

INDIANA STATE UNIVERSITY BAYH COLLEGE OF EDUCATION

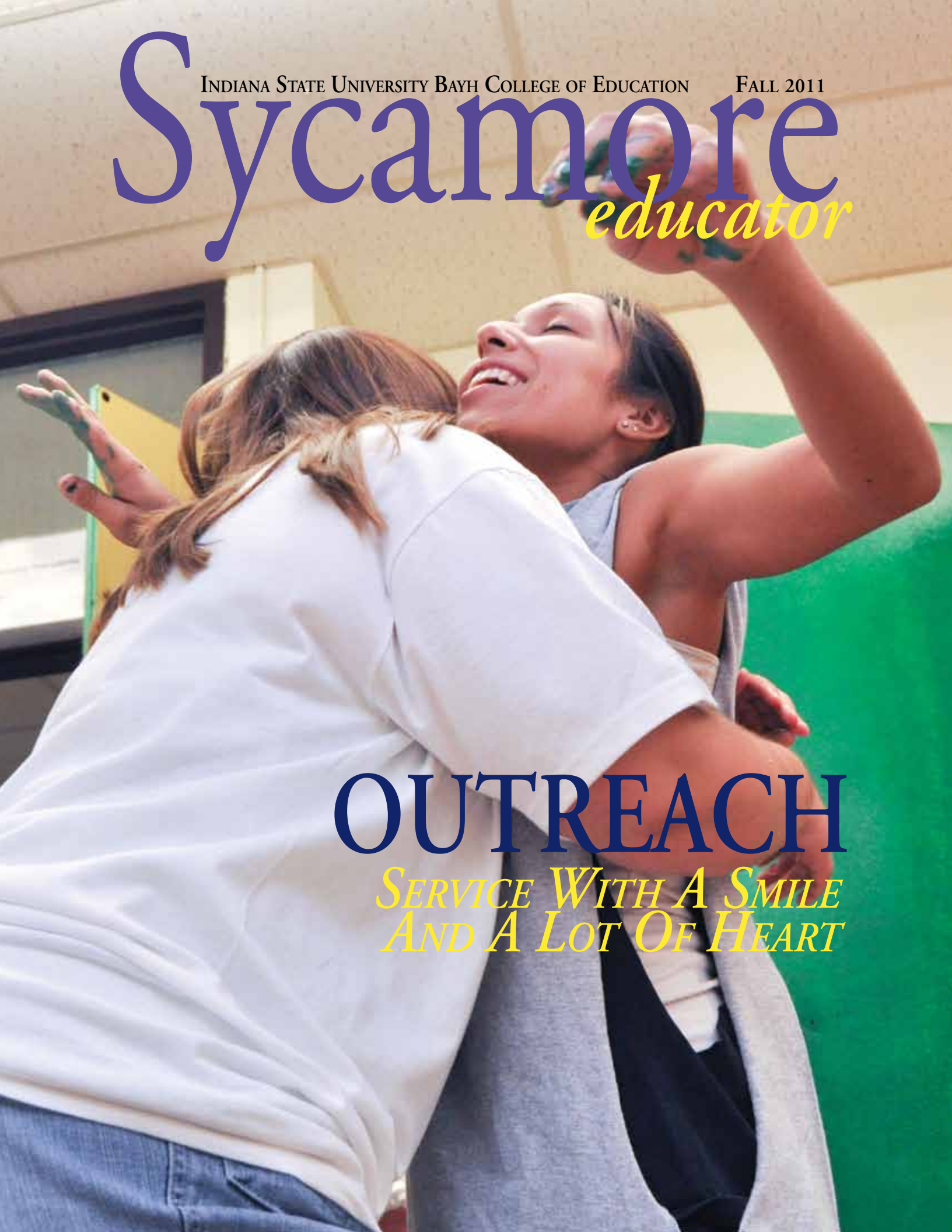
FALL 2011

# Sycamore

*educator*

## OUTREACH

*SERVICE WITH A SMILE  
AND A LOT OF HEART*



FROM THE  
**DEAN'S DESK**

## ACCOMPLISHMENTS MAKE FOR ANOTHER EXCITING YEAR

Greetings on behalf of the Bayh College of Education.

As this year's issue of *Sycamore Educator* will show you, much has been accomplished that we consider points of pride.

We were proud to learn last academic year that our undergraduate teacher preparation programs at the elementary and secondary levels were among those at three institutions selected by Teachers for a New Era (TNE) to host a site visit for other schools/colleges across the nation to learn about our innovative programs.

The visit occurred in May and our faculty, staff, students and K-12 partners did a wonderful job of sharing our story as a leading preparer of educators. Our programs were selected because of our strategic partnerships with K-12 schools and the powerful clinical preparation these partnerships have yielded.

Because of this distinction, our college will soon participate in a conference in Washington, D.C., to inform policymakers and educators of best-practice teacher preparation ideas resulting from the visit.

We were proud that last year's



*Bradley V. Balch*

recruitment efforts yielded a 31 percent increase in freshman enrollments. Once our new students were on campus, we worked diligently to ensure their success.

As a result, we were pleased to post the University's highest retention rate at 95.6 percent. Social networking and other student, staff and faculty efforts to build strong relationships significantly contributed to enrollment and retention gains. The College's Class of 2015 is equally impressive; rest assured we

will continue our efforts to ensure their Sycamore experience is successful.

Another source of pride is our outstanding network of alumni and friends. The vision and mission of the College could not be fulfilled without this support. We were pleased that once again the College was able to increase its scholarships for student assistance. As a result, we are able to help students complete a college education and reward excellence.

We have so many exciting things to share about the College and not everything could be included in *Sycamore Educator*. You are encouraged to visit our website (<http://coe.indstate.edu>) often to stay abreast of all the University and College news.

Thank you for your ongoing support and interest in the Bayh College of Education.

With best wishes, I remain very truly yours,

**Bradley V. Balch**  
Dean  
Bayh College of Education

*“Another source of pride is our outstanding network of alumni and friends. The vision and mission of the College could not be fulfilled without this support. We were pleased that once again the College was able to increase its scholarships for student assistance.”*

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## educator

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### SYCAMORE EDUCATOR MAGAZINE

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### BAYH COLLEGE OF EDUCATION MISSION STATEMENT

To prepare, promote and advance educational and human service professionals for a diverse and ever-changing world.

