



2015
IN REVIEW

BUTLER

COLLEGE *of* EDUCATION

VISION STATEMENT

“We need a valid vision. We need the will. With vision and will, everything is possible.”

—Asa G. Hilliard III, former Fuller E. Callaway Professor of Urban Education, Georgia State University



The College of Education believes we must prepare our students for schools as they should be, not simply perpetuating schools as they currently exist. We must be willing to explore with our students the difficult issues of inequities that exist in our schools and society and to help them to become agents of change. This, of course, means that as faculty we must examine our own beliefs, be willing to keep our hearts and minds open to the ideas of others, live our lives with integrity, and model how great teachers take risks, challenge the status quo, and advocate for the rights of all students.

Ours is a college that continually changes because learning is a transformational experience. Members of the College embrace what Parker Palmer described as a “capacity for connectedness.” Palmer stated:

“Good teachers possess a capacity for connectedness. They are able to weave a complex web of connections among themselves, their subjects, and their students so that students can learn to weave a world for themselves.” (Courage to Teach, p. 11)

The College of Education’s learning community presents transformational experiences that allow students to create their

own tapestries. As an intention of their preparation, students invest in school-communities that differ from theirs. They are challenged to examine their assumptions about other people and how children from diverse experiences learn, and to reflect on the responsibilities of innovative educators. Exemplary teachers mentor education students by modeling best practice, supporting leadership, and demanding courage.

Participants in the learning community engage in scholarship that supports teaching as inquiry. As investigators, they become constructors of knowledge that seeks to connect theory with practice. As a function of scholarship, students use technology applications to discern strategies for learning, creating, modeling, and assessing. Faculty and students take advantage of opportunities to study abroad and have new experiences that help them become better global citizens.

As faculty and students weave their unique tapestries, they gather regularly to discuss instructional strategies and the implications of new research. We celebrate the successes of the learning community’s participants and encourage them to reach new heights.

DEAN’S MESSAGE

I am frequently asked how I maintain a positive outlook during these turbulent times in education. This issue of the *College of Education Year in Review* will provide you with an abundance of examples of why I remain positive, encouraged, and hopeful. Talented and dedicated educators doing amazing work surround me. This is true, not only in the College of Education, but also in many places. I encourage you, as you read this issue, to think of the great stories that surround you.

This year, the COE has engaged in strategic planning to align our work to the vision set out in the Butler 2020 strategic initiatives. The College is a leader in the University for our ability to model innovation in teaching, leading, and learning. Our asset-based culture continues to provide an approach of seeing the opportunities within the challenges and to continually challenge the status quo in education. We are leading the way in both cross-disciplinary approaches and transdisciplinary work, as we seek to unify the many talents across campus to solve complex problems.

It is not uncommon for universities to frequently operate in silos. I am pleased to share that the COE is actualizing author Daniel Pink’s concept of moving “from solos to symphonies” within Butler. I am proud that the COE is woven into the University tapestry to provide strength, beauty, and hope as the landscape of higher education changes.

We are implementing what author Kim Cameron described as “positive energizers.” Positive energizers create and support vitality in others. They uplift and boost people. Interacting with positive energizers leaves others feeling elevated and motivated. Positive energizers have been found to be optimistic, heedful, trustworthy, and unselfish. Interacting with them builds energy in people and is an inspiring experience. (K. Cameron, *Positive Leadership*, p. 53)

In November, I traveled to Cali, Colombia, with my colleague Dr. Susan Adamson. We were invited to be the keynote speakers at Icesi University to share our work in teacher education and school partnerships centered on the Indianapolis Public Schools/Butler Lab School. We also spent time in Colegio Bolivar, a K–12 school where two of our Middle/Secondary education students were teaching and learning for a full semester.

During our time with Colombian educators, I was repeatedly reminded of the unity of the teaching profession as we center on very similar questions regarding best practices to reach all children. The more we can dialogue with others outside of our buildings, school system, and states, the better we can all be through sharing and understanding our work.



The following beautiful words of Desmond Tutu and the philosophy of Ubuntu seem quite relevant to the connections and relationships I found in Colombia and that you will find in this issue.

“A person is a person through other persons; you can’t be human in isolation; you are human only in relationships.”

Tutu has described that we see ourselves in others, and it is a reciprocal relationship. It is my hope that you will see yourself many times as you read this issue of the *Year in the Review!*

Sincerely,

Ena Shelley

Ena Shelley, Dean
College of Education
Butler University

ASSOCIATE DEAN'S MESSAGE

COLLEGE of EDUCATION CERTIFICATE PROGRAMS COMMIT to BUTLER 2020 STRATEGIC INITIATIVES



DEBRA LECKLIDER

“Through Butler Innovation, we are challenging the traditional boundaries of higher education to advance our vision for leadership in the creation and delivery of transformative student-centered learning experiences that prepare graduates to make a meaningful impact in the world.” (www.butler.edu/innovation)

Innovation, breakthrough, upheaval, inventiveness,

and creativity! These great words describe one of the College of Education's strategic objectives to “incubate dynamic solutions.” Our plan is to commit to the process of developing innovative programs that reflect the evolution of instructional and leadership preparation and create living laboratory experiences for students.

During the 2014-2015 academic year, the COE introduced seven forward-thinking certificate programs that align with one of the Butler 2020's strategic initiatives. “Commit. Distinguish Butler among peer and aspirant universities by creating innovative academic programs while strengthening our commitment to community engagement, experiential learning, and international education.”

I would like to briefly introduce these seven certificates with the hope that each of you will commit to share at least one of these new programs with a colleague or friend. Please visit www.butler.edu/coe or contact Janet Ayers at jayers@butler.edu for additional information. Learn about Butler requirements for graduate program application at www.butler.edu/admission/graduate/graduate-application-process.

The Hinkle Academy for Wellness and Sport Leadership Certificate

The Hinkle Academy will prepare you to empower team commitment and excellence in your organization and community. Designed by members of Butler's Department of Athletics, College of Education, and Health and Recreation Complex, the Hinkle Academy will connect you with recognized Indianapolis leaders in sport and wellness and with professional experiences, including an apprenticeship you design. Completing this one-year, 12-credit-hour, graduate-level certificate program takes you one-third of the way toward a Butler Master's in Effective Teaching and Leadership degree.

Licensed Mental Health Counselor Certificate

Butler University offers a graduate non-degree program specifically designed to build on the master's in School Counseling, providing the

coursework required for the State of Indiana License in Mental Health Counseling (LMHC). This 12-credit-hour certificate program provides the 3 content-based classes and the advanced internship that align with state requirements for the LMHC. The program is designed to dovetail with the 48-credit-hour master's in School Counseling, but admission is not limited to school counselors. Classes can be taken individually, according to availability. With demand for mental health workers on this rise, the LMHC certificate opens the door to many interesting job opportunities.

International Baccalaureate Certificate (IB)

Would you like to teach in an International Baccalaureate (IB)[®] World School, or other global education settings? In one year, you can prepare for certification in the IB Primary Years Programme (PYP, instruction for ages 3–12) or the IB Middle Years Programme (MYP, instruction for ages 11–16). Course credits can be applied to the elective requirement of the Master's in Effective Teaching and Leadership degree at Butler.

Graduate Initial Licensure Program/Certificate (GILP)

The Graduate Initial Licensure Program (GILP) is a 31-hour program consisting of 24 hours of graduate level coursework and 7 hours of a clinical capstone experience. The program follows a cohort model in which each student proceeds through the program with a consistent peer group. Students have the option to complete this program independently to obtain a 5th-12th teaching license in their content area of expertise or may continue on to complete the Master's in Effective Teaching and Leadership (METL).

Accelerated Alternative Program for Initial Licensure in Mild Interventions for P-12/Certificate

In response to a nationwide shortage of qualified teachers in special education, the Alternative Special Education Licensure Program offers working adults an innovative route to state licensure in mild intervention in preschool through grade 12. Our non-degree program is for adults with bachelor's degrees in education or other subjects. It is an effective alternate route to licensing for individuals now working as job coaches or instructional aids and assistants, as well as those who want to transition to a rewarding education career.

Teachers of the Visually Impaired Certificate

Butler University offers a graduate non-degree program designed to offer candidates greater depth of instruction, more hands-on work with students who are visually impaired, and greater contact with successful adults who are blind as role models. The program consists of a series of 9 courses totaling 19 credit hours. This program can be an add-on to an existing license. No student can begin the program until they have completed an introduction to special education course. The program has prerequisites that are classes currently required in our Elementary Education major (ED490: Assessment of Students with Special Needs and ED492: Special Education Law).

College and Career Readiness Certificate (CCR)

The College and Career Readiness Certificate Program (CCR) will build on the current 48-credit-hour master's degree in School Counseling offered by the College of Education. Although there is clear benefit for current students in the masters in School Counseling, the main target audience for the CCR certificate is practicing school counselors in the state of Indiana. This certificate program will consist of 9 graduate credit hours and will be offered in the spring semester and both summer sessions. All three courses will be offered in a hybrid format to encourage statewide participation.

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Indianapolis Public Schools
Indianapolis, Indiana



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Indianapolis, Indiana



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Associate Director of High School
Review and Policy
NCAA
Zionsville, Indiana



MARK WEAVER '81 MS '83
Teacher
Clay Middle School, Carmel Clay
Schools
Indianapolis, Indiana



JENNIFER WILLIAMS '98 MS '00
Counselor
North Central High School
Indianapolis, Indiana

NEW SHORTRIDGE PARTNERSHIP



Butler University and Indianapolis Public Schools (IPS) have signed an agreement to create a magnet laboratory/college school on the site of IPS Shortridge High School, opening in fall 2015.

The school will serve as a laboratory for collective teaching and research between Butler and IPS and serve as a professional development site for IPS and the Butler College of Education (COE) Middle/Secondary Program.

“The integration of three models of school design—magnet, laboratory, and professional development—is innovative and offers new possibilities in educational renewal and reform,” said COE Dean Ena Shelley, Dean of the College of Education.

The major curriculum approach at the school will be the International Baccalaureate (IB) Middle Years Program and the International Baccalaureate Diploma Program. The principal and all teachers will be expected to have IB training, or a willingness to pursue specified IB training. COE’s graduate certificate program for

International Baccalaureate Teaching and Learning includes both Primary Years and Middle Years program tracks.

The College will have dedicated classroom space within Shortridge to conduct teacher-education courses and provide on-site professional development, as it did when the high school operated as a law and public policy magnet from 2009-2015. (IPS decided in 2014 to integrate those students into a larger high school campus on Indianapolis’ near east side.)

