role models in your life," he added. "I hope now as a teacher, I help meet some of those needs for my students."

Crystal Tyler fulfills dream of becoming a teacher



“I wanted to make a difference in the world, and the people who touch the most lives and have the most impact are teachers.”

CRYSTAL TYLER

Crystal Tyler’s path to becoming a teacher has been long and fraught with challenges. For starters, she’s a mother to Annalee, 11, and Miriam, almost 4. At 19, Tyler was widowed, and now at age 33, she graduated with her teaching degree in December.

“School was my safe haven,” Tyler said. “My third grade teacher Mrs. Stroud made a profound impact on my life. She always knew when I needed an extra hug or small gesture to show she cared. She never said anything but her actions told me she knew what was happening and that she was there for me.”

Tyler credits teachers for becoming the person she is today – and for making her want to teach.

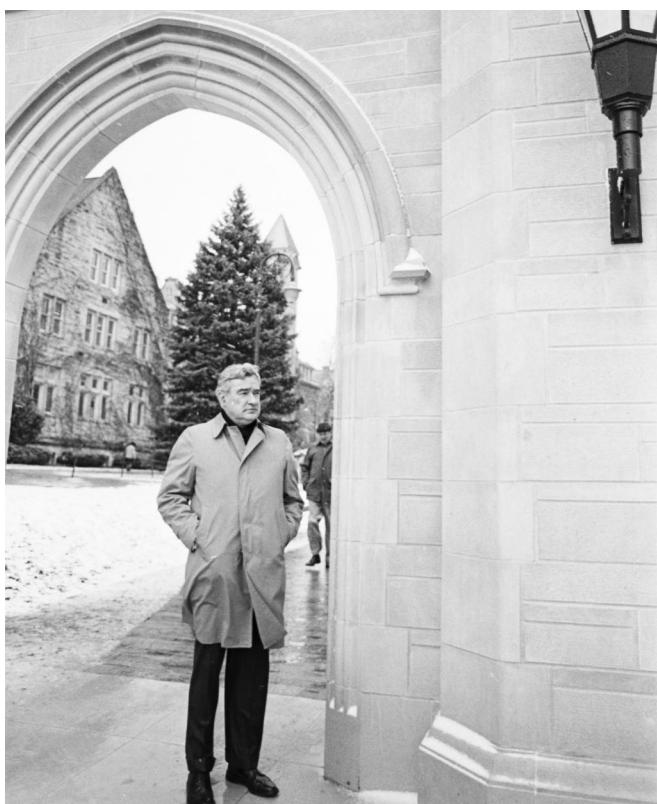
“I wanted to make a difference in the world, and the people who touch the most lives and have the most impact are teachers,” she said. “They are the support system people forget about. That is why I wanted to become a teacher. It is the best way to have a part in changing the world.”

Despite the challenge of going to school while balancing work and family, Tyler was able to earn a Cox Scholarship.

Annalee, Tyler’s oldest daughter, inspired her to chase her dreams of becoming a teacher.

“She had seen and been through way more than a little girl her age should have to,” Tyler said. “I needed to show her that no matter what mountains life puts in your way, it’s never too late to make your dreams come true.”

And now, that dream Tyler has been working toward for so long has come true: she has started teaching seventh grade math at Mitchell Junior High School in Mitchell, Indiana.



IU Archives

Edson Sample at the gates that bear his parent's names in 1987

Edson Sample leaves legacy



Dean Watson and Edson Sample

“No one has had a greater influence on my life and the good fortune I have had than you.”

JIMMY ROSS

You may be familiar with the iconic Sample Gates which bear his name, but you may be less familiar with his effect on financial aid practices in higher education. Edson Sample's impact can be felt well beyond the beautiful gates that were named for his parents. The positive influence of his advocacy and generosity to the world of financial aid can be felt even to today across IU and around the nation.

