

Network News

December 2000

ROY WEAVER, Dean
RUTH SWETNAM, Director
JULIE ALEXANDER, Assistant Director

JERRY PORTER NAMED OUTSTANDING COOPERATING TEACHER - *Cathy Siebert, University Liaison*



Roy Weaver, Dean of Teachers College, presents Outstanding Cooperating Teacher award to Jerry Porter.

Jerry Porter, a mathematics teacher at Anderson's Highland High School, has been recognized as an outstanding cooperating teacher by the Association of Teacher Education—Indiana Unit. This honor was announced at the 53rd Turkey Run Conference on October 22.

During Jerry's 35 years of teaching all aspects of mathematics, he has worked with 12 student teachers and 4 EDSEC 380 (participating) students. He believes it is his responsibility to give back to the profession by supporting novice teachers in their "learning to teach journeys."

NEW MEMBERS ADDED TO THE PDS NETWORK

Ruth Swetnam, Institute for Community Education and School Improvement

St. Mary School, a parochial school in Muncie, and Morrison-Mock Elementary School of Muncie Community Schools are new members of the Institute for Community Education Development and School Improvement.

These new sites add to the Network's diverse opportunities for

pre-service students. Diane Bottomley, BSU liaison at St. Mary, is teaching EDEL 300 and EDRDG 400 on site. Nina Yssel, Department of Special Education and BSU liaison at Morrison-Mock, supervises both special education and elementary education pre-service students in the building.

Rhoades Elementary School of MSD Wayne Township is a new planning partner. Sally Catoe, liaison, is working with the school staff during this year of inquiry and helping with the preparation of the school's proposal to become a PDS site.

BSU President, Blaine Brownell presents PDS Member plaque to St. Mary School's principal, Kimberly Overmyer



PREPARING TOMORROW'S TEACHERS TO USE TECHNOLOGY: PT3 TECHNOLOGY GRANT

Penny Craig, Technology Integration Manager

The PT3 grant (Preparing Tomorrow's Teachers To Use Technology) is part of a nationwide Department of Education initiative that funds the incorporation of technology into pre-service teacher education. Laurie Mullen and Matthew Stuve from the Department of Educational Studies received the three-year grant from the DOE to continue their work with PDS classroom teachers and student teachers.

Through the new grant, entitled "Bringing Teacher Education Reform to Digital Life," Mullen and Stuve build on the reciprocal apprenticeship model from last year's PT3 capacity building

grant. These apprenticeships involve a BSU student teacher, an experienced PDS teacher, and BSU faculty consultant. This triad creates and implements technology-enhanced projects in their classrooms.



As Mullen and Stuve continue to work with pre-service and in-service teachers, they are working to help implement an institutionwide

performance assessment model for teacher education. This model will incorporate the International Society for Technology in Education (ISTE) and the National Educational Technology Standards (NETS) into their work with pre-service and in-service teachers in the PDS system. These standards have been adopted by the Professional Standards Board of the state of Indiana.

To learn more about the PT3 grant and the work with PDS schools, visit the website at <http://www.bsu.edu/pt3>. You may also call the office at 285-4226 or 285-4195 and speak with Linda Hollis, Project Manager or Penny Craig, Technology Integration Manager.

EXPERIENCING CHANGE - Linda Huber, *University Liaison*

This year Castleton United Methodist Nursery School (CUMNS) is experiencing change and yet is keeping many things the same.

The changes include better conditions for teachers and improvements in scheduling. This year opportunity is provided for teachers to have planning time to work with their teams. It is hoped that this will help with consistency in the classrooms. Also, each child has been assigned an advocate teacher. This teacher will be spending more time observing and getting to know a smaller group of children in the hope of better

meeting individual children's needs. This teacher will also be the one to conduct the parent teacher conference. When teachers know children well, they are better able to share relevant information with the parents. Another change has been a different university liaison. Linda Huber is the new liaison and is gradually getting to know both children and teachers.

Although some things change, others stay the same. The philosophy of the program remains the same. The focus continues to be on working with parents and meeting the needs of children and families.

STUDENT TO STUDENT - Nina Yssel, *University Liaison*

Morrison-Mock and Ball State students are working hand-in-hand to train future educators. Nina Yssel and her methods class, SPCE 376, are meeting on Tuesday afternoons at Morrison-Mock Elementary. Morrison-Mock staff and students are able to "visit" the Ball State class and demonstrate current methods being used in classrooms today. The focus is on methods/strategies in reading, math, and writing applications.

