INDIANA UNIVERSITY

ANNUAL REPORT 2018–2019

SCHOOL OF EDUCATION

MESSAGE FROM THE DEAN

This is an exciting time for the School of Education. Over the past year our esteemed colleagues, including alumni, community members, faculty, staff, students, and friends, have gathered to work toward developing a strategic plan for the school (see pages 18-19). I have heard from many that this process has been powerful, transparent and inclusive.

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

We are firmly grounded in our past history of greatness, while acknowledging that it is time to chart a new vision to lead the way in transforming education both locally and throughout the world. Therefore, as I continue to learn the language and people of the state, university and community, I feel tremendously supported, and I thank everyone for their care and generosity to the school.

Looking forward, we will continue to lean into our challenges and opportunities with renewed energy as we go boldly into the future through work that enhances our research mission and embraces our purposes of equity and social justice.

Sincerely,
Dean Lemuel Watson

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1852 IU Trustees establish "normal department"

1886 Department of Pedagogy, later renamed Department of Education, established as part of College of Arts and Sciences

1908 School of Education established, IU President William Lowe Bryan serves as acting Dean

1923 School becomes fully independent of College of Arts and Sciences and can award its own degrees

1951 School of Education moves into new building "University School" on corner of Third and Jordan

1975 IUPUI Division and Bloomington units merge into single core campus

1992 School of Education moves into its current location

2018 IUPUI and IUB become two separate Schools of Education

MISSION

To **improve teaching, learning and human development** in a global, diverse, rapidly changing and increasingly technological society.

VISION

We aim to create an **equitable** and **inclusive environment** for learning, research and service by **honoring, respecting** and **embracing diversity** within the School of Education and the surrounding communities.

VALUES

As a leader in anticipating the educational and research needs of our communities, the state, the nation and the world, the Indiana University School of Education pursues cutting-edge research, scholarship and creative activity. In this work, **the School promotes Excellence, Integrity, Accountability, Usefulness, Respect and the Betterment of Humankind.**

5 DEPARTMENTS

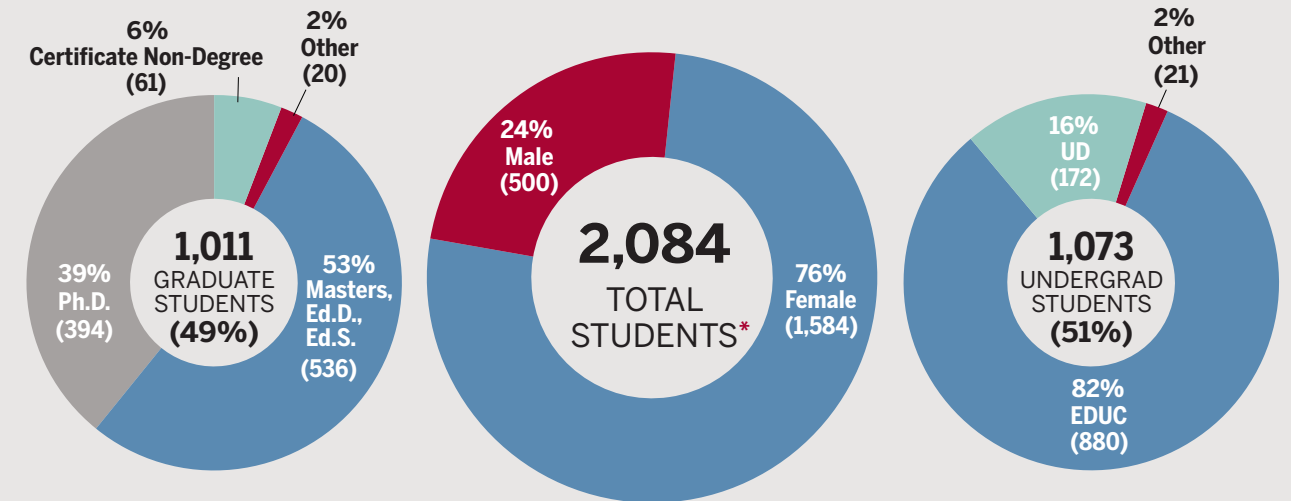**CEP** Counseling and Educational Psychology
C&I Curriculum and Instruction
ELPS Educational Leadership and Policy Studies
IST Instructional Systems Technology
LCLE Literacy, Culture and Language Education

5 RESEARCH CENTERS

CEEP Center for Evaluation and Education Policy
P-16 Center for P-16 Research and Collaboration
CPR Center for Postsecondary Research
CRLT Center for Research on Learning and Technology
CIEDR Center for International Education, Development and Research

23 ACADEMIC PROGRAMS

1. Adult Education
2. Arts Education
3. Counseling
4. Counseling Psychology
5. Curriculum Studies
6. Early Childhood Education
7. Educational Leadership
8. Elementary Education
9. Higher Education and Student Affairs
10. History, Philosophy and Policy in Education
11. Human Development
12. Inquiry Methodology
13. Instructional Systems Technology
14. International and Comparative Education
15. Learning Sciences
16. Literacy, Culture and Language Education
17. Mathematics Education
18. School Psychology
19. Science Education
20. Secondary Education
21. Social Studies Education
22. Special Education
23. World Languages

Students (charts)

1,011 GRADUATE STUDENTS (49%)
- 6% Certificate Non-Degree (61)
- 2% Other (20)
- 39% Ph.D. (394)
- 53% Masters, Ed.D., Ed.S. (536)

2,084 TOTAL STUDENTS*
- 24% Male (500)
- 76% Female (1,584)

1,073 UNDERGRAD STUDENTS (51%)
- 2% Other (21)
- 16% UD (172)
- 82% EDUC (880)

