Accomplishments Make for Another Exciting Year

By Bradley V. Balch

It’s been another exciting year for the College of Education, and much has been accomplished as this latest issue of Sycamore Educator demonstrates.

A milestone was reached in mid-July when the college moved to its new home in University Hall. The new facility truly reflects the pre-eminence and professionalism that have become hallmarks of our educational programming. I hope you will have time to visit us at our new location when on campus.

Dedication activities are planned for Sept. 9-12. You can find a partial schedule of events on the back cover of this magazine. Additional details will be forthcoming.

We were pleased to learn earlier this academic year that our undergraduate teacher preparation programs at the elementary and secondary levels had been selected from among 30 transformational schools/colleges as one of the top nine innovators in the nation.

In determining the program innovators, a team from Teachers for Innovators, a team from Teachers for Innovators, visited our campus for a New Era.

“In determining the program innovators, a team from Teachers for Innovators visited our campus for several days to take an in-depth look at our reform efforts.

Because of this distinction, our college was able to participate in a think-tank opportunity in Washington D.C., and help inform policymakers of best-practice teacher preparation ideas. I’m so proud of our faculty, staff, students and K-12 partners for helping us continue to be among the nation’s highest-quality teacher education providers.

Amidst the current economic challenges we are all facing, I remain privileged to work with an impressive faculty, staff and student body whose unyielding commitment to the vision, mission and values we have established, demonstrate their ability to be successful in changing and challenging conditions of practice. This is a character trait that will serve them well for many years to come.

We could not fulfill our mission without the help of alumni and friends. Because of your efforts, teaching and learning in the College is enhanced, and we are able to meet the demands of preparing educators for today and the future.

While current fiscal woes make it challenging for many individuals to achieve a college education, the College has been able to offer a record number of scholarships this year to assist students in completing their education.

We have so many exciting things to share about the College and not everything could be included in this issue of Sycamore Educator. You are encouraged to visit our website at www.indstate.edu/coe to stay abreast of University and College news. Thank you for your continuing interest in and support of the College.

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“This milestone was reached in mid-July when the college moved to its new home in University Hall. The new facility truly reflects the pre-eminence and professionalism that have become hallmarks of our educational programming.”
Indiana State University’s College of Education has been granted full accreditation status by the National Council for Accreditation of Teacher Education (NCATE).

“As an institution that serves the public good, it is our moral imperative to graduate high-quality educators at the undergraduate and graduate levels to meet the demands of K-12 schools,” said Bradley Balch, College of Education dean. “NCATE accreditation is a demanding source of accountability that ensures the institution is accomplishing its moral imperative.”

The college underwent a focused visit by an NCATE accreditation team in spring 2008, and ISU received notification of its status in late October 2008.

“Full accreditation by NCATE validates the good work that we are doing in educator preparation and shows that we are following an effective continual improvement model to ensure quality preparation of our candidates,” said Susan Powers, associate dean of the College of Education who spearheaded accreditation efforts.

As part of the visit, the accreditation team examined one of the six standards established by NCATE that resulted in ISU’s development of its unit assessment system.

“It’s a system developed by the institution to ensure we are making effective progress as a unit,” Powers said. “This is part of the continual improvement model where programs examine themselves. In the Unit Assessment System, however, faculty, staff and students look at the work of all educator preparation as a whole to determine how effectively we prepare educators and function as a unit as well as seek ways to collectively improve.”

Two Indiana State University professors received the Indiana Association of School Principals (IASP) President’s Award, the first time such an award has been given to someone in academia.

IASP President Franz Fleck presented the award to husband and wife Todd and Beth Whitaker in a surprise ceremony. Todd is a professor of educational leadership, administration, and foundations. Beth is a professor of elementary, early and special education.

“This award means a great deal to both of us,” said Beth. “We are honored that people regard our contributions in a positive light.”

“Each year the president of IASP has the privilege of giving the President’s Award to an outstanding leader in the field of education who has made a positive impact on the lives of students in Indiana,” said Fleck. “The Whitakers have made numerous contributions in education, in teacher and principal development and in school leadership with teachers, principals and school communities.

