



NEWS RELEASE

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TEACHERS, SCHOOL LEADERS NAMED IN TWO COMPETITIVE FELLOWSHIPS TO STRENGTHEN INDIANA SCHOOLS AND STUDENTS

*Inaugural Class of Education Leadership Fellows, New Class of Teaching Fellows
Recognized at Statehouse*

Indianapolis, Ind. – Governor Mike Pence has recognized the selection of Fellows in two programs designed to bring new skills and leadership to some of Indiana’s highest-need schools—and to make the state’s best schools more internationally competitive.

The first-ever class of Woodrow Wilson MBA Fellows in Education Leadership and the 2014 class of Woodrow Wilson Indiana Teaching Fellows have been named by the Woodrow Wilson National Fellowship Foundation, which administers both programs. Both Fellowships are designed not only to recruit and prepare talented educators, but also to change the way they are prepared.

“Attracting talent in science, technology, engineering and math to the teaching field will help our students better understand and be successful in these fields, which are so important our state’s future success,” said Governor Mike Pence. “Additionally, the new MBA program can prepare our future school administrators with more tools for making sound business and operational decisions. Advanced educational development for our teachers is an investment that will pay dividends to Hoosier students.”

Teaching Fellows to Create New Opportunities in Science, Technology, Engineering, Math

The 45 Woodrow Wilson Indiana Teaching Fellows for 2014 are recent graduates and career changers with strong backgrounds in science, technology, engineering, and math—the STEM fields. The highly competitive Woodrow Wilson Teaching Fellowship prepares candidates specifically to teach in the state’s high-need urban and rural secondary schools. This year’s class is the sixth named since the program began in 2009, and the first class to receive funding from the state of Indiana as part of the \$9.7 million STEM grant program approved by the General Assembly in 2013. (*See attached list of bios and factsheet on the 2014 class of WW Indiana Teaching Fellows.*)

Each Woodrow Wilson Teaching Fellow receives \$30,000 to complete a specially designed, cutting-edge master’s degree program based on a year-long classroom experience. In return, Fellows commit to teach for three years in the urban and rural Indiana schools that most need strong STEM teachers. Throughout the three-year commitment, Fellows receive ongoing support and mentoring.

Nearly 300 WW Teaching Fellows have been named in Indiana to date. The Woodrow Wilson Foundation estimates that they teach 30,000 students each year, helping Indiana’s young people prepare to contribute and thrive in a knowledge-based, global, digital economy and workforce. Students in high-need schools are significantly less likely to have access to strong STEM teachers.

“Study after study has shown that the single most important in-school factor in student achievement is access to excellent classroom teachers,” said Arthur Levine, president of the Woodrow Wilson National Fellowship Foundation. “These Fellows are bringing real science and math expertise to the kids who most need them. They’re going to change tens of thousands of lives.”

The Teaching Fellows will attend Ball State University, Indiana University Purdue University Indianapolis, Purdue University, and the University of Indianapolis. In addition, in 2014, Valparaiso University has joined the Woodrow Wilson Teaching Fellows program and will welcome its first class of Fellows. The five institutions have made significant changes in their teacher preparation programs for these Fellows, partnering with local school districts where Fellows learn to teach in real classrooms from the beginning of their master's work, just as physicians learn in teaching hospitals.

Statewide, 16 school districts partner with the Fellows' institutions, including Anderson, Fort Wayne, Decatur, Gary, Indianapolis, Lawrence Township, Perry Township, Warren Township, Michigan City, Muncie, Portage, East Chicago, Washington Township, and Wayne Township, as well as the Thea Bowman Leadership Academy and the Purdue University Rural Schools Network.

Since its launch in Indiana in 2007, the Teaching Fellowship has been generously funded with over \$15 million in grants from Lilly Endowment Inc., as well as supplemental state support. The Woodrow Wilson Teaching Fellowship has subsequently been established in four other states—Ohio, Michigan, New Jersey, and Georgia.

New WW MBA Fellows in Education Leadership to Transform Schools

This year Indiana is also pioneering a new Woodrow Wilson program, the WW MBA Fellowship in Education Leadership. Intended for aspiring school principals, charter leaders, and district leaders, the program offers education professionals a new pathway to leadership—an MBA program developed collaboratively by a business school and an education school.

Fifteen Fellows, all seasoned educators, were nominated by their schools and districts, then chosen in a selective screening and interview process administered by the Woodrow Wilson Foundation. *(See attached bios and factsheet on the inaugural class of WW MBA Fellows in Education Leadership.)*

Each Fellow receives a \$50,000 stipend and agrees, upon completion of the program, to serve in a leadership role in an Indiana school, charter organization, or district for at least three years, with Foundation-supported coaching. The WW MBA Fellows begin their 13-month program in summer 2014, focusing not only on skills but also on broader leadership qualities, vision, and character. They will be prepared to serve as school leaders by fall 2015.