* Number includes University Division Undergraduate students identified as Pre-Education Majors

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SCHOOL OF EDUCATION

US News & World Report
2020 Best EDUCATION GRADUATE SCHOOLS

#18 Among public schools of education

#28 Overall

#1 School of Education in Indiana

8 SPECIALTY PROGRAMS RANKED IN THE TOP 25

#4 Higher Education Administration
#11 Curriculum and Instruction
#12 Elementary Teacher Education
#13 Secondary Teacher Education
#14 (tie) Student Counseling and Personal Services
#15 Educational Administration and Supervision Programs
#19 (tie) Education Policy
#24 (tie) Special Education

Learn more at
education.indiana.edu

Rankings released March 2019

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138 DIRECT ADMIT Students

3.91 Median GPA | **1,271** Mean SAT

547 scholarships & fellowships
worth **$1,602,474** were awarded to **421** students

55,000+ Alumni

More than **$27 million** in **RESEARCH FUNDING** for active grants

ETHNICITY

Count	Group	Percent
1,542	White	74%
192	International	9%
125	Hispanic/Latinx	6%
110	Black/African-American	5%
57	Two or more	3%
44	Asian	2%
3	Native American	0%
1	Native Hawaiian/Pacific Islander	0%
10	Unknown	1%
2,084		**100%**

Research Scientists
11.5% (14)

Non-Tenure
11.5% (14)

121 FACULTY

77% Tenure Track (93)

37% Support (38)

102 STAFF

63% Professional (64)
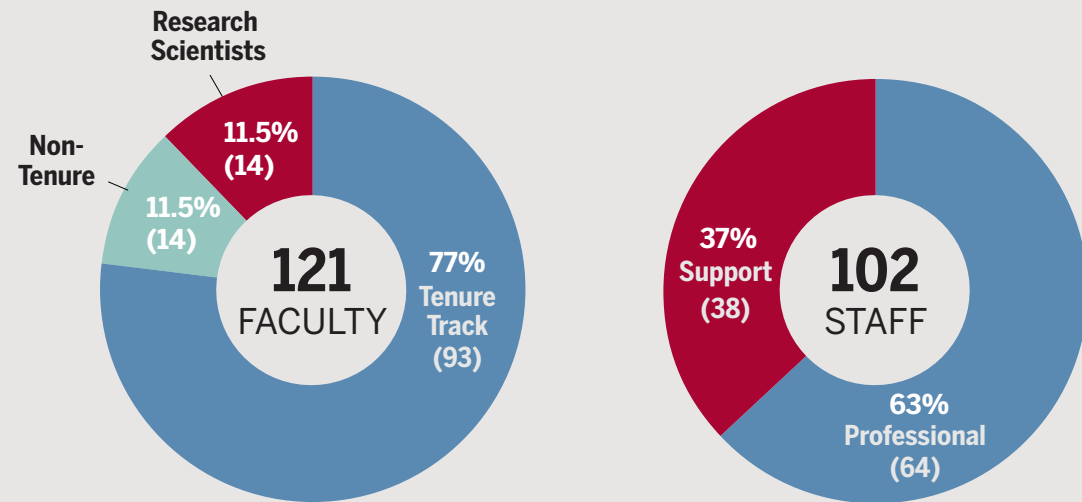
SOURCE: FALL 2018 UIRR DATA

INCOME

Assessments	-12,823,044
Other	886,404
Sales and Service	3,916,228
Non-IUF Gifts	1,520,694
Contracts and Grants	5,985,091
State Appropriation	8,836,306
Student Fees	30,367,821

-15,000,000 -10,000,000 -5,000,000 0 5,000,000 10,000,000 15,000,000 20,000,000 25,000,000 30,000,000 35,000,000

EXPENSES

Capital	56,466
Travel	955,549
General Expenses	4,646,003
Students	7,983,699
Compensation	25,589,794

30,000,000 25,000,000 20,000,000 15,000,000 10,000,000 5,000,000 0

Dionne Danns was appointed Associate Vice President for Institutional Diversity in the Office of the Vice Provost for Diversity and Inclusion where she focuses on initiatives such as strategic faculty hiring, working with IU Bloomington's deans on diversity plans and coordinating efforts among diversity officers.

Carl Darnell was named the Interim Assistant Dean for Diversity, Equity and Inclusion for the School of Education. The position is the first of its kind at the school and one of many steps the school continues to take to increase diversity amongst faculty, staff and students.

Suzanne Eckes presented the 2019 Distinguished Faculty Research Lecture on April 30 with her talk, "When public money goes to private schools that exclude some populations from employment and enrollment, what are the legal and policy implications?"

Dean Emeritus **Gerardo González** released a memoir "A Cuban Refugee's Journey to the American Dream: the Power of Education" that tells his story from an eleven-year-old refugee to Dean of the IU School of Education.

Sarah Lubienski was named a 2019 American Educational Research Association (AERA) Fellow in February. AERA Fellows are selected on the basis of their notable and sustained research achievements.

Serafín Coronel-Molina was selected as a Bicentennial Professor by the IU Office of the Bicentennial. These professors will deliver several speeches throughout the 2019-2020 school year.