Before coming to Indiana State, the Whitakers served as school administrators. “Todd and I have shared a rich and full journey in education,” Beth said. “We used each other’s expertise and learned from the wide array of situations we would encounter as principals.”

In Beth’s final year as an elementary school principal, her school was awarded the National Blue Ribbon of Excellence. During Todd’s time as an administrator, he coordinated the building and curriculum and staff development of two new middle schools.

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The race to learn was on at Miller School in Indianapolis, an ISU PDS site.
**BLACKBOARD**

**Powers Named ACE Fellow**

The American Council on Education recently named Josh Powers, chair of ISU’s educational leadership, administration and foundations department, an ACE Fellow for the 2009-10 academic year.

“This is a tremendous honor,” Powers said. “I am thankful for the support from the ISU community and this opportunity.”

Powers was one of 42 fellows selected by ACE this year in a national competition after being nominated by ISU for the honor. The ACE Fellows program began in 1965 to strengthen institutions and leadership in American higher education by identifying and preparing promising senior faculty and administrators for responsible positions in college and university administration.

As part of the program, the fellows work alongside a university president or other senior administration members. “We’re extremely pleased with the incoming class,” said Sharon McDade, director of the ACE Fellows Program. “The individuals selected have demonstrated strong leadership. The fellows program will sharpen and enhance their leadership skills and their network and prepare them to address issues of concern to the higher education community.”

Of the more than 1,500 participants in the program’s 44-year history, more than 300 have become chief executive officers and more than 1,100 have become provosts, vice presidents or deans.

Powers said he is excited about the opportunity to spend a year learning about leadership at the senior level by working alongside a university president. Powers said he is beginning the placement process, but after conversations with ISU President Daniel Bradley, he hopes to work with a president at a university that is further along in its strategic planning process.

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teaching experience. “It’s one on one, I have two kids, and you really get to see how they think when they look at a picture and then try to build something,” she said.

“I was a lot harder than I thought. My kids did a good job though, and they taught me a lot in the process,” she added.

Grant Focuses On Math, Science
A National Science Foundation grant will help Indiana State continue to address the shortage of qualified math and science teachers in Indiana, particularly in high-need urban and rural schools. The $590,600 grant for the second phase of the Robert Noyce Scholarship Program will provide annual awards of $12,000 each for up to 25 students pursuing teaching careers in math and science who commit to working at least two years in a high-need school.

The program is open to Indiana State students, as well as working professionals who may be interested in pursuing a career in education.

More information about the Robert Noyce Scholarship Program at Indiana State University is available by contacting the Center for Science Education at 812-237-3010 or science@indstate.edu.

Student Gets Nice Surprise
An ISU doctoral student was pleasantly surprised last fall when she received a $25,000 check and a National Educator Award from the Milken Family Foundation. This is such an honor,” said Nicole Law, who is principal of Garden City Elementary School in Indianapolis and is working on a doctorate in elementary education and supervision. “I was so surprised, and I’m truly proud to be an educator. I’m on cloud nine,” he added.

Edwards, a former teacher and principal, was the keynote speaker for the annual event that brings ISU alumni educators back to campus. He also led a breakout session on seven key principles of a principal’s role in dropout prevention.

Changes come about because of people not accepting what others perceive as the norm, he said. “There’s a high failure rate in the classroom because we accept it. There’s a high dropout rate in schools because we accept that,” he said.

At a high school in Connecticut, there was a 28 percent dropout rate, and the school was ranked last of 169 schools when Edwards became principal. He set about changing that, in part by going after the students not at school and bringing them back to the classrooms. By the time he left, the dropout rate was 1.8 percent.

“Are we willing to fight the fight every day? Are we willing to go after the children?” he asked the audience. “I really think we know what to do; it’s a choice of whether we do it or not.”

Sycamore Educators Day Is Scheduled
The ISU College of Education’s 3rd annual Sycamore Educators Day will be held Nov. 7, 2009. The program will feature alumna Dr. Diana Cargile, president of the National Association of Elementary School Principals.

FOR MORE INFORMATION, contact Connie Simrell at 812-237-2899 or by e-mail at connie.simrell@indstate.edu. You also may visit www.indstate.edu/coe.