COE and IPS will also collaborate in hiring a master practitioner to serve exclusively at Shortridge. The master practitioner will serve as a co-teacher with COE students at Shortridge and with faculty of the IPS/Butler Laboratory School, a magnet elementary school located next to Shortridge.

COE will manage the Early College Program, in which selected Shortridge juniors and seniors can take Butler courses and earn college credit.

COLLEGE OF EDUCATION NAMED A 'MODEL OF EXCELLENCE'

Marc Allan

Butler University's College of Education received the 2015 National Model of Excellence awarded by the Association of Independent Liberal Arts Colleges for Teacher Education in January.

The Model of Excellence Award identifies outstanding programs in professional education that serve as tangible models of quality in the areas of Moral and Ethical Dimensions of the Learning Community; Partnerships; Liberal Arts; and Global Awareness and Action.

The College of Education was recognized for its numerous partnerships with school districts in Indianapolis, including:

- The Metropolitan School District of Pike Township. The partnership provides a current practicing teacher the opportunity to serve in a dual-faculty role in both the district and University contexts. This role, known as the Pike/Butler Master Practitioner, has been an important part of the middle/secondary program in the College since 1998.
- Indianapolis Public Schools' Shortridge High School. The Early College Program (ECP) provides students at Shortridge who are academically ready with access to college courses for

credit at Butler while the students are completing their high school requirements. Butler has welcomed ECP students on campus since fall 2011.

- Indianapolis Public Schools/Butler Lab School. In August 2010, Indianapolis Public Schools and Butler University signed an agreement to create the IPS/Butler University Laboratory School, a public magnet elementary school. The College of Education helped design the Lab School concept, and has worked with IPS to oversee its curriculum and assessment development. The curriculum and learning environment is inspired by the practices of Reggio Emilia. Every teacher at the Lab School has completed his or her education preparation at Butler, and has participated in graduate coursework focused on Reggio Emilia or in professional development through the Indianapolis Reggio Collaborative.
- Indiana Partnership for Young Writers. The Indiana Partnership for Young Writers, located at the IPS/Butler Lab School, provides professional development in the teaching of reading and writing. In 12 years, it has served more than 1,500 teachers, 150 undergraduates, and 113 schools.

COE ECONOMIC IMPACT 2014-2015

Students in 55 COE courses provided \$1,498,951.14 of free instructional time to the College's school partners in the 2014-2015 academic year.

The figure reflects the thousands of hours that Butler students worked in K-12 classrooms as part of COE coursework, multiplied by \$12.73, the common hourly rate of an instructional assistant in Indiana.

"Of course, the total would be even higher if we calculated it at the hourly rate of a first-year teacher," said Dean Ena Shelley.

Butler's students and faculty derive "equally important benefits," she said, "as we work with our school-based colleagues to prepare exceptional future educators."

COURSE AND TERM	WORK HOURS AVAILABLE PER COURSE	ECONOMIC IMPACT OF ACTUAL HOURS WORKED PER COURSE
ED 204-Fall	5	\$1,591.25
ED 204-Spring	5	\$954.75
ED 206-Fall	5	\$1,591.25
ED 206-Spring	5	\$1,145.70
ED 303-Fall	38.5	\$11,272.42
ED 303-Spring	38.5	\$9,311.99
ED 316-Fall	5	\$1,463.95
ED 316-Spring	8	\$1,934.96
ED 416-Fall	40	\$11,711.60
ED 416-Spring	40	\$9,674.80
ED 227-Fall	20	\$6,365.00
ED 227-Spring	10	\$1,654.90

COURSE AND TERM	WORK HOURS AVAILABLE PER COURSE	ECONOMIC IMPACT OF ACTUAL HOURS WORKED PER COURSE
ED 228-Summer	10.5	\$534.66
ED 228 - Fall	10.5	\$2,405.97
ED 228-Spring	10.5	\$2,940.63
ED 308-Fall classroom	36	\$5,041.08
ED 308-Fall Enrichment	8	\$1,120.24
ED 308-Spring classroom	31.5	\$10,024.88
ED 308-Spring Enrichment	8	\$2,546.00
ED 317/418-Fall Museum friends	10	\$1,400.30
ED 317/418-Spring Museum friends	10	\$3,182.50
ED 327-Spring	32	\$6,925.12
ED 385-Spring	60	\$763.80
ED 408 Tutoring-Fall	10	\$2,800.60
ED 408 Tutoring-Spring	9	\$1,489.41
ED 414 - Fall Problem Solving Buddies	4	\$560.12
ED 414 - Spring Problem Solving Buddies	8	\$2,546.00
ED 417-Spring	24	\$1,222.08
ED 433-Fall	32	\$10,998.72
ED 449-Fall	384	\$4,888.32
ED 449-Spring	20	\$254.60
ED 454-Spring	10	\$1,782.20
ED 498-Fall	20	\$4,328.20
ED 498-Spring	20	\$5,855.80
ED 557-Spring	75	\$17,185.50
ED 558-Fall	75	\$18,140.25
ED 559-Spring	75	\$18,140.25
ED 561-Fall	75	\$16,230.75
ED 580-Spring	650	\$24,823.50
ED 581-Spring	650	\$24,823.50
ED 589-Spring	560	\$64,159.20
ED 712-Fall	100	\$10,184.00
ED 712-Spring	100	\$10,184.00
ED 722-Fall	300	\$38,190.00
ED 722-Spring	300	\$53,466.00
ED 722-Summer	300	\$22,914.00
ECMC Student Teaching-Fall	640	\$399,212.80
ECMC Student Teaching-Spring	640	\$334,035.20
M/S Student Teaching-Fall	640	\$57,030.40
M/S Student Teaching-Spring	640	\$244,416.00
PE 224-Spring	11	\$2,380.51
PE 325-Spring	6	\$992.94
PE 331-Spring	42	\$5,346.60
PE 335-Fall	42	\$4,811.94
TOTAL		\$1,498,951.14

PLAY 60

ALLEN WINS NFL/DONORSCHOOSE

Marc Allan



Jill B. Allen '13 needed physical education equipment and resources for her Movement Studio classroom at the Butler Lab School and, thanks to participants in the NFL Play 60 DonorsChoose.org Showdown, she got it.

Allen's class received an array of volleyballs, basketballs, soccer balls, and other gear after her project "Help Us Get Moving in Class and at Recess!" was featured in an NFL/DonorsChoose competition in November 2014.

The NFL Play 60 Rush initiative is a weekly contest that pits two deserving youth health and fitness projects from the corresponding cities who play on Monday Night Football against each other each week. Fans vote for the winner.

"My students are diverse and love being able to explore in multiple ways," Allen wrote on NFLRush.com. "That is why I am requesting movement manipulatives, balls, and other PE equipment so my students can learn the importance of physical activity, living a healthy life, and what it means to be skillful."

Allen's project won against a school from Queens, New York, which received 50 percent of the money it requested.

"This is a new program, and I'm starting from scratch," Allen said.

"The kids only have about six items to play with at recess, and some of the equipment is too young for them. This will really build our physical education and recess equipment base."

Mindy Welch, Coordinator of the College of Education's Human Movement and Health Science Education (HMHSE) program, worked with Allen to develop the Movement Studio curriculum. She said Allen established "a remarkable impact" at the Lab School.

Allen was one of the six Butler juniors in an inaugural physical education practicum at the Lab School in spring 2012. HMHSE students and faculty provided the school's only movement education until Allen was hired in fall 2014.

"Securing the funding for this DonorsChoose project is simply one fine example," Welch said. "Through Jill's leadership, initiative, and innovations, she is really helping to build community in new ways through the Movement Studio curriculum."

2015-2016 ENDOWED UNDERGRADUATE SCHOLARSHIPS

MARY ELLEN *and* ELTON RIDLEY SCHOLARSHIP

Allison Overmyer

EDITH CONLIN SCHOLARSHIP

Mary Katherine Daniels

LETTIE TREFZ AWARD

Jennifer DiVincenzo
Kathleen Glackin
Caroline Rico
Traci Smith
Taylor Stogsdill

ZETZL MEMORIAL SCHOLARSHIP

Carly Allen
Emily Amon
Lauren King

JAMES H. OTTO SCHOLARSHIP

Johanna Johnson
Jackson Reighard

KNAUFF SERVANT LEADERSHIP AWARD

Colleen Bindner

MARGARET MANUZZI SCHOLARSHIP

Elizabeth Gormley

BARNES FAMILY SCHOLARSHIP

Vincent Marshall

RUSHTON GILFOY MEMORIAL SCHOLARSHIP

Ashley Jones

MARCIA RICHTER SCHOLARSHIP

Kaylyn Adams
Kelsey Jones

HITTLE SCHOLARSHIP

Michael Faust

COE FACULTY/EMERITI *and* STAFF SCHOLARSHIP

Claire Goudie

PIKE PARTNERSHIP

SUCCESSFUL EXPERIMENT *in* YEARLONG CLASSROOM PLACEMENT

Rick Mitchell, Master Practitioner



For more than a decade, Pike Township Schools and Butler University College of Education (COE) Middle/Secondary program have partnered to support each other in preparing students.

In the past, students from the COE Middle/Secondary program have gone to Pike High School for their final methodology field experience just prior to student teaching. Butler seniors were paired with a Pike teacher in their content area, and they visited that classroom twice a week for two hours at a time. They observed, planned lessons, and taught several times throughout the semester.

Then, as the semester came to an end, after good relationships had been built between students and mentors, after instructional light bulbs starting going off about how to reach that one tough kid in sixth period, the Butler students would say thanks, shake hands with their mentors, and head off in many different directions to student teach in schools throughout the city and surrounding counties. It had worked well, but we wondered if we could do better. We wondered if we could capitalize on the relationships and instructional momentum built in that first semester to improve the transition into student teaching.

So, the seeds were sown for growing our partnership. In fall 2014, the Middle/Secondary program decided to try something a little different. Just as in years past, Middle/Secondary seniors were matched with content area teachers at Pike High School for their field experience. But this year, additional care was taken to ensure that placements were purposeful and targeted to the specific professional needs and interests of the preservice teachers.

For the first time in program history, every student would be placed at Pike High School for not only their methodology field experience, but for their first phase of student teaching as well. In essence, we created an extended phase I of student teaching, beginning at the start of Butler's fall semester and ending in March.

The fall semester consisted of the usual field experience. However, the Butler students went into Winter Break with the knowledge that they would return to Pike High School to classes that they knew, to teachers with whom they had worked since September, and to a familiar building and staff. Knowing the teachers' classroom management philosophies, their educational strategies, and how things worked at Pike streamlined their beginning

student teaching processes. It allowed both Butler and Pike students to continue learning without the interruption of an unknown person coming in at semester break and teaching.