Gamze Ozogul received the Outstanding Faculty Mentor/Advocate Award from the IU Center of Excellence for Women in Technology (CEWiT). The award is given annually to an IU Faculty member who displays noteworthy mentorship and is nominated by their students or peers.
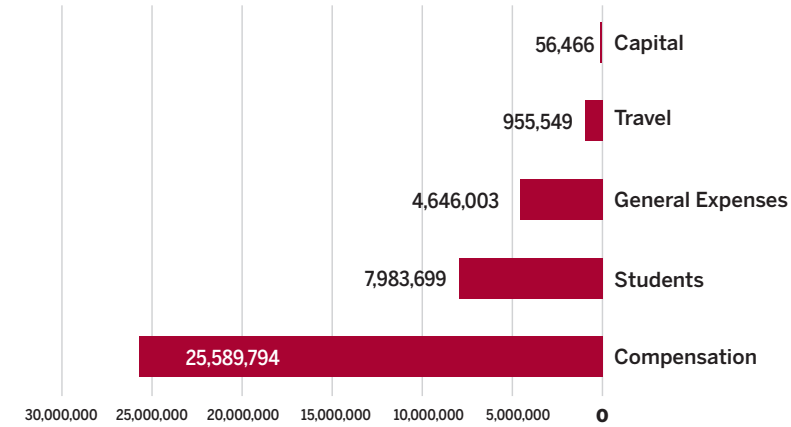
Zoë Peterson was elected President of the Society for the Scientific Study of Sexuality, an international, interdisciplinary professional organization dedicated to promoting rigorous scientific research related to sexuality.

INCOME
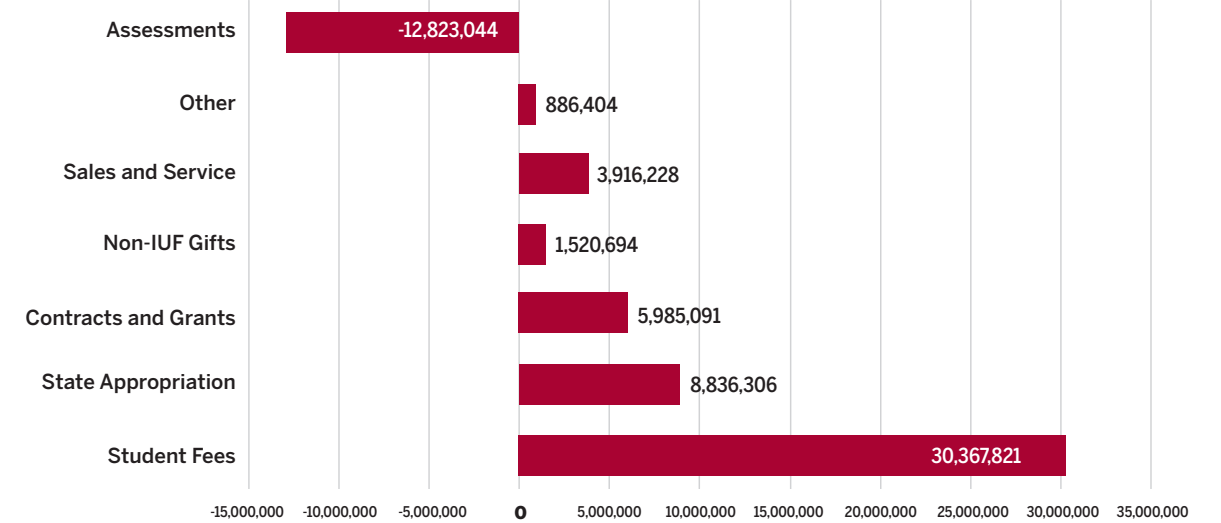
	FY15	FY16	FY17	FY18	FY19
Student Fees	32,478,688	31,422,842	30,476,698	30,431,039	30,367,821
State Appropriation	8,361,609	8,774,542	8,851,306	8,851,306	8,836,306
Contracts and Grants	9,645,298	8,249,757	7,547,168	7,655,327	5,985,091
Gift Income	1,182,289	1,089,218	1,046,889	1,362,778	1,520,694
Sales and Service	3,697,768	4,082,657	5,251,613	4,269,788	3,916,228
Other	1,622,257	2,291,930	1,544,649	1,360,467	886,404
Assessments	(12,733,086)	(12,526,446)	(12,576,712)	(12,341,822)	(12,823,044)
Total Income	**44,254,823**	**43,384,500**	**42,141,611**	**41,588,883**	**38,689,500**

EXPENSES

Compensation	27,970,181	26,851,785	26,964,248	27,208,697	25,589,794
Students	9,875,402	8,601,908	8,468,695	8,405,431	7,983,699
General Expenses	5,220,171	4,871,243	5,447,566	5,612,991	4,646,003
Travel	1,395,010	1,255,985	1,319,763	1,215,526	955,549
Capital	599,839	16,547	239,923	290,974	56,446
Total Expense	**45,060,603**	**41,597,467**	**42,440,195**	**42,733,619**	**39,231,490**
Use of Cash	(684,991)	1,602,709	(624,817)	(935,413)	(567,233)
Net	(120,789)	184,324	326,233	(209,323)	25,243
General Fund Balance	**8,422,595**	**8,566,425**	**8,733,083**	**8,653,732**	**8,818,091**