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*The opinions expressed in Sycamore Educator do not necessarily reflect those of Indiana State University or its Bayh College of Education.*

# BAYH COLLEGE OF EDUCATION BLACKBOARD

NEWS AND EVENTS

## EARLY CHILDHOOD EDUCATION CENTER RECEIVES CERTIFICATION

The Indiana State University Early Childhood Education Center (ECEC) has received the Indiana Paths to Quality program's highest level of certification with a Level 4 distinction.

Paths to Quality is Indiana's quality rating and improvement system for child care programs. The statewide initiative applies a set of standards to help parents identify licensed family child care centers that have met state requirements for health and safety.

The program is designed to assess the quality of licensed child care centers through a four-level scale.

Each level has specific criteria that the program must meet, with Level 4 being the highest.

Center Director Gail Gottschling thinks that the distinction "allows us to join other leaders in the area of early childhood education as a model of what all programs can strive for. We want to set an example for our ISU teachers-in-training to follow."

ISU's Early Childhood Education Center has professional childhood



*Working with children at the Early Childhood Education Center.*

programs designed for infants, toddlers and 2 to 5 year olds. The program is licensed to care for 70 children of ISU students, faculty and staff as well as community members.

It also provides an exemplary child care program for academic research and training. The Center has been accredited by the National Association for the Education of Young Children.

## COUNSELING RECEIVES AWARD

Indiana State University's Bayh College of Education school counseling master's program received the Innovative Counselor Education Program Award from the North Central Association for Counselor Education and Supervision (NCACES) last fall.

Bayh College of Educa-

tion Dean Brad Balch said for several years the program has been nationally known as transformational.

"The NCACES innovation award further validates that our program continues to provide exemplary programming and remains pre-eminent among other school counseling programs," Balch said. "Program

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faculty continue to do an excellent job of ensuring our graduates are well prepared for the rigors that face school counselors in public and private schools.”

The award was presented during an NCACES conference luncheon in Chicago. Universities in 13 states participate in the North Central Association.

Tonya Balch, program coordinator, said the award highlights the program’s uniqueness in Indiana and surrounding states.

Eleven years ago, the college re-created its master’s in school counseling, Tonya Balch said. Previously, it followed the traditional approach with full-time students attending classes in Terre Haute.

Faculty reworked the program into a hybrid in which students attend classes at ISU during the summer and then five times a semester on Saturdays and Sundays. They also are able to take classes online. In addition, ISU school counseling faculty members travel to students’ hometown areas to meet with them once a month.

“It showcases that we’re trying to meet the needs of the students,” she said.

## PRINCIPAL PREP BEATS AVERAGE

For the past eight years, students in Indiana State University’s principal preparation program outperformed the statewide average and median scores on the School Leaders Licensure Assessment.

The statewide passing score on this exam is 163 out of 200.

Indiana State students typically have outperformed test takers across the state by five points, but this year the difference was seven points, the highest in eight years.

The statewide median score for September 2009 to August 2010 was 173. The average performance of the middle 50 percent of test takers across the state was 166-179.

ISU’s graduates, however, had a median score of 180. The Bayh College of Education’s average performance for the middle 50 percent of test takers was 176-183, said Josh Powers, Indiana State professor of educational leadership.

Those in the principal preparation program take graduate studies in school administration and supervision.



*Chuck Muston*

## ALUMNI RECEIVE PRINCIPAL AWARD

Two Indiana State University alumni recently were named Indiana Principal of the Year—one for all middle schools and the other for all high schools in the state.

Chuck Muston from Mooresville High School and Ron Ward of Tri-West Middle School in Lizton were honored during the Indiana Association of School Principals Conference.

Muston received his undergraduate degree in education from ISU in 1980 and his education specialist degree in 2010. Ward received his education specialist degree in 2004.

“It was a shocker to me,” Muston said. “I was not prepared for that moment.”

He said the award represents the work of the



*Ron Ward*

students, staff and community.

“I did not do it alone,” he said.

Ward called the honor “a dream come true.”

He added, “What a feeling of accomplishment to be recognized by your peers. I have always told our students and staff (that) hard work gets rewarded. In this case, I was fortunate to receive the state honor.”

Of the 54 statewide principal of the year awardees since 1992, 20 have attended ISU.

“The ISU educational leadership program seeks to prepare school and district leaders, graduates who are skilled in managing change, understand the contemporary challenges affecting K-12 education, and use data to inform decision making,” said Josh Powers, ISU professor of educational leadership.

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“I think that it models to our students that they should try to meet the needs of their students.”

Tonya Balch said it’s all done to help those students who are employed full time continue their education and possibly make a career change.

“You can come to graduate school without quitting your job,” she said. “We’re able to draw from all over the state because students don’t have to be on campus full time.”

## COLLEGE USING SOCIAL MEDIA

Knowing that students visit social media sites such as Facebook and Twitter on a regular basis, graduate student Karla Foster decided to use both to keep students in the Bayh College of Education informed about important events and dates.

Foster, an academic adviser, decided to start the Facebook and Twitter pages after brainstorming retention ideas with other faculty and staff in the education student services office.

Brad Balch, dean of the Bayh College of Education, believes that being “connected” is a key to strong retention.

“It will get important information into student hands

## TEACHING GIRLS TO BE PROUD

Ke’Shana Griddine sits ramrod straight in her chair. When she speaks, it’s with assurance. Her presence commands attention.

When people get to know her, they come to discover she possesses pride for her African-American ethnicity and passion to empower young people to succeed and fulfill their potential.

She recently put her passions to work interning at Gibault, a juvenile residential treatment facility in Terre Haute. A resulting project became more than an internship.

Griddine received her bachelor’s degree in psychology from Clark Atlanta University. She made the decision to come to Indiana State University for the opportunity to earn her master’s degree and doctorate through a five-year program.

Now in her fifth year as a school psychology student at ISU, Griddine deliberately sought a diverse internship placement.

“I didn’t want to be in a homogeneous population,” she said.



*Ke'Shana Griddine*

“I enjoy working with the population that is at Gibault because it’s more exciting.”

Her internship included working in the staff clinical department.

But Griddine wasn’t finished at Gibault when the internship concluded.

Instead, she asked to stay on staff and implement a new cultural enrichment program designed for African-American girls called “Sisters of Nia.” “Nia” is the Swahili word for “purpose.”

“It tries to instill some type of purpose in the girls. It’s a more empowering type of program,” Griddine explained.

Griddine led two cycles of the 14-week program from January to December 2010 after discovering the idea in a school psychology publication.

in whichever way is most accessible and comfortable for the student,” Balch said.

Posts on the social media sites include upcoming events such as advisement or study sessions, important dates, and fun questions to keep the students engaged.

Foster, also a graduate student in ISU’s student affairs and higher education program, said she had limited success using students’ school email to reach them.

