

Chalkboard

IU School of Education Alumni Association

Spring 2018



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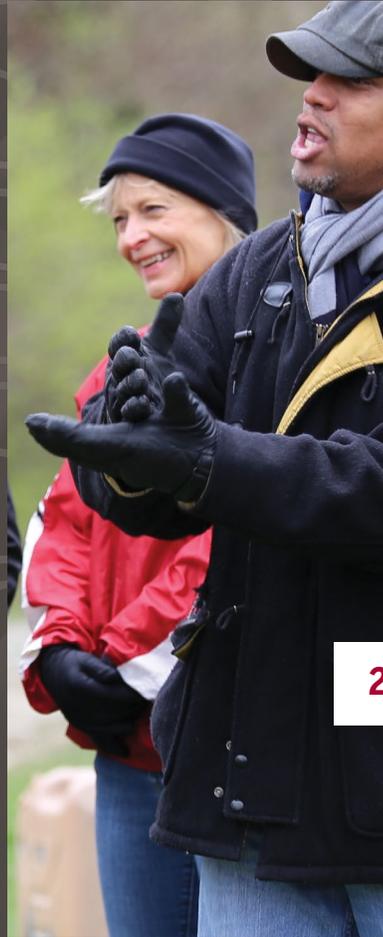
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Terry Mason
Dean

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Development & Alumni Relations

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MISSION STATEMENT

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

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

Dean's Perspective

SOMETIMES WHEN EMAILS ARE SENT TO ME BY INDIVIDUALS OUTSIDE THE UNIVERSITY, they end up in a “spam filter” that is designed to protect faculty and staff from unwanted messages. I often skip over those emails caught in the filter, but fortunately I opened and read one such message that I received a few days after the tragic shooting at Marjory Stoneman Douglas High School in Parkland, Florida. It came from Kat Posada, a teacher at the school and an IU alum, who asked me if it might be possible for her to communicate with our pre-service teachers and to offer support for those young people who have identified teaching as their chosen profession. Her modest request became an emotionally powerful event that not only brought Kat's message to us (see article on p. 12) but promoted critical dialogue in the School on the issue of gun violence and school safety. While we share the grief of those directly affected by the shooting at Stoneman Douglas, we are grateful to Kat who helped us create something positive out of this tragedy.

I am writing these comments as I fly home from Kosovo where I met with representatives of the U.S. State

Department-funded transformational Leadership Program at the University of Prishtina for which the IU School of Education serves as a key partner. During my stay I gave a talk on “Leading a School of Education in These Times: The Art and Science of Being Dean.” I purposefully included “in these times” in the title because I wanted to emphasize that being an education dean, or anyone else in the field of education these days, requires facing extraordinary challenges; diminished public support for education, poor working conditions in schools and low teacher morale, the plague of school violence, and the persistent inequities in access and opportunity for students from underrepresented groups, to name a few. In the pages of this issue of *Chalkboard* you will read about how the IU School of Education is addressing some of the enduring problems that schools confront. I hope that you are as inspired as I am by the work that our faculty, staff, and students are doing and the impact they are having on the field of education and society as a whole.

You will also see that the university has reopened its search for a dean for the School of Education here at



Dean Terry Mason

IUB. Let me take this opportunity to thank all those who have supported and encouraged me during my time in the dean's office and to extend my best wishes to the members of the Hoosier education community who I have met in my travels around the country and the globe. It has been the greatest honor of my educational career to serve as dean and my experience in this position assures me that a bright future lies ahead as the School welcomes new leadership to advance its mission in the years to come.

Terry Mason,
Dean, IU Bloomington

The Academy Awards



Robin L. Hughes

Executive Associate Dean, IUPUI

THESE LAST FEW MONTHS HAVE RESEMBLED SOMEWHAT OF AN ACADEMY AWARDS. This would be quite appropriate given that the oldest academy would be the Academic Academy. In fact, that other crimson university started circa 1636 well before the 1929 ceremony.

To be clear, there were a number of accolades just this last month and many more have been doled out throughout the year. For instance, recently faculty received the highest honor on this campus. In fact, of the last 10 or so, professors here in Indianapolis have received Chancellor Professors for Diversity in Scholarship and Teaching. Natasha Flowers was awarded the Chancellor's Award for Multicultural Teaching and Cristina

Santamaria-Graff received the highest recognition from her peers as this year's Trustees' Teaching Award recipient for the School of Education. Both will be recognized at the Chancellor's Honor Convocation in April.

While letters and campus ceremonies have been acceptable ways to cheer on excellence in teaching, service and scholarship. We cannot forget the impact of a "retweet."

Social media offers an ongoing billboard that can solicit congratulations, emphasize our stance, and call on our allies in schools, organizations and homes. With silence or with a number of characters, we are in the middle of conversations about school safety, school choice, inclusion, and curriculum. Let's choose to say something to each other and to the world about our everyday work and our long-time commitment to equity in education. Presidents (past and present), policy makers, our students, our alumni and many others retweet passionately and we know our own pursuit of equitable education is a justifiable passion to convey. Therefore, finish a brilliant manuscript and leave some energy for a tweet that speaks!

We have also been quite busy over the last few months readying

ourselves for a number of new programs, new faculty hires, and a new administrative structure — one that includes a Dean of the School of Education at IUPUI. We are rolling out the red carpet, preparing for more of an already endless list of things to do and a launch of a number of new and exciting programs in the next few years. For example, Tambra Jackson and Les Etienne secured a partnership with the Children's Defense Fund (CDF) and the School of Education will offer a CDF Freedom School.

