To   Indiana University School of Education
              Policy Council

From   Indiana University School of Education
              Policy Council's Subcommittee on Research and Development

Prepared By   Kenneth E. Hay, Chair

Re   Policy Council's Subcommittee on Research and Development
              Annual Report 2007-2008
              Submitted April 21, 2008

Committee Membership

Valarie Akerson, IUB-Curriculum and Instruction
Catherine Brown, IUB-Associate Dean for R&D (ex-official)
Thomas Brush, IUB-Instructional System Technology
Kenneth Hay, IUB--Counseling and Educational Psychology (chair)
Neil Hunter, IUB-Counseling and Educational Psychology (student)
Thomas Nelson-Laird, IUB-Education Leadership & Policy Studies
Faridah Pawan, IUB-Language Education
Ada Simmons, IUB Executive Associate Director P-16 Center (ex-official)
Joshua Smith, IUPUI-Educational Psychology
Robert Toutkoushian, IUB-Education Leadership & Policy Studies
David Estell, IUB-Counseling and Educational Psychology

Report

The major activities of the IU School of Education's Policy Council's Subcommittee on Research and Development focused primarily on the management of the SOE's internal grant competitions. This year this included 4 distinct programs: Profitt Research Grant Program, Profitt Summer Support for Faculty Grant Program, Kempf Grant Program, and Pathways Initiative Program. The first three programs the committee revised RFPs, solicited proposal reviewed proposals, and made ordered recommendations for funding to Associate Dean Brown. In the case of the new Pathways Initiative Program the committee worked with Dean Gonzalez and leaders on the IUB and IUPUI campuses to develop a RFP in described a 2 stage grant program to support IU faculty building partnerships with identified schools. The committee created a special Pathways Initiative Review Committee that has reviewed the first round of "planning" grants and has made their funding

recommendations to Associate Dean Brown. The Review Committee will be reviewing the Stage 2 Full Grant Proposals in early June. The committee also began more aggressive mentoring of junior faculty who submitted grant proposals but were not funded. This effort resulted in mentoring of 6 junior faculty on proposal writing for internal and external funding opportunities. The RFPs and the funded awards for all programs are attached to this report.

The R&D committee also engaged in a couple of other important tasks in the service of the SOE. This included:

- Meet with Dean Gonzalez to consult with him in his selection of the next Associate Dean for R&D and P-16 Center Director.

- Addressed a Policy Council request for a recommendation on issues involving the processing of external grants when the PI is appointed on one campus, but implementation is largely on another campus. See attached for recommendation

Finally the R&D Committee felt the timing, prior to the announcement of the new associate dean, was right to make a set of recommendations via a "Letter to the new Associate Dean of Research." This letter addresses some of the issues that the committee has discussed over the course of this academic year.

List of Attachments

Policy Council's Subcommittee on Research and Development
Awarded Grants 2008

<u>Proffitt Internal Grant</u>

5 applicants

2 funded

  Amy Hackenberg, "Exploring Relationships Between Students' Quantitative Reasoning With Fractions and Their Algebraic Reasoning" (1 Yr = $18,000)

  Shafiq M. Najeeb, "The Math and Science Test-Score Gender Gap in Developing Countries" (2 Yr = $36,000)

<u>Kempf Internal Grant</u>

7 applicants

1 funded

  David Estell, "Assessment of the Work Values of Education Majors: A Kempf Proposal" (1 Yr = $20,000)

<u>Proffitt Summer Faculty Fellowship</u>

8 applicants

4 funded

  Dionne Cross, "An Examination of the Factors That Influence Students' Engagement in Writing and Argumentation Activities in Mathematics" ($10,000)

  James Damico, "Looking Across Seven Years From 5th to 12th Grade: Urban High School Seniors Discuss What Freedom, Slavery, and Being American Mean to Them" ($10,000)

  Erik Tillema, "Investigating a Quantitative Approach to the Construction of Algebraic Symbol Systems" ($10,000)

  Xiangdong Yang, "A Construct Modeling Approach to Evaluating Measurement Invariance" ($10,000)

<u>2008 Pathways Initiative Competition Stage 1</u>

7 applicants

7 funded

  Samantha S. Bartholomew, Robert Helfenbein, Jr, and Annela Teemant, "Partnership with the International Academy at Arsenal Tech High School" ($5,000)

  Gayle Buck and Dionne Cross, "Planning for Progress: A Working Conference to Coordinate and Extend Efforts Towards Enhancing Math and Science Instruction" ($5,000)

Gerald Campano, Ethan Yazzie-Mintz , James Damico, Lara Lackey, Rebecca Martinez, and Julie Jackson "Creating and Sustaining a Partnership with the Bernard C. Watson Academy for Boys through Collaborative Inquiry Into Literacy and Engagement" ($5,000)

Ted Frick, "Evaluating a Project-Based Learning Curriculum: A Dash-Board with New Measures of Curriculum Maps" ($5,000)

Angelique LeVell, Joshua Smith, James Damico, Jacqueline Blackwell, Kathleen Allspaw, Deborah Keller, and Larry Mikulecky, "University High Academy of Emmerich Manual Campus, Indianapolis Public Schools and Indiana University School of Education" ($5,000)

Martha Nyikos, World Languages, Strategic Learning, Global Competence" ($5,000)

An Jae Soon and Donald F. McMullen, Use of Bloomington Emergency Collaboration Information System (BECIS) as a Tool for Service Learning Projects" ($5,000)

2008 Pathways Initiative Competition Stage 2
Anticipated Funded Awards: 4 (~$40,000)
Proposal Deadline Stage 2 June 1, 2008

2008 Proffitt Summer Faculty Fellowship Program
Deadline: January 11, 2008

The School of Education has established an annual **Proffitt Summer Faculty Fellowship Program** to support faculty members of the School of Education who are engaged in, or are proposing to engage in, any aspect of significant educational research. Consistent with regulations of the Endowment, the grants are to be used to support research related to teaching, learning and curriculum that have implications for early childhood, elementary or secondary education.

