

Chalkboard

Indiana University School of Education Alumni Association



Navigating turbulent waters:

Teaching in 2012

Indiana Teacher of the Year Stacy McCormack, BS'99 in science education, among the teachers offering advice inside this issue

Project RESTORE gets attention, results at an Indianapolis elementary school

Cultural Immersion Projects student in Kenya hatches idea to help community

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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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Remembering why we're here

by Gerardo M. Gonzalez, Dean, School of Education



“At the heart of what we do, we all have a belief that every student can learn and should have a place where learning is encouraged.”

Any of you reading *Chalkboard* are very likely to have a vested interest in our education system. I'm sure many of you have strong opinions about the changes taking place in education as well as the many others being proposed.

In fact, a lot of people say a lot of things about schools and teachers these days. Unfortunately, much of the rhetoric is negative and not founded on good data and meaningful experience, but rather on false anecdotes and biased opinions.

But, there is no doubt that we are in an era of educational change. We shouldn't fear new ideas—that's the very basis of much of the research our faculty is doing right now. Still, change is a step toward the unknown. For a lot of you in teaching, it's hard to say how things will evolve in the years to come as you are asked to do more, sometimes with fewer resources, and provide more evidence of how well your work is helping students learn.

This issue of *Chalkboard* is intended to give you some brief advice from some of the best teachers we know. A selected group of alumni and others answer questions we posed to them about teaching in the year 2012 (pp. 10-14). As our cover photo suggests, we don't expect it to always be smooth sailing.

Still, our teachers tell us it can be done. And, of course, all of you reading this issue realize it must be done. I still believe education is the great equalizer. It's why I've spent my career in education. In fact, education provided the pathway that changed my life. It's important that we remember the reasons we entered

the profession to begin with. None of us expected fame or fortune, but we all have a vision of an even brighter future for the learners we try to reach every day.

We hope these words of advice inform and inspire you. We certainly think the story you'll see about alumni who took matters into their own hands will do just that. A group of teachers at an inner-city Indianapolis school took the challenge of re-making a highly challenged elementary school (p. 6). Their self-generated turnaround academy has made a huge difference in student discipline and performance. In fact, they have achieved a bit of fame (if not fortune); a dozen newspaper articles in the *Indianapolis Star* chronicled their effort, and they've testified before the Indiana State Board of Education.

Those teachers are a great example of educators empowering themselves to make a difference in how students learn. As you'll read, they undertook the effort because they believed their students could learn and should have an atmosphere conducive to learning.

At the heart of what we do, we all have a belief that every student can learn and should have a place where learning is encouraged. In the end, whatever is going on around the schools and education policy is on the periphery of what each student is trying to achieve in the classroom. The educators we introduce to you in this issue exemplify how we can teach and students can learn in such uncertain times.

Faculty deemed influential in education, health policy; dean is mentioned in Covey book

The Health Foundation of Greater Indianapolis has elected **Monica A. Medina**, clinical lecturer at the Indiana University School of Education in Indianapolis, as the vice chairperson of the organization's board of trustees. Medina has been active in health and community issues for many years.

The Health Foundation placed Medina on its list of "25 Trailblazers in Health" for her work on HIV/AIDS issues. The Trailblazers list, according to the Health Foundation, contains people who "shaped the health of our Indianapolis community." The Health Foundation selected Medina as one "whose passion, efforts and care inspire us."

Medina completed her term as chair of the board of La Plaza, following her time as executive director of The Hispanic Center. La Plaza formed when The Hispanic Center, Fiesta Indianapolis and El Centro Hispano merged in 2004. HIV education has long been a large part of The Hispanic Center's, and now La Plaza's, mission. Medina is also program committee chair for the Concord Neighborhood Center, which provides social services, children's programs, educational opportunities, health and fitness information and recreational activities, and cooperative programs with other agencies.

At the IU School of Education, Medina has worked extensively in the area of school and community relationships and, specifically, the operations of full-service community schools. In particular, she has led School of Education involvement in the George Washington Community School, where she teaches pre-service teachers from IUPUI on-site who work directly with students in the classroom. Last year, IUPUI was awarded funding for a new regional Center for University-Assisted Community Schools, a project involving the IUPUI Center for Service and Learning with collaborative facilitators, including Medina and the Center for Urban and Multicultural Education (CUME) in the IU School of Education. The new IUPUI-based center will assist universities and community schools in Indiana, Michigan, Ohio, Kentucky and Illinois with implementation of university-assisted community schools strategies.

A new ranking compiled by education researcher and author Rick Hess and published on the *Education Week* Web site places two

New development director named for School of Education at IUPUI



Shariq Siddiqui

director of the Muslim Alliance of Indiana.

The IU School of Education at IUPUI has a new director of development who brings a wealth of education and experience to the role. Shariq Siddiqui is a practicing attorney who received his BA from the University of Indianapolis, his MA in philanthropic studies and JD from Indiana University. He is completing a PhD in philanthropic studies at IUPUI. He has served as a specialist for the Indiana Civil Rights Commission; director of fundraising, community development and special projects for the Islamic Society of North America; director of legal services at the Julian Center; public defender, and executive

"We are thrilled to have someone of Shariq's caliber as our new director of development," said Pat Rogan, executive associate dean of the IU School of Education at IUPUI. "I appreciate his wide-ranging experience, expertise and passion for urban education. He is a huge asset to our school."

Siddiqui has served on many boards of nonprofits. He has been through the Indianapolis Bar Association Bar Leadership Series and the Greater Indianapolis Chamber of Commerce's Stanley K. Lacey Executive Leadership Series Program. Siddiqui chose the School of Education at IUPUI due to its focus on urban education. "For more than half a decade, I have been focused on symptoms of poverty by providing direct service," he said. "I knew that we need a transformational approach to fight poverty. The School of Education at IUPUI is one of the few institutions in this country leading the way to transform our fight against poverty via exemplary education."

Siddiqui has a long commitment to urban education. His first nonprofit, Jefferson Institute, established a mentoring program between Northwest High School and the University of Indianapolis in 1997. "I learned two things at that time: first, if we were to save the world, we needed to make sure we graduated more kids in our urban core; and second, philanthropy has the power to perform near miracles," he said.

IU School of Education faculty in a listing of the top contributors to public debate about education.

Jonathan Plucker, director of the Center for Evaluation and Education Policy and a professor of educational psychology and cognitive science, and **Curt Bonk**, professor of instructional systems technology, educational psychology and cognitive science and adjunct instructor for the School of Informatics, are listed among the inaugural "Edu-Scholar Public Presence Rankings." The rankings were unveiled on the "Rick Hess Straight Up" blog.

Hess described the rankings as a way "to recognize those university-based academics who are contributing most substantially to

public debates about schools and schooling." The scores came from measuring the output of articles and academic scholarship, book authorship and book success, and the number of times scholars are cited or quoted on the Web and in print media. Hess and research assistants compiled a total score from Google Scholar citations, the number of books authored and co-authored, and the ranking of books on Amazon.com, as well as mentions in *Education Week* and the *Chronicle of Higher Education*, blogs, U.S. newspapers and the *Congressional Record* during 2011.

Dean **Gerardo Gonzalez** is featured in the newest book from Stephen R. Covey, *The 3rd Alternative, Solving Life's Most Difficult Prob-*

lems. Covey is the bestselling author of *The 7 Habits of Highly Effective People*. In his latest work, Covey addresses resolving conflict by describing the 1st Alternative as “my way,” and the 2nd Alternative as “your way.” The 3rd Alternative transcends traditional solutions to conflict by forging a path toward a third option that moves beyond your way or my way to a higher or better way—one that allows both parties to emerge from debate or even heated conflict in a far better place than either had envisioned.

The reference to Gonzalez concerns his founding of the BACCHUS Network, a national non-profit student leadership organization focused on health and safety. Gonzalez started the organization at the University of Florida in 1975. Covey features Gonzalez on pages 187–188 of the book. Gonzalez’ story references his days as a student at the University of Florida and the experiences he faced with his peers and their drinking behavior. His efforts and new approach to helping young people in higher education avoid risky behaviors led to today’s national student leadership network of peer educators addressing health and safety issues.

The BACCHUS Network now has nearly 700 affiliates and 25,000 peer educators across the country.

The National Coalition for Core Arts



Gus Weltsek

Standards named **Gus Weltsek**, coordinator of the IU Drama and Theatre in Education License Program and Ivy Tech Community College—Bloomington Theatre and Arts Integration Curriculum Development Specialist for the Ivy Tech John Waldron Arts Center, to the team for its arts standards project.

The NCCAS is a coalition of eight national organizations developing voluntary arts education standards to help guide teachers and those developing curriculum. Weltsek serves on the 11-member Theatre Writing Team. Other teams focus on dance, visual arts and music curriculum.

The NCCAS chose writing team members for their breadth of experience and skills in teaching, standards and curriculum writing, assessment and leadership, as well as practical knowledge in their areas of expertise. The new standards will build upon the 1994 National Arts Standards and 2005 Standards for Learning and Teaching Dance in the Arts developed by previous coalitions of arts organizations.

“These new standards have the potential to serve as a model or a reference point for every state,” Weltsek said. He said team members are looking over curriculum design

from around the globe as well as efforts that have worked in the United States to determine paradigms that infuse arts-based learning into the curriculum across disciplines. “What’s particularly important for this project is that people who are interested in the arts are stepping into this milieu to create accessible arts-focused pedagogical perspectives which teachers, politicians and policymakers can look at and say, ‘Yes, we understand how this works, and we will use this as we’re considering, as we’re battling along ideological lines about what education should look like.’”

Plucker recognized with prestigious distinction from the American Association for the Advancement of Science



Jonathan Plucker

In February, the American Association for the Advancement of Science awarded the distinction of fellow to Jonathan Plucker, professor of educational psychology and cognitive science and director of the Center for Evaluation and Education Policy (CEEP). Plucker was one of a record 10 Indiana University faculty members named AAAS Fellows this year. Founded in 1848, AAAS is the world’s largest general scientific society and publisher of the journal *Science*.

The AAAS noted that Plucker’s selection was “for distinguished contributions to the science of creativity and the creation of research-supported education policy.”

Plucker joined the School of Education faculty in 1997. He has headed CEEP since 2003. His research focuses on creativity and intelligence, school reform and talent development. A frequently cited source on these issues, Plucker has appeared on CNN and has recently been quoted in *Newsweek*. In early April, he was the guest blogger on *Education Week’s* “Rick Hess Straight Up.”

Plucker is the second School of Education faculty member to be named an AAAS Fellow. The AAAS selected Professor Emeritus in Science Education at the IU School of Education at IUPUI Michael Cohen in 1984. Cohen was a faculty member at the School of Education from 1968 to 2003.

