

IU School of Education, IUPUI Highlights Report

July 1, 2014 – June 20, 2015

The Indiana University School of Education (SOE) at IUPUI is a core campus school. We distinguish ourselves from Bloomington through our urban education mission, which shapes our programs, partnerships, research, and civic engagement. All program areas and Centers address teaching and learning in urban schools and communities, as well as college access and success. Civic engagement and translational research are central to our work.

The Success of Our Students (including Diversity-related accomplishments)

- The School of Education has progressively increased our scholarship and fellowship support for our undergraduate and doctoral students, from 55 scholarships totaling \$169,181 in 2012 to 111 scholarships totaling \$330,191 in 2015. These scholarships and fellowships have served to increase the diversity of our student population.
- Our Direct Admit program recruits high achieving freshman (with attention to students of color) to the School of Education by providing up to \$8,000 per student across 4 years.
- The percentage of students of color in the School of Education has increased from 14% in 2011-12 to 21% in 2014-2015.
- It is important for our students of color to see faculty of color in the School. We have increased the percentage of full time faculty of color from 21% in 2012-2013 to 31% in 2014-15. By fall 2015 we will have 45% faculty of color.
- To support the development of future teachers who understand students' individual strengths as intellectual capital, Dr. Natasha Flowers co-designed afterschool programs with a cohort of education interns (pre-service teachers) at Bridgeport Elementary, a culturally diverse urban school in Wayne Township. The afterschool programs served K-6 students through a month of activities around storytelling and theater, reading of children's multicultural literature, health and fitness, and arts (drawing and painting). IUPUI education interns also promoted post-secondary success through conversations around college readiness. To have meaningful access to culturally and linguistically diverse parents and families, education interns volunteered at school functions like Career Night for Latino students, Talent Shows, Family Festivals, and Parent-Teacher Meetings.

Advances in Health and Life Sciences

The Urban Center for the Advancement of STEM - science, technology, engineering, and mathematics - Education (UCASE) works to recruit and prepare STEM teachers for K-12 schools.

- UCASE Math and Science Education Scholarship funds provided \$2,500 per year to 15 math or science majors who planned to pursue secondary teaching upon their degree completion. (<http://www.iupui.edu/~ucase/scholarships/other/>)
- The Robert Noyce Undergraduate Teacher Scholarship Award titled Advance Urban Education: Teach Science provided \$12,500 per year for two years to 16 School of

Science majors who completed both the math or science degrees and Indiana teaching licensures during the awarding period through 2014.

<http://www.iupui.edu/~ucase/scholarships/teachscience/>

- The Woodrow Wilson Indiana Teaching Fellowship Program, a collaboration with the School of Science and School of Engineering and Technology, prepared and licensed 9 math, science and technology teachers who were named 2014 Woodrow Wilson Indiana Teaching Fellows and received \$30,000 fellowships for the cost of education for a master's degree. These outstanding fellows have successfully obtained teaching positions in high-need schools and will be mentored during their three years of teaching commitment in the State of Indiana. Additional stipends were offered to STEM Fellows pursuing dual certification in special education through the US Department of Education funded Teacher Quality Partnership grant, with Dr. Pat Rogan as PI.

<http://www.iupui.edu/~ucase/scholarships/wwf/>

- Our Post-Baccalaureate Transition to Teaching (T2T) Robert Noyce Teacher Scholarship Program awarded \$15,000 for the one year teacher preparation program that began in June 2014 to five Scholars who are employed by high-need school districts in Indianapolis.