Quality of the research is the primary criterion for award of the fellowships. Priority will be given to pre-tenure faculty members, but all faculty members are encouraged to apply.

The following guidelines apply:

1.   Applicants must be tenured or tenure-track faculty or have an appointment as clinical faculty of the School of Education IUB or IUPUI.

2.   Faculty members who received Proffitt Summer Faculty Fellowship money in the preceding summer are not eligible to apply.

3.   Fellowship holders are expected to devote full-time for a <u>minimum</u> of <u>eight</u> successive weeks on the proposed research.

4.   We anticipate that 4-6 fellowships will be funded in 2008 for the core campus.

5.   Each fellowship carries an award of $10,000.

6.   In accordance with University policy, the fellowship stipend plus wages and summer salaries resulting from research or other permitted activities is normally limited to 27.5 percent of your past academic year salary.

7.   Any proposed research activity involving the use of human subjects must have a completed "research protocol involving human subjects" approved by the campus committee before funding will be released.

8.   Proposed research activities must relate to teaching, learning and curriculum and have implications for early childhood, elementary or secondary education. A wide range of research activities have been funded in the past and will be considered in this competition.

The fellowship program is administered by the Office of Research and Development in conjunction with the School of Education Research and Development Committee.

2008 Proffitt Summer Faculty Fellowship (SFF) Application Procedures
Deadline: January 11, 2008

Submit electronically to: Mary King at kingm@indiana.edu
No paper copies will be accepted.

Excellence of the proposed scholarship is the major criterion employed in the evaluation procedure. Please be concise and clear in your proposal.

Restrictions: SFF recipients are expected to devote eight weeks of full time research to their projects; teaching or administrative duties during this time are not allowed. Total compensation for the summer (including SFF) is normally limited to 27.5 percent of the previous year's salary. SFF awards are made for one year only; funds may not be "banked" for use in subsequent years.

Application Procedures: A complete application consists of:

1. *Proposal coversheet (below)*

2. *The proposal prepared by the candidate*

Proposals should describe the project in concise and jargon-free terms and must not exceed **seven** double-spaced pages. The description should make clear the specific aims and purpose of the project, its scope and presumed contribution to knowledge and a definite plan of work. If a proposal is currently submitted for review by any other funding source(s), the other funding source(s) must be noted in the proposal.

3. *A current curriculum vitae*

NOTE: Unlike in previous years, we are not asking for letters of support.

Evaluation of proposal: Members of the School of Education Research and Development Committee will review applications and make recommendations to the Associate Dean for Research on funding. The committee members will rate each proposal on the basis of (1) originality, (2) significance, (3) quality of concept and planning, (4) competence of investigator, and (5) prospects of accomplishment.

Report on Summer Accomplishments: All faculty members who are awarded Summer Faculty Fellowships are required to submit a brief report of the activities supported by the fellowship. The

report is due to the R&D Office within one month of the completion of the fellowship.

If you have questions, please contact Mary King at (812) 856-8012 or kingm@indiana.edu.

2008 Proffitt Summer Faculty Fellowship (SFF)
Proposal Coversheet

Please place this page at the beginning of your proposal file.

Applicant Name _____

Rank_____

Department_____

Phone_____

E-mail_____

Title of
Project_____

_____

Special Needs:

Does this project require use of human subjects? Yes_____No_____
(Projects involving the use of human subjects must provide evidence that relevant University requirements and regulations have been met before the research can begin. We encourage you to work with the IRB Office (855-3067) to accomplish this.)

Briefly describe any special needs of this project, i.e., space, equipment/software needs, and use of distance technology that might impact the feasibility of the work and how those needs will be met.

PROFFITT INTERNAL GRANT COMPETITION
DEADLINE: January 11, 2008
(Awards will be announced by February 1, 2008)

The School of Education is soliciting applications for the Maris M. Proffitt and Mary Higgins Proffitt Endowment Grants. Consistent with regulations of the Endowment, the grants are to be used to support research studies related to teaching, learning or curriculum that have implications for early childhood, elementary or secondary education.

Members of the Research and Development Committee evaluate each proposal and determine which studies to be funded by the Proffitt Endowment.

Proffitt Internal Grant Competition Guidelines

1.   The project director must hold a regular tenure track academic appointment in the Indiana University School of Education in Indianapolis or Bloomington at the rank of assistant professor or higher or have an appointment as clinical faculty.

2.   Proposed research studies must be related to teaching, learning or curriculum and have implications for early childhood, elementary or secondary education. A brief statement in the proposal should make clear how the proposed research is consistent with the intent of the Endowment.

3.   This competition is intended to support research related to developing faculty research programs. Proposals should make clear how the proposed research study is a part of, and contributes to, a larger research program. Proposals should make clear how the research, if funded, will enhance the likelihood of obtaining external funding to support the continuation of the applicant's research program or, if external funding is not likely, how the research program could continue without such funding.

4.   Priority will be given to pre-tenure faculty or faculty starting a new line of research.

5.   Each budget submitted should meet the following criteria:

   (a)   Budgets may not exceed $36,000 and are limited to a maximum funding period of 24 months. The maximum funding will be proportional to the length of the project. All projects will begin between July 1 and December 31, 2008 and end within 24 months of the starting date.

   (b)   **If** support for a graduate research assistant is included in the proposed budget, a limited fee scholarship will be awarded **in addition** to the $36,000. A fee scholarship of up to 10 semester hours is available for each of Semester I and Semester II. Fee scholarships are proportional to the time the student is appointed on the project. An additional award of up to 3 semester hours is available during the Summer if the

<u>student is employed on the project</u> during the Summer.

     (c)   Budget requests may not include salary/stipends to faculty members.

     (d)   Purchase of equipment is not generally encouraged but will be considered.

     (e)   Up to $1,500 may be included for professional travel for each year of the award.

(Note. You are <u>required</u> to submit your budget to Mary King in the R&D Office for review and feedback prior to submission of a proposal.)