It was a resounding success; both sets of students truly enjoyed the experience of being able to work with people that they already knew. By being able to focus on instructional strategies and not learning details of a new building and situation, the College of Education students had a richer, more successful, and full experience as they finished their preparation to be a teacher. The Middle/Secondary program is already preparing for the 2015-2016 school year, and placements are already being discussed. With a few minor adjustments, this new strategy will continue to improve the already high quality of the Butler College of Education Middle/Secondary students as they become fully licensed teachers.

LEAP OF FAITH WORTH TAKING



Dakota Adamson '15 and Michelle Jansen '15

After professors Arthur Hochman and Cathy Hartman spent a year exploring possibilities for an international partnership, Middle-Secondary Education majors Dakota Adamson and Michelle Jansen set off for Colegio Bolivar, a college-preparatory school in Cali, Colombia. From August to December 2014, they lived, taught, and played there, while taking 12 credit hours of Butler courses via Skype, Panopto, and Facetime.

Nestled in the foothills of the Andes Mountains, about 75 miles from the Pacific coast, Santiago de Cali whirls about itself as only the world's salsa capital could. Cali is an antique pocket watch in a chest full of emeralds—battered and beautiful—each dent telling a story. And sure, maybe it doesn't keep the best time; it is no coincidence that one of our first Caleño words was "*tranquilo*"—"Chill."

But in a city where friendly birds, neighbors, and geckos are all equally likely to visit your house, keeping time is less important than the nourishment of the soul.

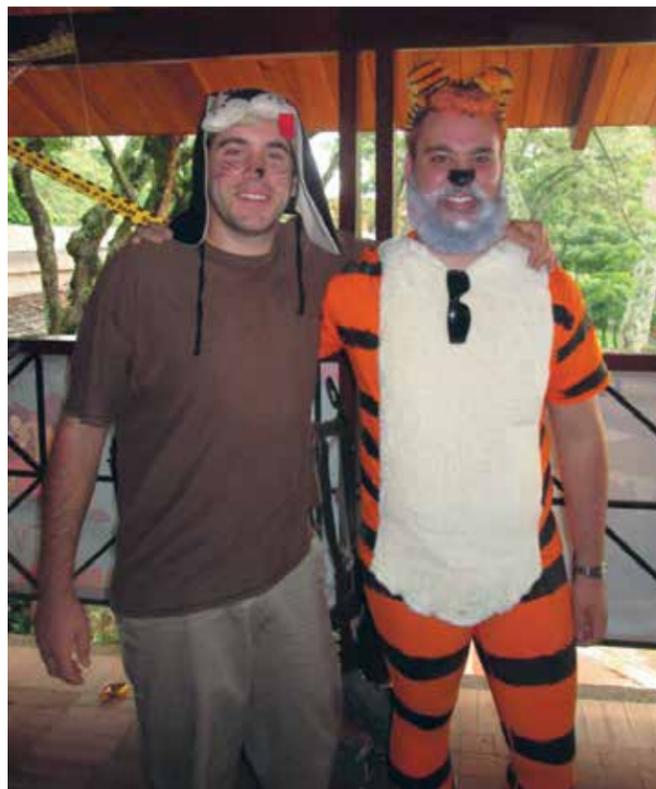
Our induction into the spirit of community began even before we left the United States, when several members of the administration from Colegio Bolivar (our host school for the next four months) met us at the Miami airport. They gave us our first task as new members of the team: make friends with the other new teachers. And, while we relaxed on the beach, we started to understand Colegio Bolivar's philosophy, an education that works for everybody—for students and for teachers.

We were placed with mentor teachers in the seventh grade, in our content areas, English and Math. After a little observation and behind-the-scenes co-planning, we took over the classrooms, where we were trusted to teach an entire unit.

It was student teaching light, where we were less responsible for attendance and discipline, but wholly responsible for the academics. The relationship with our administrators and mentor teachers was a slightly simplified version of the system they have in place for new teachers. We went to all of the meetings and participated in our cooperating teacher's responsibilities.

It was gratifyingly life changing to be in an academic ecosystem that was so driven by growth.

Colegio Bolivar's campus and classrooms are open to the outdoors, only occasionally invaded by massive iguanas and scores of "junebugs." The hallways are sidewalks lined with birds of paradise and tropical succulents. Even the curriculum is organic, and meetings focused on how we could support students' academic and emotional growth. The school became our portal to the city and to the naturalist's paradise that surrounded it as well.



We spent weekends climbing mountains and touring colonial landmarks, nature preserves, and artisan communities. Some nights we danced for hours. Some nights we relaxed—limonada de coco in hand—while strains of Caribbean music filtered through the humid dusk.

One of our first outings happened to be to one of the fastest-growing festivals in Colombia. Petronio Alvarez is a free concert with music, dance, and cuisine, promoted as "AFRO: African descent and an aphrodisiac." Great stage performers create a united community in the crowd. When vocalists nailed a flourish or hit a high note, you could see it opening up their souls to everybody who was listening. There was a connection like we were all one organism, breathing and celebrating life together.

Despite Colombia's violent past, the country makes a supreme effort to be secure and welcoming at the same time. Colombians are not ashamed of their history; they are proud of the progress they have made so quickly. And they should be. Yes, there were armed guards almost everywhere there was a large group of people. But the guards were friendly, courteous, and unobtrusive. We never saw them engage with even so much as a drunk. There was never a need for them to do so. Even when we were travelling what used to be the most dangerous road in South America, the soldiers we'd see always had a smile and a wave as if to say, "We know why you might be worried, but we're here and you're safe."

It was the kind of trip no one could ever take for granted. Life will never be the same after Cali. How could it, knowing now how to cook plantains with a rock and a pot of oil? How could it, after climbing 6,000 vertical feet through mountainous jungle to picnic in the clouds? How could it, after stopping traffic wearing a Halloween costume in 85-degree weather? We owe nothing short of supreme gratitude for all of these experiences, and many more—too many to recount.

Thanks to the lifelong friends we made in South America. Thanks to the schools, Butler and Colegio Bolivar, who found a way to make a place for us. And thanks to all of the mentors who guided us through it, especially Professor Shelley Furuness, who showed us the path. This experience was a leap of faith worth taking. Butler and Colegio Bolivar deserve a future together, and we are proud to have been the first to see what that future could be.

See a video about Colegio Bolivar at www.colegiobolivar.edu.co/website/index.php/en/2013-03-04-21-07-46/mission-vision

WRITING WAS WORTH A SHOT

KIDS' BOOK *on* VACCINES

Sarvary Koller '15

In a kindergarten classroom at Indianapolis Public School 91, Anissa Hakim '15 calmed a young girl who was terrified of receiving a vaccine.

This is not the first time Hakim had spoken with a child scared of vaccination, but, this time, she knew exactly how to approach the subject to ease her student's nerves.

The Elementary Education major was working on a children's book project called *Max Greene and the Vaccine Team*, published in March. The book focuses on educating children about vaccines to dispel fear and anxiety over shots.

"I thought, 'Perfect, I'm writing about this!'" Hakim said. "I started talking to her about the story and the characters to show that the shot doesn't want to make you feel bad. The book project was only in the editing process, but I was already seeing how it could affect children."

The intercollegiate project organized by Butler University joined students from several of Butler's colleges to publish and sell a children's book on the topic of their choice.

Authors included Education majors Hakim and Katrina Rodriguez '15, Business majors Matt Speer '15 and Andres Pena '15, and Pharmacy majors Emily Ellsworth '15 and Terri Newman '15. Hakim and Mara Olson '15, a Biology major, illustrated the book.

The team worked on the project since spring 2014, when the members decided the book topic would be vaccination. After conducting some research, Hakim said they found only one piece of children's literature that focused on vaccination.

Enter Max Greene, a friendly vaccine who just wants to help kids and their communities stay healthy and happy.

Newman said she put her pharmacy background and experience with children to use while writing the story. The plot uses the characterization of objects in the doctor's office and fun rhymes to help children understand the importance and ease of getting a shot to keep them healthy.

Speer said the goal of the project is to produce at least 1,000 copies of the book to place in doctor's offices, private homes, and schools. The Indiana Immunization Coalition funded the first round of publishing for 1,000 books.

Learn more at www.vaccineteam.com.

GIFTS OF INDIANA

Sarvary Koller '15

When Anna and Bobby closed their eyes to make a birthday wish on December 11, a birthday shared with the state of Indiana, they had no idea of the adventure that would ensue.

What happened next to the two 10-year-old book characters set them on a historical quest—they traveled back in time with Native American leader Tecumseh to experience firsthand the history of Indiana, which became a state in 1816. Their story, in the children's book *The Gifts of Indiana: A Tale of Three Birthdays and One Grand Adventure*, aims to introduce fourth-grade students to integral people and events in Indiana's history, such as Eli Lilly, Benjamin Harrison, Madame C.J. Walker, and the Indianapolis 500.

The book, published last spring, was a collaborative project by Butler University undergraduate students.

The project began with the goal of helping young students engage with state history to celebrate the 2016 Indiana Bicentennial anniversary. The State Bicentennial Commission endorsed the project and will support the publication and distribution of the book to fourth-graders across Indiana.

Katy English '15, Education major and one of the authors, worked with other student-writers to research Indiana history and interview experts to determine which famous Hoosiers to include in the book.

"I really liked the creative writing part," she said. "It's something you don't get to do much of in college. It also opened up a lot of connections for me in education and other things, like Indiana history, when we did research. I found a lot of great resources for me as a teacher."

Catherine Pangan, College of Education Associate Professor and book project advisor, said students from four of Butler's academic colleges worked together to write, illustrate, publish, and distribute the book—Eileen Carroll, sixth-year Pharmacy student; Annie Luc, senior Education major; Matt O'Brien, senior Education major; Katy English, senior Education major; Kim Van Wyk, senior Education major; Catrina Cranfill, senior Marketing major; Chloe Pahl, junior Marketing major; and Taylor Bowen, a freshman Art + Design major.

"The people working to publish this book are reflective of everything we do at Butler," Pangan said. "We have the artists and the innovators, the educators, and the business people. We need representation from everybody to bring this book to life."



Bobby, a character in "The Gifts of Indiana," meets President Benjamin Harrison. Artwork by Terry Luc, father of Education major Annie Luc.

EARLY CHILDHOOD JOURNEY

STUDENT *and* ST. MARY'S MENTOR PIONEER NEW PROGRAM



Katrina Rodriguez, left, and Marcy Singh

Katrina Rodriguez '15

A year ago I was given the opportunity to pilot the Early Childhood Education program for the College of Education. As the program's first student, I was swimming in uncharted waters. I began my journey with many questions.