Election as an AAAS Fellow is an honor bestowed upon AAAS members by their peers. Plucker and the other new fellows received an official certificate and a gold and blue (representing science and engineering, respectively) rosette pin on Feb. 18 at the AAAS Fellows Forum during the 2012 AAAS Annual Meeting in Vancouver, B.C., Canada.

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Betty M. Jarboe • Michael D. Parsons, PhD

Rosario looking forward to

'extended sabbatical'



Following this academic year, the schedule will change a little. But the “r” word isn’t quite yet in Jose Rosario’s vocabulary. A member of the faculty at the IU School of Education at IUPUI since 1998, the curriculum and foundations professor is about to move into what he calls “an extended sabbatical.”

“I don’t think there is such a thing as retirement, at least for some of us,” Rosario said. Already, he has made plans for what he’ll be doing.

“I’m hoping to stay connected to the work being done around the state on Latino education issues,” he said. “I’m also interested in continuing some of the work I started during my last sabbatical.”

His last (un-extended) sabbatical led him to the Institute for Latino Studies at Notre Dame where he explored Nuyorican literature, a genre of writing produced by those of Puerto Rican heritage largely growing up in New York City, where many migrated during the 20th century. Rosario examined Nuyorican writing from his perspective as someone born in Puerto Rico, raised in New York City. He sought to better understand how fellow Nuyoricans experienced the context of his own formative development. (One of Rosario’s goals over the next few years is to produce a manuscript exploring Nuyorican works further.) As he looks back on his work and prepares for the next chapter, he laments how often context is ignored as a factor in education.

“It’s still the case that in the academy, we do value context and we continue to talk about it,” Rosario said. “But I don’t think that message is being heard outside the academy; and if it is being heard, no one is really interested in it.” He said it’s important to remember how issues of poverty, marginalization and inequity still affect education even if they’re not addressed. “The assumption is, of course, ‘yes, kids are poor, but that doesn’t mean they can’t perform,’” he said. “It’s an ideological tactic to keep from addressing the issue.”

So Rosario is avoiding retirement by continuing to press that context does indeed matter. He has seen it firsthand, working with disenfranchised communities not only in this country but throughout Latin America where he focused particularly on preschool education and the resources available for parents and families. Working with Head Start in the United States, he came to a conclusion that has guided much of his work. “Without thinking of education as a community development issue, we are not going to get far,” Rosario said. “I think if we made a mis-

take in the 1960s’ war on poverty, it was to frame education as something that needs to occur somehow independent of community development.”

That underlying idea led directly to one of Rosario’s lasting legacies. In 2000, he began El Puente Project, designed to assist Latino youth in Marion County toward graduating high school and continuing postsecondary education. El Puente (“The Bridge”) started as an initiative of the Center for Urban and Multicultural Education at the IU School of Education at IUPUI and the Hispanic Education Center in Indianapolis (now La Plaza). The project grew into the Latino/a Youth Collective of Indiana, a youth-driven organization focused on engaging young people in furthering their education through community engagement and development. In 2008, the Indianapolis City-County Council recognized El Puente’s impact on Latino youth with a special resolution noting that “the project embraces the dreams and possibilities of Latino youth, stands for the fair and equal access that those youth need to realize their dreams and possibilities, and invites teachers, parents and community members to force a community of support for Latino youth.”

Thinking deeply to find such solutions is at the heart of Rosario’s work. He has researched what he called an “aesthetic sensibility.” “It concerned issues of how it is that children acquire a sense of beauty and appreciation,” Rosario said. “I wanted to see what sort of aesthetic knowledge teachers were distributing to kids to shape their aesthetic sensibilities.” In another work, he wrote of how the music making of jazz great John Coltrane led him to “thinking as a sacred act.”

Always expanding thought as it can apply to such a vast issue as education, Rosario plans to lend his voice of experience to the ongoing discussion of education reform. He sees some signs that communities are becoming more engaged. “The Annenberg Institute for School Reform at Brown, for example, just created a unit on education organizing to support school reform,” he said. “And there are a lot of cases around the nation now where community organizing for school reform has proven to be very effective.”

Still, more communities need to recognize what he said he discovered some time ago in his work: power is at the center of creating the education communities want. “And until communities awake to the realization that changing education is about power, people are going to continue thinking that all you need to do is tinker with testing or added value assessments to make a difference,” he said.

“And until communities awake to the realization that changing education is about power, people are going to continue thinking that all you need to do is tinker with testing or added value assessments to make a difference.”

Project RESTORE gets attention, results at an Indianapolis elementary school



What seldom makes headlines in the voluminous media coverage about education reform is the work that teachers do on their own, in many off-hours, to reform the education that is closest to them. A pair of teachers weren't thinking about publicity, of course, when they began meeting on Saturdays and Sundays at their school so they could brainstorm ideas. Something new had to happen they thought, because the current situation could not stand.

"We thought, 'Wow, what have we walked into?'" said Dan Kriech, MS'85, "We just kept saying 'It doesn't have to be like this,'" said Tammy Laughner, BS'85. Kriech and Laughner didn't meet while completing their degrees at the IU School of Education (Kriech was a student at IUPUI, while Laughner was on the Bloomington campus). Laughner was already on faculty when Kriech arrived to teach at IPS 99 Arlington Woods Elementary in 2003. But a bond quickly formed. Both veteran teachers envisioned something different than what they were experiencing when they began discussing a change in the school atmosphere in October of 2008.

The environment at that time was not conducive to learning. Arlington Woods is in the middle of a struggling urban area, wedged between public housing on one side, low-cost trailer housing on another. Nearly 90 percent of students meet the family income requirements for free or reduced meals, with 93 percent of students from families under the federal poverty level. Students who attend are often more than troubled; a teacher told of re-introducing one sixth grader to the classroom after time spent away from school for grand theft auto. Discipline problems in the building were a tremendous problem. Not surprisingly, state testing performance results lagged; except for one category in grades 3 through 6, no more than 58 percent of students met the standard performance level on ISTEP.

In a time when the state has moved to take over schools, these teachers moved to re-take their own school. "We empowered teachers," Laughner said. "We finally were

able to configure what was on a teacher's plate and allow them to succeed. I have watched their voices get stronger and stronger. And it's really been fun to watch."

Project RESTORE (Reshaping an Entire School by Taking Ownership of a Rigorous Education) is the result of those weekend meetings. RESTORE refers metaphorically to bringing learning back. "It's just five components that must work simultaneously that help us establish rigor in the curriculum while curtailing the discipline problems and empowering teachers to teach all day long," Laughner explained.

Laughner identified those key components as curriculum, assessments, discipline, parent communication and rewards. Project RESTORE asks more of the students, the parents and teachers. In the short term, the payoff for students is a reward. "Rewards are a cornerstone of the program," Kriech said, adding that because the curriculum is more demanding, the incentive is necessary. "Kids need to feel like, 'Wow, I've achieved something.'" The reward might be something they get from spinning a prize wheel that allows each student selected for good behavior or grade improvement to pick from the panoply of items procured from a local store. It also could be as much as a trip to Holiday World theme park, where approximately 100 students won trips to last year due to their hard work.

The demand of the curriculum is designed to enhance learning by informing teaching. Every Thursday, students in grades 3 through 6 take a test on skills they should know by that point in the school year. By Friday morning, each teacher has the data on student performance. The next week of teaching is informed by the work from the week before. Far from standardized testing, this format is personalized for each group of students by their teachers.

To address discipline problems, Kriech said he and Laughner determined something must happen to end a revolving door of students being sent home, coming back to school, then being sent home again for another incident. "With RESTORE, when we



Dan Kriech



Nicole Fama and Gwendolyn Hardiman

send a child home, they can't come back unless a parent brings them back," he said. "And the parent has to sit down with them in the school and discuss the problem. It inconveniences the parent in a way we didn't before, and it almost forces them to invest in us here."

Another key to Project RESTORE's discipline success is a duo of educators who form the school's discipline team. Nicole Fama, BS'01, and Gwendolyn Hardiman

Discipline Points

10 Points: Suspension
5 Points: BAC Occurrence
2 Points: Bus Suspension
1 Point: Cafeteria Detention/4

REWARDS



Tammy Laughner

"We empowered teachers. We finally were able to configure what was on a teacher's plate and allow them to succeed. I have watched their voices get stronger and stronger. And it's really been fun to watch."

were hired as a part of the plan. Their job is to look for trouble and find a way to solve it. The two work in tag-team fashion to take the issue of discipline out of the classroom and off the teacher's desk. They are understanding and gentle when needed, stern and firm when called for. "Our rule of thumb is, we don't beg kids," Fama said. While demanding that each student must meet expectations for classroom behavior, she tries to communicate to students and parents that kids will be cared for in the building. "It's tough, but at the same time there can't be excuses when it comes to education."

"We do a lot of things," Hardiman added. "Sometimes you're a grief counselor, sometimes you're a mother or a grandmother," she said. But, she and Fama take the time afforded by their role focusing on discipline issues to really know the students and understand the issues. "If you get to the root of the problem, you can straighten some of this out."

It's key that there's not just one of them trying to do the straightening. "There has to be two," Fama said. "One, for the simple fact you need another set of eyes. And two, there are certain times something will happen that I literally have no words for."

At those times, the other steps in. Some of the tongue-tying incidents have included

students throwing chairs, cursing at teachers or slashing teacher's car tires. In one incident, a student tried to commit suicide by jumping out of a window. Although Fama pulled the student back inside, he tried to pull a television set down onto his head and banged his head into the brick wall before she could restrain him.

To handle such incidents, Fama and Hardiman, both former classroom teachers, do what they say isn't possible for teachers to do—spend invaluable one-on-one time with a troubled student. "The teachers feel like we understand," Fama said. "We're very supportive of the teachers, but the kids know we're also supportive of them."

Of course, any turnaround school project is ultimately judged on academic results. By the measure of state tests, the results are quite positive. After one year, 84 percent of students passed ISTEP; for the first time since the advent of "Adequate Yearly Progress" or AYP, the school met the marks. Overall math pass rates were at 48 percent before Project RESTORE started. By the end of the first year, 66 percent passed the math exam. Last year, 77 percent passed. The results were similar in creative writing, moving from 44 percent prior to Project RESTORE, up to 84 percent after year one, then 87 percent passing in 2010–11. That kind of result gets a lot of attention.

The *Indianapolis Star's* Matthew Tully highlighted the work of the four educators in an extensive series in early 2011. An 11-part series introduced readers statewide to the educators and the stories of their students as Tully spent hours following them through their days, chronicling their efforts, their struggles and their eventual successes. Evocative photos accompanied the stories

online and brought reaction from around the country.