Sample began working at IU in 1958. Three years later, he took a job in the Office of Scholarships and Financial Aid. He spent his entire career at IU, eventually serving as the University Director of Scholarships and Financial Aid. While at IU, he also earned a Master of Science in Higher Education at the School of

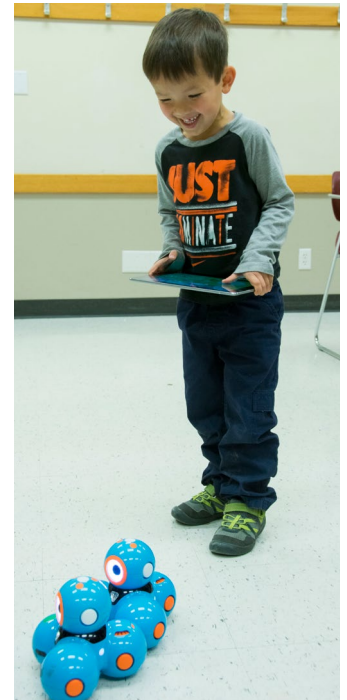
Education in 1971. As part of his legacy at the School of Education, he funded the Edson W. Sample Fellowship for students in the Higher Education and Student Affairs (HESA) program. His generosity ensures that future generations of HESA graduates will continue to lead and impact education for years to come.

Sample is considered one of the founders of the National Association of Student Financial Aid Administrators, and even after his retirement in 1990, he continues to stay involved in the world of financial aid both locally and around the country. His work has not gone unnoticed: he has received many state and national accolades through the years, including a citation by the Department of Education in 1986, the Sagamore of the Wabash, the

highest honor in Indiana, and was named a Distinguished Alumni by the School of Education.

Fittingly, it's some of the people he worked with at IU that can speak firsthand on the impact Sample had in their lives. Jimmy Ross was hired by Sample in 1968 and spoke fondly of his time working with Sample in a 1996 letter: "No one has had a greater influence on my life and the good fortune I have had than you. Please know that I will always be grateful for your friendship, and for the many good deeds you have piled up in my life."

When asked what he hopes his legacy at IU is, Sample replied, "Serving IU to the best of my ability and promoting its aims and objectives while providing a fellowship for the future."



Photos and cover photo taken by School of Education student and photographer, Emma Brett

STEM+C Night provides hands-on science, technology lessons



Meredith Park Rogers

It was a busy Tuesday night in December at the School of Education, where about 80 students in seven grades built, coded and, most importantly, learned through science and technology activities. They were there as part of STEM+C, an event with activities for students in kindergarten through sixth grade.

Students took turns doing science-related activities, such as building roofs that can sustain a natural disaster, and activities that involved technology, like building a balloon tower.

STEM+C, an acronym for science, technology, engineering and math, plus coding, was as important for the students that participated as it was for the students who organized the event.

Instructors included School of Education undergraduate students in elementary science concentration, with graduate students and Associate Professor of Science Education and faculty supervisor Meredith Park Rogers coordinating.

“The elementary concentration students developed the activities and then enacted the activities with the students,” Park Rogers said. “They were involved in putting together the event, marketing and program organization as this was a final project for them. They were learning how to put on a STEM night of sorts, potentially to do one in their own future schools someday.”

The event was a great chance to reach out to kids from all backgrounds and teach them how science connects with

other related disciplines like technology, engineering and math.

“Having opportunities to reach out to our community and offer these sorts of events to kids of that age who are naturally curious, always wondering, asking a lot of questions and want to interact with these kinds of topics is really important,” Park Rogers pointed out. “It’s as important as any of our work that we do with our teacher preparation and other outreach programs that we have within the school.”

Students interested in more science classes had another opportunity in the spring to continue learning with Saturday Science Quest, a five-week program featuring more hands-on science experiments and one-on-one attention for students.

Research to focus on family's role in supporting STEM interest and careers



Adam Maltese



A project led by Adam Maltese will help families incorporate engineering and "making" activities in their homes – potentially a step toward promoting interest in STEM and science and technology careers.

"The hope with this project is to engage families in engineering and making to empower them to design and build solutions to challenges they face in their homes and communities," said Maltese, associate professor of science education. "Through this, we hope they are exposed to the diverse opportunities that they might pursue with STEM."

The project, supported with a \$1.2 million, three-year grant from the National Science Foundation, will be co-led by Amber Simpson, assistant professor of mathematics education at Binghamton University.

It brings together two strands from previous studies by Maltese and Simpson. They have studied how individuals become interested in STEM and found that parents play an important role in exposing children to STEM but often aren't familiar with career options in these fields.