These opportunities bring text to life and serve as springboards for discussion as well as offer preservice teachers real-world experiences while allowing elementary students to showcase their skills and learning processes.

FOREST DALE FOCUS

Nancy Melser, *University Liaison*

The 2000-2001 school year is into full swing at Forest Dale with many exciting changes! The Forest Dale- Ball State Partnership has many new faces. We would like to welcome Mary Jo Kinnaman as the new principal of Forest Dale. Kinnaman came to Carmel from Wayne Township, where she has worked with Professional Development Schools through another university. We would also like to welcome Cindy Dome as the new teacher adjunct faculty member. Cindy teaches fifth grade at Forest Dale, and has previously supervised BSU student teachers. We are excited about planning activities in professional development and working together in the PDS partnership.

We would also like to take this opportunity to thank Marilyn Sudsberry and Pam Stewart, the former principal and faculty adjunct members from Forest Dale. Their hard work and dedication in the beginning stages of the PDS partnership were outstanding! We wish them luck as they open the new elementary school in Carmel, Towne Meadow.

Network News and Notes**SPRING INSTITUTE MEETING**

Thursday, April 12, 2001

9:00 a.m. - 2:30 p.m.

Minnetrista Cultural Center and Oakhurst Gardens

VISIT THE MINNETRISTA WEBSITE:

www.mccoak.org

DEADLINE FOR APRIL PDS**NETWORK NEWS**

is February 21, 2001.

Please submit all materials to

Julie Alexander

jalexand@bsu.edu

A SPECIAL THANKS TO:

Carmel High School and Stacie Fowler's Desktop Publishing Classes for their willingness to produce the newsletter for the partnership.

IT'S MORE THAN MATH AND READING FOR THE PRE-SERVICE TEACHER AT COWAN ELEMENTARY- Cynthia Whitehair, *4th Grade Teacher*

Cowan School Corporation provides a pre-service teacher with a comprehensive approach to the world of education. They encourage the pre-service teacher to embrace the entire Cowan Corporation. Cowan Elementary recognizes pre-service teachers with a welcome reception in the spring prior to their field experience. This reception introduces the pre-service teacher to potential mentors and allows interaction between the mentors and pre-service teachers. This dual interview maximizes the opportunity for a positive experience for the pre-service teacher and the mentor.

Spring and fall pre-service teachers spend the first full-week of school with their mentor teacher. They are exposed to the orientation meeting, the opening of the classrooms, and they observe the teacher establish climate and work habits with the students.

Very quickly these individuals learn that a school is not made up of just teachers. During the actual pre-service teacher experience, interviews between support staff (e.g., custodians, nurse, cooks, bus drivers) and pre-service teachers provide an understanding of the complete structure of the school system and how that affects the students.

As these pre-service teachers near the conclusion of their apprentice experience, the principal and superintendent provide an opportunity for them to practice and utilize interviewing skills. The superintendent explains the master contract to these "soon-to-be" teachers. Cowan Elementary has provided a structured plan for pre-service teachers to enter the education arena with a comprehensive real-life experience.

CARMEL CLAY SECONDARY SCHOOLS PROJECT

Barbara Graham, University Liaison

What began as a desire to transform the student teaching experience for Ball State students has evolved into a dynamic and multidimensional partnership between Carmel Clay Schools and Ball State University. The heart of the partnership remains the intern experience for students. This semester, nine student interns are working in classrooms in Carmel Junior High, Clay Junior High, and Carmel High School. The interns are being introduced to the joys of classroom life and coached throughout their school placement by master teachers in the three schools. Liz Murray, Lori Katz, Jennifer Ozsvath, and Matt Nelson are teaching English, Andrea Brickhouse and Amanda Holman are teaching social studies, Heather Follis is teaching freshman biology, Jeff Davis is teaching both German and social studies, and Chris Taylor is teaching band. All interns are discovering how challenging and exciting teaching in secondary schools can be. They not only participate in the classrooms of the schools but also work in the guidance and administrative areas, organize and supervise field trips, and shadow students, custodians, and bus-drivers.

Another continuing component of the partnership is the New Teacher Academy, organized by Barbara Underwood and implemented by the Curriculum and Instruction intern, Linda Thompson. Each year the structure of the Academy changes slightly. This year, teachers new to Carmel schools have been invited to participate in bi-monthly focus groups. These groups discuss professional practice by examining specific components of teaching, for example, organizing the environment for instruction. School administrators and master teachers collaborate to facilitate the groups of new teachers. The New Teacher Academy can be taken for credit in EDGEN 500 at Ball State University.