EXTERNALLY FUNDED ACTIVE RESEARCH PROJECTS

TITLE	SPONSOR	TOTAL AMOUNT	PRINCIPAL INVESTIGATOR
A Proposal to Develop an Ed-Fi Powered Statewide District Data Collaborative	M & S DELL FDN	$960,000	Taylor, Michael Beauchamp
A Sexual Assault Prevention Program for Male College Students: A Randomized Controlled Trial based on the Self-Persuasion Paradigm	AM PSYCHOLOGICAL FDN	$17,000	Wong, Joel
AAC in Action: Online support and documentation for educators and parents to enhance interactions with children who have severe communication problems	FAHS-BECK FUND	$20,000	Hurwitz, Sarah
Applying the Quality Matters Rubric (APPQMR) Competency Exam Project	QUALITY MATTERS	$5,000	Nelson Laird, Thomas F
Assessing Quality and Equity in High-Impact Practices	LUMINA FOUNDATION	$199,600	McCormick, Alexander C.
Assessing the Structure of Knowledge in Teaching Mathematics	NSF	$1,692,325	Jacobson, Erik Daniel
Balfour Scholars Program	LLOYD G BALFOUR FDN	$773,000	Cross Francis, Dionne Indera
Baxter STEM Academy at Indiana University School of Education	BAXTER INTL FDN	$30,000	Cross Francis, Dionne Indera
Building Interdisciplinary Capacity for Understanding and Supporting Computer Supported Collaborative Learning	NSF	$110,122	Hmelo-Silver, Cindy E.
Campus Housing, Student Engagement and Persistence: A Multi-Institutional Study	ASSN COLL UNIV HOUSE	$178,718	Gonyea, Robert Michael
Career Skills and Entrepreneurial Training for Artists	TREMAINE FDN	$40,000	Gaskill, Sally
Career: Designing a New Nexus: Examining the Social Construction of Electronics and Computing Toolkits to Broaden Participation and Deepen Learning	NSF	$499,964	Peppler, Kylie Aine
Career: Investigating Differentiated Instruction and Relationships Between Rational Number Knowledge and Algebraic Reasoning in Middle School	NSF	$667,111	Hackenberg, Amy Jeanne
Collaborative Research: Big Data from Small Groups: Learning Analytics and Adaptive Support in Game-based Collaborative Learning	NSF	$981,552	Hmelo-Silver, Cindy E.
Collaborative Research: DIP: Interactive Science Through Technology Enhanced Play (iSTEP)	NSF	$371,618	Danish, Joshua Adam
Collaborative Research: EAGER: MAKER: Studying the Role of Failure in Design and Making	NSF	$184,324	Maltese, Adam Vincent
Collaborative Research: FW-HTF Theme 1: Augmented Cognition for Teaching: Transforming Teacher Work with Intelligent Cognitive Assistants	NSF	$1,499,985	Glazewski, Krista D.
Collaborative Research: Re-Crafting Mathematics Education: Designing Tangible Manipulatives Rooted in Traditional Female Craft	NSF	$951,445	Peppler, Kylie Aine
Collaborative Research: Strategies: Engineering a Community-Family Partnership: Developing a Program aimed at Making and Design Practices in Home Environments	NSF	$872,191	Maltese, Adam Vincent
Collaborative Research: Strategies: Role Models in Engineering Education	NSF	$600,529	Maltese, Adam Vincent
Collaborative Research: Theoretical and methodological tools for studying group productive disciplinary engagement	NSF	$350,928	Hmelo-Silver, Cindy E.
Collaborative Research: CW III: Intersectional Perspectives on Associations Between Perceived Supports & Underrepresented Minority Women's Persistence in STEM Doctoral Programs	NSF	$246,526	Wilkins-Yel, Kerrie

TITLE (continued)	SPONSOR	TOTAL AMOUNT	PRINCIPAL INVESTIGATOR
College Union Research	ASSN COLL UNION INTL	$4,906	DeSawal, Danielle Marie
DAT-CROSS: Developing Assessments and Tools to Support the Teaching and Learning of Science Crosscutting Concepts	US DEPT OF EDUCATION	$1,051,088	Hmelo-Silver, Cindy E.
Designing Pedagogical Supports for asynchronous online problem-based learning	MCGILL UNIV	$3,577	Hmelo-Silver, Cindy E.
Developing the Emerging Learning System: Networking Higher Education Reform	UNIV OF ILLINOIS	$10,000	Kinzie, Jillian L.
DIP: BioSim: Developing a Wearable Toolkit for Teaching Complex Science Through Embodied Play	NSF	$1,019,988	Peppler, Kylie Aine
Disability, Discipline, and Disparities: Does Special Education Help or Hurt Disadvantaged Students?	SPENCER FDN	$50,000	Hurwitz, Sarah
Embracing Heterogeneity in International Surveys: Optimal Test Design and Parameter Estimation	UNIV OSLO	$191,244	Rutkowski, Leslie Ann
Embracing Heterogeneity in International Surveys: Optimal Test Design and Parameter Estimation	UNIV OSLO	$90,525	Svetina, Dubravka
English Language Blended Communicative Clubs for a Costa Rican Night High School	US DEPT OF STATE	$19,990	Pawan, Faridah
Enhancing the Carnegie Classification of Institutions of Higher Education to Better Reflect 21st Century U.S. Higher Education	LUMINA FDN	$500,000	Borden, Victor M.H.
Evaluation of Dual Language Immersion Grant for Lawrenceburg Community School Corporation	LAWRENCEBURG COMM SCHOOLS	$5,000	Chesnut, Colleen Elizabeth
Evaluation of Dual Language Immersion Grant for South Bend Community School Corporation	SO BEND COMM SCHOOLS	$5,000	Chesnut, Colleen Elizabeth
Evaluation of Dual Language Immersion Grant for West Noble School Corporation	WEST NOBLE SCH CORP	$5,000	Chesnut, Colleen Elizabeth
Evaluation of Innovative Approaches to Literacy	AD HOC ANALYTICS	$49,369	Hitchcock, John H
Evaluation of Louisiana State Professional Development Grant	LA DEPT EDUCATION	$49,500	Muller, Patricia Ann
Evaluation of the Amgen Scholars Program Phase III	AMGEN FDN	$560,710	Muller, Patricia Ann
Evaluation of the Kentucky 21st Century Community Learning Centers	KY DEPT EDUCATION	$289,755	Muller, Patricia Ann
Evaluation of the Life STEM Education (PULSE) Project	PURDUE UNIVERSITY	$117,581	Muller, Patricia Ann
Evaluation of the P3 Opportunity Scholar program	IN BLACK EXPO	$92,000	Moss, Marcey Ann
Fabric Origami: New Materials for Learning Computer Sciences and Mechanical Engineering	CTR CRAFT CREATIVITY & DESIGN	$7,500	Peppler, Kylie Aine
FW-HTF: Collaborative Research: Pre-Skilling Workers, Understanding Labor Force Implications and Designing Future Factory Human-Robot Workflows Using a Physical Simulation Platform	NSF	$300,002	Peppler, Kylie Aine
High School Survey of Student Engagement and Middle Grades Survey of Student Engagement Annual Surveys for National Association of Independent Schools	NATL ASSOC INDEP SCHL	$138,510	Muller, Patricia Ann