By using Facebook and Twitter, she hopes to contact students and help to draw them back.

“We put some of the information on Facebook and Twitter and then we tell them to check their ISU email for specific details,” Foster said.

It is apparent that students are noticing the information.

“Students comment on the posts or tell me that they saw the updates,” Foster said.

Foster said the staff discussed other ideas to help with retention such as organized study tables, monthly email updates and incentives for visiting the education student services office.

“Facebook and Twitter were the easiest ideas to get started right away,” Foster said.

All education students are encouraged to “like” the ISU Education Student Services Facebook page and to follow them on Twitter @ISU\_ESS.

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## A FAR-REACHING EDUCATIONAL IMPACT

*In one-year, a value-added education from Indiana State University's Bayh College of Education has the following impact on the region, the state and beyond:*



- Sixty-six faculty and professional staff members made 1,608 student recruitment contacts for education majors (undergraduate and graduate).
- Nine student educational organizations that included 393 students (undergraduate and graduate) and that were supported by nine faculty sponsors.
- Sixty-two undergraduate education students were provided supplemental test-taking assistance by three faculty members. These efforts increased pass rates for the required teacher licensure tests by 28 percent.
- From July 1, 2010, through June 30, 2011, 12 faculty and professional staff members received 21 new grants exceeding \$1.5 million in support.
- Clinical and school-based field experiences among undergraduate and graduate programs contributed 175,035 hours valued at \$5,776,155\*.
- Our award-winning Professional Development School partnerships in 10 schools across two school districts reached 7,174 K-12 Indiana students and 479 practicing teachers.

*\*Calculations used to determine the value-added impact were provided by local school and clinic providers, representing the most accurate hourly rates available at the time of publication.*

## COLLABORATING AT THE CENTER

As Rick Setliff writes his dissertation, some of his greatest relief on rough days comes not from escaping his work but

engrossing himself in it even more.

On those occasions, Setliff, a doctoral student and adjunct professor of economics at Indiana State, visits the Center for Collaboration in the Bayh College of Education.

The newly opened center is designed for ISU students and faculty to meet and discuss research, whether it is their own work, someone else's efforts or potential ideas for the future.

"It's a good meeting

place for researchers and other doctoral students—where I can talk and get some ideas and just develop a dialogue with other students who are working on research projects," Setliff said.

It can also be a place

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## TEAM VISITS BAYH COLLEGE OF EDUCATION

Education faculty from three universities visited Indiana State University for two days last spring to study the Bayh College of Education's clinical practice for students.

Faculty from the University of North Carolina-Greensboro, University of Western Oregon and Western Kentucky University came to ISU in May as part of the Academy for Educational Development's Teachers for a New Era (TNE) and the Teachers for a New Era Learning Network.

TNE and the network focus on preparing teachers for the classroom in innovative ways. Of the 30 universities nationwide that have committed themselves to TNE, nine selected Indiana State along with Arizona State University and Montclair State University



*Teachers for a New Era team members and ISU faculty get together.*

for site visits.

"This university was selected because they're doing exciting things around clinical practice," said Caitlin Rose Dailey of the academy program office and co-director of the Learning Network.

Indiana State sends its education students into local classrooms beginning their freshman year.

Through the subsequent years of study, students spend increasing time in the class-

room observing teachers and assisting in the classrooms.

In their senior years, students will spend the entire year in a classroom, initially through the TOTAL (Teachers of Tomorrow Advancing Learning) program. TOTAL immerses students in a classroom prior to them heading into their final semester with the student teaching experience.

"Through our clinical program, we're pushing our students out to

the K-12 classroom much earlier," said Brad Balch, dean of the Bayh College of Education.

He said the visiting group also wanted to learn about the college's strong relationship with partners across the campus and with its K-12 partners. "To me, it's all about the strong relationships among the colleges that prepare teachers as well as those with our K-12 partners."

# BLACKBOARD

where he meets with other graduate students to confer about research and the writing process.

“If you don’t have people around you who are going through the same rigor, you could get discouraged, and the whole point is not to get discouraged,” Setliff said.

The center is the brainchild of Larry Tinnerman, an associate professor in the Bayh College of Education.

“It’s bringing people together. It’s bringing ideas together,” Tinnerman said. “It’s about creating an environment for scholarly activity and sharing.”

When Tinnerman was in graduate school, he and his graduate colleagues and professors would frequently collaborate.

“We published together, we wrote, we presented at conferences together,” he said.

As I looked at our doctoral programs, I thought maybe that wasn’t a cultural element that was present here as much as it should be,” he added.

Next, Tinnerman found space for the center in the Alice and Larry Reck Library. Then he gathered equipment and, together with other students and faculty, created programming for the new center.

## BAYH COLLEGE OF EDUCATION FACULTY RECOGNITION AND HONORS

**Karen Liu**, professor of early childhood education, received the President’s Medal, the University’s highest faculty award, at last spring’s Faculty Recognition Banquet.

Liu, who has been a member of the faculty of the Bayh College of Education for 28 years, has served as president of the 10,000-member Association for Childhood Education International, has been a Head Start consultant for 25 years and serves on the National Board for Professional Teaching Standards.

**Marvin Henry**, ISU emeritus professor of education, has received the Association of Teacher Educators’ (ATE) Distinguished Teacher Educator award at the group’s annual meeting.

One member of the ATE is nominated annually for the award. Henry was honored for his contributions to teacher education.

At the meeting, Henry also delivered presentations on the book, *Supervising Student Teachers the Professional Way*, which he co-authored in 1972 with former Indiana State University professor Wayne Beasley.

**Todd Whitaker**, professor of educational leadership in Indiana State’s Bayh College of Education, won an Axiom Business Book Award with a silver medal in the Business Fable category for his most recent book, *The Ball*.

This was the fourth edition of the awards, which honor the top business

books in 21 different categories. Whitaker has written 24 books during his career, mostly focusing on education.

With *The Ball*, he targeted a more general audience by telling the story of Terre Haute grocer Bob Baesler and everything he’s been able to accomplish with Baesler’s Market, despite competing with big box stores.

Located at 29th and Poplar in Terre Haute, the store has managed continuing success by providing personable customer service and a community point of pride.

**Kathryn Bauserman**, associate professor of early childhood and elementary education at Indiana State University, received the Community-Based Learning and Scholarship Award during the University’s annual Faculty Recognition Banquet.

The award was established in 2007 to recognize outstanding faculty who have made serving the community an integral part of their academic goals and activities through community-based learning activities and scholarship focused on community issues.