T.C. STEELE ELEMENTARY - Ann Leitze, University Liaison

There's something exciting about the beginning of a new school year. The new faces full of anticipation, enthusiasm, and anxiety contribute to that excitement. The start of this school year at T.C. Steel Elementary School in Indianapolis was no exception. The children's faces were full of anticipation, enthusiasm, and anxiety and so were the faces of the nine BSU students participating in the Urban Semester program at T.C. Steele. Most of the nine were exceptionally nervous about the teaching experience upon which they were about to embark. As is usually the case, their worries diminished soon after they got into the classroom and were replaced instead with worries about dealing with the heat in a school that was not air conditioned. Many of us, in fact, sought the comfort of our air-conditioned cars after what seemed to be a long day in a hot school.

The heat of the summer has now passed and the nine BSU students have settled into their teaching routines just as the children in the building have settled into their routines. As the pressures of being college students increase throughout the semester, the BSU students very much look forward to breaks in their routines such as field trips to the apple orchard or pumpkin patch. The next big "test" for the BSU students will be the preparation of activities for the BSU-sponsored Family Fun Night at T.C. Steele.

The BSU and T.C. Steele faculty are busy not only with the day-to-day operation of the Urban Semester program, but also with brainstorming ways to accommodate more BSU students next year. The program's popularity has grown so much among BSU elementary education majors that we may have to turn away many interested students for next year. I suppose, in some ways, that's a nice problem to have.



Urban Semester student, Sara Richard, works with a class of kindergartners.

(Carmel Clay Schools, continued)

A new component was added to the partnership last year. In order to work more closely with practicing teachers, we proposed offering courses toward a masters of secondary education. Professors from Ball State teach courses toward this degree program in Carmel High School. The first cohort group of approximately fifteen Carmel teachers has already completed more than half of the course requirements. We expect the first graduates of this program to receive their degrees in the summer of 2001. Courses can also be taken at Ball State and through distance education.

Several groups of teachers from the Carmel Clay School Corporation have made presentations at several state and national professional conferences. In addition, individual teachers have received awards and recognition from various organizations. Two such groups are being highlighted in this report; others will be recognized in our spring newsletter.

One group, consisting of a team of teachers at each grade level, received a grant of \$1,000,000 to develop technology in the school. The grant supports students' collaborative learning with access to their schoolwork from their homes. In addition to supporting students, parents have access to student grades via the Internet. White boards, portable labs of laptop computers, and digital video cameras have been purchased for teachers and students. Margaret Hollies, Madeleine Fitzgerald, and Jan Strohl first proposed the grant and will be discussing their work at the National School Board Association for Technology in Education, at the National Education Computing Conference, and the Indiana Computer Educators' conferences.

The second group of teachers, a team of eighth-grade teachers from Carmel Junior High School, will present their work at the National Middle Schools Conference next month. In their session, Teaming+Integrated Curriculum+On-site Field Trips+Technology+Community=Successful Middle School Students, they will describe how the team structure in Carmel Junior High School enables not only the integration of subjects and shared assessment practices, but also involves parents as essential partners in the school. Marcie Miller, Donna Skene, Karen Craig, Matt Moller, and Luther Lofland have worked as a team for several years and are excited about sharing their comprehensive approach to teaming with other educators.

The next Newsletter will highlight some of the many events, projects, and activities at Carmel High School and at Clay Junior High School.

“THE WINDS OF CHANGE AT WILSON MIDDLE SCHOOL”

Judy Valos, Principal at Wilson Middle School and Alba Rosenmann, University Liaison



Wilson Middle School was accepted as a PDS affiliated with Ball State University several years ago. A plan was developed, committees were formed and everyone expected smooth sailing ahead. The school year of 2000/2001 brought unexpected changes to the process. A new administrative staff came on the scene as well as a new Ball State liaison. Add to that mix a new adjunct faculty, the state of Indiana's focus on changing standards, and suddenly the waters were muddied and choppy. New expectations, new ideas, new visions were on the horizon. The biggest question became how to set a steady course that would be beneficial to all stakeholders.

Alba Rosenman, the new Ball State liaison, made the decision to take on the task after much thought and consideration. As a professor at Ball State University teaching multicultural education, and not sure of what her role would be as a liaison, she committed to the role because of her desire to combine

her teaching with an opportunity to also work in a public school setting.

“I like being in schools and developing long-term relationships with teachers and students. The opportunity to become a liaison allows me to do both of those things. What we build from the relationships depends on our shared vision and on student needs,” said Rosenman.