6.   Proposals must be concise and must not exceed **ten**, 8.5 x 11 double-spaced pages with one inch margins on the top, bottom and sides, using 12 point font (12 characters per inch). Font size does not apply to charts, tables, figures and graphs.

7.   An abstract, bibliography, budget, and budget justification, including a project timeline, should be attached to the proposal but are not counted in the ten-page limit. Other materials may be attached but will be read at the discretion of the reviewers.

8.   Over-budgeted and over-length proposals will be returned to the applicant for prompt revisions. A revision deadline will be announced and must be met in order to qualify for committee review.

9.   If a proposal is concurrently submitted for review by any other funding source(s), the other funding source(s) must be noted on the proposal. If you have received Proffitt funding in the past five years, a copy of the final report must be on file in the R&D Office and one copy should be included with your proposal. If you have a currently active Proffitt grant, you must include a brief summary of the status of the project with the proposal.

10.   All proposed studies involving the use of human subjects must have a completed "research protocol involving human subjects" approved by the campus committee before funding will be released.

The members of the RD&E Committee apply the following criteria in their evaluations of the research study proposals and look for specific discussion of each criterion in the proposal:

    a. Proffitt Endowment criteria:
- Is the proposed research study one that is related to teaching, learning or curriculum and that has implications for early childhood, elementary or secondary education? Does the proposal explain this relationship?

    b. Significance of the Study:
- Does it seem likely that the proposed research study will make a clear contribution to the knowledge base in the relevant field of study?

- Is attention given to the value of the findings to research in the field of study related to the topic of the research and/or to practical applications?
- Will the study have potential for leading to external funding to support a continuation of the applicant's research program?

c. Study Method:
- Is the problem statement clear?
- Are the procedures clear and are they likely to answer the stated problem?
- Are the analyses appropriate and thorough?
- Is attention given to reasonableness of time and suitability of locale?

d. Study Plan
- Is the project likely to be completed within the time frame?
- Is the budget consistent with the scope of the project?

e. What is the overall quality and originality of the proposal?

f. Is the applicant a pre-tenure faculty or a tenured faculty starting a new line of research?

Kempf Internal Grant Competition
DEADLINE: January 11, 2008
(Awards will be announced by February 1, 2008)

The School of Education is soliciting applications for the **Kempf Trust Grants**. Members of the Research and Development Committee evaluate each proposal and determine which studies are to be funded by the Fund. The current approved interpretation of the intent of the donor for the fund is as follows:

"The intent of the Kempf Fund is to support the development of assessment procedures that reflect characteristics of school age children and youth associated with learning in school that lead to a successful and satisfying work life and to appreciation for life-long learning."

Kempf Internal Grant Competition Guidelines

1.   The project director must hold a regular tenure track academic appointment in the Indiana University School of Education in Indianapolis or Bloomington at the rank of assistant professor or higher or have an appointment as clinical faculty.

2.   Proposed research studies must be consistent with the intent of the donor (see above) and a brief statement in the proposal should make the relationship clear.

3.   This competition is intended to support research related to developing faculty research programs. Proposals should make clear how the proposed research study is a part of and contributes to, a larger research program. Proposals should make clear how the research, if funded, will enhance the likelihood of obtaining external funding to support the continuation of the applicant's research program or, if external funding is not likely, how the research program could continue without such funding.

4.   Priority will be given to pre-tenure faculty or faculty starting a new line of research.

5.   Each budget submitted should meet the following criteria:

(c) Budgets may not exceed $20,000 and are limited to a maximum funding period of 12 months. All projects will begin between July 1 and December 31, 2008 and end within 12 months of the starting date.

(d) **If** support for a graduate research assistant is included in the proposed budget, a limited fee scholarship will be awarded **in addition** to the $20,000. A fee scholarship of up to 10 semester hours is available for each of Semester I and Semester II. Fee scholarships are proportional to the time the student is appointed on the project. An additional award of up to 3 semester hours is available during the Summer if the student is employed on the project during the Summer.

(c) Budget requests may not include salary/stipends to faculty members.

(d) Purchase of equipment is not generally encouraged but will be considered.

(e) Up to $1,500 may be included for professional travel.

(Note. You are <u>required</u> to submit your budget to Mary King in the R&D Office for review and feedback prior to submission of a proposal.)

6. Proposals must be concise and must not exceed **ten**, 8.5 x 11 double-spaced pages with one inch margins on the top, bottom and sides, using 12 point font (12 characters per inch). Font size does not apply to charts, tables, figures and graphs.

7. An abstract, bibliography, budget, and budget justification, including a project timeline, should be attached to the proposal but are not counted in the ten-page limit. Other materials may be attached but will be read at the discretion of the reviewer.

8. Over-budgeted and over-length proposals will be returned to the applicant for prompt revisions. A revision deadline will be announced and must be met in order to qualify for committee review.

9. If a proposal is concurrently submitted for review by any other funding source(s), the other funding source(s) must be noted on the proposal.

10. All proposed studies involving the use of human subjects must have a completed "research protocol involving human subjects" approved by the campus committee before funding will be released.

The members of the RD&E Committee apply the following criteria in their evaluations of the proposals and look for specific discussion of each criterion in the proposal:

g. Kempf Endowment criteria:
   - Is the proposed project related to the development of assessment procedures that reflect characteristics of school age children and youth associated with learning in school that lead to a successful and satisfying work life and to appreciation for life-long learning?

h. Significance of the Project:
   - Does it seem likely that the proposed project will make a clear contribution to the knowledge base in the relevant field of study?
   - Is attention given to the value of the findings to research in the field of study related to the topic of the project and/or to practical applications?
   - Will the project have potential for leading to external funding to support a continuation of the applicant's research program?

i. Project Method:
   - Is the problem statement clear?
   - Are the procedures clear and are they likely to answer the stated problem?

- Are the analyses appropriate and thorough?
- Is attention given to reasonableness of time and suitability of locale?

j. Project Plan
- Is the project likely to be completed within the time frame?
- Is the budget consistent with the scope of the project?

k. What is the overall quality and originality of the proposal?

l. Is the applicant a pre-tenure faculty or a tenured faculty starting a new line of research?