Bauserman taught in preschool and elementary classrooms for 17 years before completing her doctorate in reading and joining the faculty of the Bayh College of Education in 2003.

She is director of the Sycamore Readers, a free after-school literacy tutoring service for elementary students with sites at the Vigo County Public Library and Meadows Elementary School in Terre Haute.

# STUDENTS SPRUCE UP

*ISU education students were among 200 from the Indiana Student Education Association who volunteered to help refurbish Eastern Junior/Senior High School in Greentown near Kokomo*

BY JENNIFER SICKING

**H**allways echoed with voices and the sound of rustling paper while the sharp, heady scent of paint and paint thinner filled the air at Eastern Junior/Senior High School in Greentown.

On that Saturday morning last April, more than 200 members of the Indiana Student Education Association from universities and colleges across Indiana, including 20 from Indiana State University, converged on the school near Kokomo to spend a day renovating it. The program, called Outreach to Teach, is now in its seventh year.

College students painted hallways above lockers, refinished art tables, numbered exits and replaced bathroom signs. Students also painted a mural in the computer room and cabinets in the art room.

Heather Keith, Indiana State junior elementary education major from Spencer who serves as the ISEA state president, painted lettering on the mural that urges students to “Shoot for the Moon. Even if you miss, you’ll land among the stars.”

“It’s important to give back to your profession,” she said as she clasped a green plastic cup holding black paint. “People have given me so much, and I can give back to them.”

Working to improve the environment impacts those working and studying in it, she said.

“It builds up confidence for teachers in their teaching and students in the schools,” she added. “It makes it a better place.”

Lisa Smith, Eastern principal who earned an education specialist degree from ISU in 2010, echoed Keith’s sentiments.

“It will impact everybody,” she said of the work being done around her. “Students will have a better respect for the school environment.”

**J**ennifer Perez, president of ISU’s ISEA chapter and outgoing secretary of the state ISEA, said she gets satisfaction from helping others in a situation she knows well.

“I’m from a poor school,” said the senior elementary education major from Holbrook. “Students seeing that people still care about schools has a huge impact.”

Perez spent her day in the art room cleaning cabinets, priming them and painting them a vibrant green. While she painted alongside fellow ISU student Khrista Beliles, the remainder of the ISU student group scattered throughout the school to work.



*Jennifer Perez and Khrista Beliles paint cabinets.*

# THE SCHOOLHOUSE



*“This is the biggest group we’ve ever had from ISU. This is just a huge inspiration to come together. With everything going on with education . . . this just shows we’re all united and we can come together to help others. Plus it’s fun.”*

– Jennifer Perez

“This is the biggest group we’ve ever had from ISU,” Perez said. “This is just a huge inspiration to come together. With everything going on with education and the politics, this just shows we’re all united and we can come together to help others. Plus it’s fun.”

**B**eliles, a senior elementary education major from Spencer, looked around the art room at the shining refinished tables and changed room.

“They’ll know somebody out there cares,” she said.

Teresa Meredith, vice president of the Indiana State Teacher’s Association and program

coordinator for Outreach to Teach, said the yearly school makeover has grown from a small project to the one this year that impacts an entire school. She praised

ISU’s efforts in fundraising and volunteering for the project.

“Indiana State has one of the most active student chapters in the state,” she said. “They always send a strong delegation. They’re just great.”

**F**reshman Megan Colvin, elementary education major from Dubois, spent her first year at ISU finding that out. She won a free ISEA membership during the fall semester and began attending meetings.

“I heard from Heather (Keith) and other members that they always had a lot of fun and made a huge impact on the school,” she said about the Outreach to Teach program.

Colvin woke up at 4 a.m. to get ready to leave at 5 a.m. with four other ISU students for the three-hour drive from Terre Haute to Greentown. During a break from painting, she described her first Outreach to Teach as a good experience. “It’s been a lot of fun painting this mural,” she said. “I think it looks pretty good.”

Courtney Cooper, a 2009 graduate who teaches at Nativity Catholic School in Indianapolis, had volunteered for the national ISEA school renovations in Washington, D.C.; San Diego; and New Orleans.

“It’s community. It’s fellowship. It’s fulfilling,” she said of the Outreach program. “ISU always brings a big crowd. We love volunteering, especially Outreach.”

Cooper also volunteered for Outreach this year in honor of ISU graduate J.D. Miller, who died in 2009 after a battle with cancer. Miller served as state president for ISEA.

# SOUTH AFRICANS 'Bullish' ON PROFESSOR

*As a sign of respect,  
group offers to trade  
100 cattle to keep Mary  
Howard-Hamilton  
as a teacher*

BY JENNIFER SICKING

A group in South Africa made an offer that left Mary Howard-Hamilton confused. "They said they would give ISU 100 cattle to keep me," the Indiana State University professor of educational leadership said with a smile.

Later as she recounted that offer to others, Howard-Hamilton learned that 100 cattle represented a large sum of money.

"I really bonded with my group," she said of those who made the offer.

Howard-Hamilton spent two weeks this past spring training higher education officials in South Africa.

"They have the passion and the drive but they don't have the training," she said. "It's how we started many years ago."

She made the journey in her new role as the knowledge enhancement director for the Association for College and University Housing Officers – International's (ACUHO-I) Executive Board. As knowledge enhancement director for a three-year term, she will assist the association with research of new knowledge, make connections with graduate programs and work with volunteers and staff to produce publications.

"I had to connect with ACUHO," she said. "They are way ahead of the game in student affairs. They developed an international component because they



*Mary Howard-Hamilton (far right) and South African friends.*

recognized all these countries need consultants in student affairs and that they need tools. I'm loving getting to be a part of it."

**HOWARD-HAMILTON ALONG WITH OTHER ACUHO-I** team members met with chief housing administrators from universities across South Africa at the Stellenbosch University in Cape Town for the inaugural Student Housing Training Institute. They led sessions in financing, program assessment and crisis management. Howard-Hamilton led a session on student development theory.

"It is about how students change while living in our residences and on our campuses," she said. She further explained how vertical towers of housing, without common areas, isolate students. Living-learning residence halls create a collaborative environment where students can study or relax together. "What you build shapes their behavior," she said.

After a week in Cape Town, Howard-Hamilton flew



Mary Howard-Hamilton (right) receives a book as a gift.

to Soweto and Johannesburg for a week of individual consultations with universities. She gave the keynote address on “Higher Education and Leadership:

A Comparison Between the United States and South African Institutions.” In her talk, she spoke of how the two countries handled racial integration.