"We've gotten lots of letters and thank-you cards from people we don't even know," Fama said. "A man said, 'My wife and I don't have time to volunteer, but we can write you a check,'" she added. Several callers have offered donations, including a member of Kriech's church who tapped him on the shoulder one day and handed him a check. Many other teachers have called asking if they could come and learn from their techniques. Groups of teachers have come to the school to watch, listen and learn. And in April 2011, Laughner and Kriech presented to the Indiana State Board of Education outlining the program, its principles and how they carried it out.

More than two years into Project RESTORE, the attention is still coming. While the educators say there's some pressure knowing all eyes are on them to continue the high performance, the attention is not just good for them, but good for urban education. Drawing interest from people outside education has "bridged a gap" between such schools and the outside world, Laughner said. And the publicity has put urban education in the spotlight. She adds that it's also removed educating students in such an environment from the "impossible" category where so many have placed it.

"We heard several comments saying it was a 'one-and-done' story," Kriech said. "I'm here to tell everyone that it can happen, it did happen, and we're looking for even better results after year three."

"This job can be done," Laughner said. "It can be done well. These children can succeed academically."

Windmeyer receives first GLBTAA alumni award, honors for alumni teachers

Faculty, students and friends honored **Ken-neth J. Schoon, MS'72**, at a reception marking his retirement from the faculty at the School of Education at IU Northwest on Dec. 9. Schoon joined the IUN faculty in 1990 full time and served as associate dean from 1998 through the fall semester.

Schoon has a strong science background (he earned a degree in geology from IU before his secondary education master's degree) and taught junior and senior high science. In 1984, he was an Indiana finalist for NASA's Teacher in Space program. Schoon has taught many courses to prepare science teachers at IUN. He began his faculty role with the Urban Teacher Education Program he coordinated.

Schoon has authored books with science-related matter, including *City Trees: ID Guide to Urban and Suburban Species*, which published in fall 2011; *Calumet Beginnings Ancient Shorelines and Settlements at the South End of Lake Michigan*; and the upcoming coffee-table book, *Dreams of Duneland*, featuring photos and stories of the Indiana Dunes region.



Shane Windmeyer

On Jan. 29, the Indiana University Gay, Lesbian, Bisexual, Transgender Alumni Association presented the inaugural GLBTAA Distinguished Alumni Award to IU School of

Education alumnus **Shane Windmeyer, MS'97**. Windmeyer attended IU Bloomington and received a master's degree in college student personnel administration. Since leaving IU, he has devoted his professional life to counseling and supporting GLBT students and other young people. He is founder and executive director of "Campus Pride," the only national GLBT organization for student leaders and campus groups working together to create a safer, more supportive college environment for GLBT students.

Windmeyer is also national coordinator of "Stop the Hate," which supports colleges and universities around the country in combating hate on campus and serves as the premier source of anti-hate educational resources for institutions of higher education.

An author, Windmeyer has published five books dealing with GLBT students in the col-

lege Greek system. His book, *Out on Fraternity Row: Personal Accounts of Being Gay in a College Fraternity*, was a national best seller.

Three alumni of the Indiana University School of Education are among the six Indiana finalists for the Presidential Award for Excellence in Mathematics and Science Teaching (PAEMST), the highest recognition that a K-12 mathematics or science teacher may receive for outstanding teaching in the United States.



Sandra Baker

The awards alternate annually between secondary and elementary teachers.

The Indiana nominees include two of the mathematics finalists. **Sandra Baker, BS'04** in elementary education and **MS'10** in secondary education from the IU School of Education at IUPUI, is a teacher at Lincoln Middle School in Indianapolis. Arsenal Tech High School math teacher **Hil-lary Zortman, BS'02**, is another nominee. She earned her bachelor's in math education from the IU School of Education in Bloomington.

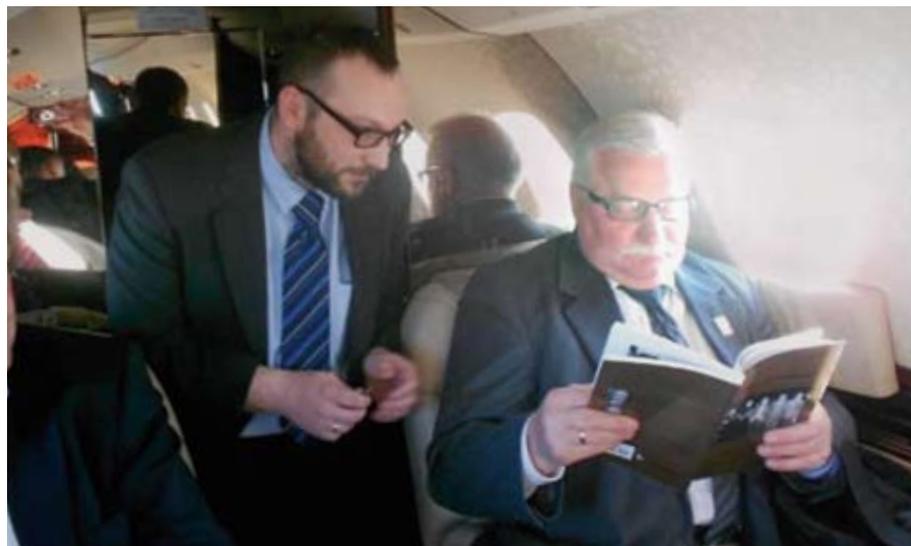
A nominee in the science category, **Stacy McCormack, BS'99**, is the 2011 Indiana Teacher of the Year and a teacher at Penn High School in Mishawaka. McCormack earned her bachelor's in chemistry education at the IU School of Education in Bloomington. She was also selected as a 2010-11 Armstrong Teacher

Educator at the IU School of Education.

School of Education alumni who co-edited a book about the Solidarity movement that felled the communist government in Poland recently shared their book with the work's primary subject, Lech Walesa. **Joseph Cangemi, EdD'74**, emeritus professor of psychology and scholar-in-residence at Western Kentucky University, and **Casimir Kowalski, EdD'75**, professor of educational leadership at South Carolina State University, co-edited *Heroes of Solidarity* along with Hillary Czaplicki, past vice president of the Polish American Congress. The book details the leadership by those integral to the movement that culminated with the government's fall in the 1980s.

Walesa, the founder of Solidarity and a recipient of the Nobel Peace Prize, perused a copy given to him by Kowalski when he was in the United States in early 2012. Walesa received the Lincoln Leadership prize in Chicago last February. The Lincoln Leadership Prize is presented by the Abraham Lincoln Presidential Library Foundation to recognize those who exemplify the former president's leadership. Walesa read through the book as he traveled between speaking engagements in Illinois.

Walesa was jailed for 18 months, but worked after his 1983 release to win concessions from the Communist leadership. He became Poland's first democratically elected president in the postwar era in 1990. The book, available on Amazon.com, chronicles the stories of not just Walesa, but 10 other activists key to the movement. Most of the subjects' stories were largely unknown before the book.



Casimir Kowalski, EdD'75 showing Walesa the book he and Ed Cangemi, EdD'74, wrote about Walesa's Solidarity movement in Poland

Harper seeks to challenge thinking about race in higher ed

Shaun Harper



Asked the question he might expect, Shaun Harper is still somewhat puzzled. “How do you deal with such difficult topics regarding race in higher education?”

“I find it coincidental that you refer to these as difficult topics, because I argue to the contrary,” Harper replied. “I actually don’t think that these things are difficult at all.”

Harper is relatively early in his faculty career and is known as someone unafraid to tackle the so-called “difficult topics.” As a professor in Africana studies and gender studies at the University of Pennsylvania’s graduate school of education, Harper has turned out prolific research and asked many probing questions. His nine books include *Racial and Ethnic Diversity in Higher Education* and *Responding to the Realities of Race on Campus*. He’s published more than 80 research articles on black male success in college, masculinity on campus, diversity and minority student engagement, and higher education institutional assessment. Since earning his master’s degree in 2000 and his PhD in higher education and student affairs (HESA) in 2003 from the IU School of Education, Harper has spoken to countless higher education institutions and organizations about challenging the standard notions of race on campus.

According to Harper, step one in such a process is to recognize what actually is and is not that difficult. Harper said he and collaborator Sylvia Hurtado, director of UCLA’s Higher Education Research Institute and who is ranked as one of the 15 most influential faculty by *Black Issues in Higher Education*, have found a theme in their research of campuses that are not engaging in matters of race and higher ed. As proof, Harper recalled the first time he stood before a group and started the conversation with a quiz. “I said, ‘Write one burning question that you’ve long had about race or people of color or anything related to race on the campus, but you just haven’t had the courage to ask because you don’t want people to misperceive you as racist, or you don’t want them to see you as naïve,’” he said. “What I got the first time I did that exercise really shocked me. I got questions like, ‘Why does the multicultural affairs office have only one staff person and a grad assistant?’ That didn’t seem like a difficult question to ask.”

Much of Harper’s research inspires new ways of thinking about the tough issues. For example, early this year, Harper’s new Center for the Study of Race and Equity at Penn released a surprising study about black male students in postsecondary education. Examining 219

students, the focus was not on why did some black male students fail, but rather why did they succeed. He found in the National Black Male College Achievement Study that a variety of factors almost serendipitously led to the success of these students.