As well,” he added. Law has spent 13 years in education, with six of those in administration.
Indiana State elementary education majors are finding there are many ways to entice children into enjoying reading. Games and activities that incorporate math, science, art and reading are their preferred method of opening up the world of books for kindergartners.

ISU students in Lisa Cutter’s emergent literacy class spend 70 minutes one day a week during the semester working with their kindergarten “buddies” to help them become better readers. Then one day each semester, students and kindergartners get together for the Book-Talk-Tea program.

This allows the ISU students to meet with all of the kindergartners. It also leads to scenes such as Benjamin Franklin Elementary School kindergartner Ashley Jones bellowing out, “Call E,” before darting forward to pick up the letter, which was written on a baseball cap-shaped cutout.

“I’m beating you,” she informed the ISU student with whom she was playing the game.

Across the room, after listening to I am an Apple, Andy Robinson responded to an ISU student’s question of “How does an apple grow?” by arranging pictures that showed the progression from seeds to a tree and then buds, a flower and, finally, an apple.

He shyly ducked his head saying he liked learning about apples as he clutched a red one in his hand.

Elsewhere, kindergarten students blew bubbles, sewed pockets and played a spaghetti game as part of the day’s reading-related activities.

“We want to whet their palates with these books,” said Cutter, ISU assistant professor of elementary, early and special education. “It’s our favorite day because it’s interactive. They don’t realize they’re learning when they’re having fun.”

In the morning session, kindergartners enjoyed 15 books, while 12 different books were presented in an afternoon session. “It’s cool to see the different ability levels,” said Courtney Cooper, a junior elementary education major from Greenwood, who led the sewing activity with the book Hole in my Pocket.

“We work with one student every week, but here we get to see the diversity of the different levels.”

Ashlynn Stephens, a junior elementary education major from Monon who was reading On Top of Spaghetti, agreed, saying, “When you’re in a classroom you don’t really notice it, but when you work with them one-on-one you realize every child learns in different ways.”

Cindy Andrews, Franklin kindergarten teacher, said her students are excited to meet with the ISU students. “They’ll come back in the classroom and want to tell me what they did, all 17 of them at one time,” she said. “When children are excited, learning takes place.”

The program also allowed the kindergarten students to spend the morning receiving individual attention as well as reading lots of books. “They have the opportunity to listen to 16 different stories that have activities,” Andrews said. “Being immersed in literacy is a wonderful way to spend the morning.”

Making books fun makes reading fun, according to Jarrod Vanzo, a junior elementary education major from Sullivan. “The stereotype is that kids don’t want to read,” he said. “But if adults are willing to make it fun for them, the kids are going to eat it up.”

Leading Children To Enjoy Reading

ISU’s Book-Talk-Tea program shows different approaches to teaching reading

BY JENNIFER SICKING

Clockwise from upper left: ISU students help elementary school students enjoy learning to read.
frent assessments required of teachers.

“I’ve basically been plucked from the classroom so I’m current,” Boehler said.

The position of clinical faculty associate was “designed around the idea of bringing in teachers from the field to help enrich and reinvigorate our faculty and bring the current world of teaching to the university,” Rebecca Libler, associate dean of the College of Education, said.

“The faculty associates possess the clinical knowledge and experience we want our students to have as they are learning to be teachers. They are full faculty working alongside our tenure-track faculty. We felt that was a way to enrich everyone’s lives,” she added.

“I wish every teacher could have this position for a year,” Boehler said. “This has been a dream job for me. I’ve learned so much about myself as a teacher along with ways I can improve. I’m also more aware of things I do I’m proud of.

I feel I’ve grown more through this experience than just about anything else in my 13 years of teaching,” she added.

“I’ve basically been plucked from the classroom so I’m current,” Boehler said.

The ISU students she taught said Boehler’s teaching had an impact on them as well.

“She provides the whole package,” said Kaylie Crane, a freshman from Attica. “She is a professor but she also is the teacher who has been in the situations we will be in.