The team meets monthly with an organized family STEM night at the Boys and Girls Club of Bloomington, where they seek to recruit a group of low-income families to participate in the study. They will help the families identify challenges they can address at school, at home and in the community. Working with volunteer engineers from local company Cook Inc., they will support the families in developing solutions to these challenges and provide families

with engineering and problem-solving kits that they can use for fun at home.

The team will recruit new families and revise the process every few months, with the goal of having community partners carry on the program after grant funding ends.

At a time when employers lament a dearth of college students gaining skills in engineering and technology, scholars and policymakers have tried to understand why few children from low-income and minority families pursue STEM subjects and careers. The study will explore whether guided home-based activities can increase that interest and will examine whether children's "STEM identities" and parents' attitudes toward engineering and STEM careers shift as a result of the activities.



Nycha Schlegel and Dallas "Bill" Loos

Nycha Schlegel and Bill Loos give \$4 million to IU

“A gift like this one from Nycha and Bill will not only impact our current students, but will be felt in classrooms beyond IU for years to come.” DEAN LEMUEL WATSON

Alumni **Nycha Schlegel** and **Dallas “Bill” Loos** recently donated \$4 million to Indiana University. The bequest will benefit countless students, faculty and staff in the School of Education, IU Libraries, the Kelley School of Business and the Wells Scholars Program.

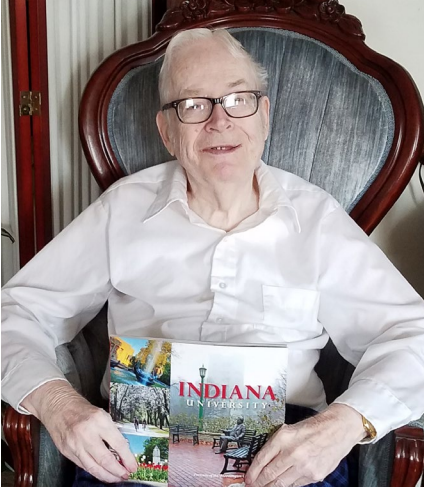
Schlegel earned her B.S. in Education in 1970 and her M.S. in Education in Counseling and Guidance in 1971 from the School of Education. Loos received an M.S. in Education in College Student Personnel in 1970 from the School of

Education and an M.B.A. from the Kelley School of Business in 1971.

“I shall forever remain grateful for my four years at IU. I so liked IU’s size, diversity, breadth of offerings, and, of course, its beautiful campus,” Schlegel said. “The opportunity to share three courses each of my first two semesters with the same twenty-two classmates taught by talented, committed faculty members was extraordinary. Most important, I met my now husband of twenty-five years at Wright Quad where we were both RAs for the 1970-1971 academic year.”

“I am extremely grateful that IU gave me the opportunity to attend a world-class university. I want to give the same opportunities to other students who want to pursue their dreams,” Loos added.

“At the School of Education, we work to continually invest in the future of education,” said Lemuel Watson, Dean of the School of Education. “A gift like this one from Nycha and Bill will not only impact our current students, but will be felt in classrooms beyond IU for years to come. We are so thankful to Nycha and Bill for their generosity.”



Walter Bridgewater

Walter Bridgewater

Walter Bridgewater (M.A. '61) has many fond memories of his time at Indiana University. His first campus visit happened when he was in high school when his affinity for the cream and crimson started. While enrolled in the School of Education in pursuit of his Master's, he worked in food service at the Indiana Memorial Union. Some of his favorite customers were President Wells and his mother who were regular diners. With the aspiration to achieve a doctorate, Bridgewater began further studies in counseling, only to have to leave college when his father passed away. Needed at home to help his mother take care of the family farm, Bridgewater left school and began his career in teaching. He taught English for 17 years in Crawfordsville, went on to be the assistant superintendent in Scottsburg, and finished his career teaching at Purdue University for 16 years. Since leaving IU, Bridgewater has been a strong and loyal supporter for over 35 years. He is an excellent example of a dedicated and devoted alumnus for the School of Education, and we are honored to acknowledge him as one of our many pride points. ***Thank you, Walter!***



Susan Talbot

Susan Talbot

Susan Hayes Talbot, alumna of the School of Education, will be awarded an honorary doctorate degree by Indiana University in May. Talbot graduated with a B.S. in Elementary Education in 1966, an M.S. in Elementary Education in 1971 and an Ed.D. in School Administration in 1992. She was a teacher in Monroe County for 20 years before founding Hoosiers for Higher Education, a citizen's advocacy group which lobbies around the state and nationally for funding for Indiana universities. Talbot also served as an IU Trustee for eight years. As part of her legacy of improving education, she and her husband formed the **Sue A. and Robert M. Talbot Science Education Scholarship**.