“I spoke of how amazing it was to see the transformation from apartheid to post apartheid and the similarities in the States to integration,” she said. “I really praised them for their vision and being willing to have the difficult conversations we need to have.”

She expressed surprise at the open discussion addressing racial issues among the South Africans.

“They’re more willing to talk about whites, colored and blacks and the experiences of apartheid,” she said.

**LISTENING TO THE YOUNGER GENERATION** DISCUSS their experiences reminded Howard-Hamilton of her life during the 1960s and 1970s with integration.

“They were thankful they were finally being allowed to get an education at predominantly white institutions,” she said.

Howard-Hamilton visited the prison on Robben Island, where former South African President Nelson

Mandela was held. She also visited Mandela’s home, which has been turned into a museum about the Nobel Prize winner. In addition, she toured the Hector Pieter-son Museum, which documents the 1976 Soweto uprising when police officers fired upon children. A photo of a boy carrying a body called international attention to the violence that left 500 people dead in the uprising.

*“They were thankful they were finally being allowed to get an education at predominantly white institutions.”*

**“IT THRUST ME BACK TO MY DAYS IN COLLEGE** WITH the Black Student Movement trying to get universities to stop investing in South African gold and diamond mines,” she said. “It made me remember some of my social justice activities in college.”

Howard-Hamilton plans to return to South Africa with a group of ISU graduate and doctoral students in July 2012. ISU students would present their research during poster sessions in Cape Town and lead workshops to train South African staff members in higher education leadership in Johannesburg as well as tour primary and secondary schools in both cities.

Students could learn from how South Africa decided to address educational problems, such as a campus for first-year students who need extra support before transitioning to universities, Howard-Hamilton said.



# RESETTING HER COMPASS

Melanie Beaver returned to her middle school classroom rejuvenated after serving as a clinical faculty associate at ISU, starting her doctorate and pursuing her passion through a Lilly Endowment Teacher Creativity grant

BY JENNIFER SICKING

During a lesson on writing thank you notes and letters of appreciation, Melanie Beaver moved around her classroom questioning, assisting and teasing her 23 West Vigo Middle School seventh-grade students.

“I love it because it’s such a funky cool time for them,” said the English teacher after class. “They’re so raw in their writing ability and just in discovering what they like to read. I just like to be a part of that.”

Beaver returned to her middle school classroom last August after a year sabbatical spent as a clinical faculty associate at Indiana State University, starting her doctorate at ISU and pursuing her passion through a Lilly Endowment Teacher Creativity grant.

“My husband says I’d be busy inside an empty cardboard box and that’s true,” she said. “I do it to myself. I didn’t really have to be that busy. No one said I had to turn it into a degree. No one said I had to write a Lilly grant. But I just really wanted to be a sponge.”

What she soaked up during her year at ISU, she has taken back to

her classroom. Indiana State has been woven into Beaver’s life since she left her northern Indiana home to pursue a degree in education.

“I thought of all the schools in Indiana that it was the best choice to be a teacher,” said the ISU graduate in 1993 with an elementary education degree and in 1998 with a master’s degree in education. “I wanted to be the most effective teacher I could be so I wanted to go to the right place.”

**Through her return to ISU as a clinical faculty associate,** she spent one year passing along her passion for teaching to future teachers and her knowledge to faculty.

“What a faculty fellow brings to us is that fresh, new, current, up-to-date picture of what is happening in the schools,” said Beth Whitaker, Bayh College of Education professor. “The richness of what they can give us is beautiful.”

Whitaker said Beaver teaches with flair. “She could take a ruler and teach a hundred lessons from that ruler and make it so exciting that you couldn’t wait to go out and



*Melanie Beaver in her classroom.*

buy yourself a ruler,” Whitaker said. “Melanie is the perfect example of what sparkle is in education. She just makes everything jump off the page.”

As an Indiana State clinical faculty associate, Beaver taught classes and observed students. She worked with education faculty members on what teachers face in real-world classrooms to help them better prepare their students for that experience.

She also started work on her doctoral degree in curriculum and instruction in elementary education.

“I was owned by the idea that I could turn this experience for a year into a more long-term thing, and I wanted to stay a part of the Bayh College of Education longer than



my one year with them as faculty,” she said.

**While Beaver learned that professors’ jobs are more difficult than they might seem, she also found her year at ISU increased her sense of vision for her career choice of educating middle school students.**

“It kind of like reset my compass, if you will, for why I became a teacher,” she said. “It helped me realize that the same values I learned a long time ago in becoming a teacher at ISU are still being instilled in teachers today. Then I came back to the classroom with a lot of ideas and a lot of energy. It just helped me to be able to focus more on the students realizing again that this is exactly the profession I need to be in.”

While working as a clinical faculty associate, Beaver had the opportunity to learn more about the Lilly grant program.

“I’ve always heard of people doing wild and crazy things all over this planet because of this teacher creativity grant and I just never could put my finger on what it would be for me, what I could do with it,” she said.

**During an event at ISU, she met teachers who had received the grant, and they gave her advice for her own project.**

Beaver said that Lilly wants teachers to “do something wild because they understand that teachers who get a chance to fulfill their wildest dreams and passions go back to the classroom and show their students you can dream big. You can make crazy things happen for yourself.”

She decided for her project proposal that she wanted to focus on something patriotic.

“I was born on a military base.



*Melanie Beaver and family at the Grand Canyon.*

I married a Navy sailor. I lost a nephew in the Iraq War on Terror,” she said.

**Her project “In Search of My ‘Monumental’ Patriotism” received funding. She, her husband and their two sons spent part of their summer traveling in a recreational vehicle to five major national parks and historical monuments in the western United States.**

From photographs she took during the trip, she is creating five watercolor greeting cards to send to military personnel in the Middle East.

“The sketch and watercolor of the places I visited was my big stretch component of the grant because I’m not a sketch artist and I’m not a painter,” she said.

**As part of the grant, she trained with watercolorist Katrina Murray in Indianapolis.**

“She trained me on something that was new and foreign to me, so that got me out of my box and let me learn through someone else’s passion,” Beaver said.



*ISU students recite the "Pledge of Allegiance" for Irish students.*

# THE DANCE OF LEARNING

*ISU education students discover it's become a global exercise*

BY JENNIFER SICKING



The thumping of soles and heels echoed throughout the barn, keeping time to the fiddle and drums.

Dancers moved in patterns as intricate as a Celtic knot as the partners moved toward the center and expanded back out again.

In Vaughn's Barn, the feet never stopped moving on the worn wooden floors as couples swirled through the music-filled room. Men and women instinctively performed the dances they had learned as young people.