“She gave us so many great ideas we can implement when we get our own classroom,” said Amanda Hofmeister, a freshman from Columbus. “She gave us behavior strategies. She gave us ideas about what you can do to make reading fun and what you can do to make math exciting — ways to really just amp up students’ enthusiasm to learn and really create a good classroom atmosphere.”

As part of the 100-level elementary education introductory course, freshmen spend two days a week for six weeks observing Vigo County School Corporation classrooms, studying how teachers manage their classes and working with small groups of students.

“It’s an excellent way of getting your feet wet and being able to see if teaching is going to be for you because you get the field experience. Plus, you get knowledge from a teacher, a real teacher who’s out there every day working with younger kids,” said Wesley Clarke, a freshman early education major from Terre Haute.

“It’s an awesome way to get you fired up about teaching and how to prepare for it and get a taste of what everything is like,” he added.

Hearing about the students’ experiences in the Vigo County classrooms had an effect on Boehler as well.

“They’re sharing positive experiences of what they’re going through,” she said. “Today one of the students shared that a fifth grader thanked him for helping him with his assignment and that gave me chills knowing that my students are going out and really helping the children in the corporation.”

Libler said College of Education faculty hope introducing freshmen who are interested in pursuing education degrees to the classroom early in their education will have a positive impact on their careers.

“We hope that by having early and deep clinical experiences students will become more accustomed to the classroom and it will confirm their initial desire to be a teacher and will continue to affirm that as they’re placed in situations that they have the skills they need to be successful,” she said.

The addition of the clinical faculty associate is part of Indiana State’s move toward giving education majors time in real classrooms each year of their education. This experience culminates in spending their last two semesters full time in classrooms through the Teachers of Tomorrow Advancing Learning program and student teaching.

“It’s a gradual building of total teaching skills on the very firm foundation of their content area,” Libler said.

The clinical faculty associate position and the elementary education (ELED) 100-level class provide the cornerstone of the foundation.

This fall Boehler will return to her classroom and teaching second graders. She said she is looking forward to returning to her elementary classroom.

“I just feel like I’m rejuvenated this year,” she said. “I’ve got so many new ideas for next year. I have had the opportunity to be in many wonderful classrooms. Plus several of my ELED students have shared many creative ideas with me that I can now use in my classroom.”
The Greening of University Hall

Historic building’s renovation reflects ISU’s commitment to environmental sustainability

By Dave Taylor

Underneath its more than 70-year-old brown brick exterior, University Hall at Indiana State University is going “green.” The greening process was part of its renovation as the new home of ISU’s College of Education.

“We’re making extensive use of recycled steel in the interior studs of the building,” said Steve Culp, construction manager with ISU Facilities Management. He estimates that nearly 90 percent of the steel being used in the renovation is recycled, with the use of newly forged steel limited to load-bearing walls.

It’s just one way architects and contractors are reflecting Indiana State’s commitment to environmental sustainability in the nearly $30 million renovation of the building.

Constructed in the 1930s as a Works Progress Administration project, the building features skylights to take full advantage of sunlight. The renovation pays homage to that Depression-era energy conservation method, said Bradley Balch, dean of the college.

“One of the hallmarks of the renovation is the enclosure of the center atrium. The architects were able to develop skylights that capture the optimal amount of light necessary in the wintertime to help with the heating, but also reduce it to a minimum during those hot summer months when the light would be most direct and overhead.” Balch said.

The renovation also incorporates other energy conservation features, including thermal pane windows, Culp explained.

“The windows have become a big factor in the insulation of classrooms. We’ve considered heat loss on all the outside walls by installing fin coil tubbing heaters to minimize heat loss throughout the building,” Culp said.

A new heating and air conditioning system allows for individual controls in each room — a sharp contrast to the “all or nothing” heating and cooling in the 15-story building at Statesman Towers that used to house the college.

As the college moves into its new home this summer, it is expected to save approximately $1 million per year in energy costs.

The University Hall project also reflects Indiana State’s commitment to sustainability because its location near the new Cherry Street Multi-Modal Transportation Facility makes it easy for those using the building to travel by public transportation.

In addition, bike racks are provided, there is pedestrian access to a variety of amenities nearby and existing green space is preserved.

The fact that the building is being renovated rather than demolished and replaced also conserves natural resources because only a limited amount of new materials are required.