TITLE *(continued)*	SPONSOR	TOTAL AMOUNT	PRINCIPAL INVESTIGATOR
How Narrative Elements Can Deepen Engagement, Ideation, and Iteration for Girls and All Visitors During Museum-based Engineering Design and Making Tasks	NY HALL OF SCI	$164,389	Peppler, Kylie Aine
How to Dismantle a Pipeline: Using Data on Exemplary Practice in Suspensions and Expulsions to Create Community and State Level Change	WK KELLOGG FDN	$300,000	Skiba, Russell
How to Dismantle a Pipeline: Using Data on Exemplary Practice in Suspensions and Expulsions to Create Community and State Level Change	UCLA	$65,581	Skiba, Russell
Indiana Dual Language Immersion Pilot Program	MONROE CO COMM SCHL CORP	$6,671	Dimitrieska, Vesna
Indiana Dual Language Immersion Pilot Program	LOGANSPORT COMM SCH DISTRICT	$9,775	Dimitrieska, Vesna
Indiana Dual Language Immersion Pilot Program	BARTHOLOMEW SCHL CORP	$14,059	Dimitrieska, Vesna
Indiana Dual Language Immersion Pilot Program	MUNCIE COMMUNITY SCHOOLS	$9,508	Dimitrieska, Vesna
Indiana Dual Language Immersion Pilot Program	WABASH CITY SCHOOLS	$22,209	Dimitrieska, Vesna
Infusing global perspectives in K-16 education across Indiana	LONGVIEW FDN	$31,229	Dimitrieska, Vesna
Innovations in Mathematics Education	IND DEPT EDUCATION	$47,345	Galindo, Enrique
INSITE: Indiana Student Information to Empower	M & S DELL FDN	$200,000	Muller, Patricia Ann
Integrating and Scaffolding Research into Undergraduate STEM Curricula: Probing Faculty, Student, Disciplinary and Institutional Pathways to Transformational Change	CNCL UNDERGRADUATE RES	$106,216	Kinzie, Jillian L.
Intermediary Organizations and Education Policy: A Mixed-Methods Study of the Political Context of Research Utilization	UNIV CALIF BERKELEY	$132,937	Lubienski, Christopher Andrew
IUB Russian International Education Administrators 2018-2019	INST INTERNATIONAL ED	$89,884	Butler, Jacob Lee
KEU Masters in Education in TESOL: Curriculum Review and Revision	US DEPT OF STATE	$34,246	Benitez, Arlene
Lawrenceburg Community School Corporation Dual Language Immersion 2019	LAWRENCEBURG COM SCH	$7,945	Dimitrieska, Vesna
Learning Environments Across Disciplines (LEADS)	MCGILL UNIV	$74,460	Hmelo-Silver, Cindy E.
Leveling the Landscape through School Choice? Urban Parents of Students with Disabilities Charting the Education Marketplace	UNIV OF ILLINOIS	$17,000	Lubienski, Christopher Andrew
Loogootee Workplace Simulation Project	LOOGOOTEE COMM SCH	$22,771	Scribner, J. Adam
LRNG	COLLECTIVE SHIFT	$90,000	Peppler, Kylie Aine
Maintaining and Enhancing the Carnegie Classification of Institutions of Higher Education	CARNEGIE FDN ADV TEACH	$90,000	Borden, Victor M.H.
MAKEngineering Bags: A library program to engage families in making activities	IMLS	$24,999	Maltese, Adam Vincent
Making Spaces: Expanding Maker Education Across the Nation	TIDES FOUNDATION	$15,000	Maltese, Adam Vincent
Measuring and visualizing STEM pathways	NSF	$149,451	Maltese, Adam Vincent