In Indiana, the University of Indianapolis is the host site for the Woodrow Wilson MBA Fellowship in Education Leadership. The university is partnering with area districts and charter schools to create field-based projects and coaching opportunities for the new Fellows, establishing a leadership pipeline for those districts.

"There are twin gaps in American education," Levine said. "Low-performing schools fall too far below the nation's benchmarks for student achievement. Meanwhile, high-performing schools still rank well under their international peers. Effective school leaders need new ways to tackle the increasingly complex challenges they face, and new models and perspectives to draw upon."

Wisconsin joins Indiana as one of the first two states to launch the WW MBA Fellowship in Education Leadership. The Foundation has been approached by a private funding entity about the possibility of taking the MBA statewide in Indiana, and three other states are currently negotiating to begin the program.

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About the Woodrow Wilson National Fellowship Foundation

The Woodrow Wilson National Fellowship Foundation of Princeton, New Jersey (www.woodrow.org) identifies and develops leaders to meet the nation's most critical challenges. In 1945, the Foundation was created to meet the challenge of preparing a new generation of college professors. Today Woodrow Wilson offers a suite of fellowships to address national needs, including the education of teachers and school leaders.

**FACT SHEET:
2014 Woodrow Wilson Indiana MBA Fellowship
in Education Leadership**



- The Woodrow Wilson MBA Fellowship in Education Leadership seeks to prepare Indiana school leaders to close the nation's twin achievement gaps:
 - the gap between the nation's lowest-performing and its best schools, and
 - the gap between the nation's best schools and their top international competitors.
- **Indiana is one of the first two states (along with Wisconsin) to launch the Woodrow Wilson MBA Fellowships in Education leadership.** The 15 Indiana Fellows named in 2014 are the first named in the program anywhere.
- The University of Indianapolis is the host site for the WW Indiana MBA Fellowship in Education Leadership. The UIndy program is a partnership between the School of Business and the School of Education.
- Fellows must be nominated by a local education leader before they are eligible to apply.
- Fellows undergo a rigorous 13-month program that combines the best practices in business and education leadership within an educational context. The program offers specialized preparation in areas such as leadership, finance, human resources, organizational change—all focusing on education.
- Each WW MBA Fellow receives a \$50,000 Fellowship to complete the program.
- Fellows learn from interdisciplinary faculty with academic and real-world experience, including education and business faculty and school and business leaders.
- During the program, Fellows' current home schools and districts become the basis for their school leadership and business immersion experiences.
- Fellows are required to serve in an education leadership position in partner districts or charter organizations for at least three years, with ongoing coaching from an executive coach.
- The program includes a fully paid international travel experience with a focus on exploring global business and educational systems.
- The first class of Fellows is already beginning the program in summer 2014. By summer 2015, they will graduate and assume leadership positions in targeted districts or charter organizations. A second class will begin in 2015, and a third class in 2016.

PROFILES:
2014 Woodrow Wilson Indiana MBA Fellows
in Education Leadership



Allison Chance

Special Education Teacher, Center Grove Schools, Greenwood, IN
B.A./M.A., elementary and special education—Ball State University, Muncie, IN

Oversees training and development of special education teachers; developed and implemented a system for gauging student productivity in class resulting in increases in student work completed and student achievement.

Dominic Day

Social Studies Teacher/Team Leader, Lynhurst 7th and 8th Grade Center, Wayne Township, IN

B.S., education-social studies—Indiana University, Bloomington, IN

Named Indiana University Armstrong Educator of the Year (2013–2014); nominated for Life Changer of the Year Award (2013–2014); selected as Teacher of the Year, Lynhurst 7th and 8th Grade Center (2011–2012); founder and sponsor of Brothers of Another Color; mentor for teachers in clinical practice; serves on the District High School Redesign Committee.

Dana Dietz

Instructional Coach, Avon Community School Corporation, Avon, IN

B.A., Spanish—Hanover College, Hanover, IN

Teacher and teacher leader, Avon Community School Corp.; child advocacy instructor, implemented hospital's mobile medical clinic and translated Spanish for underserved migrant families, St. Joseph's Children's Hospital, Tampa, FL.

Thomas Hakim

Math Department Chair, MSD Washington Township Schools, Northview Middle School, Indianapolis, IN

B.A., finance—Grand Valley State University, Grand Rapids, MI

M.A.T.—Marian University, Indianapolis, IN

Achieved ISTEP passage rate of 86%, including high growth for bottom 25% and top 25%, with 8th grade mathematics students during the 2012-2013 school year; in both 2013 and 2014, awarded Sontag Prize in Urban Education, a national award for urban educators sponsored by Lawrence Public Schools in Lawrence, Massachusetts; named one of five statewide recipients of the Indiana Excellence in Teaching Award by StudentsFirst Indiana in 2013; was a secondary math teacher with Teach For America; formerly a commercial real estate associate banker.