Earlier that evening it had not been that way.

A different group of dancers stood nervously, shifting from foot to foot. They moved haltingly, unsure of the rhythm and steps. "Just watch carefully what we do," the teacher said as he moved his partner confidently around the floor.

"One, two, one, two, three."

The students' faces turned down-

ward to watch their feet as a teacher called out the moves, telling them to go to the middle or circle around.

Misssteps occurred.

Stopping and starting, the beginners learned the dance.

Toward the end of the evening, the two groups joined together on the floor—the Irish living in and around Kilfenora and the Indiana State University students visiting the west coast of Ireland.

Once-tentative steps smoothed out under the direction of experienced partners. All of the dancers simply danced, shuffling to the center, shuffling out, ducking under raised arms. The dancers became the dance. They finished breathlessly as the last sound of the violin faded away.

"It was a lot more fun to watch them than it was watching us," said Kristen Marina, a sophomore elementary and special education major from Terre Haute. "When we [danced]



*Lucy Winter visits the Poul nabroune Dolmen.*

with all the other Irish that know the dance, they were so inviting and welcoming. They were very enthusiastic and that was nice. It was really fun watching them because they were so good and they moved so fast."

## DANCING FOR EDUCATION

Kathryn Bauserman, ISU associate professor of elementary education, has brought elementary education students to Ireland for three years. Each time, they have passed days



exploring western Ireland where the country falls dramatically away into the Atlantic Ocean. But it's the times in County Clare in Vaughn's Barn dancing the night away that Bauserman favors on the trips.

"We get to learn the dance, attend the ceili and get to interact with the locals," she said. "I think that is so authentic and real and lots of fun."

The dance becomes part of the Indiana State students' education as they encounter and experience new things. Of those traveling to Ireland last

spring, one student had never flown, many had not traveled outside the United States, and several had never watched the ocean disappear into the horizon even as it splashed their feet.

During a stop in the beach town of La Hinch, students dashed away from waves rolling ashore with the incoming gray tide while others stood on rocks as the water lapped at their feet before receding.

Life became intertwined with learning as the bus driver gave impromptu history lessons. "Oliver Cromwell's handiwork again," he said pointing to castle ruins. "He didn't waste time or money. He had a lot of castles to get through."

Days later in Dublin, students'

*"We do want students to explore educational aspects. We also want them to explore discovering themselves as people, how to survive in an environment that is new and novel."*

learning took a modern turn as they waved down buses and remembered their stops as they found their routes to the low-income schools where they observed Irish classrooms for three days.

"It's a multi-purpose trip," Bauserman said. "We want students to explore educational aspects. We also want them to explore themselves as people and to learn how to adapt to an environment that is new and novel. We're also interested in having them see themselves as part of a global community."

Students found the world opening to them as they ventured through Ireland.

"When I got to ISU I really wanted to study abroad and get that different experience," said Brittany Parrett, a junior from Michigan City. "It's important because there's such a big world out there. There's so much more out there besides ISU or Terre

Haute or the state of Indiana. It's really important to see those different views and get those different experiences that you can't get where you are."

"I always wanted to travel the world, but I didn't think I'd really have the chance," said Jenny Schindler, a sophomore from Nabb. "I am gaining a broader insight into the world and education by observing other schools in other countries and how they teach."

#### **LEARNING THE STEPS**

Observing Irish classrooms merges into visiting jagged rock ruins of monasteries or where Irish soil ends 700 feet above the ocean at the Cliffs of Moher or where nature stripped earth

away leaving the karst rock face of the Burren. The two components that involve seeing life anew mix together in a dance of education for the soon-to-be educators.

"It's important to expose our students to a lot of different educational systems in this global diverse world," Bauserman said. "They get to experience supports that Ireland feels are important for children that come from low-income backgrounds. Their first job may be in a low-income school. So I think for them to be able to understand what those children need is important."

The students obtain what senior Maggie Goss of Speedway describes as "experience" from assisting in classrooms at the schools and seeing the Irish educational system at work. "As an education major that is one of the things that gives me experience and maybe a little edge over the competitors when we graduate," she said.



*Maggie Goss (right) visiting Clonmacnoise.*

By observing and participating in Irish school life, Goss said the students obtain ideas and knowledge that they can use in their future classrooms and schools.

Ashton Ruppe, a junior from Chrisman, Ill., noticed how teachers handle their classrooms.

“They have a lot of positive reinforcement as opposed to the negative I see at home a lot of times,” she said. “They do so much hands-on here. I’ve barely seen them do any seat work at all.”

Lucy Winter, a junior from Indianapolis, took pictures of bulletin boards and wrote notes about methods used in the classroom.

“I’ve gotten a lot of ideas I haven’t seen in the States yet,” she said.

Sophomore Coriann Arts from Waveland understands other benefits she will get from traveling once she is a teacher.

“I think it will help because if you have diversity among students in your classroom you’ll be able to relate to them better,” she said.

Through travel, Arts said, a teacher could incorporate international components into lessons.



*Ashton Ruppe (left) learns some Irish dance steps.*

Winter’s thoughts echoed those of Arts.

“I think it’s important to gain a multicultural experience so that you’re more accepting of students in your classroom and you’re able to adapt, just to be really flexible with other cultures and types of people,” Winter said.

Marina said she wanted to use some of the games she learned in the Irish classroom in future lessons.

She also has given thought to how the Irish students sit in groups during class.

“They can be rewarded as a group instead of on an individual basis so they’re working with their peers,” she said. “I think that’s definitely a good thing to instill in students when they’re younger.”

#### **DANCERS BECOME THE DANCE**

Bauserman sees such trips as meeting the Bayh College of Education’s framework of educator as person, educator as mediator of learning and educator as a member of, in this case, a global community.

“In the 10 short days we’re here

our students get to experience all three aspects of that framework,” she said.

And in that framework, the students step into the dance of a changed life. “From my little town people just don’t do this. For me to have this experience to take back, I’ll be like ‘I did this,’” Ruppe said.

“It’s an accomplishment to yourself that you did it and it was a great experience,” she added.

# GET INVOLVED IN YOUR CHILD'S CYBER LIFE

BY JENNIFER SICKING

Parents should be more involved in their children's online activities and know what to do if their child is being bullied in cyberspace or engaging in sexting, according to one expert.