IU School of Education Scholarship of Engagement:
Pathways Initiative Request for Proposals

The Pathways Initiative was developed to advance the teaching and research mission and further the scholarship of engagement in the School of Education at Indiana University. The Pathways Initiative represents an intense, intentional engagement of IU faculty/staff with our school-based partners in Marion, St. Joseph and Lake Counties. The overarching goals are to work collaboratively to (1) increase high school graduation rates, (2) facilitate transitions to STEM disciplines for students for whom the route is often blocked, and (3) ultimately increase the number of students from the three counties who attend IU campuses and other colleges. The Indiana House of Representatives included funding for Pathways in its 2007 budget, and it narrowly missed inclusion in the final compromise state budget bill worked out between the House and the state Senate. Key lawmakers are still interested in supporting the Pathways Initiative in the next legislative session. However, based on the interests of schools and school leaders in the three counties and support from the Dean Gonzalez' office, the P-16 Center will spearhead a pilot of the Pathways Initiative while continuing to work on securing additional sources of funding. Currently, Pathways Memoranda of Understanding have been signed in three school districts: Gary Community School Corporation (Dr. Bernard C. Watson Boys K-6 Academy/Frankie Woods McCullough Girls K-6 Academy), South Bend Community Schools (Riley High School), Indianapolis Public Schools (Arsenal Tech and Emmerich Manual High School).

This RFP is designed to stimulate the Pathways Initiative by funding projects in these three school districts. The IU School of Education's Research and Development Committee has been asked by Dean Gonzalez to solicit proposals through a two step review process to support research, development, and assessment in the Pathways Initiative. A total of $200,000 will be distributed to teams of IU faculty/Pathways teachers and administrators. A sub-committee of the Research and Development Committee will review, score, and award funds for the projects in two separate, but conditional requests for proposals.

The specific objective of this Pilot program is to assemble teams of IU faculty that work in concert with each other, the partner schools, and existing projects in these schools to meet the Pathways Initiative goals:
- Increased student achievement and graduation rates.
- Increased participation in STEM.
- Increased enrollments at IU or other colleges.

Step 1: Planning for Partnerships Concept Paper

The objective in Step 1 is to support the connection of Partner School's strengths and needs with individual faculty research interest. This will be facilitated through a first round Concept Paper. Faculty members are invited to submit a 2-3 page concept paper that reflects their understanding of the strengths and needs of schools and communities in one of the three counties and the connection to the faculty member's research agenda. The concept papers will include a planning statement, potential areas of research/development/assessment, description of the ways in which partnerships with the school will be established and maintained, and a brief statement of how funds will be used to support travel and planning (e.g., payment for substitutes, mileage, hotels, and food). To facilitate development of the concept paper, please review the attached school profiles, school improvement plans, and vision statements. If you are interested in partnering with one of the schools, contact the school representative listed on the vision statement. Together faculty and school partners will coordinate the writing and submission of the concept paper. These concept papers are due on February 15, 2008 and are restricted to up to $5,000 per team for approximately 3-6 planning teams. Funds will be available no later than March 15, 2008.

Step 2: Pathways Initiative-Collaborative Project Proposals
The Step 2 objective is to build on the developing relationships between the faculty member and the school partners. Step 1 awardees are encouraged to meet together to explore teaming possibilities. Associate Dean Brown and the Research and Development Committee may be called upon to support team building. Teams awarded a Step 1 grant will work to submit a grant proposal to the Research and Development Committee by May 15, 2008 (this date is tentative and based on progress from Step 1). Teams can request up to $40,000 for two years. The 8-10 page proposals should include a description of: (a) partners and their roles in the project, (b) short-term and long-term objectives, (c) research process, and (d) budget justification. Specifically, the committee is looking for evidence of the following:
- Collaborative effort between Pathways Schools and IU faculty from Bloomington and/or Indianapolis campuses.
- Actionable areas of inquiry, program to evaluate, and/or phenomenon to explore.
- Description of how teachers in the school are involved in development, implementation, and inquiry on the respective Pathways activities.
- Connection of research to at least one of the three long-term Pathway's goals.
- Timeline for activities, including sustainability after funding ends.
- Budget justification that describes allocation of resources with school partners.
- Plan for dissemination of process and outcomes (e.g., School Board, conferences, journals, etc).
- Potential for external funding to build upon or sustain the initial project

Appendix A: School/Academy Profiles

Contents

Gary Community School Corporation

Dr. Bernard C. Watson Academy for Boys (Gary, IN)

Dr. Bernard C. Watson Academy for Boys opened on August 22, 2005. As the only all male elementary school in Northwest Indiana, the academy is a new concept for the Gary Community School Corporation. The academy's focus is on ensuring its students acquire literacy skills, as well as skills and knowledge relating to graphic design and technology. Boys also learn the importance of becoming productive members of a global society. Positive character traits, such as anger management, leadership skills, and humanitarian responsibilities, are emphasized at Watson Academy. The School of Education (SOE) Center for Research and P–16 Collaboration is currently assisting with the development of a visual literacy lab at Watson, and led by Professor Gerald Campano, academy teachers are engaging in on-going literacy-related professional development activities.

School address: 2065 Mississippi St, Gary, IN 46407
Principal: Helen Richardson
Grade level: K–6
Number of students: 369
Website: http://www.garycsc.k12.in.us/Watson/index.html
Ethnicity: 1% White; 96% Black; 1% Hispanic; 2% Multiracial
Free Lunch: 82% free; 17% paid; 1% reduced
Percent passing ISTEP (Language and Math) 2006-07: 26.2%

Frankie Woods-McCullough Academy for Girls (Gary, IN)

The Frankie Woods-McCullough Academy for Girls was started in August 2006. It is an all female elementary school for grades kindergarten through sixth and is particularly focused on improving girls' performance in the STEM disciplines. The majority of students at the Frankie Woods-McCullough Academy for Girls are drawn from two public housing developments, while the boys from the area attend the Dr. Bernard C. Watson Academy for Boys. The staff is working on improving its students' science skills, and with the assistance of the SOE P-16 Center, the academy has implemented a science laboratory using the corporation's curriculum and adopted text along with the Indiana State Standards. Led by Professor Gayle Buck, academy teachers are engaging in on-going professional development around the teaching of project-based science activities.