The new principal at Wilson, Judy Valos, was coming from an elementary school that was also a PDS, and while she had worked within the PDS process, the middle school setting was a new structure. One of the first tasks for the administrator was to determine the goals for the school and find a way to make that work within the PDS framework.

“The first and primary goal is to improve student achievement. Having had the experience of working in a PDS, I am very cognizant of the wealth of resources that are available to us through that connection. Our charge this year will be to work toward a shared vision that will enable us to achieve that goal,” Valos said.

Leslie Schaeffer, who has been one of the adjunct faculty members at Wilson since its inception as a PDS, is the glue that is helping

blend the past and the future together. Joining her in that position this year is Mike Sheffield. He has been part of the PDS committee from the beginning of the process but has just taken on the position of adjunct faculty this year. His years of experience at Wilson bring an added dimension to the mix.

Shaping the new vision began early in the year with meetings and planning sessions. The melding of ideas among the team helped to bring shape to a direction for the partnership, and a feeling of common ground began to emerge.

Looking toward the future, all parties are excited about the direction they are headed and believe that their joint vision is beginning to take shape. Roles have changed, ideas have blended, and programs are starting to form.

According to Valos, “The most important idea that will help us keep a steady course is that we all will be working toward enhancing the experience of the ultimate stakeholders, our students, and the Ball State students who will be in and out of our building. As long as we continue to hold that idea in the forefront, we expect this partnership to be a dynamic force for all involved.”

STORER ELEMENTARY SCHOOL - Scott Popplewell, University Liaison

Many exciting opportunities are evolving at Storer Elementary School this semester. Teachers are involved in ongoing staff development, and there are five student teachers sharing their expertise. Pat Stonebraker, first grade teacher, is mentor for student teacher Treva Chupp. Treva wanted to become a teacher because she loves children. She has six nephews and one niece and volunteered in an elementary school before deciding to become a teacher. Treva was born with cataracts and is blind in the right eye and has 22/80 vision in her left eye. At the age of five, she was diagnosed with fibrous dysplasia and is now confined, for most of the time, to a wheelchair. Despite her challenges, she is determined to be a successful teacher. During her time as a student teacher, Treva feels that she has established excellent rapport with the children. She continues to be up to new challenges and enjoys the risk-taking of trying new teaching experiences with children. Although she feels she has had many successes, she also realizes that she faces some challenges. She cannot readily get resources as she would like and has to depend on friends to help her. She also has to depend on friends to help her make certain teaching materials that are meaningful for the children and uses CCTV to enlarge print so she can grade papers and read her materials. This takes more time and can be tiring. Perhaps more than other teachers, Treva has to have extra accommodations to be certain she knows what children are doing at all times in the classroom. Despite the challenges, Treva is determined to be the best teacher for children. Many thanks to Pat Stonebraker, Muncie Community Schools, and Ball State University for giving Treva the opportunity to pursue her dreams. Because of her blindness or visual impairment, Treva brings something of immeasurable extra value to the classroom. In the next issue, we will reflect on Treva's experiences and her value of being at Storer.

BLOCK PARTICIPATION A SUCCESS - Laura Konz, Pre-service Teacher

Today, I started my participation teaching at Muncie Central High School. Today, for the first time in three years, I was back in a high school classroom. Today, I was called Ms. Konz for the first time in my life. Today, began hundreds of new experiences.

I had no idea this class would consume all of my thought and energy. Putting all of my free time into a class is not typically a priority of mine. But when I walked into a room full of young journalists, I had a dramatic change on my outlook for the class.

I had the opportunity to participate under an excellent teacher, Ms. Terry Nelson. She invited me to participate in both her Beginning Journalism class and her nationally recognized Newspaper class. I took part in student publications during my high school years at Huntington North High School and I knew the countless hours I would be at Muncie Central. But without a second thought, I accepted the offer graciously.

Our participation class was in an experimental situation. Dr. Jim Powell, Ball State University professor and university liaison for Muncie Central High School, changed the structure of the class by having us meet for the lecture

portion of the class at Muncie Central High School as well as our participation class for a block of 8 weeks. Every day we were in the building with the students. I introduced myself to the students and gave them some background about Ball State University. I told them that I am a journalism education and photojournalism major with an English teaching minor. The biggest question was how long would I have to go to school. Thanks to my excellent adviser I could answer with the shocking response of 4 years.

For the first week or so I worked mainly with the photographers. The photography staff was completely new. Many days were spent reviewing photo tips and developing procedures. For the first time, I truly felt like I was teaching. I fell in love with my class. The students became my students. I found pleasure in coming in after school to help on a deadline and I even went to their Homecoming game just to see how they were shooting.