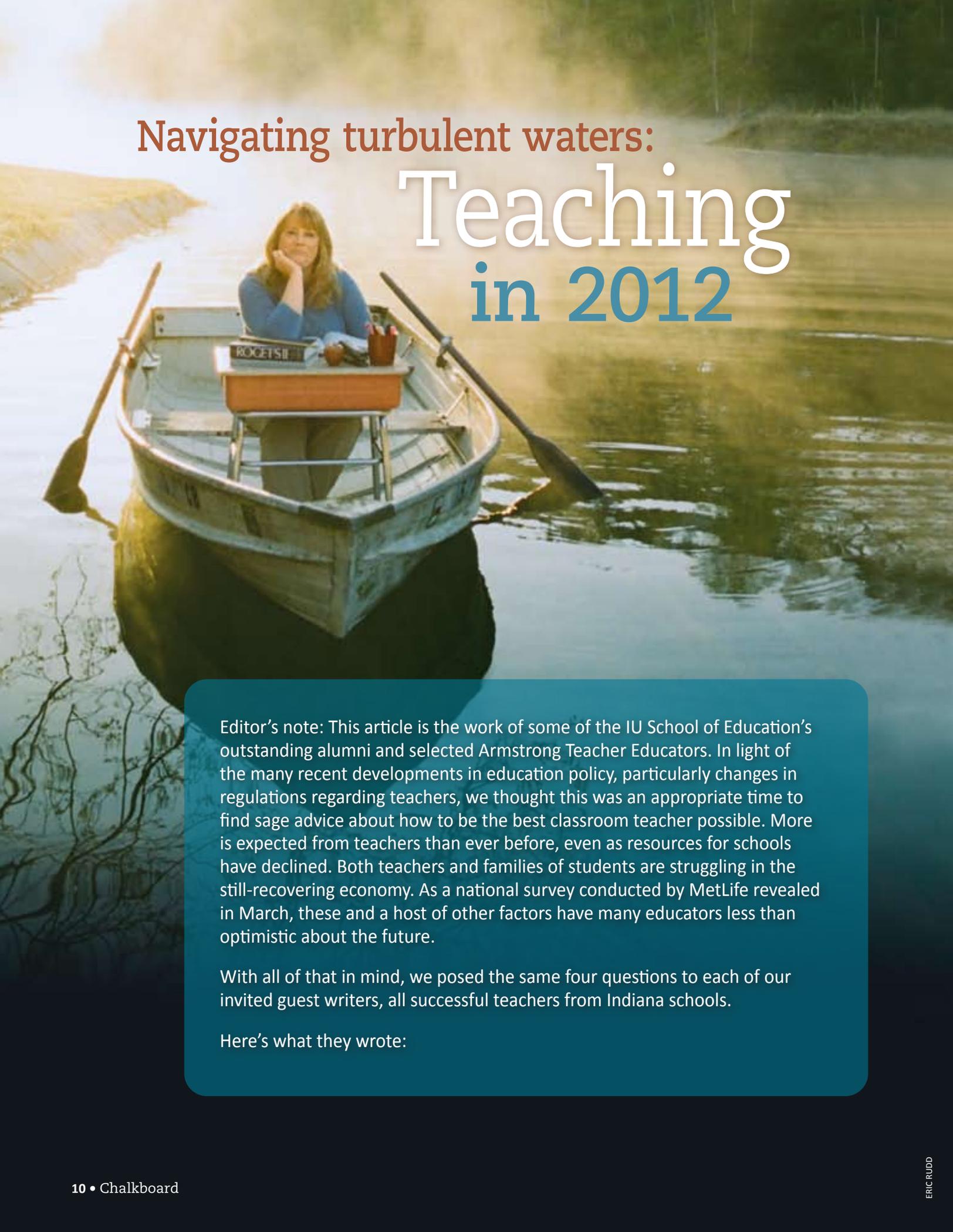
Harper told *Inside Higher Ed* the nature of doctoral education and research has traditionally focused on the reasons for failure instead of the reasons for success. “If all you read about in your coursework and in the media is about black men failing, you tend to want to ask questions along those lines: ‘why so few, why do they do so poorly, why are they so disengaged?’” he told the publication. “You try to find explanatory factors for the bad news.”

The reason he thinks differently about these issues now, he said, is because of the support he received for examining what he thought was important during his studies at IU Bloomington. Harper’s mentor was George Kuh, Chancellor’s Professor Emeritus of higher education and the creator of the National Survey of Student Engagement. “No one has been more supportive of me in my early career than George,” Harper said. But overall, Harper said he received support from all of the higher education faculty at the IU School of Education to pursue a different path of research. That, he said, is rare.

“I often hear from doctoral students of color at various universities that their faculty advisors try to talk them out of studying black issues or minority topics because they’re going to pigeon hole themselves, or they can’t be as objective when they’re studying their own race, and there’s very little support for that,” Harper said. “But at IU, there is a very special brand of support for that kind of work; and it’s not just the faculty of color who are advising students of color on topics related to race.”

That atmosphere, Harper said, is what has led directly to his research success and that of others. The proof is in their scholarly production, and Harper said he and another IU HESA graduate will soon produce a volume that may provide the best evidence yet. Lori Patton Davis, PhD’03, who just joined the faculty of the IU School of Education based in Indianapolis and former program coordinator and assistant professor for higher education at Iowa State University, is co-editing a book with Harper on blacks in higher education. “All of the authors are black, IU HESA PhD alums,” he said.

Allowed to question the question from the start, Harper is blazing a path for research of inequity in higher education. All along the way, he sings the praises of his alma mater for giving him the start. “I am the biggest cheerleader and spokesperson for this program,” Harper said. “It’s just such a pleasure for me to encourage people to come here and write letters in support of their applications and help them get here because I believe so much in what happens in this program.”



Navigating turbulent waters:

Teaching in 2012

Editor's note: This article is the work of some of the IU School of Education's outstanding alumni and selected Armstrong Teacher Educators. In light of the many recent developments in education policy, particularly changes in regulations regarding teachers, we thought this was an appropriate time to find sage advice about how to be the best classroom teacher possible. More is expected from teachers than ever before, even as resources for schools have declined. Both teachers and families of students are struggling in the still-recovering economy. As a national survey conducted by MetLife revealed in March, these and a host of other factors have many educators less than optimistic about the future.

With all of that in mind, we posed the same four questions to each of our invited guest writers, all successful teachers from Indiana schools.

Here's what they wrote:

Melanie Park, BS'93 in elementary education, MS'01 in language education; remediation teacher for grades 6, 7 and 8 at Riverview Middle School in Huntington; 2012 Indiana Teacher of the Year

Q. What is your advice to teachers who may be feeling less positive about their jobs now than in the past?

A. When teachers are discouraged, I tell them to “remember the reason.” They must go back to the one thing that brought them to teaching in the first place. For the majority, the reason was to make a difference in the lives of their students. By focusing on the students sitting in their rooms, teachers realize the value of their work. I remind teachers that when they greet students at the door, they’re inviting the future into their classrooms. Sometimes teachers are so busy acknowledging the accomplishments of their students that they forget to celebrate themselves. In summary, teachers need to remember their reasons for entering the profession, recognize the value of their work and take time to celebrate their accomplishments.

Q. What is your response to the increased expectations and scrutiny on teachers?

A. For many years, we, as teachers, have asked for respect. I welcome the increased expectations and scrutiny because it will not only make me a better teacher, it will also help the teaching profession earn the respect it has so long deserved. We hold our students to high measures of accountability because we know it will make them stronger. I expect the same of myself. I also hope teachers will begin to view the evaluation process as an opportunity for continued professional development and support. We need to look at teacher evaluations as formative assessments. Many of us are perfectionists, and we get upset when we don’t have a perfect score on our evaluation. However, I know my teaching is not perfect, and I see an evaluation as a way for me to get better.

Q. How has the current environment changed your approach to your work, if at all?

A. I have not changed my teaching approach because I have always sought to give my students my personal best. I believe the majority of teachers in Indiana are already accomplishing great things, but some of them don’t even realize it. Accountability will finally give them a vehicle to communicate the incredible work they are already doing. One of the most frustrating things about teaching is that you are planting seeds for trees you may never get to see. In other words, it is hard to determine the power of



your impact when you may never see some of your students again. Now that we have tools for documenting successes, it will be easier to acknowledge those short-term achievements that will contribute to the long-term goals. Although my teaching approach has not changed, the time I spend documenting my strengths and weaknesses has increased considerably. I have always admired people who devote their time to scrapbooking the lives of their children. Now, we need to create our own “teacher scrapbooks” to celebrate our own successes. Teachers, by nature, do not naturally “toot their own horns,” and that has certainly been a mind-shift for me.

Q. Is there an opportunity for teachers within such uncertainty?

A. This is the most exciting time to be in education. I feel blessed to be a teacher in the middle of an incredible educational revolution. Instead of fearing change, we need to embrace the opportunity to offer our own gifts and contributions to the change. As Teacher of the Year, I have had the opportunity to interact with many people from the Indiana Department of Education. I am amazed at how open they are to listening to the voices of teachers. Now is the time to speak up and let the Department of Education and lawmakers know how you feel, but then go a step further and offer possible solutions. They want to hear our ideas, but we have to be willing to set aside time to let those voices be heard. I encourage all teachers to contribute to, instead of react to, the changes.

Stacy McCormack, BS'99 in science education, physics teacher at Penn High School in Mishawaka, 2011 Indiana Teacher of the Year, 2010 Armstrong Teacher Educator



Q. What is your advice to teachers who may be feeling less positive about their jobs now than in the past?

A. Our country will always need quality educators. Commit yourself to continuous improvement and professional development that provides you with new ideas and leads to increased student learning. There are few people who are willing to do the job that you do and commit themselves to sacrifice of time, energy and money in order to educate the next generation. It takes a special person to be a teacher, and it is not a job that just anyone can perform well. Few people can balance the demands of your position. Seek ways to be exceptional in an environment where “standard” is the norm.

Q. What is your response to the increased expectations and scrutiny on teachers?

A. I have always welcomed anyone to come into my classroom and examine what I do. If the increased expectations that you have for me directly coincide with increased learning for my students, then I have no problem following those recommendations and/or modifying them for use in my classroom. I think the key is that an increase in teacher expectations also results in an increase in student expectations. Lowering expectations for learners while at the same time increasing expectations for teachers is a disastrous equation that must be remedied in order for schools to find the results they are attempting to reach. Until we fix that broken equation, results will always fall short of expectations.

Q. How has the current environment changed your approach to your work, if at all?

A. With the increased focus on using data to inform instruction, I realized that I need to use data to help my learners inform their learning. Since I teach high school students, they will soon be

leaving for post-secondary education, and their ability to be a self-directed learner will absolutely impact their success. I began using online homework that provided immediate feedback and guided my learners in the topics where they needed practice, as well as increased use of formative assessments with interactive response systems to inform my learners of deficiencies in their understanding of content prior to a summative assessment. If we teach our students how to use data to improve their own learning, we help them to become both self-directed and self-sufficient learners. In doing so, we set them up for lifelong success.

Q. Is there an opportunity for teachers within such uncertainty?

A. The opportunity is to show what those of us in this profession can do. What everyone is looking for is evidence and proof of improvement, so concentrate on areas where you can help to foster the greatest increase in student understanding. Find ways to use data to help your learners become aware of their own learning deficiencies and help them learn to chart their own growth. Focus on the growth of individual learners rather than an impossible absolute standard like “100-percent attendance.” Impossible, absolute mandates will disappear, but the growth and learning of each individual learner is vitally important and will never wane. Insist upon excellence, and celebrate when your learners succeed in finding it. Share those successes with your school, your community and, most importantly, your colleagues in the teaching profession. Help one another to become the best teachers you can be and remain dedicated to the learners placed in your care. You hold perhaps the greatest role in a child’s life. Never forget the tremendous impact you make each day. Stand tall, walk proud and teach your heart out.