School address: 1110 W 21st Ave, Gary, IN 46407
Principal: Pearl Prince

Grade level: K-6

Number of students: 385

Website: http://garycsc.k12.in.us/McCollough/index.html

Ethnicity: 99% Black; 1% Multiracial

Free Lunch: 88% free; 11% paid; 1% reduced

Percent passing ISTEP+ 2006-07: 52% Reading

                                              59% Math

                                              61.1% Both English/Lang. Arts and Math

Indianapolis Public Schools

Arsenal Technical High School Campus (Indianapolis, IN)

Arsenal Technical High School is part of the 2005 Indianapolis Public Schools Small School Initiative, which is a project that transformed five large high schools into 21 semi-autonomous academies of no more than 400 students each. The Arsenal Technical campus contains these academies: ACE Academy, Enterprise International Academy, Early College Leadership Academy, the Magnet Academy, Career Technology Academy, and New Tech High.

School address: 1500 E. Michigan St, Indianapolis, IN 46201
Principal: Sarah Bogard
Grade level: 9-12
Number of students: 2,243
Website: http://www.s716.ips.k12.in.us/
Ethnicity: 24% White
        65% Black
        7% Hispanic
        2% Multiracial
        1% Asian
Free Lunch: 25% paid; 63% free; 12% reduced
Percent passing ISTEP (Language and Math) 2006-07: 22.5%

Academy of Creative Expression (ACE): According to the ACE Academy webpage, "ACE is an arts and communication school. It uses the arts as an engagement tool to foster student enthusiasm and commitment towards school in general, while it promotes the arts as an integral component of human society, giving the arts-driven student an outlet for artistic expression…A breadth of courses is offered that will help students become successful citizens who are competitive in postsecondary education as well as in the job market." Its focus is on project-based learning, specifically through engagement with the arts.

Academic Dean: William Jensen – 693-5327- jensenw@ips.k12.in.us
Counselor: Vicki Martich – 693-5315 – martichv@ips.k12.in.us
Instructional Coach: Karen Beck – 693-5323 – beckk@ips.k12.in.us

As an arts and communication (the telecommunication magnet) academy, ACE uses the arts as an engagement tool to foster student enthusiasm and commitment to school. Its mission is to provide a rigorous, well-rounded education in a nurturing environment that will

enable their students to graduate from high school and successfully pursue a postsecondary education or career of their choice, as well as be proficient creators, performers, critics, listeners, and observers of the arts.

Students who choose ACE do not have to be proficient artists to join, but artistic expression should be an interest, and they should make it a goal to participate in arts-focused classes and extracurricular activities during their high school career at Arsenal Tech. Students are encouraged to take several arts electives ranging from ceramics and sculpture to orchestra and Gospel Choir. The school philosophy is that the arts are not just a wonderful engagement tool to help enhance our students' academic work and encourage completion of the Core 40 curriculum but that they are indeed necessary for the full appreciation and enjoyment of life. The arts are an integral component of human society and ACE is committed to giving students a forum for creative expression.

International Academy: The International Academy is a small school that focuses on international studies. The goal of the academy is to ensure that its students are informed of and recognize a variety of cultures around the world and apply their knowledge of cultures to global, social, and economic issues, possess the geographical foundation and knowledge of current events to be able to identify countries and cities around the world, understand and communicate on a basic level in at least one other language, and are prepared to pursue postsecondary education and/or careers around the world (from the Enterprise International Academy webpage, with edits).

Academic Dean: Alan Smith – 317-693-5322- smithar@ips.k12.in.us
Theme: Students Prepared for Global Citizenship
Instructional Focus: Integrated world events for promoting relationships, rigor, relevancy, and responsibility
Number of faculty: 12 with +8 supporting faculty
Number of students: 352
School day start: 7:30 AM   End: 2:31PM

The International Academy is located on a large, Midwest urban, high school campus. The student demographics include 78% free/reduced, 65% African American, 20% Caucasian, and 15% Hispanic.

The instructional focus of the school includes shared content literacies that promote the development of students who have the capacities to become participants in a global society. The school vision is that the students of the academy will become contributing participants of a global society.

Current partnerships and/or initiatives in the school include the Bill and Melinda Gates Foundation Small Schools Initiative; TESA; Springboard; College Board; 6-Traits Writing; Benchmarks and pacing guides; and Special Education.

The academy participates in the International Studies School Network for professional development and/or implementation of their SIP.

Early College Leadership Academy: The Early College Leadership Academy focuses on an Early College method, in which students can earn college credit as they take high school classes. The Early College Leadership Academy webpage states that "The Leadership Academy, a professional learning community for adults and students, will operate with distributed leadership, responsibilities, and accountability…Leadership Academy students will graduate prepared to be successful in citizenship, the workplace, and higher education. Though our school is not necessarily career or subject-area based, some logical career paths for students might include law enforcement, social/community work, education, military, nursing, non-profit, and other fields of public service."

> Academic Dean: Jim Larkin – 317-693-5317- larkinj@ips.k12.in.us
> Theme: Early College
> Instructional Focus: Gateway Performance
> Number of faculty: 21
> Number of students: 311
> School day start: 7:20 AM   End: 2:30 PM

The Early College Leadership Academy (ECA) serves the near Eastside of Indianapolis, blocks from downtown. We have 21 teachers, and 350 students. The student demographics are 67% African-American, 25% white, 7% Latino, and 1% multi-racial, and 22.5% of the students have special education labels. The surrounding communities are undergoing a slow but obvious renaissance and have active neighborhood organizations.