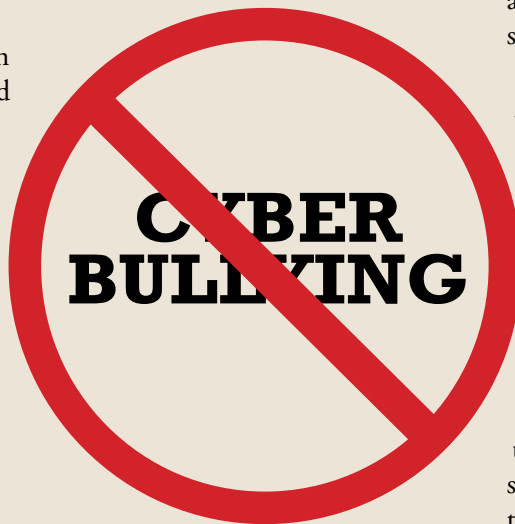
Cyberbullying and sexting have become major problems facing school-age children, their parents and school personnel, according to Bridget Roberts-Pittman, Indiana State University assistant professor of counseling.

"With the increase in technological devices, children are now using them to harass and harm other children," said Roberts-Pittman. "Many children have personal cell phones making it very easy to use these devices in that way. Communication in cyberspace also seems more anonymous and to require less responsibility on the part of the child committing the behavior."

While bullying has long posed problems for children, it has now moved to cyberspace. Surveys show as many as 25 percent of children are reporting being cyberbullied. Cyberbullying can be defined as the use of technological devices to deliberately harass or harm another person, such as through e-mail, text messaging, instant messaging, cell phones and Internet social networking sites.

Sexting refers to sending sexually explicit photographs, typically via a cell phone. At least 20 percent of teens said they have sent a sexually explicit photo through a cell phone.

"Teens and their parents are not aware of the serious nature of such



*"Parents have a right to check their child's phone and Internet use. Parents need to talk to their children about cyberbullying and sexting."*

an act and the potentially life-long consequences," Roberts-Pittman said of sexting.

In responding to cyberbullying and sexting issues, Roberts-Pittman said parents need to be aware of major changes in a child's behavior.

"Behavior change is a part of adolescence. However, a significant change could mean the child is dealing with a serious issue such as cyberbullying," she said. "Parents should be aware of signs such as anxiety, depression, their child not wanting to attend school or making

a drastic decision such as quitting a sports team."

Parents also need to be aware of what their children are doing in cyberspace. While 93 percent of parents said they knew what their children were doing online, 52 percent of children said they do not tell their parents what they do online, said Roberts-Pittman.

"Parents have a right to check their child's phone and Internet use," she said and suggested using software packages such as Spec-torsoft or I Am Big Brother. "Parents need to talk to their children about cyberbullying and sexting. Children today are so saturated with technology they might not even recognize the behavior as a serious problem."

Teens caught sexting can be charged with possession of or distribution of child pornography and be required to register as a sex offender for many years, up to 20 in Indiana.

"The legislature has not caught up with technology," she said. "The best message for children is 'Don't do it.'"

Roberts-Pittman said parents can take steps to help their children if they are involved in sexting or cyberbullying. "It is critical that children feel heard and understood," she said. "Keeping an open dialogue about issues such as peers is not easy, but it's very important for children to know they can talk to their parents."

She said children often do not talk to their parents because they are afraid of their parents revoking their cell phone or computer privileges.

BAYH COLLEGE OF EDUCATION

# GLOBAL REACH

## HANDS ON THE TAIWANESE WAY

Leann Martinez watched in amazement as the 4-year-old boy worked to saw through a piece of lumber to cut the length he needed to build a miniature house.

“I’ve never seen anything like that,” she said with a shake of her head. “There’s no fear with them. They (the Taiwanese) have a fearless attitude with their children. They believe more in a hands-on strategy. They have to measure and do things correctly to build.”

Nearby, a 4-year-old girl bent her dark head as she used a needle and thread to create her own puppet.

“I can’t even sew,” said Martinez, an Indiana State University senior elementary education major and early childhood minor.

The Whiting native’s spring break trip to Taiwan not only introduced her to a new culture, but also showed her another side to early childhood education.

“We want to expand the students’ horizons,” said Karen Liu, professor of early childhood educa-



*Visiting a Taiwanese garden.*

tion. “ISU students have to be there in person. It gives them first-hand experience outside the United States. It gives them more of a depth of knowledge to see how children can do things, how teaching and an environment can really shape a child’s development.”

Jan McCarthy, emerita professor of early childhood education who founded the ISU early childhood program, said interaction with programs in other countries enriches understanding.

“It can be a way of validating our knowledge

of child development as we see the similarities in the way all young children learn and we see the influence of culture on the way programs are structured,” said McCarthy, who journeyed with the group to Taiwan. “Similarities and differences should lead to deeper analysis and reflection on what we do as teachers of young children.”

In Taiwan, teachers work with the children to create and set up rules on everything from using tools like saws to creating a replica of the Taipei 101 tower made of blocks, Liu

said. In the classrooms, the young children also help set up the table for lunch and snacks. At the end of the day, the young children helped to clean the classroom and sweep the floor as a part of character education.

“This study abroad experience enhances our students’ content knowledge,” Liu said about observing what Taiwanese require from young children. “From a book, they can learn about it, but they don’t see the implementation.”

Liu coordinated the trip with Shih Chien

# GLOBAL REACH

University in Taipei and National Taichung University in Taichung. The ISU delegation attended seminar sessions at the universities as well as visited kindergartens, which are for children between 2 and 6 years old in Taiwan. Children start public school in grade one.

“They were able to see many things that we talked about in the classroom. This gave them good examples of creative and good ways to set up programs,” Liu said.

ISU students worked together with the Taiwanese students to explore the early childcare system in Taiwan and to learn about each other’s cultures.

Martinez and McCarthy said those relationships they built with the Taiwanese students proved to be one of their favorite parts of the trip. The students explored the National Palace Museum, the Taipei Martyrs’ Shrine, Sun Moon Lake and night markets in Taipei and Taichung.

“It is my opinion that many of our citizens do not understand the interdependence among the countries of the world—economic, political—and need for united effort to protect the world’s natural



*ISU’s Josh Powers (second from left) and Mary Howard-Hamilton (fourth from left) and other attendees at a leadership conference in Nigeria.*

## HIGHER EDUCATION’S CHALLENGES ADDRESSED

Two professors from the educational leadership department in Indiana State University’s Bayh College of Education journeyed to Nigeria to speak on challenges facing higher education institutions.

Josh Powers and Mary Howard-Hamilton, professors of educational leadership, were invited to Ogun State Nigeria by a former student. Taiwo Ande, now the assistant provost for institutional analysis and effectiveness at the University of Mary Washington, asked Powers and Howard-Hamilton to serve as guest speakers on the topic, “Academic

Leadership Strategies and Administration Challenges in Contemporary Higher Education Institutions.”