Recognizing that education is not always confined to what takes place in specific rooms, Balch said the building also will offer plenty of opportunity for incidental learning.

“Our students, both undergraduates and graduate, tell us that it’s not always classrooms in which the most powerful learning occurs. It’s those chance interactions in the hallways or in a professor’s office where they have opportunities to confer one on one on their graduate or undergraduate program opportunities,” he said.

“Some are ensuring that throughout this building there’s space for those chance interactions and powerful learning opportunities our students tell us were so important to their experience at ISU,” he added.

There are 13 classrooms in the building.

For others, ISU officials believe the newly renovated University Hall will be a symbol of the university’s future while honoring the traditions of its past.

“This will probably be the showcase of Indiana State University as far as buildings. It has so many opportunities for education value, for community service value and for theatrics, speakers and tours,” Culp said. “It accommodates so many more things than what we have in any current building.”

Balch says the renovation is a tribute to the teaching that took place in University Hall during the five decades the building served as the ISU Lab School.

“As one walks through this newly renovated building, you’ll feel that clinical pedagogy coming through, a real commitment to our K-12 partners, micro-teaching that reflects the K-12 environment and ample opportunities to invite our K-12 partners into University Hall so they have opportunities to reflect on their work and grow from it as well,” Balch said.

The building will also have ample space for educators to reflect on their teaching.

“Our K-12 partners tell us that they need a safe space, a place to come and think about their work, to ask questions about what’s working and what is not and so, as a part of this renovation, we’ve clearly carved out spaces for our K-12 partners to join us, because their reflections will always inform our pre-service education program work,” he said.

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A ‘TOTAL’ TEACHING EXPERIENCE

Program offers students an immersion semester in a school prior to student teaching

BY JENNIFER SICKing

Indiana State’s pilot program Teachers of Tomorrow Advancing Learning (TOTAL) aims to give students a ‘total’ experience in terms of teaching them what it takes to lead a classroom — and that’s before they do their student teaching.

Not surprisingly, Matt Taylor of Newport found himself shoveling mulch one day as he helped fifth graders create a quarter-mile-long walking path at DeVaney Elementary School in Terre Haute. Creating the path was a classroom project and part of Taylor’s duties as he worked alongside an experienced educator for a semester to prepare himself for student teaching.

“By doing this with them, I get more of an idea of their likes and dislikes,” said the ISU senior elementary education major. “Also, on days when they’re a little rowdy, it wears them out a little bit. Maybe their parents will thank me for it.”

Beth Whitsack, TOTAL student and ISU professor of elementary, early and special education, explained that the program offers an immersion semester prior to student teaching, and provides the opportunity before that culminating experience for students to ‘live and breathe’ a school and to be a part of it from bell to bell.

“They’re never responsible for everything. They’re getting their feet wet with teaching and planning and delivering instruction with the support of the coaching teacher who’s been trained in a specific coaching model of supervision,” she added.

The experience differs from student teaching in an important way:

Total students observe and help before gradually moving into small group instruction then to teaching subjects at the end of the semester in preparation for their student teaching.

“When my TOTAL student, basically I try to get her as involved as possible,” said Kristen Browne, second-grade teacher at DeVaney.

“She does anything from reading a chapter book to doing a spelling lesson to doing a whole math lesson. She’s part of taking the students to art, music and physical education — anything to get her exposed to the ‘real world’ of teaching.”

The 10 ISU students who participated in the pilot program’s third semester were divided between Fuqua and DeVaney elementary schools in Terre Haute.

“Here the TOTAL students walk in at 7:30 or a quarter until 8 and they see everything from the second those students walk through the door until 3:15 or even later,” said Browne. “They see all that happens after students leave — all the grading, all the preparing for the next day, all the phone calls and everything that needs to be done to do that.”

For Taylor, his TOTAL semester allowed him to experience the reality of teaching.

“There’s a lot more to teaching than what I thought it would be,” he said. “A lot of teachers have been doing it for awhile and they just make it look easy. You get in there and you’re teaching one subject, it’s not too bad. But trying to do a full day and behavior management and all the other demands that are on a teacher’s time, it opens your eyes.”