I came into the classroom excited and nervous, wondering what I was going to learn. My mentor, and soon dear friend, Marcy Singh '00 MS '06, played a major role in my development as a teacher. We both had studied the Reggio Emilia philosophy and had interests in the development of young children.

Marcy was beginning her year as a new teacher in the program. Previously, she worked as a kindergarten teacher. During summer 2014, she accepted a job at St. Mary's Child Center and dove into the world of preschool.

We started the year with many different puzzle pieces; jointly, we had to figure out how to put the puzzle together. We collaborated and constantly reflected on the activities we chose and the outcomes they presented.

We returned to our classroom after dismissal each day to take a deep breath and to talk out our questions. These weren't the "yes-or-no" kind of questions. Rather, they were questions that led to more questions that led to possibilities for the next day, the next week, and the next month. We saw potential that we might discover the right avenue for the "just right" nudge for a particular student. We left each evening with more questions and more big and small possibilities to try out the next day.

Through this reflection time, we developed a relationship as colleagues, with fluid roles as mentor and mentee. Each of us brought valuable information, tools, and experiences to the table as we navigated preschool life.

We spent our days sitting on the floor alongside children observing, engaging, talking, and listening. We wondered with them. We read together, wrote together, danced together, and smiled together. All the while, we were developing deep relationships with the children. We knew who wanted a hug the moment they walked in the door and who needed 10 minutes of quiet play before wandering over to engage in conversation.

The College of Education took a risk to try something new—a risk from which we have both grown personally and professionally. That risk brings to the forefront the importance of high-quality preschool education. And 23 children reaped the benefits of this risk.

DREAMING OF DIFFERENT PATHS

The College of Education (COE) has been exploring creation of a new Education major that does not lead to licensure. The COE wants to create opportunities that honor how the values of our College's programs offer great preparation for those who see themselves as educators, but not in a traditional K-12 classroom setting. Senior Kelly Freiberger and junior Allison Wier have helped us think about the possibilities through their willingness to blaze a new path.



Kelly Freiberger reflects on her internship in Student Affairs and the College of Education, completed in place of student teaching in spring 2015:

I come from a family of educators—my mom, dad, sister, and several extended family members have devoted their lives to teaching. This passion for education runs in my blood, so it wasn't surprising to my family when I changed my major after a year of pre-pharmacy studies to pursue education.

For me, it was a little more difficult to accept. Even when I was a little girl playing school with my sister and our dolls, I knew that the classroom was not the place for me, but that it was still an important part of my life. My family encouraged me, saying that they were sure I would change my mind once I had some practical classroom experiences. Throughout those experiences, I could see myself teaching—I loved my students and the relationships I had with them, their dedication to learning, and my ability to be part of their stories.

Yet, it still didn't feel right. I spent my senior practicum semester in senior government classes at Pike High School, and I loved it. However, it didn't convince me that my initial instincts to stay out of the classroom were wrong. I found that I was more passionate about the relationships I had with students and my part in helping them succeed, than I was about the academic focus and experience of classroom teaching. I needed to find a way to use my passion for education in a career that didn't involve teaching in a school. This was the moment I decided to officially pursue a career in higher education student affairs.

I discovered that I could still make the most of my last semester in Butler's College of Education by interning with the Office of Student Affairs and the College of Education. The College of Education tasked me with developing a way to assess future students who see the same potential for using an education degree within an educational career outside of the classroom. These students would know that a background in student development, lesson planning, and assessment can impact other career paths in a big way.

I spent my semester modifying the edTPA, a preservice assessment process designed to answer the question "Is a new teacher ready for the job?" The ultimate goal was to create a non-licensure track or degree within the College. Several states require completion of the edTPA for licensure, so that it would apply to COE candidates who choose to do an internship instead of student teaching during their last semester or year at Butler.

I researched similar existing programs at other institutions and looked at current course offerings. I needed to envision how projects and entire courses would need to be altered for students within this hypothetical major, and determine which courses could be used in collaboration with the other Butler colleges to create a well-rounded curriculum.

I believe that my research and modifications indicate the potential foundation of a degree path for future students like me. The final assessment would involve a large-scale Community Action Plan (edCAP, if you will), including a backward map, built-in formative and summative assessments, and a Candidate Work Sample with evidence of the impact students made within their internship. I hope that the final product will serve as the first step toward a new path within COE for non-traditional educators.

Allie Wier reflects on the exploratory independent study of Young Life Christian ministry in Central Indiana that she completed during spring semester 2015:

Young Life in Indianapolis serves many schools in the area. I serve at Carmel High School.

The mission of Young Life (YL) is to introduce adolescents to Jesus Christ and help them grow in their faith. It is a relational ministry; Young Life leaders are adults who invest in middle school and high school students' lives. They show up where kids are, listen, and earn the right to be heard.

Through my independent study, I went to other schools and saw what different YL ministries looked like. I visited Vids Joven in Westfield, which is Young Life for Spanish-speaking students; Young Lives, which is for teen moms in Indy; and Capernaum at Carmel, a YL for students with special needs.

I also met biweekly with YL Indianapolis staff member Linda Nikceovich. She and I would talk about what I am doing in the

ministry, and what I can do to serve better. I would reflect on and record everything I did for the independent study.

This experience has meant a great deal to me. I've been struggling this semester to figure out what I want to do with my life. I came to the realization that maybe teaching isn't for me, and I decided not to student teach. I've been pulled in so many different directions. I know what I want to do one day, and then I change my mind the next day.

I've found that my passion is not in teaching or the classroom. I have had my eyes set on teaching for so long, and I was forced this semester to dream of a different path. It was hard and confusing, but I needed to do it.

This independent study has helped me realize the significance of what I have learned through the Education program. This semester, I noticed so many skills that I have acquired by being an Education major. I used to think that Elementary Education limited me, and that I wasn't going to have any useful skills after I graduated—I was just going to know phonics and fractions. But that couldn't be more false.

I know how to plan and organize, how to collaborate with others, and how to recognize the needs that people have and implement a strategy for meeting those needs. I can communicate what I am thinking clearly.

I have learned that discovery is better than telling. I know how to guide a group, but not control a group—how to listen, observe, and notice people, and how to see strengths rather than weaknesses. These are skills that I will not only use in a career, but in my life. I have seen all of these skills evident in my work at Young Life.

I am so thankful that I had this independent study. It has been a constant this semester. I know I am doing something good for myself and good for the people around me when I go to Young Life. I have a purpose and passion there.

UNDERGRADUATE STUDENT HONORS

INDIANA ASSOCIATION of COLLEGES of TEACHER EDUCATION, OUTSTANDING FUTURE EDUCATORS

Molly Craig
Grace Edison
Taylor Siebers

OUTSTANDING ELEMENTARY STUDENT TEACHER

Anastasia Luc

OUTSTANDING MIDDLE/SECONDARY STUDENT TEACHER

Amber Zimay

OUTSTANDING HUMAN MOVEMENT and HEALTH SCIENCE EDUCATION STUDENT

Brooke Buckner

BUTLER UNIVERSITY UNDERGRADUATE RESEARCH CONFERENCE

PARTICIPANTS

Catrina Cranfill	Anastasia Luc
Jennifer DiVincenzo	Matthew O'Brien
Katy English	Kimberly VanWyk

INDIANA STATE READING ASSOCIATION OUTSTANDING FUTURE READING TEACHER

Kali Bennington

BUTLER TOP 100 STUDENTS

Carly Allen*	Brett McMurray
Rachel Chambers*	Rebecca Pokrandt*
Mary English	Katrina Rodriguez
Elizabeth Gormley*	Olivia Rudd
Kaitlin Klein	Dessirae Turner
Anastasia Luc*	Amber Zimay
Rachel Marina	

2015 FULBRIGHT ENGLISH TEACHING ASSISTANTSHIP in MEXICO

Amber Zimay

2015 PHI BETA KAPPA INDUCTEE

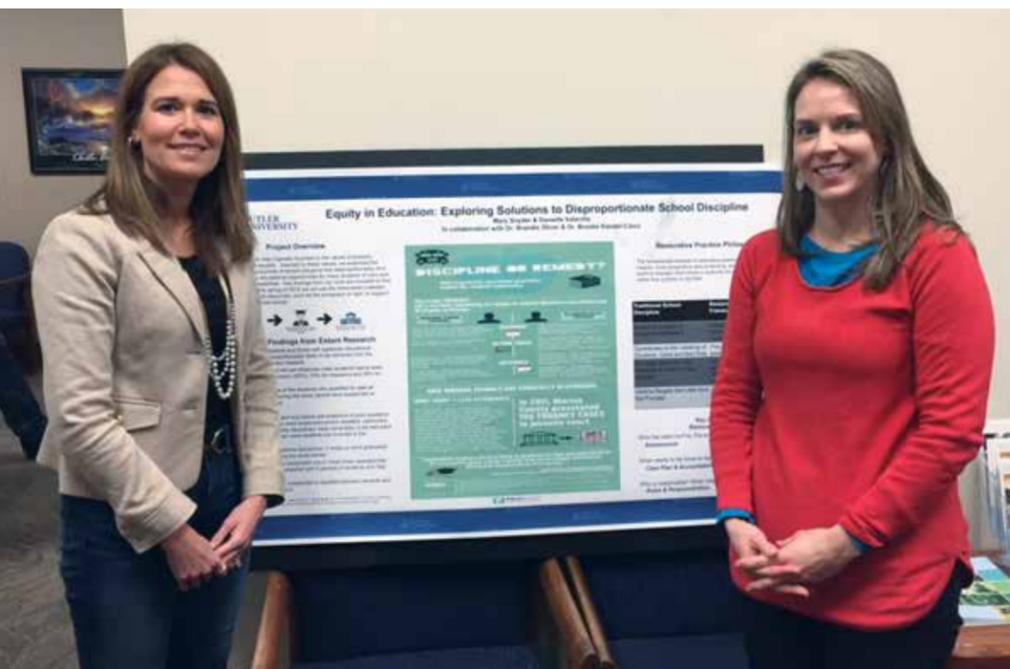
Justice Rioux

* Students also named on Butler's Top 10 List

SCHOOL DISCIPLINE

FACULTY *and* STUDENTS STUDY DISPROPORTIONATE DISCIPLINE PRACTICES

Brandie Oliver, Brooke Kandel-Cisco, Mary Snyder, and Danielle Valenilla



Dr. Brandie Oliver and Dr. Brooke Kandel-Cisco, pictured left and right, respectively, worked collaboratively with School Counseling graduate student Mary Snyder and Master in Effective Teaching and Leadership student Danielle Valenilla to study disproportionate school discipline practices. During the project, they engaged with current literature on the topic and researched restorative justice approaches as an alternative to traditional school discipline practices. These were some of their findings:

In a traditional discipline approach, students often receive detentions or suspensions for attendance or behavioral infractions. As a result, these students lose valuable learning time. The students most likely to be pushed out of school for behavioral or attendance issues are students of color and students with disabilities. According to a recent report entitled *Out of School and Off Track: The Overuse of Suspensions in American Middle and High Schools* (Losen & Martinez, 2013), one out of four black secondary school students were suspended at least once in the 2009–2010 academic year. In the same year, nearly one out of five students with disabilities and one out of five English language learners were also suspended. In comparison, only one in every 16 white students without disabilities was suspended during that time period.