I feel I built this close relationship with my students due to the amount of time I spent with them. I was in their classroom every day for 8 weeks. It only took a few days until they adjusted to having another

teacher in the room and then the questions came pouring in.

Ms. Nelson gave me ample freedom with my lesson plans and a great amount of guidance. I talked with her one on one every day. She told me the little things that you can't learn from a book. Then she told me the things I will have to learn on my own. I enjoyed each day working with Ms. Nelson. I wasn't afraid to try new things for fear of failure. If something didn't work, she corrected me and helped me make it work.

Through the eight-week class Ms. Nelson and I developed a strong professional relationship. At the end of the experience she invited me to return as her student teacher and stated that she enjoyed having me in her class.

My students showed their gratitude through cards, cookies, cake and many other surprises on my last day. The students at Muncie Central impacted my life and were a great affirmation that I have chosen the right field. I would not trade my experience as a participation teacher at Muncie Central for anything. I highly recommend the development of this program to enable all students to participate in this kind of learning environment.

THREE TEACHERS AT ANDERSON HIGHLAND HIGH SCHOOL RECEIVE BSU ALUMNI ASSOCIATION AWARDS Cathy Siebert, University Liaison

Sheryl Myers (Science), Judy Decker (Family and Consumer Science), and Jane Reams (French), received Innovative Education Grants from the BSU Alumni Association. Each award carries with it \$1,000 to be used in implementing the projects. Sheryl Myers' project, "Profile of a River: A Historic and Futuristic Look at the White River in Madison County," aims to increase her science students', their parents', and the Anderson community's understanding of the White River as a resource deserving study, understanding, and protection. Through this project, students will research the historical significance of the White River in Madison County in the last century, work with a local river protection group to

create a map of the White River including pictorial representations of historic events along its course, create a map showing present land use along the river, compile a water quality assessment based on year-round water quality monitoring, create a list of recommendations for improving the quality of the river to be shared with elected representatives and the community, realistically assess the likelihood of protective legislation and political action at the state level, and meet with state natural resource and environmental management personnel to learn how state laws affect our local use of the river.

Judy Decker and Jane Reams' project, "Notre Cordon Bleu," involves an interactive project between the Foods classes and the

French classes including college preparation, special needs, and at-risk learners. A major goal of the experience will not only be for the shared knowledge of content but to also encourage interaction between and understanding of diverse learners. In this project, students will collaborate in a series of six classes throughout the semester learning to prepare French pastries, sweet breads, and desserts. All students will prepare samples of each recipe, with an opportunity to taste and distribute the remainder to students in other related classes. A culminating activity will be the preparation of these recipes to serve to the faculty during the May professional development day luncheon.



Pictured top to bottom: Sheryl Myers, Judy Decker & Jane Reams

PDS PARTNERSHIP BENEFITS TOTAL SCHOOL IMPROVEMENT PLANNING

Ruth Swetnam, Director, Institute for Community Education Development and School Improvement

Schools in Indiana are preparing to meet the requirements of the new PL 221. This accountability law delineates very specific professional development program requirements as part of the school improvement plan. Professional development schools are discovering that the university/school partnership plays a positive role in this school improvement planning process and the professional development program.

PDS Network members used the fall meeting of the Institute for Community Education Development and School Improvement, held on October 17th

at the Minnetrista Cultural Center/Oakhurst Gardens, to look closely at how the university/school partnerships can serve as a resource.

Dwayne James, Policy Analyst, Indiana Department of Education, explained the components of PL 221, complimented Ball State's initiative and congratulated partnership members for working with the university on school improvement. He pointed out that

the goals in the professional development school plan are part of the school improvement plan.

Cindy Thies, principal of Churubusco Elementary School, presented her school's model for a staff devel-

opment program. Churubusco's program is data-driven, school-based, ongoing during the year and evaluated in terms of the impact on student achievement, all core professional development principles of the State Board of Education.

Network members agree that educators need assistance in the use of data, in the development of on-going assessments, and in finding more ways for teachers to work together. Among the ways the university can help are recommending professional materials, providing instruction for teachers, facilitating discussions and reflection on best practices, modeling best practices, and assisting with the use of technology. Research can be used as an evaluation of effectiveness. Partners in the Network have the advantage of being a "community of learners" and can share resources, ideas, and materials.



Ruth Swetnam (right), is talking with Cindy Thies (left), principal of Churubusco Elementary School during the October 17, 2000 Institute Meeting.



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