Students involved in the TOTAL program likened it to an internship and said it will help them not only with their student teaching but also when they walk into their own classrooms.

“When they come to our school you see they dive right in, the teachers get them involved from day one,” he said. “Classroom management is one of those areas where we have seen a tremendous amount of growth. In the past they would come in and that wasn’t developed until later on in their student teaching. These students by the time they get to student teaching, you can tell that they have been TOTAL students and they have had that opportunity.”

The TOTAL students’ professors have noticed as well. “We’re seeing students going into student teaching unbelievably confident,” Whitsack said. “They are ready to hit the ground running. They don’t want to have to sit back and observe like traditional student teachers have done. They are ready to teach and be teachers.”

“It just makes me feel a lot more professional and more prepared for student teaching, and my confidence has really grown,” said Heather Bender, a senior elementary education major from Logansport.

“You get to see everything your teacher does — behavior management, how you do stuff with homework, how you deal with bathroom breaks — I mean everything. It’s just given us real experience day in and day out.”

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That experience has led to growth in confidence and other areas for the TOTAL students, according to Paul Utterback, DeVaney principal.

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The program has allowed students to see everything from how to interact with the principal to how to handle lunches.
**College of Education**

**BENEFACTORS**

**Alleys Make Major Commitment to University Hall**

Part of ISU alumni Mike and Amy Alley’s $1 million commitment to March On! The Campaign for Indiana State University will support the renovation of University Hall, the College of Education’s new home, through the development of the Micro Education Center.

The center will provide a program and classroom environment that permits first-year education students exposure to real-life classroom experiences.

**BENEFACTORS**

**Linville Family Creates Endowed Scholarship**

The family of Dr. William J. Linville established an endowed scholarship in his memory.

The William J. Linville Scholarship in Elementary Education will support elementary education majors during their student teaching semester. The scholarship was established through the Indiana State University Foundation.

“Educators are the foundation of our nation and its schools, and as such, there can be no greater investment in the future than education,” said Dr. Brad Balch, dean of the ISU College of Education.

“Educating students to become elementary school educators was the core of Dr. Linville’s work,” he continued. “At ISU, this scholarship will carry forth Dr. Linville’s memory, while continuing to provide a level of educational excellence and carry on his life’s work. The fund also serves as a tribute to Dr. Linville’s family.”

**Grant to Help Address School Dropout Crisis**

A $20,000 grant from AT&T Inc. to the ISU Foundation is intended to help reduce the rate of school dropouts in Vigo County.

The ISU Foundation will use the funds to collaborate with ISU’s Student African American Brotherhood (SAAB) and local school districts to expand and enhance an African-American male mentors program for high schools and middle schools.

“We are committed to partnering with area educators and administrators to help prevent dropouts and increase student retention,” said ISU Foundation President Gene Crume. “We thank AT&T for its support and look forward to putting these funds to good use in helping students succeed.”

The grant will focus on bringing additional college-age mentors into area public schools to motivate high school and middle school students to keep working toward graduation.

“Caring for others and taking responsibility for student success are two of our core values,” said ISU College of Education Dean Bradley Balch.

The SAAB program puts these values into action and provides the area’s high school and middle school students with mentoring opportunities,” he added.

“AT&T is proud to be part of the local community and we are committed to helping local students get the tools they need to graduate,” said AT&T Indiana President George S. Fleetwood.
Completing college can be a considerable challenge for anyone, but for African-American women completing college.

“Overall this study adds to the literature base on black Greek letter organizations, and it gives women a voice...”

received her Ph.D. from Indiana State in May 2009, there is something that mitigates against racism and increases the odds of African-American women completing college.

That “something,” research shows, is membership in a black sorority (formally known as a women’s fraternal organization).

As part of Floyd’s doctoral studies in educational leadership, administration and foundations, she discovered that 46 percent of black women entering college complete their degrees as opposed to 66 percent of white women.

That finding led her to examine how colleges and universities can be more supportive in retaining these organizations on campus needs to be addressed,” she adds. Floyd's research allows women to be examined as a distinct group.