The school is currently focusing on an Early College model and partners with Vincennes University and another university to help provide students with dual college credit and enrollment. The academy hopes to offer students the chance to graduate high school with an associate degree within two years. The ECA will have a faculty-designed, rigorous curriculum aligned both horizontally and vertically with state and university standards / requisites. Every student will have a committee designed Individualized Learning Plan, which is assessed yearly, and a four year mentorship with a faculty advisor, who will act as a guide and counselor to a small student cohort designated by academic interest. Instead of traditional freshman-senior years, the students of the ECA will have four to six gateways, created by faculty, community, and university partners. The gateways include standard state assessments, but also performance-based assessments, and a community service component to create well-rounded, civic-minded students. All students will be AVID (Advancement Via Individual Determination) trained, and participate in the Epic program.

Current partnerships exist with Vincennes University. Current initiatives include Gear-Up, AVID and the Epic Learning System, Individualized Learning Plans, and Gateways vs. traditional years. The academy is a member of the Early College Network.

Academy goals include improving cultural literacy and improving reading comprehension across the curriculum. Other academy goals include increasing the student attendance rate to 92% per day, increasing the percentage of students meeting ISTEP+/GQE standards to at least 60%, and raising the graduation rate by 25%.

Interventions include participation in Professional Learning Communities and Critical Friends Groups, where student and teacher work is critiqued and developed to increase best practice. The focus of this small school has been changed to serve the underdeveloped, underserved, and typically "middle" students. The academy has implemented AVID classes and is also working on bringing the Epic Learning System into IPS as a whole, but in Early College specifically.

Academy leadership would like for all of our teachers to be AVID trained. As classroom mentors they will have the opportunity to shape and tailor their student cohorts' curriculum and gateway assessments. AVID training will unify staff and student practices, heightening both teaching and learning expectations. Teachers are currently participating in weekly professional learning communities where they are challenged and held accountable by their peers. Our standardized test scores increased several percentage points this year, and our benchmark scores continue to rise.

There has been some discussion of narrowing the academy's curricular focus (in the not so distant future) to biotechnology. School leaders continue to research all Early College High School Models to discover what would best meet the needs of students in this academy.

New Tech High: New Tech High is based on the New Tech method of learning, and its stated mission is "to prepare students to excel in an information-based, technologically advanced society." The Technology Careers Academy focuses on providing a project-based learning environment where each student can learn to compete successfully in a technologically advanced economy. The school opened as New Tech High in fall 2007. Its academic dean is William White, who can be reached at (317) 693-5334. Funded by an NSF SGER funded grant directed by Dr. Melissa Gresalfi, research is underway in this academy to develop a baseline of knowledge on the kinds of changes teachers and students go through in their first year of implementing a "New Technology High School" (NTHS) project-based curriculum. In addition, the academy is also a research partner in a state-wide effort to collect baseline information about all Indiana New Technology high schools. The best source of information about this latter initiative is Dr. Brian Reid at the Center for Excellence of Leadership in Learning at the University of Indianapolis.

Magnet Academy: The Magnet Academy is a college preparatory program for students planning to enter college in the areas of mathematics, science, informational technology or engineering. Its academic dean is Stan Irwin, who can be reached at (317) 693-5426. No additional information was available about this academy.

Career Technology Academy: The Career Technology Academy is more technologically focused than the Magnet Academy, and its focus includes ensuring its students receive CTC and Core 40 diplomas. Its academic dean is Cynthia Perkins, who can be reached at (317) 693-5332. No additional information was available about this academy.

Emmerich Manual High School (Indianapolis, IN)

Emmerich Manual High School is also part of the Indianapolis Public Schools 2005 Small Schools Initiative, funded by the Bill and Melinda Gates Foundation. It has three academies on its campus, and two of the academies also contain an additional magnet program. The three academies are the Applied Science and Technology Academy; the Leadership, Education, and Public Service (LEAPS) Academy; and University High.

School address: 2405 Madison Ave., Indianapolis, IN 46225
Principal: Rocky Grismore
Grade level: 9-12
Number of students: 1,239
Website: http://www.715.ips.k12.in.us/default.aspx
Ethnicity: 65% White
       23% Black
       9% Hispanic
       3% Multiracial
Free Lunch: 64% free; 21% paid; 15% reduced
Percent passing ISTEP (Language and Math) 2006-07: 24%

Applied Science and Technology Academy: According to its webpage, the Applied Science and Technology Academy (STAR Academy) intends "to provide students with a solid educational foundation, so that they are equipped to pursue postsecondary education and/or begin work in the fields of technology, health, industry or science. To offer experiences such as: guest speakers, field trips, and job shadowing that will expose students to people working in the fields of technology, health, industry, and science." This academy also houses the Science and Technology of Agriculture and its Resources (STAR) magnet program, which focuses on agriculture and engineering.

School: STAR Academy
Address: 2405 Madison Ave., Indianapolis IN 46225
Academic Dean: David Brunsting
Phone: (317) 226-2285 Cell (317) 946-2494   Email: brunstid@ips.k12.in.us
Theme: Math, science, engineering and agriculture
Instructional Focus: Project Based Learning
Number of faculty: 21
Number of students: 346
School day start: 7:30 AM   End 2:30 PM

APPLY/STAR has two themes or pathways. Magnet students in the STAR Academy magnet take four years of agriculture courses focusing on plants, animals, and foods. Other students in APPLY participate in the Project Lead the Way program. The academy demographics are 68% Caucasian, 19% African American, and a growing Hispanic population of 14%.

The vision for the school is that Applied Science and Technology Academy (APPLY) and STAR students will become achievers who know where they are going and how they will get there. The students can no longer consider menial minimum wage jobs for a livelihood. The academy was created from this need, and the curriculum will follow state standards with the focus on technology and science related postsecondary opportunities.

The academy currently has partnerships with Purdue, Elanco Animal Health, Dow Agroscience, and the USDA. The academy has advisory boards for both the Project Lead the Way program and STAR magnet. This spring the academy is contracting with CELL at IU to work with our teachers on how to co-teach and will also be looking for an outside group to help train our teachers in project-based learning.