We remain uniquely and prominently poised in the Circle City. This means that we will continue to work closely with our urban districts and others, communities, young people and other stakeholders to continue to create excellent educational programs and experiences that will help our communities flourish.

We will tweet our excitement as we open the doors and welcome children in our local community. Check Twitter and Facebook for more on faculty awards, alumni accomplishments, and new partnerships within the School of Education.

Also, stay tuned (@IUPUISchoolOfEd) as we will call on you for your continued support, partnerships and engagement. ■

Vaughan and Waldron contribute to IU Grand Challenges Initiative

INDIANA UNIVERSITY IS INVESTING \$50 million to address the addictions crisis across the state. Part of the university's bicentennial Grand Challenges Initiative, the project brings together an array of schools and faculty from across the university.

Associate professors Ellen Vaughan and Mary Waldron with the department of Counseling and Educational Psychology will lead a project that aims to expand opportunities for specialized training in Addictions Counseling. They will simultaneously develop an Addictions Counseling

track in the Mental Health Counseling Masters Program as well as a Certificate Program in Addictions Counseling for current mental health professionals who want specialized training in the addictions.

"There is currently a shortage of mental health professionals with training in the addictions," Vaughan said. "One way in which we can be a partner is by capitalizing on our strong counseling programs and providing specialized training to those students who want to specialize in the addictions." ■



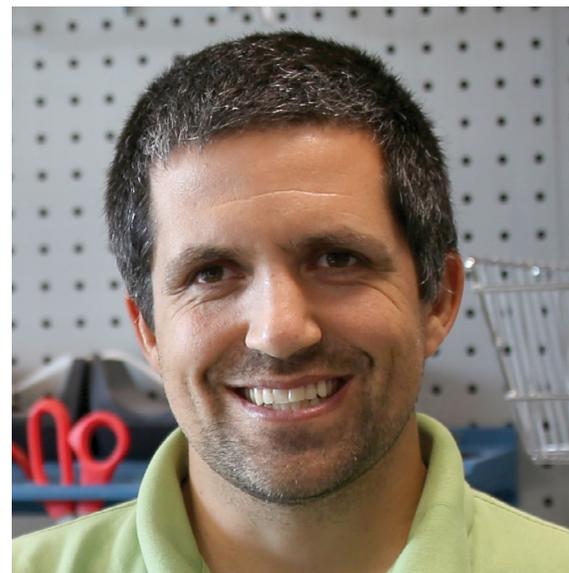
Maltese receives NSF grant to study mentor relationship and girls in STEM

ADAM MALTESE IS THE PRINCIPAL INVESTIGATOR for "Role Models in Engineering Education," a project funded by \$1.2 million from the National Science Foundation. This three-year project is a collaboration with Tufts University and will look for answers in the relationship between girls and their mentors in the STEM fields of science, technology, engineering and mathematics.

The project builds on research that Maltese published recently in AERA Open, the open-access journal of the American Educational Research

Association that found that women who pursued STEM education and careers were likely to attribute their interest to the influence of a third party, often a teacher or mentor.

"I think the important thing is to get away from the notion that one strategy will work to get all students interested in STEM," Maltese said. "If we recognize that differences exist in how people get interested, and embrace that diversity when we work to increase interest, I think we'll see better outcomes." ■



Eckes named Education Law Association President



SUZANNE ECKES, A PROFESSOR IN THE EDUCATIONAL LEADERSHIP AND POLICY STUDIES DEPARTMENT, has been named President of the Education Law Association (ELA). One of Eckes's goals during her year-long term as president is to expand the important work ELA does to groups that could benefit from knowledge of education law.

“For example, if teachers had a basic understanding of legal issues, it is my belief that sometimes lengthy and expensive litigation could be avoided. More importantly, when teachers are equipped with a better understanding

of state, federal and constitutional law they will be able to better advocate for themselves and their students,” Eckes said.”

Janet Decker, an assistant professor in ELPS, is also involved in ELA: she was elected to the organization's board of directors. They have also created more opportunities for students to learn about education law through a Certificate in Educational Law, an M.S.Ed. in Educational Leadership, and partnerships with the Maurer School of Law and the School of Public and Environmental Affairs. ■

Gatza awarded Wells Graduate Fellowship



GRADUATE STUDENT ANDREW GATZA has been awarded the 2018–2010 Wells Graduate Fellowship. The fellowship is one of the University's most competitive and prestigious awards. Gatza is enrolled in two doctoral programs: Urban Education Studies (IUPUI) and Curriculum and Instruction with Math Education specialization (Bloomington).

A former high school math teacher in Indianapolis public schools and advocate for urban education, Gatza's dissertation research focuses on the relationship between students' mathematical learning and their learning about race and racism. Collectively, scholars Erik Tillema, Crystal Morton,

Craig Willey, and Dionne Cross contribute their expertise and commitment to social justice in supporting Gatza's research and professional goals.

“Despite the fact this is an individual graduate student award, it's certainly a reflection of the tremendous faculty and their dedication to structural change, the UES program and strong cohorts, and the vision of the SOE that has been instrumental in my doctoral journey,” said Gatza. “In speaking with graduate students across the country, and particularly graduate students of color, I recognize we have something special at IUPUI.” ■

Democratizing Data

User-friendly resource to help educators access student and school data

SCHOOL DISTRICTS ACROSS INDIANA ARE DROWNING IN DATA that is unusable because it’s not presented in an intuitive or user-friendly manner. The IU School of Education wants to change this.