“Overall this study adds to the literature base on black Greek letter organizations, and it gives women a voice and provides a ‘within group’ source of information rather than lumping everything under the large category of ‘black Greeks.’ “ Howard-Hamilton says. Floyd's research showed that race and racism substantially affected the women's post-secondary experiences.

Besides the traditional adjustment to college, Floyd says they had to contend with race and racism as a part of everyday life.

Roseline Floyd foundations, says Floyd’s research is groundbreaking because there is little written about the experiences of black women on predominantly white campuses or the link between retention of black females and black Greek letter organizations for women.

“There are numerous articles about the negative impact of sororities and fraternities that focus on things such as alcohol abuse, hazing and attrition,” Howard-Hamilton, the author of “Standing on the Outside Looking In: Underrepresented Students’ Experiences in Advanced Degree Programs."

“However, the positive aspects are rarely discussed and the question of how colleges and universities can be...”

Mary Howard-Hamilton, Indiana State professor of educational leadership, administration and creative writing of her own.

Lilly Teacher Creativity Fellowship is to extend teaching European fairytales,” said Bailey. "It was an amazing opportunity." 2005, Bailey applied for a Lilly Teacher Creativity Fellowship grant that allowed her to travel to Europe for a month where she studied European fairytales and did creative writing of her own.

In order to obtain the grant, Bailey had to write an essay explaining what she wanted to do with the grant money and why it would be beneficial to her teaching in the classroom.

The purpose of the Lilly Teacher Creativity Fellowship is to extend teacher creativity within the classroom.

To qualify for the grant, an individual must have been a teacher for at least three years, be seeking renewal of their teacher license and be planning on teaching after the project is complete for at least another three years.

The academy, which took place last fall at Indiana State’s College of Education, was a chance for the winners from Indiana to share their creative projects with teacher education faculty and pre-service teachers from around the area.

The academy, which is funded by the Lilly Endowment, is part of a larger external teacher creativity grant and is held biannually. As part of the academy, teachers attended different classes throughout the week to present their projects to education students at Indiana State, according to Susan Powers, project director and associate dean of the College of Education.

Michelle Barnes, a teacher at Fall Creek Middle School in Indianapolis, was awarded the Lilly Teacher Creativity Fellowship in 2003.

I spent a summer in Louisiana studying Cajun music," said Barnes. “The cultural differences helped me relate to students from other cultures.” Barnes, whose presentation was entitled, “They still need to play, sing and dance: The elements of Orff Schulwerk in Middle School,” dealt with the Orff Approach, which is a developmental approach to music education for children. Originally developed by Carl Orff, a German composer, this style of teaching has become extremely popular in classrooms alike.

“I definitely recommend other teachers apply for this grant,” said Barnes. It’s a wonderful way to combine creativity and education in the classroom.”
2. 2000s

Catherine Hagerman Pangan, BS ’95, has accepted an assistant professorship in Butler University’s College of Education in Indianapolis. Steve Yager, PhD ’96, was awarded the Northeast District II 2009 Indiana Superintendent of the Year award. Robert K. Johnson, EdS ’97, was named the Southwest District VII 2009 Indiana Superintendent of the Year.

2000s

Randy C. Barrett, EdS ’01, has retired as superintendent of Eastern Greene Schools after a 37-year career in education. He and his wife, Alice, reside in Bloomington, Ind. Todd Slagle, MED ’01, has been named principal at Delaware Elementary School in the Evansville Vanderburgh School Corporation, Evansville. Brent Stevens, EdS ’03, has been named assistant principal at Evans Middle School in the Evansville Vanderburgh School Corporation, Evansville. He is currently in the PhD program at ISU.

Robert K. Johnson, EdS ’97, was named the Northwest District II 2009 Indiana Superintendent of the Year. He was a professor at Indiana State University for 19 years.

Russell L. Humm, emeritus professor 1965-88, passed away Dec. 11, 2008. Along with the many books he wrote during his tenure at Indiana State University, he also edited Contemporary Education, a publication known worldwide.

Melvin E. “Tony” Frazier, emeritus professor 1967-89, passed away March 12, 2008. Along with teaching responsibilities in the elementary education department at Indiana State University, Tony supervised elementary student teachers and served as director of elementary student teaching.