“Seek ways to be exceptional in an environment where ‘standard’ is the norm.”

Jamil Odom, MS'05 in elementary education, teacher at Mary Bryan Elementary in Metropolitan School District of Perry Township, runner-up for 2011 Indiana Teacher of the Year



Q. What is your advice to teachers who may be feeling less positive about their jobs now than in the past?

A. Our profession always has something that drains our positivity or can drain it if we allow it. We each have a special reason as to why we entered this profession. Return to that initial joy that moved you to become a teacher.

Q. What is your response to the increased expectations and scrutiny on teachers?

A. I believe productive and ongoing dialogue between administrators and teachers is essential in addressing the increased teacher expectations and scrutiny on teachers. Being aware of the new expectations is key, especially since school districts have a hand in shaping them. Also, how administrators will enable teachers to meet and exceed those expectations is pivotal.

Q. How has the current environment changed your approach to your work, if at all?

A. The biggest change I've had due to these new rules is two-fold: justifying my methods of teaching and reexamining the ways I measure student performance.

Q. Is there an opportunity for teachers within such uncertainty?

A. The teaching profession is still filled with opportunity, but aspiring teachers need to understand how newly implemented laws will impact them. I believe if the genuine love of inspiring student academic learning is present, along with fostering student social and behavioral development, these new laws will not dissuade future teachers.



Brian Tonsoni, Social Studies Department chair at Delphi Community Schools, 2011–12 Armstrong Teacher Educator

Q. What is your advice to teachers who may be feeling less positive about their jobs now than in the past?

A. Focus on the students. The students are important, and they have the same needs as before. Every day I teach young people, something great happens. It is why I teach, and all of the other stuff is not as important.

Q. What is your response to the increased expectations and scrutiny on teachers?

A. I do not fear higher expectations because I have a belief in what I do. I have to believe that the measures that are being used will have to show some level of success that will allow me to continue teaching the way I would prefer.

Q. How has the current environment changed your approach to your work, if at all?

A. I have made slight changes where I thought I could to address my weaknesses. However, my overall philosophy of Relationship Education is still in play. I will not teach to the test; instead, I teach the students content and life skills based on the core standards. To alter my style to a test-result method of teaching would not be beneficial to my students and would, in my belief, be unprofessional.

Q. Is there an opportunity for teachers within such uncertainty?

A. Opportunity still exists, it just may be harder to find. I will say again that the main opportunity lies in the individual classrooms every day. Can we reach someone today? Can we help someone today? Those are the opportunities that I choose to focus on.

Tony Record, advanced placement calculus teacher at Avon High School, 2011 Indiana State Teacher of the Year finalist, 2011–12 Armstrong Teacher Educator

Q. What is your advice to teachers who may be feeling less positive about their jobs now than in the past?

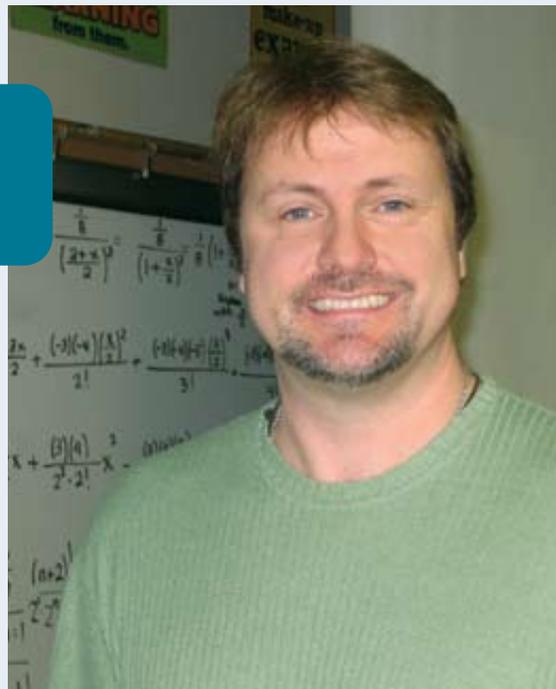
A. It's unfortunate, but I think many good teachers nowadays are finding themselves feeling this way, myself included. What I try to do is to reflect on the reasons why I became a teacher in the first place. It certainly wasn't about money then—so it shouldn't be now. Throughout the past several months, amidst all the changes that have taken place in education, I have never personally felt like I am any less respected. Once again, all that matters is the “X” number of students who take a seat in my classroom each day. If I am serving them, then everything is all right; nothing on the outside matters.

Q. What is your response to the increased expectations and scrutiny on teachers?

A. I have no problem with high expectations. I feel that I should be held to the highest standard, just as I do my students. Quite frankly, I think it is long overdue. One of my pet peeves over my career has been witnessing teachers get by with doing the bare minimum. Although I teach in a very effective school, I have colleagues that fit that description. What's truly disappointing is that they actually feel they are doing a great job. Therefore, it makes me wonder if a lot of teachers throughout Indiana really know what it means to be effective. It is my hope that well-implemented professional development can assist with this problem.

Q. How has the current environment changed your approach to your work, if at all?

A. I have always loved what I do, and I will continue to love what I do. I'm flattered that my administration and colleagues look to me as an exemplary educator. With this comes some responsibility. I welcome any chance to work with other teachers, whether in my building face-to-face or anywhere via social media, workshops, etc., and share ideas, pedagogy and philosophies. I am always learning. I have always felt that no matter how good one is at something, there is always room for improvement. It's that potential for improvement that drives me. The simple act of knowing there are things that I can change and/or implement in my classroom that will make a big difference and have lasting effects on my students is what keeps me hungry.



Q. Is there an opportunity for teachers within such uncertainty?

A. We must all believe that there is. Losing the ability to attract qualified, caring teachers will only further paralyze an already somewhat crippled system. It's probably more important than ever for young, pre-service teachers to look deep within themselves and answer the following questions: Why do I want to do this? Can this profession afford me the lifestyle I desire? Can I truly make the commitment to being a public servant? If the answers to these questions are yes, then it's likely that no amount of outside influence and change will deteriorate one's aspirations.

“I have always loved what I do, and I will continue to love what I do. I'm flattered that my administration and colleagues look to me as an exemplary educator.”

Top rankings again, IUConnectED launches, partnership with Kelley School to prepare school leaders

The Indiana University School of Education once again ranks among the top education programs in the nation in the U.S. News & World Report's Best Graduate Schools rankings released in March. The School of Education again ranked 21st overall and 11th among public university graduate schools in the 2013 rankings. The school had top rankings for several of its individual degree programs: curriculum/instruction (7th), elementary education and higher education administration (8th), student counseling and personnel services (10th), secondary education (12th), administration/supervision (14th) and educational psychology (21st). More than 250 education schools provided data to be included in the rankings.

The IU School of Education was also highly ranked in the first U.S. News & World Report ranking of top online graduate education degree programs unveiled in January on the publication's Web site. More than 160 institutions offering online graduate degree programs in education were ranked, and the IU School of Education ranked in the upper tier in each of the four categories.

The IU School of Education ranked highest in the category of "Admissions Selectivity" at 15th, reflecting the fact that it's attracting high-achieving students from around the world. Under the methodology used by *U.S. News*, the IU School of Education scored 82.3 out of a possible 100 points in this category, compiled by measuring entering student GPA and GRE scores, the acceptance rate for the program and the standardized test and essay required for program application. The School of Education also ranked highly in "Student Services and Technology" coming in at 30th, due largely to a variety of technologies used to create interactive learning environments and provide support to online students. The School of Education also placed in the upper tier for the categories of "Faculty Credentials and Training" (43rd) and "Teaching Practices and Student Engagement" (50th).

U.S. News produced the new rankings in an effort to provide more information about online education programs. The rankings of online programs include education, business, computer information technology, engineering and nursing.

The IU School of Education has launched IUconnectED (iuconnected.iu.edu), a new Web portal that coordinates access to the school's online learning programs. Through IUconnectED, students can take a variety of courses to earn credentials ranging from professional certificates to master's degrees and online doctorates. IUconnectED includes all School of Education graduate-level courses



iuconnected.iu.edu

and programs offered completely online, including courses from both the Bloomington and Indianapolis campuses. The program is designed to serve practitioners in a variety of education-related roles through every stage of their careers. IUconnectED offers an opportunity for students to sharpen their skills through professional development coursework or take their careers to the next level by earning a graduate degree.

"We are committed to providing the skills practitioners need to effectively prepare learners for what they will face today and in the future," said Elizabeth Boling, dean of graduate studies and professor of instructional systems technology. "IUconnectED embodies the accessibility that students need as they research their options for education and career advancement."

Students may choose from more than 90 courses, five professional development programs and five master's degree programs in various disciplines. Program offerings include language education, special education, instructional systems technology, elementary education and secondary education. The EdD in instructional systems technology is the latest program addition, which will begin in the fall 2012 semester. The new program is the first IU doctorate offered completely online.

The School of Education is a leader in distance education. The first online courses and degree programs began in 1999. All of the IUconnectED programs are founded on rigorous academic research and taught by experienced faculty.

The Woodrow Wilson Indiana Teaching Fellowships will continue at the IU School of Education in Indianapolis thanks to a new grant from Lilly Endowment, Inc. Lilly has granted \$4,896,000 to allow the Woodrow Wilson National Fellowship Foundation to create two additional rounds of fellowships in Indiana to recruit and prepare math and science teachers for high-need rural and urban Indiana schools and that encourage change in the way teachers are prepared.

The fellowships started in 2007 with an initial Lilly Endowment grant of more than \$10 million as a way to prepare accomplished career changers and outstanding recent college graduates in science, mathematics, engineering and technology (the STEM fields) to teach in the state's high-need secondary schools.

"The School of Education is proud to significantly increase the number of exemplary teachers in STEM areas through preparation of our Woodrow Wilson Fellows," said Patricia Rogan, executive associate dean of the IU School of Education at IUPUI. "As the only Woodrow Wilson program in the country offering dual certification (STEM plus special education), our graduates are highly qualified to improve student success in high-need schools."

Fellows receive a \$30,000 stipend to complete a special intensive master's program at one of four selected Indiana universities—Ball State University, Indiana University-Purdue University Indianapolis, Purdue University and the University of Indianapolis. All four universities have redesigned pre-teacher programs to prepare teachers in local classrooms



Peace Corps representatives recruiting at the IU School of Education's Wright building

in a manner the Woodrow Wilson Foundation says better emulates the way physicians learn in hospitals and attorneys in law offices. Programs also include intensive emphasis on specific teaching approaches for the STEM fields. After a year of classroom-based preparation, fellows commit to teach for at least three years in a high-need Indiana school, with ongoing support and mentoring.