Funded by a grant from the Michael and Susan Dell Foundation, INSITE (Indiana Student Information To Empower) is a cloud-based service that will help educators convert data into actionable information that will empower the teaching-learning process.

“Schools have always been the repository of tremendous amounts of data on students; however, the effective use of these data has never been realized,” said Michael Taylor, Director of Education Technology Services.

“INSITE will provide a platform to radically evolve how educators interact with data by presenting it visually so that it is converted into actionable information on a per child bases.”

Ten pilot school corporations from across Indiana have been brought on board including Center Grove, Decatur Township, Hamilton Heights,

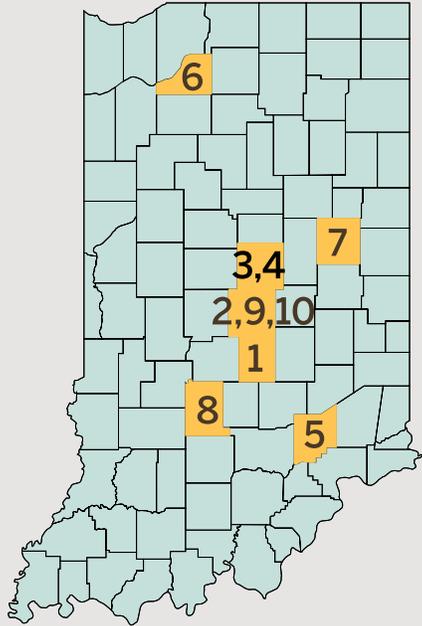
Hamilton Southeastern, Jennings County, Knox Community, Liberty Perry, Monroe County Community, Perry Township, and Wayne Township. After the first year, additional corporation will be encouraged to participate.

The data are based on open-source Common Education Data Standard (CEDS) as set up by the U.S. Department of Education. Using the Ed-Fi set of technologies, various educational databases (SIS, transportation, food service, etc.) will be connected to each other.

The goals of the program are to shorten the feedback loop for data so that teachers have measurable criteria to confirm student progress; to enable each district to establish meaningful thresholds for students so that interventions can occur prior to an education crisis; and to empower school decision makers with data presented in a way that they can visualize so as to promote data-driven decision making.

If your district is interested in participating please reach out to Michael Taylor at micbtayl@indiana.edu. ■

Pilot school corporations



1. Center Grove
2. Decatur Township
3. Hamilton Heights
4. Hamilton Southeastern
5. Jennings County
6. Knox Community
7. Liberty-Perry
8. Monroe County Community
9. Perry Township
10. Wayne Township

SCHOOL OF EDUCATION 2018

Search Committees formed for deans of IUB, IUPUI Schools of Education

Separate schools become official on July 1



LAST AUGUST, THE INDIANA UNIVERSITY BOARD OF TRUSTEES ENDORSED a recommendation to separate the IU School of Education into two independent schools of education on the IU Bloomington and Indiana University–Purdue University Indianapolis campuses. The move will become official in July, when the new Bloomington dean is expected to start.

Committees have been appointed to identify candidates for the position of dean for the Schools of Education at IU Bloomington and IUPUI. The search committees includes representatives of faculty, staff and students at IU Bloomington and IUPUI.

Current School of Education Dean Terry Mason is coming to the end of the two-year appointment he accepted in 2015, following 22 years at the school; he will return to the faculty.

“Terry has done a terrific job during this exciting period of transition and restructuring,” Robel said. “I look forward to the next chapter of leadership in the School of Education during a moment of such active discourse on the value of public education.”

The dean at IUB will continue to lead the award-winning undergraduate teacher education and graduate programs; continue to strengthen its Global Gateway for Teachers program; and actively engage in collaborations with local and regional community partners. As an independent school, the School of Education at IUPUI will seek to enhance its programming and reputation in the area of urban education, particularly focused on the Indianapolis Public Schools. ■

“Terry has done a terrific job during this exciting period of transition and restructuring. I look forward to the next chapter of leadership in the School of Education during a moment of such active discourse on the value of public education. —Lauren Robel”

Madel Presto looks to inspire future math students

Senior secondary education major wants her future classroom to be interactive

Madel Presto's Path to Become a Teacher didn't start at the School of Education.

It started at the University of Evansville where Presto intended to study music therapy. But she found herself unhappy after a semester and transferred to IU. Eventually, Presto realized she wanted to be a teacher — and chose to study math education.

“My favorite teachers had always been math teachers, particularly from my high school,” Presto said. “Some of my worst teachers were also high school math teachers. The bad math teachers that I've had, you could tell they didn't care about math, they didn't care about the students' progress in math. I think I naturally have that enthusiasm. I care about math, maybe my students will care too.”

Math can be a challenging subject to teach. Students who have struggled with it come into high school with a mindset that they're “not a math person,” as Presto put it.

“I'll try everything I can to make the math more relevant to the students' lives,” she noted. “Bring in current events, bring in what they are interested in. Let them know where they can find math outside the classroom.



I know when teachers ask about your interests, that shows oh wow, they really care. That's what you need.”