“Throughout her career, Sue has been unafraid to speak for her beliefs, fight for education, and challenge the status quo. She is richly deserving of such a distinguished honor from Indiana University.”

DEAN EMERITUS GERARDO GONZÁLEZ



I felt very humbled, honored, excited and thankful to be selected to serve as an Indiana University Bicentennial Professor.



SERAFÍN M. CORONEL-MOLINA
Associate Professor



Coronel-Molina named Bicentennial Professor

Serafín M. Coronel-Molina, Associate Professor in Literacy, Culture and Language Education at the School of Education, has been named a Bicentennial Professor by the IU Office of the Bicentennial. Bicentennial Professors are part of the university's bicentennial celebration. These professors

will deliver four to five lectures throughout Indiana during the 2019-2020 school year. "I felt very humbled, honored, excited and thankful to be selected to serve as an Indiana University Bicentennial Professor," Coronel-Molina said. "It has not been an easy journey to get here."



Summit celebrates while looking forward

Participants of the Black Women's Wellness & Empowerment Summit in October raised awareness of the unique challenges and

roles black women have shouldered in shaping their collective experiences throughout history.

The summit included a range of speakers and panelists discussing black women's sexual and relationship wellness, black joy, political activism and community engagement, and body empowerment among black girls and women.

The summit was led by graduate student **Nelson Zounlome** and an interdisciplinary group of students; **Dr. Kerrie Wilkins-Yel**, assistant professor in Counseling and Educational Psychology, was one of the advisors.

"Our first hope is that our diverse attendees walked away with a greater understanding of the experiences of Black girls and women," Zounlome said. "More importantly, for Black girls and women, we hope that they left feeling rejuvenated, inspired, and empowered to become better advocates for their holistic well-being."



From left: Sally Gaskill, Russ Skiba and Karen Hallett-Rupp

Retirees celebrated at fall gathering

Three colleagues from the School of Education celebrated their retirement in September with a reception in their honor. Sally Gaskill, Russ Skiba and Karen Hallett-Rupp were recognized for the outstanding services they provided to students, faculty, staff and the community during their tenure at Indiana University.

RUSS SKIBA

Russ started at the School of Education in 1987 in the Department of Counseling and Educational Psychology. He

was a professor in CEP and Director of the Equity Project at Indiana University, a consortium of federal, state, and foundation-funded grants providing evidence to practitioners and policymakers in the areas of school violence, zero tolerance, and equity in education.

SALLY GASKILL

Sally managed the Strategic National Arts Alumni Project (SNAAP) at the School of Education from 2008 until 2018, serving as director since 2012. SNAAP investigates the educational experiences and career paths of arts graduates nationally. Sally's career in arts administration and arts education spans more than three decades.

KAREN HALLETT-RUPP

Karen joined the School of Education in 1993 as Director of Instructional Consulting. In this role, Karen has worked with faculty and staff to provide instructional consulting, design and curriculum development guidance. She has been instrumental in helping to create a climate where faculty are supported and encouraged to integrate distance education, online learning opportunities and web-based course instruction into their proposals, coursework and programs.

Medina to study critical literacy in Puerto Rico

Carmen Medina, associate professor in the Literacy, Culture, and Language Department, has begun a project to enhance and develop teacher skills in critical literacy in Puerto Rico. She called the project significant, given that most educational initiatives in Puerto Rico respond to U.S. mandates such as "No Child Left Behind" or "Race to the Top" and tend to come with approaches and materials for teaching and learning that do not consider the cultural uniqueness of being Puerto Rican.

In 2015, 85% of the children who entered public schools in Puerto Rico lived below poverty levels. Medina pointed out that number reflects data before Hurricane Maria.

"It is concerning to think what that number might look like now," she added. "When I think of Puerto Rico as a colonial territory of the United States, I feel responsible to think my work at IU is helping improve the educational conditions of children there in ways that could bring new hope for social change."



Project in Costa Rica brings educational support to students

Students in night schools around San Ramon, Costa Rica, participated in a project funded by the U.S. Embassy in the country and assisted by School of Education faculty and students.