IU's Kelley School of Business and the IU School of Education have launched a collaborative program to prepare school leaders equipped with the latest management and leadership skills.

The new IU Executive EdD program allows IU School of Education students—often planning for careers as superintendents and other administrative education roles—to earn a master's degree in strategic management at the Kelley School while earning an EdD in educational leadership. The program substantially

reduces the time and cost of completion of both master's and EdD degrees.

The program coursework is developed and delivered by faculty members recognized nationally and internationally for scholarship and teaching in business management and educational leadership and policy. It will prepare innovative and transformative school leaders for administrative and policymaking roles in the state and the nation. Coursework integrates curriculum and instructional leadership; law, politics and policy; ethics and entrepreneurship; strategic planning and organizational design; and research methodologies.

"This partnership between the Kelley School of Business and the School of Education provides a unique opportunity for school administrators to learn how to effectively manage a school system (K-12) with strategic vision," said Dan Smith, dean of the

Kelley School of Business. "The Kelley School's globally recognized strategic management faculty will provide school leaders with the tools to direct the future of education in the state of Indiana and eventually nationwide."

Students must be admitted into the EdD in Educational Leadership program in order to pursue the master's degree. A new EdD cohort is started every other year. Applications for the inaugural cohort are currently being accepted.

The EdD cohort meets one weekend per month for three years. All business school courses, with the exception of the First Year Kelley Connect Week, will be offered online through Kelley Direct. Executive EdD students can also earn an educational specialist degree and superintendent licensure en route to the doctorate.

"We are excited to provide an interdisciplinary graduate program that will prepare educational leaders to be innovative and responsive to the needs of students in the 21st century," said Gary Crow, professor in the Department of Educational Leadership and Policy Studies in the IU School of Education.

"This is an important step forward for educational leaders in Indiana," added Suzanne Eckes, associate professor in educational leadership and policy studies. "With access to business and education professors from two nationally ranked schools, EdD students will acquire a deeper understanding about transforming schools."

A new partnership of the School of Education and the Peace Corps will help fill a global need for well-prepared teachers of English as a Foreign and/or Second Language (EFL/ESL) while allowing Peace Corps experience to count toward a master's degree.

In the Master's International (MI) program, a Peace Corps service assignment counts for 6 graduate credits toward a master's degree from the Department of Literacy, Culture and

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Language Education at the School of Education.

The master's program emphasizes EFL/ESL teaching, meeting a surging worldwide demand. Faridah Pawan, associate professor in literacy, culture and language education, said demand has recently tripled and grows yearly.

"We're working with the Peace Corps in preparing them about what to expect when they go abroad," Pawan said. "It goes with the School of Education's internationalization mission. We're not only giving them early exposure to what's out there, we're developing qualified, highly informed individuals in terms of teaching English overseas."

MI classes are available on campus and online. Students must apply for admission into the Peace Corps to be eligible for the MI graduate program. However, students can apply for MI separately and at any time before or while they are applying for the Peace Corps.

Because classes can be taken online, on campus or in combination, MI coursework can be completed before, during or after students' overseas service assignment. This flexibility allows for students to receive early preparation before they leave for their Peace Corps service. Additionally, they can receive support while they are in the field to help them address some of the daily challenges they experience and provide a collegial network with others who teach English abroad. When students return home, the MI program and the qualifications they receive from it can help them set up for the next phase in their professional lives.

The program started through an internal grant from the School of Education dean's office and initiated the first cohort in the fall semester. The Peace Corps spent time recently at the School of Education in Bloomington to recruit for the program.

"We're looking for people with the skill set or degree within education who are hoping to gain valuable work experience abroad while serving their country and serving the community," said Laura Fonseca, regional recruiter for the Peace Corps. "So we're hoping to reach out to some of those students who have an interest in gaining international work experience within their field."

The work is already underway. First-semester student Joan Connor is teaching English as a Foreign Language in Mongolia. Former Indianapolis teacher Alyssa Sizemore leaves for the Federated States of Micronesia in June. Two other students are taking coursework and awaiting assignments abroad in the fall.

Pawan said the studies help the partici-

pants in more ways than just simply better preparation for teaching English. "It creates a network of like-minded people who will be in the same situation," Pawan said. "They are connected with other individuals who are in the Peace Corps who are about to go or are abroad. So, in essence, it creates a community of practice for these teachers."

A joint research institute of Indiana University and the University of Illinois released a report in November analyzing the degree to which colleges and universities make available what they are doing to assess student learning.

"Making Student Learning Evidence Transparent: The State of the Art," from the National Institute for Learning Outcomes Assessment (NILOA), is based on information from the Web sites of 200 colleges and universities across the United States and describes

how institutions display assessment results, the progress higher education has made in the past few years in terms of institutional transparency and the impact of national transparency initiatives to encourage schools to report such information. The national transparency initiatives examined include the Voluntary System of Accountability, the University and College Accountability Network, Transparency by Design and Achieving the Dream.

According to George Kuh, NILOA director, Chancellor's Professor Emeritus of Higher Education at the IU School of Education and adjunct professor of higher education at the University of Illinois, the set of studies on which the report is based "may be the most comprehensive examination yet of institutional transparency in terms of student learning outcomes and assessment activities."

School of Education remembers longtime supporter Edward Otting

The Indiana University School of Education marked the passing of tremendous supporter Edward A. Otting, 80, of Indianapolis, on Feb. 19. Otting and his wife, Mary Lou, have been instrumental in supporting special education teachers at the IU School of Education. They established the Otting Chair in Special Education, currently held by Erna Alant, and also the Otting Special Education Scholars Fund. Otting held many positions in local and state organizations that serve people with developmental disabilities, including Stone Belt in Bloomington.

"Ed was extremely generous in his support of IU and the community," said Gerardo Gonzalez, dean of the IU School of Education. "His endowed chair has allowed us to bring some of the world's best special education scholars to our school to help prepare future special education teachers and do significant research in this field."

The Ottings have contributed \$1.2 million in support of the Otting Chair in Special Education and, in 2002, made a \$2 million gift to establish the Otting Special Education Scholars Fund.

Alant said Otting was a great inspiration in helping her set up activities working with people with disabilities in Bloomington.

"It has been a great honor to have known and interacted with a man who truly understood the importance of ensuring opportunities for all in our community," she said. "His presence will remain with us as we continue to develop teaching and research activities in developmental disabilities—an endeavor that was made possible by the Otting Chair."

Otting received a BA in 1953 and an MBA in 1957, both from the Indiana University Kelley School of Business. An Army veteran of the Korean War, Otting returned to his hometown of Indianapolis and spent his entire working career at Eli Lilly and Company, retiring as corporate director of information systems. After his retirement, he worked for several years at the Kelley School of Business. He also served as the School of Education's representative on IU's Matching the Promise campaign that raised \$1.2 billion for the university, including \$30 million for the School of Education.

In 1999, the Ottings were inducted into the university's prestigious Presidents Circle, which recognizes the university's most generous philanthropic leaders. The Ottings are also members of IU's Arbutus Society, which honors those who have made a provision in their estate to support IU.

Otting is survived by his wife, Mary Lou, and daughter, Angela.

Cultural Immersion Projects student in Kenya hatches idea to help community



The impact of a teacher can be both incremental and monumental. It can come in a fleeting moment of learning or a lasting memory of a time that generated mental and physical empowerment. In a short couple of months, IU School of Education student Courtney Reecer managed not only to feed her students' minds, but she helped them find a sustainable way to feed themselves physically as well.

A participant in the Cultural Immersion Projects and placed in Kabula, Kenya, last fall, Reecer wanted to do something to help the students in the rural village school. Epico Jahns Academy sits in a village nine hours from Nairobi that consists of a single small market and a few tin structures along a main road. Reecer worked in the school that served around 400 students from October through most of December 2011.

Her work was a challenge from the start.

Older students are often fluent in English, but Reecer, an early childhood education major, taught kindergarteners and first graders who only spoke Swahili. "I taught English, math and creative arts in kindergarten in the morning, then for three hours I would teach first-grade science in the afternoon," Reecer said, noting that keeping first graders' attention for a three-hour science class without speaking the language took some quick adjustments. "I learned very early to think on my feet."

Equally as challenging was the fact that school staff struggled to feed kids coming through the door. The area surrounding Kabula isn't Kenya's poorest, but the rural residents still struggle in the country where the overall poverty rate hovers around 50 percent. Reecer said the head of the school always worried about how she would provide lunch to students every day—students who often relied on the usual meal of corn and beans for the bulk of their nutrition.

Visiting a nearby school one day, Reecer had an epiphany. She had been considering what she could do to help the school and its students that would last after she left. At the nearby school, she saw a chicken coop connected to

the house of the man who had built that school as well as Epico Jahns. "Momma Betty (her host and school master) had been telling me there are days she would wake up, and she wouldn't know where the food was going to come from," Reecer said. "Those two events motivated me to try to raise money and plan this layout. It all just fell together."

Reecer's plan was to have a coop built for the school so the children would get protein from the eggs, while any extra eggs could be sold in the village to raise money for a sustainable coop and school supplies.

Leaning on friends and family back home in Indiana, Reecer raised \$1,400 for the project. The coop builder drew up a plan for the structure, and, by the time Reecer left in December, the coop stood with 40 chickens inside, just across the road from the school. In Reecer's final week, the chickens laid 17 eggs. Momma Betty sent a Facebook message to Reecer two weeks after she had returned to Indiana to tell her the chickens had laid an additional 300 eggs.

Reecer left behind an enduring legacy that will help sustain the school and the students indefinitely. Through the early struggles and the final act, she has provided for students and laid the groundwork for her career.

"I have a lot more confidence in my teaching," Reecer said. "I feel like I could teach just about anywhere now."

"I have a lot more confidence in my teaching. I feel like I could teach just about anywhere now."

Reecer with some of her students in Kenya



Before 1960

Dorothy Scoles Stoelting, BS'39, likes to watch the occasional IU football game. Nothing unusual about that except that Stoelting has striven to attend at least one Hoosier home game each season since she enrolled as a freshman at IU—75 years ago! Attending her first game she might have hummed a few bars of “On the Good Ship Lollipop” or “Cheek to Cheek”—both big hits in 1935—as she watched IU beat Centre College of Kentucky. Other milestones in her three-quarter century quest for Hoosier glory were the 1945 Big Ten title-winning year in which IU went 9-0-1 and the Hoosiers only-ever trip to the Rose Bowl in 1968. The only year she ever missed a game was in 1963, but that was hardly Stoelting’s fault. She had already arrived in Bloomington to watch the Hoosiers, but the game was cancelled because of the assassination of President John F. Kennedy.