APPLY and STAR academy has chosen one overarching goal as the focus for school improvement. APPLY and STAR students will be fully engaged in authentic work that incorporates mathematics and language arts standards across the curriculum.

Intervention 1: Improved student engagement

Intervention 2: Integration of language arts and mathematics standards across the curriculum

Intervention 3: Cross-curricular project-based learning

Areas of interest for professional development and/or implementation of the School Improvement Plan include project-based learning (PBL), inquiry, PBL co-teaching, student engagement, cultural competency, developing a strong advisory program, and authentic assessment.

LEAPS Academy: The Leadership, Education, and Public Service (LEAPS) Academy focuses on service learning and provides "an environment that educates students for responsible civic leadership and for lifetime learning." TEACH Academy (Teacher Education Arts and Careers) is a magnet program and subgroup of LEAPS, and TEACH students are incorporated into all LEAPS classes. Service learning is viewed as a cross-curricular strategy to improve student achievement, attendance, and graduation rates, as well as a positive strategy for school-wide and community change. LEAPS students engage in multiple student-initiated service projects that will align with state standards for the content areas and with standards for effective service learning.

School Name: LEAPS – Leadership, Education, and Public Service Academy
School Address: Manual Campus – 2405 Madison Avenue, Indianapolis, IN 46225
Contact Person: Liz Owens

Phone: 317-226-2234   email: owense@ips.k12.in.us

Theme: Service Learning and Social Justice

Instructional Focus: Service Learning, Collegeboard

Number of faculty: 23

Number of students: 400

School day start: 7:30AM   End 2:30 PM

The Leadership, Education, and Public Service Academy (LEAPS) is intended to provide an environment that educates students for responsible civic leadership and for lifetime learning. TEACH Academy (Teacher Education Arts and Careers) is a magnet program and subgroup of LEAPS. TEACH students are incorporated into all LEAPS classes. TEACH students will take a required teaching class each year, and LEAPS Academy students will have elective classes in service learning.

Group	Student Demographics by Group							
	Male	Female	Black	White	Latino	Multi	Spec Ed.	Free & Reduced Lunch
TEACH	26.6%	73.4%	37.3%	53.8%	7.0%	1.9%	26.6%	83%
LEAPS	42.5%	57.5%	24.7%	62.1%	7.5%	5.7%	36.8%	87%
LEAPS+ TEACH	34.9%	65.1%	30.7%	58.1%	7.2%	3.9%	31.9%	85%

Teacher Demographics				
Male	Female	Black	White	Other
42%	58%	34%	58%	8%

The school vision of the LEAPS Academy is to develop inspired, literate citizens to be leaders in our diverse global society.

Current partnerships and/or initiatives in the school include the following partnerships:

Service Learning

American Red Cross – Indianapolis Chapter   Indianapolis Parks

AmeriCorps/New Harmony   Indiana Civil Liberties Union

Annie E. Casey Foundation   Indianapolis Public Library

Beverly Health Care   Indiana School for the Blind

Downs Syndrome Foundation   IUPUI

Garfield Park Association   Goodwill

Gleaners Food Bank/Second Helpings   Keep Indianapolis Beautiful

Lilly Corporation

Salvation Army

SEND – Southeast Neighborhood Development

Starfish Initiative

SUMO – Southeast Neighborhood Organization

The Julian Center

University of Indianapolis

Youth As Resource

Shadowing Experiences

Anderson College

Ball State

Franklin College

Indiana University

IUPUI

Purdue

University of Indianapolis

Practicum Experiences

Franklin College – Secondary Juniors

Indiana University – Transition to Teaching

Other

Center for Interactive Learning and Collaboration

YMCA Parent Group

Midtown

Marion County Health Department

Clarian Health

Outreach, Inc

The Academy's School Improvement Goal is that all LEAPS students will demonstrate improved reading comprehension and application of academic vocabulary in all curricular areas.

> Intervention 1: Building academic vocabulary: Using effective strategies will ensure students understand more of what they read, encourage transfer of all learning, support them in achieving academic standards, and assist them on standardized tests.

> Intervention 2: Differentiated instruction and advanced placement: As a result of implementation of differentiated instruction and advanced placement instructional strategies, students will understand more of what they read, transfer more of their learning across the curriculum, achieve higher academic standards, and improve their scores on standardized tests.

> Intervention 3: Service learning: As a result of feeling connected to their school and community through service learning, students will understand more of what they read, transfer more of their learning across the curriculum, achieve higher academic standards, and improve their scores on standardized tests.

> Areas of interest for professional development and/or implementation of SIP include service learning, teacher education, AVID, and College Summit. Other areas of interest or possible study include history of education.

University High Academy: University High Academy on the Emmerich Manual Campus plans to implement an Early College program in fall 2008, with planning taking place during school year 2007-08.

> School Address: 2405 Madison Avenue, Indianapolis, IN 46225
> Academic Dean: Angelique LeVell – 317-226-2288 levella@ips.k12.in.us
> Grade level: 9–12
> Number of faculty: 27
> Number of students: 329 (12/11/07)
> Student demographics: 26% special education
> Theme: Early College
> Instructional Focus: Project-based learning to prepare students with 21st century skills
> School day start: 7:30 AM   End: 2:30 PM

This academy serves campus boundary students primarily from the old southeast side of Indianapolis. This neighborhood has declined, but there are community efforts to restore it.

The academy's vision is to:

- Provide students with the tools and focus to prepare and succeed on standardized tests.

- Expose students to the possibilities of education after high school with their career choices and expose students to a variety of college and vocational plans.

- Create an atmosphere of mutual respect and academic achievement.

The academy is currently seeking university and/or college partnerships to assist with the implementation of its vision. Its school improvement plan includes the following goals:

1. Students will learn to use a variety of strategies to solve problems.
    a. All teachers will incorporate problem solving strategies in their daily practice.
    b. Math teachers will model multiple problem solving strategies in their classroom.