Suspended students experience numerous repercussions, including loss of equal educational opportunity, increased “dropout” rates, and higher rates of delinquent behavior.

In contrast, a restorative justice approach to school discipline works to restore the harm that has been caused by a disruptive behavior. The primary principles of a restorative approach are respect, responsibility, and relationships. The fundamental premise of restorative practices is that people are happier, more cooperative and productive, and more likely to make positive changes when those in authority do things with them, rather than to them or for them (Costello, Wachtel, and Wachtel, 2010).

Traditional disciplinary practices deny students the opportunity to learn the necessary skills to be productive, successful citizens. Within restorative justice, however, students are held accountable for their actions yet also receive the appropriate support to learn from their mistake. Restorative justice gives a voice to the student or teacher who has been harmed. They are given the opportunity to share their experience with the offender, which, hopefully, leads the offender to understand the impact of their behavior.

By focusing on all parties, restoring relationships is central to the restorative justice framework leading to healthier, more productive, and safer school communities.

The faculty and students also partnered with an Indianapolis middle school to help school faculty address disproportionate discipline practices and implement additional restorative practices. Oliver, Kandel-Cisco, Snyder, and Valenilla analyzed the school’s discipline and attendance data and conducted a teacher focus group to better understand the school- and classroom-level approaches to discipline. The group is currently developing professional development resources the school can use in its growth toward a restorative justice approach to school discipline.

A Butler University Founder’s Day grant supported the project. The participating faculty and students presented their project during Founder’s Week events in February.

BUTLER BULLDOGS ON BOARD

BEING *the* STUDENT VOICE *of* INDIANA SCHOOL COUNSELOR ASSOCIATION



Molly Myers '15 and Mary Snyder '15



As students in the Butler School Counseling Program, we recently wrapped up our two-year term as the Graduate Student Liaisons on the Indiana School Counselor Association (ISCA) board. When approached to serve on the board by current President and College of Education Assistant Professor of Counseling Brandie Oliver, we had no idea that it would turn out to be such an enlightening and rewarding experience.

Our commitment was challenging at first. We were balancing full-time jobs and graduate studies with the responsibilities of ISCA board membership, which included serving as liaisons between all counseling students in the state of Indiana and ISCA. With hard work and careful collaboration, we were able to effectively communicate between those two groups, and provide professional development for future school counselors by organizing an annual ISCA Graduate Student Workshop. Throughout all of this, we were afforded the opportunity to network with and learn from respected individuals in the profession.

Not long into the term, we realized that a major focus of our work as ISCA board members—and as future school counselors—would be advocating for the profession of school counseling. Thus far, our advocacy efforts have included:

- Corresponding with school counseling graduate students
- Encouraging attendance at the annual ISCA Fall Conference and other ISCA events
- Inviting current school counselors, counselor educators, and community members to speak at the Graduate Student Workshop
- Brainstorming potential workshop topics related to this profession that would be beneficial and unique to current school counseling students

During ISCA “Day on the Hill” at the Indiana State House, we worked with other school counselors to educate Indiana legislators and policymakers on the important work shouldered by school counselors. We shared effective counseling practices and explained the difference between the roles of school counselors and social workers. Using various data and explaining the state’s currently subpar counselor-to-student ratio, we hoped to shed light on how impactful and beneficial school counselors are to our state’s education system.

Later in the spring, we hosted ISCA’s annual Graduate Student Workshop. Several presenters focused on advocacy from within the school counseling profession. Many ideas and concepts were shared regarding legislative work being discussed at the state house, best practices in advocating for underrepresented youth, and ways to effectively collaborate with school administrators and staff to advance counseling efforts.

As both our graduate studies and term on the ISCA board come to a close, we have a new understanding that much of our work will consist of continued efforts in all levels of advocacy—not only for the students, but also for the profession. Often times, we found, it’s the extra work that we do that will put school counselors a step closer to more impactful and widespread change within our schools and community. We are confident that our work, along with the continued dedication and perseverance of school counselors statewide, will yield positive, systemic transformation in our Indiana schools.

2015-2016 ENDOWED GRADUATE SCHOLARSHIPS

VIVAN & DAISY JONES SCHOLARSHIP

Jordan Miller
Emily Schrock
April Wolcott
Rachele Yencer

JERRY L. BURRIS EDUCATIONAL LEADERSHIP SCHOLARSHIP

Emily Alaimo
Kellie Craige
Carrie Dilley
Amber Moore
Deanna Nibarger
Emmaline Perrin
Tyler Roell
Amy Selby
John Syljebeck
Lindsay Wey
Sarah Zach

ARTHUR KRUEGER SCHOLARSHIP

Navonda Adams
Mollie Bates
Breanna Butler
Tyler Donges
Kimberly Handy
Breann McDowell
Elizabeth Paff
Christine Pucci
Annemarie Reik
Amy Schroeder
Andrew Smeathers
Addison Ulmer

EVA YOUNG WILES SCHOLARSHIP

Navonda Adams
Mollie Bates
Breanna Butler
Kimberly Handy
Breann McDowell
Christina Pucci
Annemarie Reik
Amy Schroeder
Addison Ulmer

DR. DAISY (MARVEL) JONES SCHOLARSHIP

Shelby Blasingame
Caitlin Brennan
Martin Bruner
Amy Bultinck
Heather Bullock
Brian Catt
Melissa Cooper
Natalie Crooks
Rayven Dearth
Carrie Dilley
John Dimmick
Tyler Donges
Emily Ehrman
Amanda Fitting
Craig Fugate
Brian Gross
Bridgit Goss
Cara Hachmeister
Tyrene Hartsell
Laura Hayden
Amanda Huffman
Lee Ann Kassab
Ruthie Leeth
Sarah McDaniel
Julia Nakamoto
Kyle Nelson
Randall Nored
Elizabeth Osland
Elizabeth Paff
Samantha Paff
Randi Perry
Camille Richie
Kelle Laura Rogers
Deanna Schmidt
Amy Selby
Elizabeth Shick
Andrew Smeathers
Abigail Soltis
Nathan Strack
John Syljebeck
Michelle Trainor
Addison Ulmer
Traci Vermilion
Lindsay Wey
April Wolcott
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COLLEGE of EDUCATION

10 GRADUATE PROGRAMS

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Master's in Effective Teaching and Leadership
School Counseling

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Accelerated Alternative Program for Initial Licensure in Mild Intervention (P-12)
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the UNITED
STATES of
AMERICA

LAB SCHOOL STUDENTS REACH OUT to DEAF PEERS

Malkah Bird and Marissa Argus '09

This past fall, students in a combined kindergarten and first grade class at the Indianapolis Public Schools/Butler University Laboratory School became fascinated with sound. They eagerly began to explore different ways to make, listen to, and experience sounds. As the children became more knowledgeable about this topic, their teacher, Marissa Argus '09, decided to introduce them to the concept of deafness, focusing on children like themselves in almost every way, except that they live in a world without sound.

By reading and discussing the children's books *Moses Goes to School*, *A Birthday for Ben*, and *Dad and Me in the Morning*, the students met and learned about children who were living in an entirely visual and tactile world. Through the use of their hands and their eyes, the children in these stories could go to school, play with friends, communicate, and experience the world around them without any access to sound.

New questions and curiosities began to arise about how these deaf characters communicated. What is American Sign Language? Can we learn it? The classroom now had several invitations available to the students to start to learn and practice American Sign Language (ASL). The children were fascinated with trying to "decode" different ASL signs that they saw in books around the classroom.

One day, Mrs. Argus noticed the peace monument by Atherton Union at Butler and took a picture of it for the children. Along one of the sides was an inscription written in American Sign Language fingerspelling. The children were challenged to use the ASL resources in the room to figure out what the message said. They enthusiastically worked on it in a large group until they came to the answer: "Peace in the World."

Mrs. Argus reached out one of her student's parent, Malkah Bird, who works at the Indiana School for the Deaf (ISD) located just

a mile north of the Lab School in Indianapolis. Ms. Bird worked with ISD second grade teacher Amy Fenicle, who is deaf, to create a video of Mrs. Fenicle's class signing the Pledge of Allegiance. Mrs. Argus' students were thrilled to see the video, and they immediately wanted to learn all of the signs and words of the pledge and create a video to send back to their new friends. Ms. Bird supported Mrs. Argus' class by recording a video of herself saying and signing the Pledge of Allegiance in ASL.

Each day, the children and Mrs. Argus would watch a portion of the videos and began learning all of the signs and words in the Pledge. After a couple weeks of practice, the class was ready to perform and record their own video to share with Mrs. Fenicle's class. What a proud moment to see the entire group working together to create something that showed their newfound interest, respect, and appreciation of American Sign Language and community members who are deaf.

As the project wrapped up, it became clear that these young children were able to demonstrate the enjoyment and value inherent in celebrating and learning about both our similarities and differences and the impact of finding connections with the members of our communities. Children are capable of this important work—celebrating diversity and finding commonalities that bond us all as humans. Through projects and partnerships like these, Mrs. Argus and the entire Lab School community strive to promote a more understanding, knowledgeable, and tolerant future.

GIVING WORLD TO STUDENTS



VETERAN TEACHER BETTY KESSLER RECEIVES HONORARY DEGREE *at* WINTER COMMENCEMENT

Marc Allan

Betty Kessler, who earned her teaching certificate from Butler in 1937, received an honorary degree at winter commencement ceremonies December 21, 2014.

Kessler arrived at Butler in 1935 with only one dress in her suitcase and a strong determination to become a teacher of young children. She completed the two-year certificate program at Butler that was required at that time to become an elementary teacher in Indiana, and taught for more than 30 years in her hometown of Morocco, Indiana. She championed numerous community events and improvements, including the creation of a local park.