TITLE *(continued)*	SPONSOR	TOTAL AMOUNT	PRINCIPAL INVESTIGATOR
Monroe County School Corporation Dual Language Immersion 2019	MONROE CO COMM SCHL CORP	$12,041	Dimitrieska, Vesna
Muncie Community School Corporation Dual Language Immersion 2019	MUNCIE COMMUNITY SCHOOLS	$10,131	Dimitrieska, Vesna
National Computer Science Education Preservice Case Studies	GOOGLE, INC	$134,447	Leftwich, Anne Todd
National Student Clearinghouse Signature Report	NATL STD CLEARINGHOUSE	$34,173	Wakhungu, Phoebe Khasiala
Net.Create: Using Network Analysis to Support Digital Humanities in Large History Classrooms	NSF	$299,661	Craig, Kalani
New Tech Network Project-Based Learning Middle Grades Impact	NEW TECH NETWORK	$72,950	Muller, Patricia Ann
NSC Fellows Project	NATL STD CLEARINGHOUSE	$157,033	Wakhungu, Phoebe Khasiala
One Community, One Family	COMM MENTAL HLTH CTR,INC.	$1,303,028	Anderson, Jeffrey A.
Prevention of Alcohol-Related Sexual Assault Utilizing a Parent-Based Intervention	AM PSYCHOLOGICAL FDN	$4,500	Vaughan, Ellen Lee
Raising Voices: Strategies to Understand, Respect, and Make Heard the Experiences and Perspectives of LGBTQA+ Marginalized Youth	AERA	$5,000	Dennis, Barbara
Randomized Controlled Trials to Evaluate Social Programs Whose Delivery Will Be Funded by Government or Other Entities: Invited Application to Assess the Impacts of the Educational Liaison Model (a Variant of the Check & Connect Intervention)	L & J ARNOLD FDN	$498,908	Anderson, Jeffrey A.
Request for Task Order Proposals (RFTOP) No. 280-13-0407, entitled "National Evaluation of the FY 2015 Cooperative Agreements for the Children's Mental Health Initiative"	WESTAT	$50,319	Brannan, Ana Maria
Scaffolding Explanations and Epistemic Development for Systems (SEEDS)	NSF	$638,595	Danish, Joshua Adam
Science and Technology Center (STC) Career Development Workshop	PURDUE UNIVERSITY	$5,500	Moss, Marcey Ann
Science the Write Way: Using Literacy in Science Teaching to Support Indiana's Rural Teachers in Addressing the New Science Standards	IND COMM HIGHER EDUC	$188,998	Buck, Gayle Anne
Single School Improvement Model Planning Grant	METRO SCH DIST WAYNE TWNSHP	$18,800	Lochmiller, Chad Richard
Skill UP Indiana	IND DEPT WORKFORCE DEVL	$666,720	Cross Francis, Dionne Indera
South Bend Community School Corporation Dual Language Immersion 2019	SO BEND COMM SCHOOLS	$5,000	Dimitrieska, Vesna
South Sudan Integrated Essential Emergency Education Impact Evaluation	PURDUE UNIVERSITY	$686,122	Benitez, Arlene
STEM Education in Elementary School	BLOOMFIELD SCH DIST	$30,000	Scribner, J. Adam
STEM Inside: Broadening Participation through Transdisciplinary Youth Development Programs Leveraging Technology, Arts, Design, and the Sciences	TRINITY COLLEGE DUBLIN	$247,254	Peppler, Kylie Aine
STEM K-6 Acceleration Grant	BLOOMFIELD SCH DIST	$44,385	Scribner, J. Adam

TITLE (continued)	SPONSOR	TOTAL AMOUNT	PRINCIPAL INVESTIGATOR
Supporting CS education through student-centered pedagogy	GOOGLE, INC	$101,065	Leftwich, Anne Todd
Supporting Early Interventionists of Toddlers with Autism to Build Family Capacity	US DEPT OF EDUCATION	$443,480	Schertz, Hannah H.
The Hive Research Lab: Investigating and Supporting Youth Interest-Driven Learning Pathways in Hive NYC	SPENCER FDN	$369,777	Peppler, Kylie Aine
The Kosovo Transformational Leadership Project	WORLD LEARNING	$329,974	Benitez, Arlene
Understanding Teacher Change and Teachers as Learners in K-12 Classrooms	J S MCDONNELL FDN	$2,499,999	Danish, Joshua Adam
USA Funds Minority Serving Institutions (MSI) Measuring College Value Grant Project Evaluation Proposal	STRADA EDU NETWORK	$135,447	Kinzie, Jillian L.
Utilizing Social Movements Theory to Study Systemic Context and Student Activism	SPENCER FDN	$150,000	Museus, Samuel David
VALUE/MSC Project	AACU	$299,908	Nelson Laird, Thomas F
Washington High School-Daviess Community Hospital Workplace Simulation Program	DIRECTEMPLYERS INST	$18,460	Cross Francis, Dionne Indera
Westat Evaluation Project	WESTAT	$76,973	Brannan, Ana Maria
$27,077,506			

Sponsored Research Trends

	FY 2019	Previous 5 years
PROPOSALS	68 $27,697,876	631 $266,466,169
EXTERNAL FUNDING	45 $7,787,129	324 $46,787,021
INDIRECT DOLLARS	$2,021,845	$6,577,047

FOR ALL
The Indiana University **Bicentennial Campaign**

GOAL: **$40,000,000**

Raised: **$39,730,545*** (99%)

Donors: **9,501**

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Faculty: $ **648,056**

Staff: $ **50,548**

Retirees: $ **4,492,367**

TOTAL: **$5,190,971**

As of June 30, 2019

* Goal surpassed as of printing!

Joshua Danish will lead a project funded by a **$2.49 million** grant from the **James S. McDonnell Foundation** that will help teachers recognize how best to engage students during science lessons and improve the effectiveness of K-12 science instruction. The project will study how teachers use representations to teach science concepts and how their students learn from these lessons. The team will work with teachers to identify existing classroom practices and challenges they face. Together they will explore new ideas from cognitive and learning sciences, introduce those ideas to classrooms and document their impact on teaching practices.

Krista Glazewski will lead a project funded by a **$1.5 million** grant from the **National Science Foundation** that will investigate how intelligent cognitive assistants for teachers can transform work to significantly increase performance and quality of work-life. The work centers on the design, development and evaluation of the Intelligent Augmented Cognition for Teaching (I-ACT) framework for intelligent cognitive assistants for teachers. With a focus on assisting K-12 STEM teachers in technology-rich inquiry teaching that supports collaborative, problem-based STEM learning, I-ACT cognitive assistants provide educators with guidance before, during and after classroom teaching. The project will culminate with an experiment conducted with a fully implemented version of I-ACT in public middle schools in North Carolina and Indiana.