One of Presto's goals is to make her future classroom an interactive space, where students are helping each other and not just looking to her to solve the math problem.

“I want them to learn at least one new thing every day and have those light bulb moments,” she said. “We all have the same goal, and I want them to know that. I want them to know we're

all on the same level, and we're just helping each other.”

Presto knows she'll have other challenges to face as a teacher. But she encourages other School of Education students to face the challenge of teaching head on.

“Why would you not do something you want to do? You want to be happy with what you're doing. If the School of Ed is your way of getting there, go for it. Don't listen to what everyone else has to say,” she said. ■

Francisco Cardoza encourages inclusion in future classroom

Senior studying in Spain this semester as part of Global Gateway for Teachers



FRANCISCO CARDOZA MIGHT BE PREPARING TO GRADUATE with an elementary education degree that includes concentrations of math and science and an English as a New Language (ENL) license addition — but his journey to the School of Education didn't come without challenges. Cardoza is a native Spanish speaker and didn't learn English until early in elementary school. The language barrier meant he had to work even harder to understand what was being taught to him. That lesson has served him well at IU.

"I'm used to challenging myself just because I like it. If I get a wrong answer or a concept wrong, I don't feel sad. That's what I want to teach my kids," he noted.

Cardoza originally came to IU from Elkhart, Indiana, as a pre-dental student. Health issues forced him to switch his major to elementary education, where he realized the math and science classes he previously took meant he was only one credit away from fulfilling a math and science concentration, two subjects he's passionate about. He already knows his future classroom will be

frog-themed, tying into his passion for science and symbolically representing the way he hopes he and his students will leap into success.

"I want to make it a very inclusive environment where my students can feel comfortable with one another. That starts with me making them feel they're all welcome," Cardoza said. "I want them to know throughout the school year they're going to be learning but I'm going to learning with them. As a teacher, you're a life learner."

Cardoza will study in Ávila, Spain, as part of the Global Gateway for Teachers program. He will fulfill his ENL license requirement and perfect his Spanish even more. It also means he gets to study abroad — something he didn't think he would be able to do. As a fifth-year senior, Cardoza advises future education majors not to overthink their calling.

"Give it a try. I was too focused on trying to get out of here within four years, but I realized that because I took the risk and challenge to go with education, the five years have gone so fast. If you have a feeling, take the risk, take a class and see where that leads you." ■

Alumna hopes non-profit will impact even more kids

Diamond Malone created Renaissance Kids to support students and help them reach their full potential

DIAMOND MALONE WAS IN HER FIRST YEAR OF TEACHING when she realized there was a lack of time and resources to support her students. A few years ago, she began drafting an idea for a non-profit that would fill that gap and this year, Renaissance Kids, Incorporated, became a reality. Malone hopes the intervention efforts of Renaissance Kids, Inc. will help reduce the discrepancy in student achievement.



“My desire is for nothing to stand in the way of the self-efficacy of any RenKid,” she said. “The environment of Renaissance Kids will provide the social capital needed to support, encourage, and involve adults necessary to facilitate Renaissance Kids’ success.”

Malone is now in her fourth year teaching fourth grade at Crooked Creek Elementary School in Indianapolis. As she reflected back on her time at the School of Education, she noted how helpful it was being exposed to a variety of teaching styles.

“I appreciate that the School of Education immersed me into the classroom right away during my various practicums. It is one thing to learn the content in class, but I believe

the real learning takes place during the practicums,” she said.

Malone advises current students to be open-minded and seize any opportunity to work with children that they can.

“Teaching is not for the faint of heart,” she said. “It is challenging, but see this challenge as an opportunity to grow. It is always worth it. We do this job, because we are passionate about children and helping them become successful and well-rounded citizens. We are superheroes.” ■

“The environment of Renaissance Kids will provide the social capital needed to support, encourage, and involve adults necessary to facilitate Renaissance Kids’ success.”

Teaching in a Time of Crisis

Katherine Posada, Marjory Stoneman Douglas High School teacher, speaks to students

KATHERINE POSADA DIDN'T SET OUT TO BE A TEACHER. Originally a theatre major, she graduated from IU Bloomington in 2003 with a bachelor's degree in English. After getting married and having children, she looked for a job that would match her children's schedules. When her children went to school she began substitute teaching and fell in love with it. She returned to school to earn a master's degree and made teaching her profession.

On Friday, February 23, more than 300 students, faculty, and staff filled the SoE Auditorium — and three overflow rooms — to hear her message. “I teach 10th-grade English at Marjory Stoneman Douglas High School in Parkland, Florida,” said Posada. “A few days ago, that probably would have meant nothing to most, and honestly, I wish it still did.”

On the afternoon of February 14, Posada and her students huddled inside a locked classroom — out of sight from the window in the door,

trying not to panic as they received calls and text messages asking about the mass shooting that was happening somewhere in the school. “I kept telling my students, ‘We’re safe. You’re here and you’re going to be OK.’”

It was a tense moment, Posada said, but one followed by relief as they were finally able to leave and reunite with friends and family. Posada’s husband, aunt and cousin also teach at the school. Her sister-in-law is a student there. None were injured in the attack. “It was terrifying,” she said.



PHOTOS BY JAMES BROSHER, IU COMMUNICATIONS

A few days after the shooting Posada reached out to Dean Terry Mason, asking if she could come back to her alma mater and talk to education majors about her experience. She wanted to find a way to translate the ordeal that she had gone through into support for future teachers.