Faridah Pawan, Professor in the Department of Literacy, Culture and Language Education, and **Natalia Ramirez Casalvolone**, a third-year doctoral student, are co-principal investigators of the project that supports these students and provides professional development. They engage with these

students using multimodal and blended platforms, with informal learning as the focus to help the students self-direct their learning and use their daily life experiences and resources such as peer groups, family, the media and others. The students served are diverse in their ages and current situations, but similar in their goals: all aspire to further their education to the college level and consider English as a Foreign Language (EFL) as a critical skill to acquire as part of the journey.



Indiana Teacher of the Year shares message of excellence and empathy



When **Jerome Flewelling**, a physics teacher at Crown Point High School, started teaching high school physics, he stuck with the “lecture, lab, test” approach he had been taught. Flewelling, the 2018 Indiana Teacher of the Year, soon found his classroom spiraling out of control. He decided to assign his students a project: they had two weeks to build a catapult that would launch a tennis ball across a football field.

The project ended up launching something else, too: Flewelling’s new approach to teaching.

“I discovered my students wanted to be engaged, they wanted to be challenged, they wanted to find the curriculum had meaning in their lives,” Flewelling told a group of School of Education students. “I knew that something had to change. It was the courage to be greater than average.”

First International Conference on Literacy, Culture, and Language Education hailed as success



The inaugural International Conference on Literacy, Culture, and Language Education (ICLCLE) brought together scholars, students and activists from around the world to the School of Education, all looking to advance language, literacy and culture in education. The conference took place from October 5-7 and featured keynote addresses, panel speakers, round table discussions, interactive workshops and poster sessions. Participants came

from 35 states and 17 countries.

Goals of the conference included advancing knowledge about literacy, culture and language education, promulgating the use of research that improves and serves the public good and encouraging innovative, scholarly inquiry, research methodologies and on-going discussions on literacy, culture and language education at local and global levels.



Jillian Kinzie

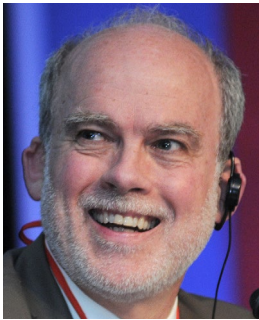
IU research center to study high-impact practices

Colleges may be quick to promote the value of special learning as part of their curriculum, but such activities don't guarantee student success or even participation. A project from the Center for Postsecondary Research will assess these high-impact practices (HIP) to find out how effective they are.

High-impact practices are believed to be engaging educational experiences. **Jillian Kinzie**, associate director of CPR and leader at the National Survey of Student Engagement (NSSE), says schools need to know more about the exact benefits HIPs provide students.

"Initiatives to expand HIPs require straightforward measures for assessing their quality and effectiveness while informing implementation efforts," Kinzie pointed out. "Organizations interested in implementing HIPs also need strategies to assure that historically underrepresented students have access to high-quality HIP experiences."

The project is jointly led by Kinzie and **Alexander C. McCormick**, associate professor of educational leadership and policy studies, senior associate director of CPR, and director of NSSE.



Alexander C. McCormick



Social Studies students learn and present at conference

In November School of Education students in Middle and Secondary Social Studies Education attended the annual conference of the Indiana Council for the Social Studies (ICSS). Students in the cohort attended presentations by social studies professionals on a range of topics, such as the use of primary sources,

engaging in critical media literacy to spot fake news and project-based learning.

During a luncheon awards ceremony, **Tabitha Espiritu**, a student in the cohort, was presented with the Dennis Beadles Pre-Service Teacher Award, which is awarded to exemplary pre-service social studies teachers in Indiana

who demonstrate great promise to excel as a classroom teacher.

For the final session of the conference, all 26 students had an opportunity to present an inquiry-based unit plan that they developed during their first semester in the program and was further refined in their methods course last semester.