Tina Burks, the wife of Butler Board of Trustees Chair Keith Burks, had Kessler as a fourth-grade teacher. Burks told the graduates that Kessler taught her students “to see and experience other parts of the world.”

“My fondest memory of Mrs. Kessler involves a Christmas gift,” Burks said. “For some odd reason, she picked my name out of the Christmas grab bag, and she gave me a beautiful world globe. While most fourth graders would not ask Santa for a globe, that gift made me feel soooo special.... In our small, rural town, this amazing teacher gave me the world.”

Kessler inspired other family members to earn Butler education degrees. Her niece Barb Greenburg '64 MS '67 taught physical education in the College of Education (COE) for 43 years. Greenburg's daughters, Mandy Quiroz '92 and Wendy Doudt-Gammon '95, teach in the Indianapolis Public Schools system.

Jauvon Gilliam '01, Principal Timpanist of the National Symphony Orchestra and a Jordan College of the Arts alumnus, also received an honorary degree at the commencement. Thirty COE graduates picked up diplomas.

See a video of Kessler recalling her days as a Butler student and her teaching career at www.youtube.com/watch?v=oThIPnK2_p8.

Honorary degree recipient Betty Kessler, right, with niece and former COE faculty member Barb Greenburg

SCHOOL COUNSELING

COUNSELING DEPARTMENT RESEARCHES BEHAVIOR CHANGES *at* LOCAL ELEMENTARY

Lisa Piatek '11



As a school counselor at Tri-Central, I implemented a six-part series of early intervention lessons designed to help my K-3 students develop cognitive, social, and self-management skills needed for academic success.

The lessons were taught through stories that provided a metaphor, emphasizing the importance of effective communication, learning skills, and encouraging others. The lessons focused on prerequisite abilities, such as paying attention, listening, social skills, and cognitive strategies (i.e., understanding story structure, formulating the main idea, and asking effective questions for understanding).

Prior to implementation of the lessons, I agreed to participate in a research study designed by the Butler School Counseling Department. The study looked at the specific behaviors identified in the newly published American School Counseling Association

(ASCA) Mindsets and Behaviors targeted for elementary students. Counseling faculty Tom Keller, Brandie Oliver, and Nick Abel created a rubric to measure these specific behaviors and worked with me to collect baseline data on each student before the series of guidance lessons was implemented.

After the series is completed, post-test data will be collected, and data analysis will reveal the impact of the lessons on the specific student behaviors.

This type of university-school collaboration helps to advocate for the important role of the school counselor along with highlighting strategies to improve student behavior. Butler University's School Counseling Department welcomes opportunities to work with school counselors and schools on a variety of current issues.

ARTHUR HOCHMAN

HOCHMAN'S TEACHING HONORED *with* DISTINGUISHED FACULTY AWARD

Abby Udelhofen '17 and Samantha Cusick '17



ARTHUR HOCHMAN

Professor of Education Arthur Hochman was recently honored as the recipient of Butler University's Distinguished Faculty Award for Teaching. This award is given to a nominated professor who exhibits a truly outstanding effort, accomplishment, and dedication to each student's educational success.

As students of Dr. Hochman, we have experienced the never-ending support, the

always-growing passion that Dr. Hochman has for his students, and the vital role that he plays in their lives as teachers and people.

We decided that one approach to writing this piece in celebration of Dr. Hochman was to select one word to describe our professor and friend. So many possibilities came to mind: "rockstar," "superstar," "superhero." Ultimately, Dr. Hochman is someone who we, and so many others, look up to in so many ways. We concluded that the most fitting word to describe who Dr. Hochman is and all that he does is the word "example." He leads by the light of his example—a light that grows brighter each day as he models how to become the best teacher, colleague, and individual.

One criteria of this award that Dr. Hochman meets so strongly is his creative, stimulating, and responsive practices, along with innovative and creative pedagogical approaches in teaching style, evaluation methods, and course design.

Dr. Hochman also is a knowledgeable leader in his discipline. He teaches an arts integration course, that he created with another colleague. Arts integration approaches to teaching are being utilized in a school where Butler education students observe, spend practicum hours, and student teach. This unique and creative teaching style exemplifies Dr. Hochman's brilliant ideas and goals.

A humble man, Dr. Hochman always searches for ways that he can grow and help others grow in their knowledge. Recently, he created a collaborative group of teachers and preservice teachers to explore ways to teach guidance as a part of classroom culture, not as just a behavior management tool. This research, which is soon to be published, is aimed at supporting teachers and students.

Dr. Hochman advances strong, supporting, and responsive teaching for preservice teachers, practicing teachers who are Butler alumni, and all in the field of education outside of Butler.

He encompasses a very genuine personality and mentors academic excellence. In the midst of all he does, he makes time to find the strengths in each one of his students and illuminate the potential that he sees there. He pushes them to do their best and inspires students to strive for the highest level.

Rachel Valentine, a student of Dr. Hochman's, said, "Dr. Hochman is the most kind-hearted professor I have ever had. He gets to know each and every one of his students and always makes sure to tell them their strengths. He is uplifting and encouraging."

Dr. Hochman supports both new and longtime colleagues in their teaching and their personal lives; through this, he demonstrates to students how to be a team member and a friend.

Dr. Hochman always maintains an atmosphere of integrity, civility, and respect in the classroom. We have found that what is important to us is important to him. Along with many other students, we greatly anticipate the next class that we will have with Dr. Hochman. He manages to make the class truly feel like a family by getting to know students personally and inviting the class over to enjoy his delicious food. We cannot put into words how much we appreciate his thoughtful guidance and understanding. After observing a lesson or activity, he is always ready with feedback that is personalized to that student. He provides opportunities for students to teach in a way that is meaningful for them and their students, which respects and supports each teacher in their learning style and approaches.

In addition to all that Dr. Hochman does for his students in the classroom, he goes the extra mile and creates friendships through casual conversations in passing, meeting for coffee, and being there to talk to whenever you need it. He often describes himself as the president of his students' fan clubs. Dr. Hochman is always there to help with advice on academics or personal circumstances. He is with us all through our highest highs and our lowest lows.

Student Josie Wallfred said, "The wonderfully unique thing about Dr. Hochman is that he never stops caring about you once you leave his classroom. He remembers events in your life, and he never fails to stop and chat in the hall and make you smile. I cannot think of anyone who earned this award more than Dr. Hochman. He is truly what the Butler Way and the College of Education are all about, and I am so lucky to have learned so much from him!"

Dr. Hochman inspires us to teach first to the person our students are. Then, as we support them as people, we will pave the road for them to become healthy, happy people, who are able to make our community better.

As students of Dr. Hochman, we can attest to the truth in this statement. It is amazing to look at the people we were entering his class at the beginning of the semester compared to the people we were when leaving at the end. The strength, aspirations, and sense of achievement we gained from his classes, and that continued after his classes, are only a small part of what we received. A sense of joy, new friendships, and happiness followed.

Before class starts, he makes a point to walk around and ask each person how their day is going. At the start of his day, he stops in the offices of his colleagues before heading to his own just to say good morning. It's all of the little things that he does that make him such a big person.

It is very clear to us why Dr. Hochman was recognized with this most prestigious award, as we see examples of his extraordinary everyday approach. Dr. Hochman always, always celebrates our accomplishments as his students and colleagues, no matter the caliber. It is rewarding to be able to now celebrate him in return.

His example as an educator and individual has inspired us to lead lives of purpose as we dream of doing the same for our future students. His patience, kindness, encouragement, understanding, knowledge, and example do not go unnoticed. Dr. Hochman truly is an incredible man, and we are lucky to call ourselves his students, colleagues, and most of all, his friends.

TWO NEW DIRECTORS

Marc Allan



KATIE RUSSO

In fall 2014, the College of Education introduced Jill Jay as the new Director of the Experiential Program for Preparing School Principals (EPPSP) and Katie Russo as Director of Student Personnel Services and External Relations.

Jay came to Butler from Mill Creek Community School Corporation in Clayton, Indiana, where she was Superintendent (2013–2014), Assistant Superintendent (2011–2013), Director of Student and Professional Learning (2010–2011), and Principal of Mill Creek East Elementary (2004–2010).



JILL JAY

Since 2011, she has been an Adjunct Professor in EPPSP, an innovative and experience-based master's degree program that prepares its graduates for the many challenges facing school administrators. EPPSP provides hands-on opportunities for students to demonstrate proficiency and to practice leadership skills in their schools.

Jay earned her doctorate in Education Leadership and Administration from Indiana State University; a Master of Science in Education Administration, EPPSP Group 22, from Butler; a Master of Arts in Elementary Education from Ball State University; and a Bachelor of Arts in Elementary Education from Purdue University.

Russo was Assistant Director of Licensing with the Indiana Department of Education 2008–August 2014. She taught third grade at St. Luke Catholic School in Indianapolis (1983–1988) and was Assistant Principal at St. Luke Catholic School in Indianapolis (1988–2008).

Russo earned her Bachelor of Science in Elementary Education, Master of Science in Elementary Education, and completed the Educational Administration program from Butler.

As Director of Student Personnel Services and External Relations, Russo oversees the clinical experiences in the College, including internships and student teaching. She cultivates community and school partnerships and guides students through the testing, licensure, and job placement process.

WHITE HOUSE CALLS

SCHOOL COUNSELING FACULTY INVITED *to* NATIONAL SESSION *on* COLLEGE READINESS

Brandie Oliver, Nick Abel, and Tom Keller



In partnership with the White House's College Opportunity Agenda and the First Lady's Reach Higher Initiative, San Diego State University convened an invitation-only gathering of leaders and commitment makers from across the country last fall, to focus on improving school counselor preparation programs and practices aimed at increasing college access for all students. Indiana was fortunate to have a diverse team of stakeholders accepted for attendance at this landmark event, including four representatives of Butler College of Education (COE). The Indiana team included: Brandie Oliver, Assistant Professor, School Counseling, Butler University
 Nick Abel, Assistant Professor, School Counseling, Butler University
 Tom Keller, Professor and Department Chair, School Counseling, Butler University
 Susan Kleinman, Director of COE Strategic Initiatives, Butler University
 Amanda Culhan, Student Services Liaison, Indiana Department of Education

Amy Marsh, Indiana Chamber of Commerce
 Melba Salmon, Director of School Counseling, John Marshall High School
 Matt Fleck, Fleck Education Group

During the two-day gathering, participants heard from leaders in the field of college counseling, counselor education, and government relations. As part of Michelle Obama's "Reach Higher" campaign, the convening was designed to gain commitments from local, state, and national groups of education leaders to improve access to and knowledge of college and careers among K-12 students. Financial aid eligibility, academic planning, and summer learning opportunities also were discussed as determinants of college access.