I was really taken with her commitment to teaching,” Mason said. Sharing her story, especially with would-be teachers, is Posada’s way of trying to make something positive out of a tragic experience. “Events like this make us all think twice about going into education,” said Posada. “But the children in this country need strong people to help them figure out how to make a difference in the world.”

Posada has a clear message for prospective teachers who are worried about similar incidents. “Going into these classrooms and preparing these kids for this potentially terrifying and dangerous world they’re going to go out into — preparing them to advocate for themselves, to stand up for themselves and to fight for what they believe in — is more important now than ever,” she said. ■



Katherine Posada



Meet Morgan Schreiber

Morgan Schreiber is an IU School of Education Direct Admit freshman and 2017 graduate from Marjory Stoneman Douglas. Her brother is in the 9th grade at MSD and was in the building targeted by the shooter. “I got this text from him and it said, ‘There’s a shooter in the school. If you don’t hear from me, I love you,’” Schreiber said. “That was one of the scariest things I’ve ever heard. Schreiber’s brother, Garrett, was uninjured. “Physically, he’s OK,” she said. “Mentally, he’s not in the best state of mind.” Schreiber said her desire to affect young learners in a positive way has only deepened.

“Events like this make us all think twice about going into education, but the children in this country need strong people to help them figure out how to make a difference in the world.”

Chan & Wu scholarship gives back

A new scholarship will allow more students to gain teaching experience with immersion in a new culture



THE CHAN AND WU MEMORIAL SCHOLARSHIP will benefit students taking part in Global Gateway for Teachers. The scholarship was started by the family of Wai Chung Chan and Kwok Min Wu, a couple who fled communist China and settled in Hong Kong. Family members remember them both as being extremely hard-working and always emphasizing the importance of education. They

hope the scholarship will help more students experience the world through teaching in other countries. “Learning the story of Wai Chung Chan and Kwok Min Wu brought tears to my eyes. Establishing this scholarship in tribute to their lifetime of hard work and sacrifice is deeply heartfelt,” noted Laura Stachowski, Director, Global Gateway for Teachers. ■



IU ALUMNI ASSOCIATION

PROUD MEMBER

THE TRANSFORMATIVE POWER OF AN IU EDUCATION

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

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



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William Malloy

Alumnus encourages meeting social justice challenges by focusing on student similarities

WILLIAM MALLOY majored in Educational Administration and minored in Psychology and Business. He received his Ed.D. in 1975.

As a resident graduate student, he enjoyed immersing his family in various social and cultural activities offered at the university. His wife discovered a liking for painting and sculpture, his son enjoyed multicultural preschool experiences, and he developed an interdisciplinary perspective in shaping his worldview.

When asked how education has made a difference in his life, Bill answered,

“Education has helped to understand that most social justice challenges in public school settings can be resolved by focusing on similarities that students share rather than dissimilarities.”

His advice to educators is to remember that all students can learn, some students just need more time than others. ■



IUAA Winter College

The IU School of Education's Global Engagement and Why It Matters

AT THE OPENING GENERAL SESSION OF IUAA'S WINTER COLLEGE IN NAPLES, Florida on February 10, Dean Terry Mason presented a talk on the significance and impact of the School of Education's international work.

Among the School's accomplishments highlighted in Mason's talk were efforts to provide opportunities to those in parts of the world where educational resources are scarce and the establishment of partnerships with leading universities in other countries.

The presentation also featured the Global Gateways for Teachers program that has offered life-changing experiences for thousands of undergraduate student teachers in a host of countries around the world. Mason concluded his remarks with four key reasons why the School's international activities matter: they encourage Hoosiers to become global citizens, they build pathways to peace and mutual understanding, they promote the power of education to advance democracy, and they strengthen IU's position as a leader in international education. ■



Nelson talks student connection

JITKA NELSON, THE 2017 INDIANA TEACHER OF THE YEAR AND ARMSTRONG TEACHER, is a developmental reading and English for English Learners teacher in Logansport, and has a special bond with students who don't speak English as a first language — Nelson was born in the Czech Republic. She spoke to students about her experiences working with students who do not speak English as their first language and encouraged future teachers to listen and learn about everyone in their classrooms. “The more you know about your students, not only their English proficiency, but also their test scores, the better,” she said. ■



Danns appointed to diversity role

DIONNE DANNS HAS BEEN APPOINTED ASSOCIATE VICE PROVOST FOR INSTITUTIONAL DIVERSITY in the office of the Vice Provost for Educational Inclusion and Diversity. In this role she will address campus-based diversity plans as well as faculty recruitment and retention efforts, in coordination with deans and campus leadership. She will also be developing and carrying out faculty hiring workshops; contributing to strategic hiring initiatives and participating in other institutional initiatives. Danns will continue as Department Chair and Associate Professor for Educational Leadership and Policy Studies. ■



Fulbright teachers wrap semester at IU

AFTER A SEMESTER OF STUDY, EIGHTEEN TEACHERS FROM EIGHT COUNTRIES culminated their hard work with the Fulbright Distinguished Awards in Teaching Program. While in Bloomington, the teachers attended conferences and seminars, worked with a faculty mentor and local teacher and lived together on campus. Hosted by the Center for International Education, Development and Research at the School of Education for the fourth year, teachers also worked on an inquiry project of their choosing related to K–12 education that they will take back with them to their home countries and classrooms ■