David L. Smith, BS'52, MAT'54, is the author of *Sitting Pretty: The Life and Times of Clifton Webb*, published in May by the University Press of Mississippi. The book, about the urbane and refined Hollywood actor, draws on several chapters of Webb’s “unfinished” autobiography. Smith, professor emeritus of telecommunications at Ball State University, is the author of the books *Hoosiers in Hollywood*, *Films of the Golden Age* and *Classic Images*. He lives in Fishers, Ind.

1960s

Max E. Glenn, MS'60, EdD'67, of Sebring, Fla., writes, “In July I toured Denali National Park in Alaska. My tour bus driver was IU grad Bryan D. Burnett, BS'83, from Ellettsville, Ind. He claims he is a basketball junkie who used to [play] pick-up games in the HPER building against former IU players Uwe Blab, BA'85, and Winston Morgan, BS'86. It was nice to have an IU grad at the wheel as he guided us over some very treacherous terrains in Denali.” Glenn retired in 1991 after working as a school superintendent for 24 years. He spent 16 years in Indiana public school districts and eight years in Illinois public school districts.

In July, **Ruth Threlkeld Hall**, MS'60, MAT'67, a retired chemistry teacher, and her husband, James, held a celebration to commemorate their 90th birthdays and their 67th wedding anniversary. The couple lives in Evansville, Ind.

Harvey Asher, MA'64, PhD'67, and his wife, author and playwright Sandra Fenichel Asher, BA'64, are the authors of a new blog, *America—“The Owner’s Manual: How Your Country Really Works and How to Keep it Running.”* A retired Drury University professor of history, Harvey began writing his “calm, even-handed observations about the American scene” to prove to his wife—and others—that “our country is going to hell in a hand basket.” Sandra is writer-in-residence at Drury University in Springfield, Mo. The couple resides in Lancaster, Pa. To follow their blog, go to <http://americatheownersmanual.wordpress.com>.

Larry L. Didlo, MS'64, is the author of *American Community Voices: Familial and Collegiate*, published by AuthorHouse in May. The book is an expansion of Didlo’s *Wise Men Seek Him*, published in 2008. Didlo works for the Ripon Area School District in Oshkosh, Wis., where he lives.

Jerry B. Thomas, BS'69, is the author of *Shift Happens: A Novel of Awakenings*. After earning a bachelor’s degree in art education from IU, Thomas writes that he has “kept his creative hand going in various venues: graphic design for a theater company in Washington, D.C., a self-published line of postcards and note cards, unsuccessful attempts at selling his cartoons to the *New Yorker* (and one fluke sale to the *National Lampoon*), art director for “Out for Laughs,” a TV pilot of gay sketch comedy and a small collection of cartoons called “The Portable Smile.” He is serials assistant at the School of Law Library at Valparaiso University in Valparaiso, Ind.

1970s

Cheryl Glaser Clark, BA'70, MS'74, is a retired teacher. She has published her first book, *Class Dismissed!*, which recounts nearly four decades as an inner-city high school teacher. The book contains photos, stories and advice for high school teachers and is available at Barnes & Noble.com and Amazon. Clark lives in Long Beach, Calif.

In May, **Gerald D. Coddington**, BS'70, EdD'05, retired from Ivy Tech Community College as assistant vice chancellor for academics. He lives in Indianapolis.

Bruce R. Sutchar, BA'70, MS'74, has been appointed to the Office of the Secretary of the Cook County (Ill.) Board of Review by the commissioner. Sutchar has had a successful career as the Midwest director of the Universal Peace Foundation, an organization under the auspices of the Washington Times Foundation. The Cook County Board has more than 23,000 employees while the Board of Review has more than 120 employees itself. Sutchar has been married to his wife, Ilse, for 28 years and has five children between the ages of 18 and 24, four of whom are currently attending university. He lives in Hanover Park, Ill.

Perry M. Adair, BS'71, MPA'74, writes, “I retired in 2008 after a 34-year career with the U.S. government, including 10 years with the General Accounting Office and 24 years with the Department of State. I have continued to work intermittently under contract with the State Department Office of Inspector General, performing management reviews of overseas embassies. My wife of 41 years, Nancy (Hermetet), BA'72, MAT'76, has also retired after teaching for 33 years in three schools in the U.S. and in six other countries. We reside in Bellingham, Wash., and are active with the Seattle Chapter of the IU Alumni Association.”

Janet Meece Mast, BS'71, plans to retire in June after 21 years as library specialist at Kenston

High School in Chagrin Falls, Ohio, where she lives.

Robert B. Graber, BA'73, is a professor emeritus of anthropology at Truman State University in Kirksville, Mo. His anthropological works include *Plunging to Leviathan? Exploring the World’s Political Future* (Paradigm Publishers, 2007) and *Valuing Useless Knowledge* (Truman State University Press, 1995). Graber lives with his wife, **Rosanna (Stoltzfus)**, MS'73, in Kirksville, Mo., where he enjoys bicycle racing, backyard astronomy and classical guitar.

“After a career in the IT industry, I have retired from my second career—as a professional Girl Scout,” writes **Martin J. Collins**, MS'75. He adds, “I worked as senior data specialist at Girl Scouts of Western Washington, but it is more fun to tell people I was a Girl Scout, since I had to join to work there. I am now doing a lot of volunteer work while trying to find another IT job with a not-for-profit organization. [Perhaps] my next career will bring me a long-delayed trip back to Bloomington!” Collins lives in Lynnwood, Wash.

Teresa A. Mahin, MS'75, has retired after 40 years of teaching at Southport High School in Indianapolis. For the past eight years, she also served as the school’s chairwoman of the business department. Mahin lives in Indianapolis.

Civil and family law mediator **Carol Lynn Terzo**, BS'76, JD'82, is co-owner of the Mediation Option, a dispute-resolution firm in Indianapolis. A recipient of the Indianapolis Bar Association’s President’s Award, she served as a judge in Marion County’s civil and family law division for 22 years. Terzo lives in Indianapolis.

David E. Ziegner, BA'76, JD'79, commissioner of the Indiana Utility Regulatory Commission, has been appointed to serve as treasurer of the National Association of Regulatory Utility Commissioners. As treasurer, Ziegner is responsible for overseeing NARUC’s budget and the development and implementation of financial policies and procedures. He and his wife, **Barbara (Stegnach)**, BA'76, MS'81, a teacher at Stonybrook Middle School in Indianapolis, live in Greenwood, Ind.

Cynthia Miller Coffel, BA'77, MS'82, is the author of *Thinking Themselves Free: Research on the Literacy of Teen Mothers*, published in 2011 by Peter Lang. The book presents humane, tender portraits of a small group of teen mothers trying to finish high school and describes the ways in which reading, writing and schooling shaped these young women’s lives. The book further suggests ways in which deeply held ideas about class, appropriate gender roles and the expression of emotion in school affect educators’ relationships with students who are different from the middleclass norm. Coffel earned her PhD from the University of Iowa. Her research has appeared in *Reader*, *The International Journal of Qualitative Studies in Education* and *The ALAN Review*. Coffel’s literary nonfiction won the *Missouri Review* Editors’ Prize in 2006 and has been shortlisted in *The Best*

American Essays 2008. She lives in Iowa City, Iowa.

James D. Yunker, EdD'77, is president and CEO of Smith Beers Yunker & Co., a company that helps not-for-profit organizations achieve their goals. In November, he was elected chairman of the board of the Giving USA Foundation, publisher of *Giving USA*, which is researched and written by the Center on Philanthropy at Indiana University. Yunker received the Center on Philanthropy's Spirit of Philanthropy Award in 2003. In 2011, he was recognized by the Anderson Area Chamber of Commerce as its Citizen of the Year, acknowledging his volunteer work and community development of the eastside Cincinnati suburb. Yunker lives in Cincinnati.

Retired IU School of Dentistry faculty member Larry D. Ryan, BS'62, DDS'65, and his wife, **Sara (Kellum)**, BS'79, MS'83, write, "We have two grandsons enrolled at IU Bloomington in pre-dentistry—Stuart J. Ryan and Grant T. Ryan. Their parents, Fishers, Ind., dentist Gregory A. Ryan, BS'85, DDS'96, and schoolteacher **Diane (Delight)**, BS'77, MS'80, are also IU graduates."

1980s

Linda D'Amico, BS'85, MA'88, PhD'93, is the author of *Otavalan Women, Ethnicity, and Globalization*, published in September by the University of New Mexico Press. While doing fieldwork in Peguche, Ecuador, D'Amico found herself working with and befriending Rosa Lema, an indigenous woman who had previously worked with anthropologist Elsie Clews Parsons. One of the founding mothers of anthropology, Parsons' 1940 fieldwork in Peguche laid foundations for the development of feminist anthropology and ethnic studies. Lema's efforts to bring changes to her village and her country afford a unique view of the rise of interculturalism as an indigenous ideology. Gender is at the center of *Otavalan Women, Ethnicity, and Globalization*, as D'Amico looks beyond the overlapping lives of these two women—both innovators and able to cross cultural boundaries—to explore the interrelationship between gender, ethnicity and globalization. D'Amico is associate professor of global studies and women's and gender studies at Winona State University. She lives in Winona, Minn.

In May 2011, Ellettsville, Ind., educator **Lawrence J. DeMoss**, BA'85, MS'91, recently appeared on a special all-teacher edition of the television game show *Jeopardy!*. The Edgewood High School teacher was introduced by the show's host, Alex Trebek, as someone who "went from short orders to short stories when he switched from working in fast-food to teaching English." In the semifinals of the tournament, DeMoss won by wagering thousands of dollars on the evening's final question. His correct answer put him just \$2 ahead of the next contestant. In the tournament final, DeMoss bet all his remaining money—\$7,000—once again on the show's very last question, answering "Which monarch recently gave his first televised speech after 22 years on the throne," with "Who is the Emperor of Japan." Pressed by Trebek, DeMoss was unable

to come up with the emperor's name, Akihito. DeMoss finished second runner-up in the 2011 *Jeopardy!* Teachers Tournament, taking home a cash prize of \$25,000.

Kent E. Beck, MS'86, is director of international admissions and programs at Sandy Spring Friends School in Sandy Spring, Md., where he lives.