2. Students will learn to synthesize content and paraphrase the ideas.
    a. Reading activities will be implemented across all core academic areas that target testing vocabulary.
    b. All students will read daily in core academic classes.

Areas of interest for professional development and/or implementation of SIP include: ISTEP+/GQE strategies & data review workshops; reading for content workshops; problem solving and four column method workshops; differentiated workshops (district special education support); lesson pacing workshops; AVID training; Direct Instruction training; TESA training; 6 + 1 traits of writing training, and Springboard training (English and math teachers). Other areas of interest include E School; Acuity; and Early College. University High Academy wants to keep its current single-period classes. However, if the academy is to implement a block schedule, they have requested professional development to make the transition successful for themselves and their students.

South Bend Community School Corporation

James Whitcomb Riley High School (South Bend, IN)

James Whitcomb Riley High School (JWRHS) has partnered with Ivy Tech State College, Indiana University South Bend, and Indiana University Bloomington to begin planning for implementation of an Early College High School program, scheduled to open in fall 2009. Working in collaboration with P–16 Center staff, JWRHS received an Early College planning grant for this initiative. The school is currently the magnet school for Engineering and Technology in the South Bend Community School Corporation and will continue to remain focused on the STEM disciplines. Twenty-first century knowledge and skills will be incorporated into the curriculum, which will itself be based on project-based learning. Students will be able to enter college or the workforce prepared, due to Ivy Tech's establishment of 12 nationally-accredited short-term certificates, which will allow students to complete from 15 to 24 hours of college credit by the time they graduate from high school. Ivy Tech is currently pursuing another 12 nationally-accredited short-term certificates. Students will be able to transition seamlessly from Riley Early College High School upon graduation to full time students at Ivy Tech to complete an associate degree. Graduates of Ivy Tech will then be able to continue/complete their bachelor's degree at IUSB.

Principal: Edward Bradford
Grade level: 9–12
Number of students: 1,600
Website: http://sjcpl.lib.in.us/rhshomepage/index.html
Ethnicity: 56% White
        30% Black
        10% Hispanic
        3% Multiracial
        1% Native American
        1% Asian
Free Lunch: 50% paid; 42% free; 9% reduced
Percent passing ISTEP (Language and Math) 2006-07: 44.1%

Current initiatives include:
- Engineering – Project Lead the Way (magnet program)
- Technology (magnet program)
- Project Lead the Way (early college-type program)

SOE Policy Council Request for Recommendation

Issue:

The Agenda Committee is charging the Research, Development and Equipment Committee for advice on the processing of external grants when the PI is appointed on one campus, but implementation is largely on another campus of IU.   Please report to the agenda committee by January 2008.

R&D Recommendation:

Submitted January 10, 2008

Jane

I have researched the issue by talking to Cathy Brown, Khaula Murtadha, and the participants that brought up the issue. We have discussed the issue in the R&D committee. Our conclusion was that the School of Education current policies and practices effectively handle the issue raised. Briefly stated, the policies and practices are that the SOE has one process for handling grants through the core campus in the pre-award stage and the SOE has one budget in the post-award stage. Credit for the funded grant is assessed at the pre-award stage and is documented in the routing forms. Funds for the work of the grant are under the control of the PI and the PI should allocate funds to the collaborators on the grant based on the amount of work done on the project – "funds should follow the work".

Policy Council Agenda Committee Response:

This message is from the Policy Council Agenda Committee.

The agenda committee wishes to thank you and the Research, Development and Equipment Committee for your consideration and recommendation of external grants when the PI is appointed on one campus, but implementation is largely on another campus.   Your recommendation will be forwarded to the appropriate administrators.

Thanks.

Letter to the New Associate Dean for Research

To:

New IU SOE Associate Dean for Research

From:

2007-2008 Policy Council's Subcommittee on Research and Development

Topic:

Welcome to the new position

Dear Colleague

First we would like to thank you for taking on this important work for the IU School of Education. As a R1 Research University's leader in the School of Education you have a vital role in the continued development of IU's scholarly reputation. Thanks to the work of the many that have gone before you, there is a great foundation to build on and a bright future ahead. We would like to briefly share with you some of our thoughts on some of the issues and strengths you will find. First, there is much to work with in terms of staff and ongoing efforts. Here are a number of things that we would encourage you to maintain in the R&D Office:

> Notifying faculty of grant opportunities
>
> Encouraging the scholarship of engagement
>
> Supporting and encouraging the increased use of research technology (i.e. web-based video, online surveys, etc.
>
> Advocating for reduced teaching load for junior faculty or other approaches that will help to create time and space for junior faculty to establish a research agenda
>
> Encouraging research mentorships or partnerships – continue to meet with new faculty to get them oriented to IU-B research process
>
> Assigning of space to funded research projects
>
> Continuing Research Colloquia (currently hosted by the P-16 Center)
>
> Continuing "The IRB is in" on site help sessions

The model of creating centers and the "core campus" is an asset to the SOE and we would encourage you continue to evolve these models by:

> Clarifying and articulating the R&D Office's relationship to IUPUI, especially to the School centers there, including CUME and UCASE.
>
> Clarifying and articulating the R&D Office's relationship to IU-B Centers, including the P-16 Center.

Finally, being the new Associate Dean for Research empowers you to create new ideas, programs and approaches. Our committee believes that the follow are areas that have the greatest potential for impact:

> Development of additional online materials and resources that provide useful information and helpful links about the research process at IU (possibly develop a process model/flow chart to depict the process?)
>
> Development functions and activities for the R&D Committee that extend beyond the internal awards
>
> Providing greater assistance to graduate students for grant opportunities
>
> Better coordination of graduate research assistantships with the admissions process (perhaps redirect Profitt funds to graduate assistantships?)

We hope that this letter will be helpful in the journey that you are starting. Most of us will be on this committee next year and we look forward to helping you support the SOE's research mission. Please let us know if we can assist you in any way and again thank you for stepping up to take this responsibility.