IUPUI to open Freedom School

THE IUPUI SCHOOL OF EDUCATION OPENS a Children's Defense Fund (CDF) Freedom School this coming summer. Following the tradition of justice, the CDF Freedom Schools program has provided summer and after-school enrichment through a research-based and multicultural curriculum. Tambra Jackson, associate professor in teacher education and multicultural education, had a major role in securing approval for the partnership. Jackson says, “I am excited and honored to be part of this opportunity for children in Indianapolis. What I know to be true is that Freedom Schools change lives for the better.” ■



I CAN PERSIST encourages young women of color

ABOUT 50 HIGH SCHOOL, UNDERGRADUATE AND GRADUATE STUDENTS are involved in I CAN PERSIST, a year-long program that encourages women of color to look into careers in science, technology, engineering, and mathematics. Kerrie Wilkins-Yel, Assistant Professor in the Department of Counseling and Educational Psychology, said one of the benefits of the program is how it leverages the collective power of minority women across all educational levels and promotes students' intentions to persist in STEM careers. ■



Faculty grow partnership with Beijing university

THE SCHOOL OF EDUCATION CONTINUED ITS PARTNERSHIP WITH BEIJING NORMAL UNIVERSITY with a symposium on teacher education at the Third Global Teacher Education Summit in China in October. "In addition to bringing greater familiarity with IU's work to an international audience, this trip gave us a chance to make contact with a number of individual faculty in Beijing and pursue the possibility of further cooperation," said Keith Barton, associate dean for teacher education. This trip is part of the process of developing a variety of projects that will expand and strengthen ties with BNU. ■



Armstrong teachers promote listening

NEVER MISS AN OPPORTUNITY TO LISTEN: that message was echoed by eight Armstrong Teacher Educators as they spoke to School of Education students about how listening helps in their classrooms. Dean Westman, founder and director of the Avon Orchestra Program at Avon High School, talked about how he sometimes stops conducting his students, forcing them to listen to each other to stay in tempo. The Armstrong Teacher Educator Award is an annual award that recognizes educator excellence. The award provides financial support for top Indiana educators to work with current IU faculty and undergraduates in the classroom and early field experiences. ■



Survey data used to improve student success

STUDENT ENGAGEMENT DATA from the National Survey of Student Engagement (NSSE), a unit within the Center for Postsecondary Research, helps colleges and universities make more informed decisions, according to data released by NSSE. "Digging Deeper to Focus and Extend Data Use" documents how schools have used data from NSSE to improve undergraduate education. "These institutions have moved beyond merely collecting data for compliance," said NSSE Institute Associate Director Jillian Kinzie. "They are managing and leveraging their results to realize improvement in the student experience." ■



Jacob's Educator Award dinner



REBECCA HODGE, VALERIE ANGLEMYE, AND DR. MAGGIE MCHUGH HAVE BEEN HONORED with the Jacobs Educator Award for their contributions to integrating technology with classroom learning. The Center for Research on Learning and Technology at the IU School of Education selected teachers from across the country based on a personal statement and video about how they use technology to support inquiry and problem-based learning. ■

Math education project addresses student needs



A TEAM FROM THE SCHOOL OF EDUCATION has been working with local middle school teachers to improve how math is taught. The project, IDR2eAM (Investigating Differentiated Instruction and Relationships between Rational Number Knowledge and Algebraic Reasoning in Middle School), addresses an urgent need in education: how to meet the learning needs of an increasingly diverse student population, according to Amy Hackenberg, associate professor for mathematics education. Outcomes include a greater understanding about how students learn rational numbers and algebraic reasoning, as well as a framework for differentiating mathematics instruction in middle school. ■

Series focuses on race and education



FOR EIGHT MONDAY EVENINGS, STUDENTS, FACULTY AND STAFF GATHERED to watch Black Minds Matter, a webinar series focused on raising the national consciousness about issues facing Black boys and men in education. The series allowed participants to hear from various speakers around the country discuss topics around race and education. “The #BlackMindsMatter experience was timely, especially as our nation still struggles with advocacy for Black boys and men in education and society at-large,” noted Ghangis Carter, director of the Office of Recruitment and Retention for Underrepresented Students. ■

2019 USN&WR Graduate School Rankings

#5	Higher Education Administration
#10	Elementary Teacher Education
#11	Secondary Teacher Education
#11	Curriculum and Instruction
#13	Student Counseling & Personnel Services
#18	Educational Administration and Supervision

SOURCE: USNEWS.COM/EDUCATION

#30 (tie)
Best Education
Graduate School

#46 (tie)
Best Online
Graduate Program

In Memoriam

Anabel Powell Newman

March 9, 1930–November 13, 2017



ANABEL POWELL NEWMAN, Professor Emeritus and longtime member of the Language Education faculty (1971–1994), passed away November 13, 2017.

Dr. Newman was indefatigable in the scholarly — and the practical — fight for elementary literacy and against adult illiteracy, and she was honored many times for the pioneering work that she carried out in this arena. In addition to leadership roles she held on a national level, she also served the School of Education as Assistant Dean for Administrative Affairs and in many other service roles. She was particularly active in community partnerships throughout her career.