In May 2011, **Latosha Howard Rowley**, BA'87, BS'00, a fifth- and sixth-grade teacher at Indianapolis Public School #2, was named Indianapolis Public Schools' Teacher of the Year for 2011. She previously spent 13 years as a probation officer for Marion County Juvenile Court before leaving in 2000 to work in insurance. During her 10 years with IPS, she has won scholarships that let her travel to Kenya, where she taught school for 30 days in 2009, and to Taiwan in 2010. Rowley lives in Indianapolis.

1990s

Aaron D. Anderson, MS'90, is director of the Executive MBA Program at San Francisco State University. He is the author of *Engaging Resistance: How Ordinary People Successfully Champion Change*, published in 2011 by Stanford University Press. Anderson lives in San Francisco.

In April 2011, **Carolyn E. Farley**, MS'90, became director of academic and student services operations at the University of Alabama in Birmingham. She previously served almost 14 years with the University of North Carolina Wilmington, where she had been executive director of campus life since fall 2007. In her role at UAB, Farley directs strategic planning and logistics for campus-wide student support services and is responsible for overseeing operations of the Hill University Center, the campus recreation center, and campus dining and residence life.

After two decades at the University of South Florida, **Kim M. Vaz**, PhD'90, retired at the end of the summer semester 2011. During her tenure at the University of South Florida, she served as chairwoman of the Department of Women's Studies and founded the Florida Consortium for Women and Gender Studies. She served as chairwoman of the Faculty Committee on Admissions of Student Athletes, as co-chair of the College of Arts and Sciences Diversity Committee and as member of the Faculty Senate. Most recently, she became a faculty member in psychological and social foundations in the College of Education at the University of South Florida. She took the position of associate dean of the College of Arts and Sciences at Xavier University of Louisiana in New Orleans in July 2011.

Jill A. Stratton, MS'93, successfully defended her dissertation, "The Relationship among Emotional Intelligence, Leadership Practices and Leadership Acts in First-Year College Students" to complete a PhD at Union Institute and University.

In March, Chicago's DePaul University appointed **Scott L. Walter**, MLS'98, MS'03, as university librarian. He previously served as associ-

ate university librarian for services and associate dean of libraries at the University of Illinois at Urbana-Champaign. Walter also held faculty appointments as professor of library administration and professor of library and information science and held adjunct appointments in the College of Education. He joined DePaul in April and oversees the libraries' collection of more than 800,000 volumes housed in the John T. Richardson Library on the Lincoln Park Campus and DePaul's Loop Campus Library. In addition, DePaul's libraries hold special collections that include university and St. Vincent de Paul archives as well as rare books and manuscripts.

In November, Andrew T. Lennie, BA'99, won an Emmy at the 53rd Annual Chicago/Midwest Emmy Awards Ceremony. A senior producer for television station WGN, Lennie, won the award for a series of Chicago Cubs promotional spots. He and his wife, **Nicole (Parham)**, BS'99, a child life specialist at Hope Children's Hospital in Oak Lawn, Ill., live in Forest Park, Ill.

2000s

In May 2011, **Kathleen Mills**, BA'88, MS'00, was awarded a 2011 Lilly Foundation Teacher Creativity Fellowship. She planned to use the \$8,000 grant to travel to Argentina to study Spanish and write profiles of Buenos Aires locals. Mills, an English and journalism teacher at Bloomington South High School, lives in Bloomington, Ind.

Steven L. Bennett II, MS'02, MLS'06, works as a librarian for Illinois Department of Corrections in Joliet. He lives in Highland, Ill.

Valerie Kolk Glassman, MS'03, is a senior program coordinator at Duke University in Durham, N.C., where she lives with her husband, Matthew.

In June 2011, **Charmelle A. Green**, MS'03, was named associate athletic director and senior woman administrator at Penn State University. She previously served as senior assistant athletics director for Student Welfare and Development at the University of Notre Dame.

Christina N. Franz, BS'04, is the founding learning support coordinator at Leadership Prep Ocean Hill Charter School in Brooklyn, N.Y. After receiving her bachelor's degree in elementary education from IU, she earned a master's degree in childhood special education at Fordham University. Before joining Leadership Prep, Franz was the director of special education at Ross Global Academic Charter School in New York City, where she previously taught kindergarten and first- and second-grade special education. She also taught teenage students with language and emotional disabilities at the Herbert G. Birch School in Flushing, N.Y.

In July, **Ashley Ransburg Kuhne**, BS'05, married Logan Kuhne, a graduate of Wabash College. Ashley is a third-grade teacher at Central Elementary School in Plainfield, Ind. Her husband is a math teacher at Greencastle (Ind.) High School. The couple lives in Greencastle.

Meant to Be, the debut young adult novel by **Lauren Morrill-Ragusea**, BA'05, MS'08, will be released by Delacorte, a children's imprint at Random House, in November 2012. The author, who writes under the pen name Lauren Morrill, describes the book as a retelling of *Cyrano de Bergerac*—with text messages. Morrill-Ragusea is

at work on her second young adult novel, inspired by her experiences playing roller derby with the Bleeding Heartland Rollergirls in Bloomington, Ind., and the Boston Derby Dames. She lives in Cambridge, Mass.

Joel E. Sanders, BS'09, is in his third year teaching English and journalism at Edgewood High

School in Ellettsville, Ind. He lives in Bloomington.

The editors gratefully acknowledge the assistance of the Indiana University Alumni Association in compiling class notes. To submit information, write to the Alumni Association at 1000 E. 17th St., Bloomington, IN 47408, or visit the IUAA on the Web at www.alumni.indiana.edu.

In Memoriam

Ellen Anderson Brantlinger, EdD'78

April 27, 1940–March 24, 2012

Longtime School of Education faculty member Ellen Brantlinger passed away on March 24. Brantlinger was a strong advocate for equity in education and made a great impact on the education field and her community through her work.

Brantlinger attended Antioch College, where she met her husband. They married in June 1963, the same month that she graduated with a BA in secondary education. She taught special education classes in public schools in the Boston area for three years while earning her masters of education from Boston University in 1966. After moving to Bloomington in 1968 when her husband began teaching in the IU English Department, Brantlinger raised their children while earning her EdD from the IU School of Education in 1978.

From 1979 to 1985, Brantlinger served as a visiting professor of special education at the School of Education, becoming assistant professor in 1986. She earned full professor status in 1996. While on the faculty, she directed the special education teacher education program, chaired the special education department and served as coordinator of the curriculum and instruction doctoral program. Brantlinger retired in 2004.

Brantlinger published numerous articles and wrote five books, including *The Politics of Social Class in Secondary School: Views of Affluent and Impoverished Youth and Who Benefits from Special Education? Remediating ("Fixing") Other People's Children*. She was invited to lecture at many colleges and universities, and a few years ago, a conference in her honor was held at Syracuse University. She was also invited to participate in a week-long cross-cultural conference on education in Beijing. In addition, Brantlinger spent time in Afghanistan helping to develop new elementary textbooks as part of a project sponsored by Teachers' College of Columbia University and UNICEF.

In Bloomington, she was well-known for speaking out to provide a strong public education for all. The *Bloomington Herald-Times* noted this in a special opinion column on March 27, citing an interview Brantlinger did with the paper in 1996 regarding parents who wanted to isolate their own children from those of lesser means. "It's strange, in a university community, how they view their kids and other people's kids," she said. "Even though they see inequities elsewhere, they will not see it in their own backyard. And when they do see it, they look the other way."

The *Herald-Times* called her "a conscience for the community. Her persistence helped raise awareness that the playing field is far from level for young people who walk through the school doors, and that the school corporation needs to help level it when possible."

Bonnie H. Litwiller, EdD'68

Feb. 14, 1937–Jan. 27, 2012

Bonnie H. Litwiller, a 2004 IU School of Education Distinguished Alumni Award recipient, passed away Jan. 27. A prolific researcher on middle school and secondary math curriculum, Litwiller was a longtime faculty member at the University of Northern Iowa (UNI). Litwiller joined the

UNI faculty after earning her EdD from IU in 1968. Before that, she spent seven years teaching high school in Iowa.

In 1982, Illinois State University presented her with its Alumni Achievement Award; the Iowa Board of Regents named her the recipient of the 1993 Regents Award for Excellence; the University of Northern Iowa presented her with the Outstanding Service Award in 1995; and, in 2003, the Iowa Council of Teachers of Mathematics presented her with its Lifetime Achievement Award.

In 2008, UNI recognized Litwiller for having written more than 1,000 published papers with her 40-year collaborating research partner David Duncan. Much of that work came after both Litwiller and Duncan retired; she left the full-time faculty in 2000. She published four books, edited 26 books for the National Council of Teachers of Mathematics and gave more than 200 presentations.

To her students at UNI preparing to become math teachers, Litwiller was known as very demanding. One of her former students said he also knew she would provide a tough test intended to help him pass others to come. "Litwiller had a sense for the quality that people expected from a UNI-prepared teacher, and a sense for giving us some survival skills that would get us through our first few years of teaching," Raymond Johnson, now a graduate student at the University of Colorado, wrote in a blog entry in January. He said that there was little doubt she had an impact on mathematics teaching. "By the time I graduated in 1999, someone had estimated that a quarter of all the math teachers in the State of Iowa had been taught by Bonnie Litwiller."

Nicholas J. Anastasiow

1924–2012

Nicholas J. Anastasiow passed away in March. Anastasiow was the director of the Institute for Child Study and professor of educational psychology at IU from 1967 to 1979. He coordinated the Human Development program in the Department of Educational Psychology and taught advanced courses in child development. In 1979, Anastasiow left Indiana for the University of Colorado Medical School in Denver, then moved to Hunter College at the City University of New York in 1981 as Thomas Hunter Professor of Education. He retired from the faculty in 1992.

While at IU, Anastasiow became best known for his work in the area of prevention of early childhood at-risk status. His work as director of FEED (Facilitative Environments Encouraging Development) was widely recognized for excellence and innovation. The program was designed to prevent at-risk status in children by educating future parents (middle-school students) in knowledge of child development and skills and practices of parenting before they became parents. Curricular materials developed for this program won several awards, and it was adopted in many sites in the United States and abroad.

Anastasiow was a prolific author, publishing more than 200 papers and 16 books. He is probably most widely known for co-authorship with Samuel Kirk and James Gallagher of *Educating Exceptional Children*, now in its 13th edition. Other works include *The Adolescent Parent* and *Development and Disability: A Psychobiological Analysis for Special Educators*.



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Snapshot

Building a Lasting Impact



IU School of Education student teacher Courtney Reecer has left behind an enduring legacy of teaching and service that will help sustain the school where she taught in Kabula, Kenya. In addition to her work as an educator, Reecer has also provided the schoolchildren with a continuous source of nutrition and funding. Story on page 18.