Since returning, the Indiana team has worked to refine our commitment to addressing college and career readiness for all Hoosier youth. Butler is the first university in the state to launch a College and Career Certificate program, scheduled to begin in summer 2015.



MEMORIAL to DR. BECKY CRAMER

The College of Education lost a friend and valued colleague when Associate Professor Becky Cramer passed away on May 2, surrounded by her parents, brother, and sister. Becky joined the faculty in fall 2013 after completing her graduate coursework at Indiana University.

Becky was a high school teacher prior to pursuing a career in teacher education. She loved teaching and left a lasting impression on Butler students and the University community. Even in her last week, her priority was teaching. She believed so strongly in the importance of high-quality educators and the impact they make in the world.

We miss her greatly.



KUDOS AND CREDITS

NICK ABEL, School Counseling program, presented research and best practices in school counseling at several state and national conferences, including *the Association for Assessment and Research in Counseling*, *the Indiana School Counselor Association*, and *the National Center for School Mental Health*. Nick also authored an article for the journal *UNiversity* titled “Shakespeare and School Counseling,” and along with Dr. Brandie Oliver, co-authored two columns for *IndianaGram*, published by the *Indiana Association of School Principals*. He and Dr. Oliver also recently submitted a book chapter for publication, and, along with Dr. Tom Keller, are in the midst of a research project studying student learning behaviors at a local elementary school. Nick also enjoyed representing the College of Education (COE) on the BU Faculty Senate and on committees to revise the University’s student learning outcomes and faculty handbook.

SUSAN ADAMS, Middle/Secondary program, continued in her shared role as Co-Faculty Development Fellow, designing and facilitating faculty development for BU faculty with Dr. Jane Gervasio (COPHS). Student engagement was this year’s faculty focus. Her professional and scholarly presentations at state and national conferences included presentations and papers at the *Bergamo Conference on Curriculum Theory and Classroom Practice*, *Indiana TESOL*, *the Association of Teacher Education*, *the Association of Independent Liberal Arts Colleges of Teacher Education*, and *the American Educational Research* conferences. In spring 2015, Susan was elated to pilot a new approach for teaching ED112 and ED245. She currently edits the *INTESOL Journal* and is co-writing a book, *Teachers Getting Real on Race and Pedagogy: Inside Job* for K. J. Fasching-Varner and R. W. Mitchell’s “Race and Education” series with Lexington Books of Roman & Littlefield Publishing.

SUSAN ADAMSON, Elementary program, invested much of her time developing early childhood education programming. This work included teaching a new course ED404 *Differentiation and Culturally Responsive Teaching in Early Childhood*; engaging in research at St. Mary’s Child Center related to making diverse cultural materials available for storytelling; and, as director of the *Indiana Partnership for Young Writers*, developing early childhood programming for in-service preschool teachers with funds awarded by the Nina Mason Pulliam Trust. In November, Susan was privileged to travel with Dean Ena Shelley to Universidad Icesi to present to educators in Cali, Colombia, about our teacher education program and Reggio-inspired practice. Susan also presented in state and national conferences including those of the *Association of Teacher Educators*, *Indiana State Teachers Association*, *National Council of Teachers of Mathematics*, and *Indiana Teachers of Writing*.

STEPHEN BLOOM, Elementary program, engaged in a learning-filled year with two groups of Block B students (accompanied by Drs. Deborah Corpus and Catherine Pangan), a class of Introduction to Elementary Education students (accompanied by Dr. Arthur Hochman), and several exceptional student teachers. Stephen also worked with a group of BU Honors program students, exploring a variety of works inspired by author Lewis Carroll. He had the pleasure of being a featured speaker at the fall 2014 *National Council of Teachers of Mathematics Regional Conference* in Indianapolis.

KATIE BROOKS, Multilingual and Exceptional Learner program, returned from her sabbatical during which she co-taught in elementary and adult education classrooms with English language learning students. She presented at state and national conferences including the *American Educational Research Association*, *The American Association of Colleges for Teacher Education*, *Association of Independent Liberal Arts Colleges of Teacher Education*, and *the Association of Teacher Educators*. She published articles in the *INTESOL Journal* and *Writing and Pedagogy*.

BRANDON COLE, Human Movement and Health Science Education program, worked diligently to create collaborative efforts that engage students with hands-on learning with an experiential twist. Working in collaboration with Butler’s Health and Recreation Complex and Healthy Horizons employee health resource, students in the PE352 course provided sub-maximal assessments and an individualized personal training program to faculty and staff. Their goal was to create a healthier Butler through health and wellness education. For the course’s first year, it was a wild success. Using his background in experiential education, Brandon presented at a number of conferences, including the Indiana TRiO Upward Bound program *Leading into the future*, the ACCT (Association for Challenge Course Technology) *It’s not just a challenge course, it’s a classroom*, and at the Indiana After School Summit *Be Healthy, Be Happy, Health Education games that work*. Brandon continues his work with students through co-curricular programming, which included an alternative spring break backpacking trip, sanction programs, and challenge education opportunities.

DEBORAH CORPUS ’74, Elementary program, co-taught ED408 with Professor Theresa Knipstein-Meyer, providing a special education lens in the fall. Their class tutored 22 children in reading for one hour each week throughout the semester. In the spring, Debbie taught a class that tutored 13 children each week. The ED408 students analyzed videos of their teaching as part of the experience, in order to hone their teacher language and use of specific instructional methods. As part of Block B, Corpus taught the ED308 class both semesters with the assistance of the teachers and students at Central Elementary in Pike Township. More than 50 children in the after-school program received enrichment lessons, and all the fourth grade students worked in weekly guided reading groups during the school day. Debbie continued her reading research through some small group settings at the IPS/Butler University Lab School and in individual tutoring. She presented some of her preliminary research at the *Indiana State Reading Association* and at the *Indiana Teachers of Writing* conference in the fall. She also presented with Dr. Jessica Wilhoite, Assistant Professor of Pharmacy Practice, on the development of rubrics for faculty in COPHS.

KELLI ESTEVES, Multilingual and Exceptional Learner program, published her second book on response to intervention, *RTI in Middle School Classrooms: Proven Tools and Strategies*. She had the pleasure of co-teaching a new course with Dr. Arthur Hochman called Art and Exceptionality. Drs. Kelli Esteves and Shelly Furuness co-presented at the *Council for Exceptional Children TED* conference and the *Butler Celebration for Innovation in Teaching* about their work with the Integrated Core II Block. Kelli also presented on the topic of children’s literature this year at the *Young Child Expo* in New York City. She took a group of students to England and Scotland for a study abroad trip on the topic of British children’s literature in summer 2015.

LISA FARLEY, Human Movement and Health Science Education program, took the reigns as Program Coordinator for fall semester 2014 while her colleague Dr. Mindy Welch was on sabbatical. Lisa facilitated the program’s move from temporary offices in Jordan Hall back to Hinkle Fieldhouse after the multimillion dollar Hinkle renovation. In her third year as a Faculty Fellow for the Indianapolis Community Requirement, she assisted with the collection, reflection, and writing of the *Carnegie Elective Application with the Center for Citizenship and Community*. In the fall 2014 semester, Butler was awarded the prestigious Carnegie Foundation’s Community Engagement Classification. Additionally, Lisa made two presentations at the fall *Indiana Association for Health, Physical Education, Recreation, and Dance (IAHPERD)* conference in Indianapolis. She presented “Take your class from ‘Snoring’ to ‘Soaring’” with undergrads Molly Dunn and Sydnee Willoughby, and “You’ll Flip Over This” with Dr. Welch. She also presented on teaching strategies at the Fall Faculty Workshop. She submitted an article which is pending to the *IAHPERD journal* titled “A Unique School Experience for Wellness.” In the spring she and undergraduate student Kayla Pope had a *Butler Summer Institute research* project accepted to work in summer 2015 with Horizons School on a health education project.



KAREN FARRELL MS '91, Accreditation Coordinator and Data Manager, works with the Council for the Accreditation of Education Preparation on accreditation matters and program review in addition to preparing state, regional, and national data reports for COE. She continues as Business Manager and book review contributor to *Word Ways: The Journal of Recreational Linguistics*. She attended the October 2014 Assessment Institute in Indianapolis presented by the Office of Planning and Institutional Improvement at IUPUI.

RYAN FLESSNER '97, Elementary program, continued working with teachers across the state in the area of elementary mathematics and was invited to present three workshops with his wife, Courtney ('97), to *teachers in Ho Chi Minh City, Vietnam*. He presented with colleagues from Butler and area school districts at local, state, and national conferences, and he continued his role as the Faculty-in-Residence at Ross Hall. This year, Ryan had pieces published in *Teachers College Record* (with Susan Adamson) and *The Educational Forum*. In addition, a chapter he had previously co-authored with Ken Zeichner was selected as one of the "...foundational or guiding texts that broke new theoretical or political ground..." in teacher education and was re-published in the compendium *Critical Education*, edited by Michael Apple and Wayne Au.

SHELLY FURUNESS MS '05, Middle/Secondary program, received tenure and was promoted to the rank of associate professor. She spent the year exploring edTPA with her amazing Middle/Secondary Program team and helped to develop the vision for the Shortridge International Baccalaureate/Butler Lab High School that will open in fall 2015.

ERIN GARRIOTT '01, Multilingual and Exceptional Learner program, enjoyed her first year of being an official faculty member of the COE. She is continuing to work within the vision of the *Core 2 Integrated Block*, adding meaningful field experiences to the Special Education curriculum and making more connections with local special educators. For the first time, she co-taught the Mild Intervention Student Teaching Lab with Professor Theresa Knipstein Meyer and continues to be amazed and empowered at the difference our teachers are making out in the field. Erin and her family finished up their first year living in Schwitzer Hall as Faculty-in-Residence. This gave her amazing insight into not only supporting our students' academic lives but also their social and emotional lives.

CATHERINE HAGERMAN PANGAN '99, Elementary program, made new community connections with the *Indiana Historical Society* as part of the junior experience. She helped lead an undergraduate children's book team that published *The Gifts of Indiana*, an historical fiction novel that celebrates Hoosiers who have made an impact. The Indiana Bicentennial Commission endorsed the book, and Catherine is incredibly proud of the students' work. She continues to incorporate integrated engineering experiences in classrooms. This year she was a keynote speaker for the Sciencetech Club of Indianapolis. This is her second year serving as a Board of Trustee member at Sycamore School.