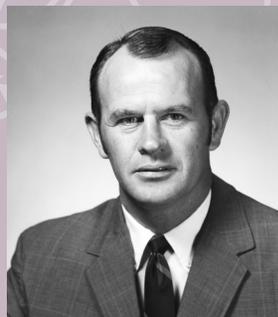
Anabel was born in Mabton, Washington. She studied at the University of Washington, The Principia College, University of Iowa and SUNY Buffalo, ending up with a doctorate in language education and a career that took her to the White House, UNESCO, and other national leadership positions where she excelled. She was dedicated to making a difference in the world one person at a time.

Anabel married Philip Newman in 1959, and they were married for 38 years. Phil passed away in 1996.

Active in many local and state organizations, perhaps her greatest community was the First Church of Christ, Scientist, Bloomington (Christian Science Church), where she was active and faithful for decades in church activities, Reading Room, and other aspects of the community. ■

Jerry Allen McIntosh

December 12, 1934–February 19, 2018



IU ARCHIVES

JERRY MCINTOSH, Professor Emeritus and longtime member of the Mathematics Education faculty (1958–1998), passed away February 19, 2018.

Born in Mt. Carmel, IL, he was the son of Willis Jeffery McIntosh and Imogene

Herma Atteberry McIntosh. He graduated in 1952 from Mount Carmel High School and received B.S., M.S. and Ed.D. degrees from Indiana University.

Over the course of his long and successful career as a mathematics educator Jerry accomplished a great deal. He pioneered the use of television as medium of math instruction; he taught contemporary instructional methods to international students; and he taught for the university extension that later became IU's regional campus system. Jerry served two terms as president of the Indiana Council of Teachers of Mathematics and was a frequent speaker at the local, state and national levels on topics related to secondary school mathematics. Those who were fortunate enough to work with Jerry knew him as a wonderful colleague and friend.

His wife, Jane P. McIntosh, passed away on March 25, 2018. They are survived by their son Kevin D. McIntosh and family, and daughter Erin Jane McIntosh.

Donations may be made to the The Jerry McIntosh Award, which supports students seeking secondary math certification who have been identified as showing promise as a quality teacher, through the School of Education Office of Development and Alumni Relations. ■

New counseling scholarship



Marianne H. Mitchell

THE MARIANNE H. MITCHELL COUNSELING SCHOLARSHIP has been established with a generous gift from Darlene Gerster (Ed.D. 1980). The scholarship is for School of Education graduate students pursuing a master's or Ph.D. degree in Counseling and Educational Psychology. Preference will be given to students from rural Indiana.

“Education opens doors,” said Gerster. “But without financial assistance, I would not have been able to pursue a doctoral degree. This scholarship is a way to say ‘thank you’ and hopefully help hold the door open for others.”

For more than 35 years (1966–2001), Dr. Mitchell has supported, encouraged, and befriended students. “I was one of her students,” said Gerster. “I learned with her support and encouragement and have used what I learned at IU all my life.”

“It’s a great honor,” said Mitchell. “Because this scholarship supports students from rural Indiana, I know that they’ll bring a fresh enthusiasm as well as unique experiences and backgrounds to share with their fellow students.” ■

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Example: John Hoosier purchased a whole life insurance policy to provide family security in the event of his untimely passing. Several years have passed, and John’s children are now successful IU graduates who are doing well financially themselves. John decides to name IUF as owner

of a beneficiary of his whole life insurance policy to endow a new scholarship in the School of Education in honor of his children.

*IUF cannot offer legal or tax advice to IU alumni and friends. Please consult with your advisor to ensure that you receive advice that is tailored to your specific tax and financial situation.



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Class Notes

1960s

Roselyn Cole (B.S. 1960) received the Distinguished Alumni Service Award from Indiana University.

Henry Jones (B.S. 1960, M.A. 1970, M.S. 1966) was honored with the Drum Major Award at the 39th annual Dr. Martin L. King, Jr. Memorial Breakfast hosted by the Gary Frontiers Service Club in Gary, Indiana.

Susie Tardy Maxwell (B.S. 1969) was recently appointed to the Eiteljorg Museum's board of advisors.

1970s

Marty Echelbarger (M.S. 1973) was inducted into the 2018 Indiana Basketball Hall of Fame class.

Joyce Irwin (B.S. 1977, M.S. 1983), president and CEO of Community Health Network Foundation, was named a 2017 Woman of Influence by the Indianapolis Business Journal.

Georgette Mosbacher (B.S. 1970) has been nominated by President Donald Trump to serve as the U.S. ambassador to Poland.

Kathryn Raasch (B.S. 1979), principal of Wayne Township Preschool, has been named the 2017 Indiana Elementary Principal of the Year by the Indiana Association of School Principals (IASP).

Karen Schuster Webb (M.S. 1973, Ph.D. 1980) was appointed as Union Institute and University's sixth president by the board of trustees.

Mandy Zellmer (B.S. 1979, M.S. 1982, Ed.D. 1997) is president of For Bare Feet Originals, which was named by the Indianapolis Business Journal as one of the largest area manufacturers.

1980s

Michael Collette (Ed.D. 1984), professor of management at Anderson University, was named to the board of directors of Aspire Indiana Health, Inc.

Carol D'Amico (M.S. 1987, Ed.D. 1996), executive vice president of mission advancement and philanthropy at

Strada Education Network, has been appointed to the board of directors of Western Governors University Indiana.

Dave Skibinski (B.S. 1980), president, CEO and co-founder of SnapMD, was named Entrepreneur of the Week by the Longevity Network.