Anne Leftwich received a **$101,000** grant from **Google** on a project that will focus on problem-based learning curriculum for computer science. Leftwich worked with four Bloomington sixth-grade teachers and their 300 students, who developed apps to promote a culture of kindness in their school. 2018 was the first year computer science standards were tested in Indiana, but teachers and districts are struggling with how to address these standards without curriculum or recommendations, especially since most teachers have little to no experience with computer science. In addition, typical curriculum for computer science often utilizes games or tutorials, but research has shown this may not engage students' interest, particularly girls who are underrepresented in computer science.

Hannah Schertz is leading a multiple year project funded by a **$1.49 million** planning grant from the **Institute for Education Sciences of the U.S. Department of Education** entitled Supporting Early Interventionists of Toddlers with Autism to Build Family Capacity (SEITA). The project will develop a framework to jump start learning for very young children who show the earliest signs of autism. Professionals in the field will be guided to support parents to mediate their toddlers learning in the area of a primary challenge which is social communication. It will also investigate SEITA's feasibility and impact on professional, family and child outcomes.

R to L: Rosh Dhanawade, Michael Taylor and MiollyStewart

INsite recognized for data-driven improvements in schools

A team from the School of Education has been recognized for their work using technology to help schools convert data into actionable information on a per-child basis. **Michael Taylor, Molly Stewart** and **Rosh Dhanawade** make up Indiana Student Information to Empower (INsite), an initiative designed to provide a system for converting data into actionable information to empower the teaching-learning process. Via a set of technologies, school districts' data are connected, allowing the various educational databases, such as student information systems, transportation, food service and assessments to speak to each other. Unlike a data warehouse or archive, the information about each student is continually updated so critical issues with students can be identified immediately.

Improvement science project to continually improve teaching across the state

Teachers and leaders within the Evansville-Vanderburgh School Corporation joined faculty from the School of Education in August 2018 for a two-day conference to learn more about improvement science, a user- and problem-centered approach to improving teaching and learning. Drawing upon process improvement models more commonly found in business, healthcare and manufacturing, improvement science tests ideas that educators work in teams to introduce, test and refine before bringing the idea to a larger group. Instead of a traditional pilot program, improvement science seeks to develop the necessary know-how for a reform idea ultimately to spread faster and more effectively. "The process has multiple benefits," said **Chad Lochmiller**, Assistant Professor in Educational Leadership and Policy Studies and coordinator for the improvement science initiative. "Namely it empowers teachers as focal actors in improvement activities and accelerates changes in practice based on data derived through a structured inquiry process."

Books & Beyond celebrates 10 years

After ten years and 20,000 books donated, Books & Beyond is continuing to grow through its work of providing high-quality reading material for school children in Musanze, Rwanda. As part of the 10th anniversary, School of Education doctoral student and Rwandan native **Simon Munyaneza** traveled with a group from IU to Rwanda in August 2018. Munyaneza first became involved with Books and Beyond in 2009 while working as a teacher in Rwanda. His interest in the program and working with the university led him to seek a degree from the School of Education in the Literacy, Culture and Language Education department. Books & Beyond has been expanding, with the program now offering teacher training, a three-week literacy-focused camp for students, the school's first library and three playgrounds, and also providing eye exams and glasses for hundreds of students.

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

The inaugural International Conference on Literacy, Culture and Language Education (ICLCLE), chaired by **Serafín Coronel-Molina**, brought together scholars, students and activists from around the world to the School of Education, all looking to advance language, literacy and culture in education. The conference took place from October 5-7, 2018, and featured keynote addresses, panel speakers, round table discussions, interactive workshops and poster sessions. Participants came from 35 states and 17 countries. Goals of the conference included advancing knowledge about literacy, culture and language education, promulgating the use of research that improve and serve public good and encouraging innovative, scholarly inquiry, research methodologies and on-going discussions on literacy, culture and language education at local and global levels.

Alumni find teaching home in the Navajo Nation

Danny Letman and **Jacob McFarland** both chose the Navajo Nation for their Global Gateway for Teachers placement, and both are now fulltime teachers at NaaTsis'Aan Community School in Navajo Mountain, Utah. Letman chose to teach in the Navajo Nation to learn more about the Navajo culture, while McFarland has embraced becoming a learner of the Navajo language with his students, calling it one of his favorite aspects of his job: "I realized how quickly Navajo Mountain had become home in those 16 weeks of student teaching," he said. "The school was struggling but a lot of different things were being put in place, and I could feel that we were heading in the right direction, I knew that I could help in the school improvement process, and I wanted to be a part of that."

School of Education professors author world bank-commissioned report

Leslie Rutkowski, Associate Professor of Counseling and Educational Psychology, and **David Rutkowski,** Associate Professor of Educational Leadership and Policy Studies, are co-authors of a World Bank-commissioned report on appropriately using international educational achievement data. As organizations such as the World Bank, International Monetary Fund (IMF) and other aid and development agencies seek data-driven evidence about the success of various initiatives, these data are frequently used as an indicator of the stock of human capital in a country. "This report is an effort to urge caution on the part of World Bank staff and beyond when using international achievement data to decide if a country is, for example, meeting its development goals," Leslie Rutkowski said. "As these achievement tests are not well suited for economically developing, poor performing countries, a conservative approach to making inferences is all the more important."

School of Education continues partnership with University of Prishtina

Since 2015, the **Center for International Education, Development and Research (CIEDR)** has been working with the University of Prishtina's Faculty of Education (FE) in Kosovo as part of the Transformational Leadership Program. Co-funded by USAID and the Kosovar government and administered by World Learning, the Transformational Leadership Program aims to develop a cadre of leaders to drive significant change in priority economic, political and social development areas in Kosovo. Many School of Education faculty have been involved, including **Jeff Anderson**, Department Chair of Curriculum and Instruction, who has spent almost 6 months at the University of Pristina since the project's inception. The University of Pristina's Faculty of Education is the largest supplier of teachers to Kosovo's education system, and much of IU's work with the FE has been targeted toward helping develop and grow its research and teaching capacities.