CATHY HARGROVE '97, Elementary program, designed and implemented a summer workshop with Sarah Clark, second grade teacher at the Indianapolis Public School/Butler University Laboratory School, "Taking Classroom Libraries to the Next Level: Building a Culture & Passion for Reading." The workshop was sponsored by the *Indiana Partnership for Young Writers*. Cathy continues her professional learning by teaching courses on site at the IPS/Butler Laboratory School. She is inspired daily by the innovative work of the IPS/Butler Lab School students, classroom teachers, and the Butler pre-service teachers.

ARTHUR HOCHMAN, Elementary program. Arthur's highlights for 2014–2015 included: Teaching a PCA (University Core Art Class) with Kelli Esteves on-site at VSA, working with the exceptional artists there. Honoring Lynn Valinetz, a master teacher at IPS School 91, through a flash mob and a digital quilt, with Lisa Farley, Rachel Patten (for COE graduate student) and current students. Establishing a Guidance Collective with Cathy Hartman, Jessica Meier '05, Connie Plankenhorn (master practitioner), Sam Cusick, and Abby Udelhofen (current students), with support from Butler grads all over the country. Helping the teachers at Wallace Elementary School (a world class example of an arts integration school) build their own professional development. (Look for a conference we are going to have in summer 2016).

JILL JAY, EPPSP, began serving as the director of the program this fall. She spent time with and got to know the two cohorts of EPPSP students by traveling with them to Finland and Sweden. The groups studied the impact that the larger political, legal, social, and cultural context has on education when they met with the Finnish Board of Education, teachers, and residents of the two countries. She and Marilyn Sudsberry were asked to present to the program directors of EF Tours in Boston on the success of the trip, which EF Tours helped arrange. See more in a student-created video at goo.gl/a1OZLE. Jill also developed a hybrid course for the summer session, a first for EPPSP, and continues to seek outstanding candidates to lead our schools.

BROOKE KANDEL-CISCO, METL, continued to work with and learn from practicing educators through METL courses and a series of professional development sessions in MSD of Pike Township and Noblesville Schools. She co-authored a book chapter focused on high-stakes testing in multicultural school settings and an article in the *INTESOL Journal*. She was fortunate to work with Dr. Brandie Oliver and two graduate students on a Butler University Founder's Day project documenting disproportionality and inequity in school discipline practices and policies.

TOM KELLER, School Counseling program, a leader in the national counseling profession, chaired two site team visits to universities seeking national accreditation (CACREP). He contributed to writing the manual for team members and chairs for CACREP site visits. He presented at the *North Central Counselors Educators and Supervision* conference, and the *Indiana School Counseling Association* annual conference. Currently, he is working with Drs. Brandie Oliver and Nick Abel on a research project measuring the new ASCA student behaviors at the K–3 level. Drs. Keller, Oliver, and Abel recently wrote "expert" perspectives for a new edition of *Critical Incidences in School Counseling*.

THERESA KNIPSTEIN MEYER, Multilingual and Exceptional Learners program, assisted cohort No. 4 of Butler's Alternative Accelerated Program in Special Education to complete coursework. She also welcomed cohort No. 5. Theresa served as a COE liaison with Student Disabilities Services. She also was on a panel discussing the movie "FIXED: The Science/Fiction of Human Enhancement" with our students at Butler University. Visiting patients and staff at Indianapolis' Riley Hospital for Children with her students both semesters added huge learning for all involved. Theresa served on the *Council for Exceptional Children* (CEC) executive committee and was the state advisor for the *Council for Exceptional Students* chapters. She also advised the Butler CEC chapter, now in its fifth year. Theresa served on a local school district's foundation grant committee to assist teachers in their teaching, and worked with local educators on in-service opportunities.

FACULTY *and* STAFF

DEBRA LECKLIDER '89, Associate Dean, enthusiastically lead the COE's Strategic Planning process, incorporating ideas from students, staff, faculty, alumni, and Board of Visitors members and culminating in four bold initiatives. She is looking forward to implementation next year. Deb also worked with graduate faculty to develop seven credit-bearing certificate programs for the COE. These innovative programs include Visual Impairment, Hinkle Academy for Wellness and Sports Leadership, Alternative to Special Education, International Baccalaureate, Graduate Initial Licensure Program, College and Career, and Licensed Mental Health. Deb co-taught the ED348 Perspectives in Leadership class during spring 2015 with Dr. Levester Johnson, Butler Vice President for Student Affairs. Their students produced a video for the Pay It Forward project they developed. View it at www.youtube.com/watch?v=PqGfkS0rCt8.

ANGELA LUPTON '92 MS '01, Assistant Dean, co-authored with Dr. Catherine Pangan a chapter in the new book *Perspectives on Teacher Leadership* (Taylor and Francis, August 2014) on first-year teacher leaders. She also loved coaching and cheering on the latest children's book publishing team that created the book *Max Greene and the Vaccine Team* (Mascot, April 2015). Angela is glad to have Chasadee Minton on board to assist with the marketing and social media in the College and is looking forward to hearing about our 2015 graduates taking the teaching profession by storm.

MEREDITH McALLISTER, Middle/Secondary program, served as a COE Faculty Senator. During her fall 2014 sabbatical, she published several papers, completed a book chapter, and created and implemented a geographic information systems project in a local middle school. The story mapping project uses mapping as a tool for learning about concepts and topics (in this instance "The Silk Road and World Religions"). Story maps use web-based maps (ArcGIS online) to tell the story of a place, event, issue, trend, or pattern. They are often combined with text, photos, video, and audio. Titled "Going Back for Our Future II: Carrying Forward the Spirit of Pioneers of Science Education," the chapter is part of book coming out in summer 2015, *Dorothy Gabel: A Life of Service* (Written by M. McAllister, L. Yang, and M. Allan. Edited by J.E. Pedersen, K. Finson, and B. Spector. Information Age, Charlotte, NC). Meredith published several papers in 2014, including works covering field research, the use of multiple representations in the classroom, school/university partnerships, students' conceptual understanding of groundwater, and biomes and the Earth's interior. She serves on the editorial board of the new online journal, *The Journal of Astronomy and Earth Science Education*. Co-Director of the annual Science Olympiad regional competition, she organized the February 2015 competition at Butler, involving more than 450 middle and high school students and more than 100 volunteers and school coaches.

CHASADEE MINTON, Program Coordinator for Web Development and Marketing, joined the College of Education in October 2014. She previously worked in Butler's Center for Academic Technology since 2012. She shares responsibility in managing COE's social media outlets, website, blog, and marketing initiatives. She works closely with the University's Marketing and Communication department to create promotional tools. Chasadee has helped the College of Education transition to the University's new branding and coordinates external marketing communications on behalf of COE. She enjoys the opportunity to support her colleagues and faculty and looks forward to working on new projects in the coming year.

RICK MITCHELL, Middle/Secondary program, finished his third year working with the Butler COE as a Master Practitioner. The partnership between Butler University College of Education and the Metropolitan School District of Pike Township, Indianapolis, continues to grow stronger every day. In fall 2014 semester, all Middle/Secondary students completing preservice at Pike High School were at the school four hours each week. In spring semester, they then student-taught with the same Pike teacher and class they had worked with in the fall. The interaction was very positive and supportive for both schools. The 27 student teachers involved crossed the graduation stage very well prepared for their future. Rick also piloted and implemented a series of Professional Development sessions on "*Positive Classroom Culture and Climate*."

BRANDIE OLIVER '96 MS '07, School Counseling program, presented at several state and national conferences, including the *Association for Assessment and Research in Counseling*, the *Association for Creativity in Counseling*, the *Indiana School Counselor Association*, and the *National Center for School Mental Health*. In June, she started her term as President of the Indiana School Counselor Association. She is proud of the association's advocacy and efforts to educate legislators and the community about the roles and responsibilities specific to the school counseling profession. She continued her work with Prevent Child Abuse America, authoring the Empower YOUth program, a curriculum taught to middle school women focusing on the five core principles of social and emotional learning. Another highlight of this year was her work with students from the Early College Program and Dream Alive Program at Shortridge High School.

CHRIS PRICE, COE Office Administrator, assisted the dean throughout the year with numerous responsibilities including the college budget, grants, and handling the details of the summer short-term study abroad program. Over the summer, Chris successfully completed a 13-week course and earned a Certificate in Business Fundamentals through the Corporate and Executive Education Program at Butler University. In the fall, Chris was asked to facilitate a half-day Asset-Based Thinking session at the annual staff retreat for St. Mary's Child Center. Chris also was asked to work with the staff of the University's Center for Academic Technology, introducing them to the concept of Asset-Based Thinking. Chris, along with COE staff member Cindy Smith, attended a one-day workshop sponsored by The Cramer Institute in St. Louis, on the subject of "Joy, Flow, and Happiness."

CINDY SMITH, Administrative Specialist, organizes conferences such as the COE's annual TEACH Butler conference and other special events for the College. Cindy coordinates our professional development workshop program. She also assists in the College course schedule.

MINDY WELCH '79, Human Movement and Health Science Education (HMHSE) program, undertook two primary projects during her fall 2014 sabbatical leave. First, the Butler Lab School hired its first movement education teacher, Jill Allen '13, who opened the Movement Studio at the school. Mindy and Jill collaborated on cultivating a culture and developing a curriculum that merges their expertise in movement, health, and well-being with Reggio-inspired philosophies and practices. Mindy, Jill, and fellow Lab School teacher by Marissa Argus '09 co-presented at the IAHPERD state conference on "*What Does Physical Education*

Look Like in a Reggio-Inspired School?" Mindy occupied a student's seat again alongside eight COE underclassmen in ED412 Reggio-Inspired Teaching and Documentation of Learning, taught by Butler COE colleague Ryan Flessner. Her second project was development of The Hinkle Academy for Wellness and Sport Leadership, a graduate-level certificate program that will launch in August 2015. Mindy had a leadership role in a team of collaborators from COE, Academic Affairs, the Athletic Department and the Health and Recreation Complex in getting the program ready for internal and external curriculum approval. One key element towards this effort was successful completion of the Learning To Teach Online course taught through Butler's Center for Academic Technology. Mindy was delighted to return to her role as program coordinator in January and reunite with her HMHSE team and spectacular students.

LINDSAY WILLIAMS MS '10, Graduate Initial Licensure Program (GILP), continued working to develop the alternative licensing program this year. The second year cohort had six students from a wide range of backgrounds, who obtained their Middle/Secondary licenses in just over one year. Lindsay advised and taught extensively in the program while also pursuing marketing opportunities and developing new web and print materials. She also helped the program to become an official University certificate program. While wearing her Middle/Secondary instructor hat, she piloted a new field experience at Gambold Prep High School, an International Baccalaureate magnet school in the Indianapolis Public Schools.

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