Jon L. Laska, emeritus professor, 1955-81, passed away April 21, 2009. Jon taught at the University Lab School from 1955 until 1981. Some of the locations his work is displayed include the Eugene Debs House, Indiana State University, Rose-Hulman Institute of Technology and Indiana University. He designed the Debs Award and the Indiana Special Olympics Award, both of which are given annually.


1930s

Martha Morgan-Naylor, BS ’30, Gary, celebrated her 100th birthday in February 2009. The 1930 graduate attributes her good health to healthy eating and years of exercise. She majored in physical education at the Normal School. She was featured in the Dec. 15, 2008, issue of Newtown for her active lifestyle and states that she still mows her own lawn.

1960s

Alice Fuller, BS ’64, MS ’73, principal, Sagamore Grove Elementary, Terre Haute, was among the Indiana Association of School Principals Distinguished Principals for 2008. She also will serve as president of the Vigo County Administrators Association for 2009-2010.

1970s

W. Diane Cargile, BS ’70, MS ’71, principal, Rio Grande Elementary, Terre Haute, will serve as president of the National Association of Elementary School Principals for 2009-2010. Cargile was the principal at Davis Park Elementary in 2000-2001 and has been Rio Grande principal since 2001. Steve L. Collings, BS ’71, recently retired from the Marion County School System in Orlando, Florida after 36 years of service. The bulk of Steve’s teaching career was spent as a principal. Steve served his last four years as principal at Hillelcrest, a school for special needs students.

Mark Miller, BS ’72, MS ’76, principal, Sarah Scott Middle School, Terre Haute, was among the Indiana Association of School Principals Distinguished Principals for 2008.

Madonna Johnson, BS ’73, MS ’79, principal, Lost Creek Elementary, Terre Haute, will serve as president for District 8 of the Indiana Association of School Principals for 2009-2010. Dirk Flick, BS ’79, EdD ’91, principal, Whiting High School, Whiting, was among the Indiana Association of School Principals Indiana’s Distinguished Principals for 2008.

1980s

Christi Fenton, BS ’80, MS ’85, MED ’85, EdS ’06, is title 1 coordinator for the Vigo County School Corporation, Terre Haute and will serve as president of the Indiana Association of School Principals for 2009-2010.


1990s

Paula M. Keeton, MS ’93, PhD ’98, was recently promoted to clinical director at the University of Iowa’s University Counseling Service where she works as a senior staff psychologist. Paula is also an overall assistant director in the agency. Meg Nowak, MS ’93, accepted the position of vice president for student affairs at Hartwick College in Oneonta, N.Y.

College of Education

2000s

People

Walter J. Sanders, emeritus professor 1971-93, passed away Dec. 12, 2008. During his tenure at ISU, Walt co-authored a series of mathematics textbooks and workbooks for students at all academic levels, including: Freshman Mathematics for University Students. His interest in music led him to play clarinet and saxophone for the local band “Easy Street.”

College Challenge

For more than 25 years, ISU’s “College Challenge” program has partnered with high schools to offer dual-credit classes to qualified high school students. In 2008, the Indiana Legislature passed the “double up law” requiring all high schools to offer at least two college-credit-bearing courses.

ISU is eager to partner with high schools across Indiana to help them “double up” to offer a low-cost transition to college for Hoosier students. ISU is developing flexible programs to qualify high school teachers to teach college-credit-bearing courses in partnership with ISU.

For more information contact: Tom Steiger, director, College Challenge Program, at 812-247-3426 or tsteiger@indstate.edu.
Sycamore Educators Day
November 7, 2009

CSI:
Continuous School Improvement
Becoming a Complete Professional

Time: 8:00 a.m.-3:00 p.m.
Location: University Hall, Indiana State University's new location of the College of Education
Keynote Speaker: Diane Cargile, President, National Association of Elementary School Principals
Register Online: www.indstate.edu/coe/sed

For more information visit the Sycamore Educators Day Web site at: www.indstate.edu/coe/sed or contact Connie Simrell at 812-237-2899.

Deadline for registration is October 23, 2009.