Kenneth Warbritton

Kenneth S. Warbritton (B.S. '60, M.S. '65) was inspired to become a teacher by his parents, Helen Vivian Warbritton (B.S. '31) and Kenneth N. Warbritton. Growing up in Seymour, Indiana, Ken observed his parents' passion to teach during his childhood. When deciding what to do

upon high school graduation, Ken said that his parents' mentorship and leadership naturally led him to become an educator. For over 34 years, Ken taught high school social studies starting in Peru, Indiana, and finished his distinguished career at Columbus East High School in Columbus. In honor of his mother's and his careers in the classroom, Ken established the Helen Vivian Warbritton and Kenneth Starnes Warbritton Scholarship at their alma mater, Indiana University. The

scholarship supports School of Education students pursuing a career in teaching high school social studies or business. Ken's support of students doesn't end there. He has several other scholarships in honor of his parents for Seymour, Columbus East and Crothersville High School students. His generosity will help ensure that students can realize their hopes and dreams of leading in the classroom. We are truly grateful for Ken's support of our future teachers. *Thank you!*

 IU ALUMNI ASSOCIATION

PROUD LIFE MEMBER



THE LEGACY OF AN IU EDUCATION

“Touring the grounds of the Bloomington campus as a little girl with my father, I can still see him pausing in front of the Well House to tell me about the tradition of kissing a co-ed at midnight. Indiana University was and is a family tradition; it is sacred ground. I am proud to show my gratitude by being a life member of the IUAA.”

PAMELA FISCHER

IU SCHOOL OF EDUCATION, B.S. '88, M.A. '99
Alumni Board President

CONNECTION, CAMARADERIE, AND SO MUCH MORE. GO TO JOIN.IU.EDU TO LEARN MORE.



Class Notes

1960s

Louise Leatherdale (B.S. 1969) and her husband, Doug Leatherdale, presented a \$1 million gift to the Winnipeg Art Gallery for the future Intuit Art Center in Winnipeg, Manitoba, Canada. The Doug and Louise Leatherdale Gallery will be part of the center when it opens in 2020.

Vernon Smith (B.S. 1966, M.S. 1969, Ed.D. 1978), member of the Indiana House of Representatives, was named ranking minority member of the Education Committee. He is also a member of the Local Government Committee and the Select Committee on Government Reduction. He is currently a professor of education at Indiana University Northwest.

1970s

B. Patrick Bauer (M.S. 1974), member of the Indiana House of Representatives, was named ranking minority member of the Judiciary Committee. He is also a member of the Environmental Affairs and Insurance committees. Throughout his legislative service, he has gained recognition as one of the leading fiscal experts in Indiana state government.

Nancy Deal (B.S. 1970) was elected to the Holmes Beach Charter Review Commission on Anna Maria Island, Florida. The commission will review and update the charter to help guide the city as it grows.

Douglas Greenlaw (B.S. 1972), chairman of Community Journals Publishing Group in Greenville, South Carolina, has been named national commander of the Military Order of the Purple Heart of the United States. The nonprofit is dedicated to the protection and mutual interest of all combat-wounded veterans and active-duty men and women who have received the Purple Heart.

Larry Lunsford (M.S. 1977), vice president for student affairs at Florida International University, received the 2019 Pillars of the Profession award from the NASPA Foundation. The award is one of the Foundation's highest honors and recognizes exceptional member of the student affairs and higher education community.

Kenneth Perkins (B.S. 1976) was recently named a Sagamore of the Wabash for his global impact on agri- and aquaculture. It is the highest award a Hoosier citizen can receive.

Kathryn Raasch (B.S. 1979) was named a 2018 National Distinguished Principal by the National Association of Elementary

School Principals (NAESP). She was among 62 principals honored at an awards banquet in October in Washington D.C.

Gerald Thompkins (B.S. 1970, M.S. 1977) was appointed as program manager and director for The Engineering Society of Detroit's Girls in Engineering Academy program. He is a former associate dean for student affairs at Wayne State University College of Engineering and a 2012 IU School of Education Distinguished Alumnus.

Janalyn Von Emon (B.S. 1973, M.S. 1977) has been named principal of Springs Valley Elementary in French Lick, Indiana.

1980s

Timothy M. Horty (M.S. 1980) was appointed director of the Indiana Law Enforcement Academy (ILEA). He has served with the Indianapolis Metropolitan Police Department for 26 years, after beginning his law enforcement career as an IU police officer from 1977-1980.

Teresa Jump (Ed.D. 1985), owner and president of TJ INSIGHTS, Inc., was recently selected as one of 95 female STEMM leaders globally for the 4th cohort of the Homeward Bound Project, a women's leadership expedition focused on climate change.