Celebration of Teaching recognizes outstanding faculty

Janet Decker presents Trustee Teaching Awards and the Adjunct Instructor Teaching Awards at the Celebration of Teaching.

Faculty and students across the School of Education came together to honor each other at the Celebrating of Teaching ceremony in April.

★ ★ ★ **AWARDEES** ★ ★ ★

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Sean S. Warner
Professor of Curriculum & Instruction, Clark Atlanta University
Hyattsville, MD

2018-19 ARMSTRONG TEACHER EDUCATOR AWARD

Carroll Bilbrey
Herron High School, Indianapolis, IN

Jerome Flewelling
Crown Point High School, Crown Point, IN

Andrea Hess
George Rogers Clark Middle School, Whiting, IN

Jamie Inskeep
Sugar Creek Elementary School, New Palestine, IN

Efila Jzar-Simpson
Ben Davis University High School, Indianapolis, IN

Eric Johnson
Northview Middle School, Indianapolis, IN

Andrea McCoy
Center Grove Middle School Central, Greenwood, IN

Melinda Miller
Forest Glen Elementary School, Indianapolis, IN

Ranielle Moore
Avon High School, Avon, IN

Cori Neff
Westlane Middle School, Indianapolis, IN

Glenn Seland
Fishers High School, Fishers, IN

Erin Walker
Ben Davis Ninth Grade Center, Indianapolis, IN

2018-2019 Jacobs Educator Award

Becky Hillenburg
Edgewood Junior High School, Ellettsville, IN

Anita Mendis
St. Therese Little Flower School, Indianapolis, IN

Kristin Milks
Bloomington High School South, Bloomington, IN

Amanda Moore
Chapelwood Elementary School, Indianapolis, IN

Leon Tynes
Business Educator, New Britain, CT

2018 DISTINGUISHED ALUMNI AWARD

Dena Cushenberry-Burrello (Ed.S.'09, Ed.D.'12)
Retired Superintendent of Schools, MSD Warren Township

Judith A. DeMuth (Ed.D.'99)
Superintendent of Schools, Monroe County Community School Corporation

James B. Luther (Ph.D.'92)
Owner and President, Luther Consulting, LLC

Frederick A. Taylor, Jr. (B.S.'73)
Administrator, Zephyrhills Health and Rehabilitation Center

ASSOCIATE INSTRUCTOR OUTSTANDING TEACHING AWARDS

VICTORIA ABRAMENKA, Instructional Systems Technology

LORI BURCH, Curriculum and Instruction

ALEX GERBER, Curriculum and Instruction

LINDA HELMICK, Curriculum and Instruction

KRISTEN HENGTGEN, Educational Leadership and Policy Studies

OLIVER LEES, Counseling and Educational Psychology

NICOLE WATKINS, Counseling and Educational Psychology

CASEY PENNINGTON, Literacy, Culture and Language Education

TRUSTEES TEACHING AWARD

LAURA STACHOWSKI, Curriculum and Instruction

BARBARA DENNIS, Counseling and Educational Psychology

LESLIE RUTKOWSKI, Counseling and Educational Psychology

JESSE STEINFELDT, Counseling and Educational Psychology

GUS WELTSEK, Curriculum and Instruction

QUENTIN WHEELER-BELL, Educational Leadership and Policy Studies

ADJUNCT INSTRUCTOR TEACHING AWARD

LISA HORNIBROOK, Counseling and Educational Psychology

STUDENT CHOICE AWARD

KATHRYN ENGEBRETSON, Curriculum and Instruction

AWARD FOR EXCELLENCE IN MENTORING

CHAD LOCHMILLER, Educational Leadership and Policy Studies

TRACK 1

Enhance the student experience.

1 Increase exposure and interaction between students, faculty and staff.

2 Integrate and improve advising, recruitment and placement.

3 Increase engagement of student involvement in existing programming, governance and research.

TRACK 2

Strengthen student education.

1 Ensure robust field experiences for all students.

2 Institute coherent, adaptive programming through program reviews and curricular mapping.

3 Fully prepare and optimize the expertise of all instructors.

TRACK 3

Collaborative work with partnerships.

1 Actively participate in state, national and global policy decision making.

2 Increase partnerships to lead in addressing educational issues and inequities.

TRACK 4

Strengthen our research model.

1 Expand and support cross-disciplinary research across the institution.

2 Establish new and strengthen existing sources of research funding.

TRACK 5

Establish a data-driven operation.

1 Enhance the reputation, branding and marketing efforts for the school, its agents and the profession.

2 Establish a data-driven, business analytics approach to operations.

TRACK 6

Enhance talent management.

1 Refine the School of Education's structure to improve efficiency and effectiveness.

2 Adopt talent development practices for faculty, staff and student-staff.

3 Evolve faculty model to balance load and align incentives.

FOUNDATIONAL TRACK

In all we do, we relentlessly foster a culture of innovation, diversity, equity and inclusion.

1 Establish an Office of Diversity, Equity and Inclusion (DEI), particularly those delineating the responsibilities of an Assistant Dean of DEI.

2 Conduct an audit of existing marketing and online materials (e.g., website, etc.) to determine the extent to which the included implicit and explicit messages align with and/or preclude current and emergent DEI goals.

3 Build informal social networks utilizing lunches and/or gatherings with rotating subgroups of faculty.

4 Evaluate the physical spaces within the building.

SCHOOL OF EDUCATION
INDIANA UNIVERSITY

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Bloomington, IN 47405