<http://www.iupui.edu/~ucase/scholarships/t2t/>

- The Metropolitan School District of Perry Township has awarded SOE Science and Environmental Education Professor Brian Plankis a 2015 Community Partner Service Award for the work he and his 26 interns spent nine weeks working with approximately 125 students from five third grade classrooms on science, math, and literacy topics at Mary Bryan Elementary School. The project helped the young scientists gain an understanding of how animals depend on plants, the multiple relationships within ecosystems, and how third graders can assist wildlife.

http://education.iupui.edu/news/news_plankisPBLJune2015.php

- *The STEM in You Summer Enrichment Camp*. To address the concern that women and minorities are often underrepresented in STEM fields, Dr. Crystal Hill Morton, Assistant Professor of Mathematics Education, partnered with a local community organization, G.L.A.M. (Guidance, Life skills, And Mentoring) to develop and conduct a two-week intensive summer STEM camp for 33 females of color, ages 9 to 17. The Making Mathematics Matter (M³) for African American Females program aims to help girls develop more positive perceptions of mathematics and science. In its third year, the program is funded by the Central Indiana Community Foundation. The program collaborates with the Teacher's Credit Union, IMPD, the School of Science, Office of Student Involvement, NIFS, UCASE, Mathematics Assistance Center, local business owners and professionals (i.e., Registered Nurse), The Algebra Project, and IUPUI SOE alumni.

http://education.iupui.edu/news/news_summerstemcamp.php

Contributions to the Well-Being of the Citizens of Indianapolis, the State of Indiana, and Beyond (including Diversity-related accomplishments)

- For academic year 2014-2015 the SOE provided 153,016 hours of student support in K-12 classrooms as part of our public school-based undergraduate teacher education program in high need schools.

- The Center for Urban and Multicultural Education (CUME) received funding from the Indiana Division of Mental Health and Addiction to provide internet- based cultural competency training program for behavioral healthcare providers across the state. The multidisciplinary training team, including the School of Education and the Equity Institute on Race, Culture, and Transformative Action is responsible for coordinating the Annual Mental Health Cultural Competency Conference at IUPUI.
- Dr. Crystal Morton and Dr. Jomo Mutegi provided two-week professional development workshop focusing on best practices for teaching diverse learners (specifically African American students) to over 20 elementary teachers in Washington Township.
- The Great Lakes Equity Center was established in 2011 by faculty members Dr. Kathleen King Thorius (Principal Investigator), Dr. Brendan Maxcy, and Dr. Thu Suong Nguyen (Co-Principal Investigators), and is guided by Director Dr. Seena Skelton, an Advisory Board composed of practitioners, state and district leaders, teacher educators, and scholars in the fields of education and law. The Center serves the six state Region V: Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin. The mission of the Center is to ensure equity in student access to and participation in high-quality, research-based education by expanding states' and school systems' capacity to provide robust, effective opportunities to learn for all students, regardless of and responsive to race, sex, and national origin, and to reduce disparities in educational outcomes among and between groups. After three years of successful operation, federal funding was extended, bringing another \$685,000 into the University and School of Education.
- Dr. Chalmer Thompson collaborated with the McKinney School of Law, Rev. Mmoja Ajabu of After Naked Truth (ANT), and Rev. Byron Vaughn (now deceased) of Prisoners Reformed United, Inc.) for the second annual Call to Action Film Series event, this year featuring Dr. Neal Rubin of the Illinois School of Professional Psychology and Dr. Nzinga Harrison, Chief Medical Officer of Anka Medical Group Inc. in Atlanta, Georgia. The speakers addressed the school-to-prison pipeline and the increasingly profound impacts of solitary confinement on the mental health of prisoners, especially juvenile offenders. The event drew many members of the Indianapolis community and provided concrete tools for action.

Excellence in Collaboration (and Pursuit of Best Practices)

- 4 University Collaboration: The National Science Foundation funded Dr. Erik Tillema (lead PI) for the grant 'Generalization Across Multiple Mathematical Areas' (GAMMA), a collaboration among researchers at four different institutions - University of Wisconsin Madison, University of Georgia Athens, Oregon State University, and IUPUI. The purpose of the research is to better understand how students make mathematical generalization across a range of ages and mathematical content domains, and how teachers can support students to make generalizations. The researchers have focused on a collaborative research model with a local school, Key Learning Community, where they have integrated themselves into the school lives of the students who are participating in the study.
- Maximizing University-School Partnerships: Faculty in the Elementary Teacher Education Program (ETEP) have initiated a comprehensive redesign of the program. The

redesign work centers on an enhanced version of the University-School partnership model. The choice to partner with one school per cohort and to maintain an intact teaching team there allows the faculty involved to spend more time in schools with PSTs, mentor teachers, and administrators. While this supports developing relationships with the stakeholders, it also positions the faculty well to do research and study the effects of redesigning the ETEP in this way. Faculty at IUPUI, focusing their research agendas on preparing PSTs for work in urban schools and communities, are acting as leaders in the field of teacher education by valuing these urban clinical experiences and designing the best ETEP to support racially conscious and critically-minded new teachers.