1990s

Mary Beth Gasman (M.S. 1992, Ph.D. 2000) recently joined the faculty at the Graduate School of Education at Rutgers University-New Brunswick. She was appointed the Samuel DeWitt Proctor Endowed Chair in Education at the rank of Distinguished Professor.

Ghazi Ghaith (M.S. 1991, Ph.D. 1991), professor of education at the American University of Beirut, was awarded the Cooperative Learning Service and Activism Award in recognition of his research and development of professional in-service and pre-service programs by the International Association for the Study of Cooperation in Education (IASCE).

Rebecca Hillenburg (B.S. 1998), science teacher at Edgewood Junior High School in Ellettsville, Indiana, was named a Jacobs Educator by the IU School of Education for co-writing a human-centered robotics curricula.



Class Notes (CONT.)

Kevin Miller (M.S. 1990), superintendent of Ottawa Hills Local Schools in Ohio, was named superintendent of the year by the state's administrator's association. His district is the only in the state to earn all A's on the state report card for four straight years.

Jerry Sanders (M.S. 1992) has been named superintendent of the Richland-Bean Blossom Community School Corporation in Indiana, after serving as assistant superintendent and interim superintendent.

David Woodward (M.S. 1996) has been named director of student services for the Carmel Clay School District in Indiana. He is responsible for leading the district's school safety and security, mental health initiatives and daily operations focused on student support services.

2000s

Andrew Black (B.S. 2005), former senior community investment officer at the Central Indiana Community Foundation, has been promoted to director of community leadership.

Devin Blankenship (B.S. 2005), ESL Teacher at Harmony School in Bloomington, Indiana, was named a 2018 10 Under 40 Honoree by the Bloomington Chamber of Commerce. The group of young professionals represents the best and brightest in Bloomington.

Eloiza Domingo-Snyder (M.S. 2001) has been appointed executive director of diversity and inclusion at Astellas, a pharmaceutical company headquartered in Northbrook, Illinois. She is responsible for developing and implementing a sustainable diversity and inclusion strategy that is embedded in the fabric of the organization.

Devon Duckworth (B.S. 2002), kindergarten teacher at St. Matthew Catholic School in Mount Vernon, Indiana, was named Teacher of the Week by the Evansville Courier & Press. She has taught at the school for 15 years.

Sarah Franzen (M.S. 2006) has been named dean of the Jannen School of Arts and Sciences at Trine University in Angola, Indiana. In her new role, she oversees five academic departments: Mathematics and Physics; Criminal Justice; Psychology and Social Sciences; Music; and Humanities and Communication.

Jessica Gendron (M.S. 2006) was appointed president of the Center for Leadership Excellence in Indianapolis, Indiana. She most recently served as CEO of Phired Up, TechniPhi and Innova.

Susan D. Johnson (Ph.D. 2007), director of organizational outreach and philanthropic practice at Lumina Foundation, was named a member of the 2019 Cohort of the Council on Foundation's Career Pathways program.

Beryl McNeely Cobham (Ph.D. 2003) was named chief equity and inclusion officer at Grand Rapids Community College in Michigan. She is responsible for developing a strategy for highlighting equity and inclusion as essential to the college's community.

Debora Hinderliter Ortloff (M.S. 2006, Ph.D. 2007), was promoted to vice president for strategic initiatives and assessment at Finger Lakes Community College in Canandaigua, New York. She previously served as FLCC's chief officer for assessment, planning and continuous improvement.

2010s

Eliza Erxleben (M.S. 2010), Director of Academic Advising at Ivy Tech Community College in Bloomington, Indiana, was named a 2018 10 Under 40 Honoree by the Bloomington Chamber of Commerce for outstanding leadership in the workplace and community involvement.

Zachary Dodson (B.S. 2013) and his wife, Danielle Fleming Dodson, welcomed their first child and future Hoosier, daughter Dayton Jean Dodson, born December 15, 2018.

Amanda Kowal (B.S. 2011) was promoted to senior business affairs manager at ICM Partners, a talent agency headquartered in Los Angeles, California. She has added television production to her existing motion picture production responsibilities.

Clare Lutgen (Ed.D. 2015) was named executive director of Bay Cliff Health Camp, a children's therapy and wellness center in Big Bay, Michigan. She is responsible for the promotion, administration and supervision of the program, faculty and staff.