Mike Hall

Principal, Monon Trail ES, Westfield, IN

B.A., general and elementary education—Purdue University, West Lafayette, IN

M.Ed.—Indiana Wesleyan University, Indianapolis, IN

Has implemented academic and character-based programs that have led to major increases in student achievement in math and language arts; currently leading creation of professional learning communities in his school; served as assistant principal in four schools; has worked in both struggling high-need schools and high-performing schools.

David Harker

Teacher Leader/Language Arts Teacher, Greenwood Middle School, Greenwood, IN
B.A., English teaching—University of Indianapolis, Indianapolis, IN

Analyzed schoolwide student assessment data to identify specific, longitudinal trends in student underperformance, and developed and implemented a schoolwide protocol resulting in student achievement gains; developed and implemented a character-based protocol for improving student achievement and behavior issues.

David Hobaugh

Science Department Chair, Chemistry Teacher, Tri-West High School, Lizton, IN
B.S.—chemistry/math minor, Purdue University, West Lafayette, IN

Teaches/taught chemistry, honors chemistry, AP chemistry, integrated chemistry/physics, honors integrated chemistry/physics; fourteen time Most Influential Teacher Award (as selected by top academic students); three-time recipient of “You Make It Matter” Award; received Emerging Leader Award from the International Society for Technology in Education.

Tracy Hood

Instructional Coach, Plainfield Community School Corp., Plainfield, IN
B.A., magna cum laude, physics/mathematics minor—Hanover College, Hanover, IN
M.S., science education, summa cum laude—Purdue University, West Lafayette, IN

Former physics teacher who developed his own curriculum in the absence of a suitable physics text; developed a project-based learning lesson to incorporate current physics research into the high school curriculum; selected to participate in Langley Aeronautics Research Summer Scholars Program, where he worked with NASA contractors on climate research; helped design, test, and create a new circuit for high temperature tests in a nuclear magnetic resonance machine.

Sara Hunter

STEM Coach and Teacher, Zionsville Community Schools, Zionsville, IN
B.A., theatre arts emphasis in directing, minor in business administration/entrepreneurship—Loyola Marymount University, Los Angeles, CA
M.A., Teaching—Chapman University, Orange, CA

Mickelson Exxon Mobil Teacher; Emerging Leader Award, International Society of Technology in Education; will be featured in the in upcoming issue of *Learning & Leading with Technology* magazine.

Adrienne Kuchik

Academic Support Manager—Mathematics, Gary Lighthouse Charter School
B.S., education—Indiana University, Bloomington, IN

As a fifth-grade teacher at Lighthouse, created original, detailed mathematics lesson plans that went above and beyond the fifth-grade state standards; raised overall ISTEP scores by approximately 26%; recipient of the Indiana County Merit-Based Scholarship; National Dean’s List 2003 and 2004.

Adam Love

AP History, Government, Social Studies Teacher/Department Chair, Tri-West HS, Brownsburg, IN
B.S., cum laude, government, economics, history—Butler University, Indianapolis, IN

Developed a new AP history curriculum and implemented a plan to raise student achievement on AP exams, resulting in the highest achievement in the history of the school and leading to changes in the way other AP courses are taught; top 15% on National Teacher’s Exam.

Jacob Pactor

English Teacher/Intervention Team Leader, Speedway High School, Speedway, IN
B.A., political science—Wabash College, Crawfordsville, IN
M.A., English—Butler University, Indianapolis, IN

Teaches English 9, English 11, and AP literature & composition; taught ENGL-101 as a college class for college credit at Speedway High School; served as a Cities of Service Project Leader, Office of the Mayor, City of Chicago.

Kari Serak

English teacher, Brownsburg West MS, Brownsburg, IN
B.A., English—DePauw University, Greencastle, IN

Created standards-based curriculum for sixth, seventh, and eighth grades; planned and implemented systems for progress monitoring/data management; named Outstanding Student Teacher, spring 2007; Holton Memorial Scholarship Recipient based on scholastics and leadership.

Wes Upton

Teacher Leader/Geography/History Teacher, MSD of Wayne Township, Wayne, IN
B.S., government education—Indiana University-Purdue University Indianapolis, Indianapolis, IN

Developed and implemented a school-wide study skills and college readiness program; developed and implemented a plan to lead a team of nine teachers to exceed school-wide student achievement rates; his teams have exceeded schoolwide averages for the past three consecutive years.

Kelly Zibton

Fifth-Grade Teacher/Team Leader, Delaware Trail Elementary School, Brownsburg, IN
B.S., summa cum laude, early childhood education/elementary education—Bradley University, Peoria, IL

Served as the fifth-grade team leader for the last two years, encouraging team members and strengthening student success based on data-driven approaches; at previous school, selected for a Positive Behavioral Intervention and Supports (PBIS) Tier Two team to help create, plan, and implement school- and districtwide behavior program; as first-year teacher, planned and implemented everyday math curriculum to first-grade through fourth-grade students; received Making a Difference Award, Delaware Trail (2013).