“Josh and Mary were invited because of their expertise and dedication to academic leadership and higher education administration,” said Ande, who graduated from ISU with his Ph.D. in 2009. “With their understanding of contemporary issues in higher education such as financing, leadership and student affairs, I believe both of them would be in the best position to share their expertise with administrators of tertiary institutions in Ogun State Nigeria.”

Powers and Howard-Hamilton said they were honored to be the only two Americans invited to speak at the conference.

resources,” McCarthy said. “Actual experiences build deeper understanding and more meaningful appreciation for similari-

ties and differences among cultures other than one’s own. Insight that is gained through meaningful interactions alleviates fears

and creates a constructive atmosphere that will be needed to meet world challenges now and in the future.”

BAYH COLLEGE OF EDUCATION  
**BENEFACTORS**

## ALUMNUS MAURI MODESITT MODELS SYCAMORE PRIDE

As a lifelong educator, alumnus Mauri Modesitt believes that children need strong mentors and role models in schools, particularly in the elementary levels.

He also feels there is a growing paucity of male teachers and administrators who want to work in the elementary levels.

In an effort to help address these issues, Janice and Mauri Modesitt have established the Mauri and Janice Modesitt Education Administration Endowed Scholarship in the Bayh College of Education at Indiana State University.

Modesitt, an educator for 34 years, began his career as a fifth grade teacher in Brazil, Ind. After serving in the Air Force, he returned to education as a teacher and principal and served 28 years as principal of Meridian Elementary for Clay Community Schools.

“We are at a point in our lives where we can do this, and Janice and I feel we owe back a portion of what was given to us,” said Modesitt, who along with his wife established a similar scholarship for nursing students in honor of her 40-year nursing career.

Modesitt added, “I’m concerned about the state of public education, and Janice and I would like to encourage young people to become mentors in elementary education. We want to help make a difference, and this scholarship will help do that.”

Bayh College of Education Dean



*John Newton (left) and Mauri Modesitt*

Brad Balch said, “Mauri’s dedication and passion for Indiana State have made a great impact on our university family and the Bayh College of Education. This scholarship will help create a lasting legacy by honoring his service to the field of education while empowering future generations of administrators.”

The first scholarship recipient will be selected this fall. Students must be master’s level and working toward a K-12 administrator’s position. First preference will be given to male students from Clay County, Ind., in an effort to address the decline in the number of men entering K-12 education levels.

Sycamore spirit runs deep in the

Modesitt family, and Mauri’s passion for Indiana State has manifested itself in dedicated service to his alma mater. A model Sycamore, he exemplifies the philanthropic spirit.

Modesitt served on the ISU Alumni Association Board of Directors, including a term as president in 1993, and was interim director of alumni affairs in 1994. He and Janice are active members of the Clay County Alumni Club. They have assisted with the annual golf outing and selection process for student scholarships. Janice also attended ISU while earning her nursing degree through Union Hospital. Their daughter, Michelle Modesitt Bell, is a 1982 Indiana State graduate and

# BENEFACTORS

granddaughter, Carlee Bell, is an ISU student.

The ISU Foundation presented the inaugural John P. Newton Spirit of ISU Award in 2010 to Modesitt, who graduated from Indiana State Teachers College in 1958 with a bachelor's degree in elementary education and completed a master's degree in 1964 at what was then Indiana State College.

Created to honor Newton's 35 years of service to the University, the award is presented annually to a person or persons who exemplify the dedication and service of the long-time alumni affairs director.

If you are interested in creating a scholarship in the Bayh College of Education, please contact the ISU Foundation at 812-514-8415.

## ROCKHILL SCHOLARSHIP HONORS ISU ALUMNA

Future educators will benefit from a new Indiana State University scholarship established in honor of an ISU alumna who began her teaching career in a one-room school.

The scholarship recognizes Muriel Rector Rockhill, who completed a bachelor's degree at Indiana State Teacher's College more than 20 years after she started teaching at a country school near Fillmore.

A gift from Rockhill's daughter, Nancy Walters Smith, established an endowment to fund the scholarship.

"ISU has always had the best 'teacher's college' in Indiana," said Smith, who traveled from her Iowa home to visit the Indiana State cam-

## CREATE A LEGACY IN ISU'S BAYH COLLEGE OF EDUCATION

ISU alumni, friends, faculty and staff have the opportunity to create a legacy in the Bayh College of Education as an investment in the future of education.

**Endow a Scholarship in Education.** You can endow a scholarship in honor or in memory of someone. Scholarships start at \$20,000, which can be gifted through cash, securities or bequests. Pledge payments can also be arranged, so that a cash gift can be given over a period of time. Scholarship donors are recognized each spring as part of the college's Honor Day.

**Name a Space in University Hall.** Whether it is a classroom in memory of your favorite profes-

pus before finalizing her gift to the ISU Foundation's MARCH ON! campaign. She said the gift recognizes ISU's stellar reputation for creating excellent teachers.

A lifelong educator like her mother, Smith said she believes strongly in education and wants to help students by investing in their future.

Muriel Rector grew up on a farm near Fillmore. Because Fillmore did not have a high school, she and her four siblings attended high school in Greencastle.

After graduating at 16 from Greencastle High, she attended Central Normal School in Danville, Ind. She

completed her bachelor's degree in education at Indiana State in 1943 and taught in Greencastle until her retirement in 1967. She continued to teach in Fillmore for several years following her retirement.

or or a room in the University Hall Clinic, you can be part of the beautifully renovated University Hall, formerly known as the Lab School, in perpetuity. Named spaces start at \$10,000 and range in price based on size and use. Donors are recognized with bronzed plaques and receive a special replica plaque for their home or office.

**Be Part of the 1865 Society.** When you disclose a planned gift to the Bayh College of Education—a bequest, trust, annuity, life insurance policy—you are recognized in the 1865 Society. Every Sycamore can do this, regardless of the size of gift.

Make a difference today by visiting [www.marchonisu.com](http://www.marchonisu.com) or contact the ISU Foundation at 812-514-8415.

The Rector Rockhill Scholarship is open to sophomores, juniors or seniors who are majoring in education at ISU.

Eligible students must also demonstrate financial need and have a 3.0 grade point average or higher on a 4.0 scale.

If you are interested in creating a scholarship in the Bayh College of Education, please contact the ISU Foundation at 812-514-8415.

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For more information and registration, visit [coe.indstate.edu](http://coe.indstate.edu).