Chance Schmitt (B.S. 2017) was named social studies teacher at Brownstown Central High School in Indiana. His first trimester he taught two U.S. history classes and two government classes.

Aaron Trump (M.S. 2011) was appointed chief government and legal affairs officer for the University of Southern Indiana. He serves as the university's principal liaison to local, state and federal government officials and provides legal counsel and guidance to the president, Board of Trustees and other members of the University community on a broad range of legal matters.



Gilbert Clark

February 23, 1928 - October 23, 2018

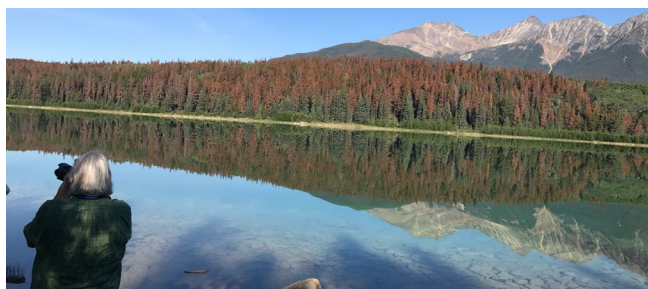
It is with deep sadness that we acknowledge the passing of **Dr. Gilbert Clark**, Faculty Emeritus of the School of Education, Art Education. Gil lived a life of many accomplishments and adventures. He was a pioneer of the Discipline-Based Art Education (DBAE) movement and a beloved professor and mentor. As Professor of Art Education and Gifted/Talented Education, he investigated art curriculum theory and development, child development in art, art test development, and assessment of learning in art and gifted education. He

developed several highly respected national curriculum programs and authored numerous articles, monographs and books about art and gifted/talented education. He is author of Clark's Drawing Abilities Test that currently is used nationally and abroad, and for a decade he co-directed the IU Artistically Talented Program for gifted students from underserved, rural, ethnically diverse and economically disadvantaged backgrounds. He was director of ERIC national clearinghouse for art education research, a national Art Education

Distinguished Fellow, and a National Art Educator of the Year.

Known for his gentle disposition, he was a quiet counterpart to his gregarious wife Dr. Enid Zimmerman, with whom he enjoyed traveling, visiting friends and colleagues and exploring the world. He was a kind and caring man - a gentleman in every sense. He will be deeply missed by all who knew him.

Those who wish to honor his memory may do so with a contribution to the Gilbert Clark Professional Development Award for Art Education.



Peter Magolda

September 2, 1956 – January 2, 2019

The IU community is saddened to share the loss of **Dr. Peter M. Magolda**, who passed away suddenly on January 2, 2019. Peter earned his Ph.D. in Higher Education Administration from the School of Education where his journey with ethnographic research began. He also served on the Alumni Board of Directors from 2003-2006.

Acknowledged through multiple awards for his research, mentorship and contributions to the profession, Peter was best known for making those around him

feel valued and appreciated. The countless stories shared by students and colleagues all focus on how a conversation with Peter always started where the last one left off, and he never forgot a detail. Peter's life was filled with music festivals, photography and adventures with friends.

It is fitting that this observance of Peter's life features a photo of him behind the lens. This image is a reminder of his focus on portraying others and privileging their story. Peter imparted many lessons about educational

research, professional practice and most importantly, about living an empathic life: to first, listen. Higher education scholars and everyone who consider him a mentor or dear friend are forever influenced by the clever ways Peter made the invisible visible, honored the lived experiences of marginalized groups, and his incisive style of questioning the moral implications of work in colleges and universities. Peter taught us to value unconventional sources of wisdom and to treasure stories as a profound expression of our true selves.



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DRAMA EDUCATION student coordinates complete works of SHAKESPEARE



Driussi's students after their performance.



Senior **Cordelia Driussi** knew she'd be thrown into her student teaching experience at Bloomington High School North. By the

second week, she was teaching all five theater classes and starting rehearsals for her Student Teaching production: The Complete Works

of William Shakespeare Abridged (Revised). All 37 of Shakespeare's plays are performed in one 97-minute production. In two months, Driussi's students designed the space, props, costume elements, lighting and sound to support the breakneck pace of the show, made sure to keep it all running smoothly and safely behind the scenes and performed all the plays as fast as possible.

"Working with these students has been a dream come true, and I hope to be able to create a department like this someday," Driussi said.