1990s

Randall Dodge (Ph.D. 1997) was appointed president of Horizon University.

Terry Goodin (Ed.D. 1995) was selected as minority leader in the Indiana House of Representatives.

Laura Hammack (M.S. 1999), Brown County Schools Superintendent, has been appointed to the regional board of trustees for Ivy Tech Community College Bloomington.

Davin Harpe (B.S. 1999), principal of Sugar Grove Elementary School in Greenwood, Indiana, was honored as a 2017 National Distinguished Principal by the National Association of Elementary School Principals.

Barry Lessow (Ed.D. 1990) retired from the United Way of Monroe County Indiana after 13 years of service.

Louise Paskey (M.S. 1994) has expanded her role at Briar Cliff University, where she is now vice president for student development and institutional mission.

Marty Pollio (B.S. 1993) was named superintendent of Jefferson County Public Schools in Louisville, Kentucky.

Marty Schweitzer (M.S. 1995), president/CEO and owner of Network Designs, Inc., was recently appointed to the board of advisors of Ballard Brands, LLC.

Robert Sieko (B.S. 1991, M.S. 2000) was named gateway tech teacher at Barker Middle School in Michigan City, Indiana.

Chris Stine (B.S. 1990), architect with Fort Wayne, Indiana-based Design Collaborative, Inc., was promoted to associate partner.

2000s

Julie Brodsky (B.S. 2000), assistant vice president of Young Families at Jewish United Fund, received the Samuel A. Goldsmith Young Professional Award at the Jewish Federation of Metropolitan Chicago's 117th Annual Meeting.

Christina Collins (B.S. 2002) was named vice chancellor of enrollment and student success at Ivy Tech Community College.

Debi Hanuscin (M.S. 2000, Ph.D. 2004) has joined the faculty of the Elementary Education Department at Western Washington University's Woodring College of Education.

Wyatt LeGrand (B.S. 2009), visual arts teacher for grades 7–12 at Bloomfield Jr.-Sr. High School in Bloomfield, Indiana, was a featured artist at Rose-Hulman Institute of Technology's fall 2017 art exhibit.

Bryan Naas (B.S. 2004, M.S. 2007) was appointed director of sales enablement at Lessonly.

Luke Woolems (B.S. 2004) was hired as head baseball coach at Northeast Dubois High School in Dubois, Indiana.

Brooke Worland (M.S. 2005), assistant provost and dean of engaged learning at Franklin College, was named board vice president of the Branigan Foundation.

Ahmed Young (B.S. 2001) was named chief of staff and general counsel for the Indianapolis Public Schools system.

2010s

Jayne Korpak (B.S. 2012) joined Knapp Elementary School in Michigan City, Indiana, as a second grade teacher.

Jihyun Nam (Ph.D. 2013) joined the faculty of St. Norbert College as assistant professor of teacher education.

Megan VanGemeran (B.S. 2017) was named special education teacher at Lake Hills Elementary School in Michigan City, Indiana.

Elliott Wratten (B.S. 2013) was promoted to recruiting coordinator for Alcorn State University Football. ■

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you want to share
with us?*

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

Please email

devalum@indiana.edu

submit online at

go.iu.edu/1GQX

or send to

**Office of Development
& Alumni Relations**

201 N. Rose Ave.

Bloomington, IN 47405

Effective Leaders Academy helps school leaders improve their skills

School administrators from around the state strengthen skills and relationships through partnership

IMPROVEMENT THROUGH LEARNING DOESN'T JUST START AND END WITH STUDENTS — it's just as important for school administrators. One of the ways the School of Education facilitates this improvement is through the Effective Leaders Academy (ELA), a collaboration between the Center for P-16 Research and Collaboration in the School of Education and the Kelley School of Business.

ELA is an initiative developed to support change in public schools in Indiana by strengthening the skills and relationships of public school leaders. It brings school principals from high performing schools and ELA participating schools together to learn new skills geared at improving educational outcomes and sustaining high quality instruction over the long term. Schools commit to ELA for two years, where goals include introducing methodologies and techniques that will develop commitment for school leadership, provide a framework for results and teach necessary foundations for effective learning.

“The vision was and still is, to offer the best of both business and education to struggling schools to help them



improve,” remarked Sophie Haywood, associate director of the P-16 Center. “We have kept track of schools that have attended using the state report card as an indicator and to date, of the 18 schools that have participated, 14 have either improved or stayed the same in their grade. There have been positive gains the majority of the time.”

During their two years with ELA, administrators work on projects specific to their school districts based on what they feel will best meet the needs of students. Projects can have a direct or indirect impact to students, such as establishing a tutoring program with community volunteers or transitioning buildings from one configuration to another. ■

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P-16 helps STEM students embrace holiday spirit

Two hundred students built holiday display to demonstrate integration of STEM classes

Students from three local school corporations got into the holiday spirit thanks to a project organized by the School of Education's Center for P-16 Research and Collaboration and several organizations. Around 200 students from Springs Valley Community School Corporation, Shoals Community School Corporation and

Paoli Community School Corporation participated in a workplace simulation project to design and build huge gingerbread houses as an attraction for tourists and shoppers.

The project demonstrated how STEM classes are integrated; students from

algebra, chemistry, physics, engineering and computer science, among other subjects, worked together as they determine the scale and layout of the house, wiring and lighting within the house, programming a trolley to run along the display and interactive lighting and music around the display. ■