The secondary program has long-standing partnerships with IPS, Lawrence, Perry, and Wayne Townships.

- Online: The SOE has increased our online course offerings from 14 in 2009 to 67 in 2015. A new online Master's in Technology for Learning has been approved.
- Equity Leader Institute. The Great Lakes Equity Center partnered with several other agencies to offer a conference-style Institute focused on cutting edge educational practices. Representatives from the IUPUI School of Education, Indiana Civil Rights Commission, and Department of Justice, Community Relations Service served on the Fall 2014 Institute planning committee and on September 15 – 16, 2014 the Center hosted its third annual Institute, *Ensuring Civil Rights in Education through Cross-Agency Partnerships*. The Fall 2014 Institute provided participants with a variety of experiences including two keynote addresses by attorneys from the Department of Justice and US DOE Office for Civil Rights.
- National Student Clearinghouse: Dr. Gary Pike and HESA Doctoral Candidate, Demetrees Hutchins, have been collecting data on high school graduates from the 11 public school districts in Indianapolis since fall 2011. College enrollments of these graduates have been tracked using the National Student Clearinghouse and secondary district level data. Funded by the Central Indiana Community Foundation (CICF), the project has provided valuable information on the state of college access for Marion County students and provided participating school districts with new data tracking and analysis tools. Most recently, the project has expanded its focus to include local not-for-profit organizations with college readiness and preparatory programs. Results of the study have been presented to a variety of audiences with the hope of spreading knowledge about the usefulness of the National Student Clearinghouse and the importance of continuous data tracking and analysis. Pike and Hutchins have worked directly with organizations such as the Polis Center, the Indiana Youth Institute, the Archdiocese of Indianapolis, the National Postsecondary Counseling Institute, the Indiana Governors Conference, LaPlaza, Center for Leadership and Development, College Summit and the Jefferson County Community Development Center, as well as the Central Indiana Education Alliance.
National Student Clearinghouse: <http://nationalstudentclearinghouse.org>
Indy Star Article: <http://www.indystar.com/apps/pbcs.dll/article?AID=2012121126046>
Indy Star Blog: <http://blogs.indystar.com/education/?p=2771>
- With Associate Vice Chancellor Karen Dace, the Multicultural Success Center, the Indianapolis Urban League, and the National Council for Educating Black Children, the SOE offered an event that featured local activists who offered valuable information to a largely community audience about legislative action to turnaround school discipline

policies, African-centered pedagogical strategies, and insights on violence and violence prevention in schools.

Pursuit of Best Practices

- Project-Based Learning (PBL): The SOE participates in the PBL Institute each summer as part of our collaboration with colleagues in Wayne Township and UIndy. The 2015 PBL Institute included teachers from as far as Australia as well as teachers across Indiana. PBL is incorporated in our teacher education programs.
- Curriculum Redesign: Secondary teacher education faculty are piloting changes to the Transition to Teaching (T2T) and undergraduate curricula that include more coursework in the areas of special education and English Language Learning, as well as more opportunities for students to demonstrate effective use of instructional technology and culturally relevant curriculum.
- A research team led by Drs. Robin Hughes and Russ Skiba, with the involvement of Dr. Natasha Flowers, focuses on racial disproportionality and school discipline. Examination of teacher and administrator philosophies and perspectives around school discipline, Black families, and student-teacher interactions will contribute to school and district-wide professional development and stronger support for Black students who are consistently expelled and suspended.