



## Washington Carver

### Mosaic and Picture Walks Promote Learning

By Jill Miels

On Tuesday, October 8, 2002, all students, faculty, and staff of Washington-Carver Elementary School, along with invited guests, gathered on the playground to dedicate a mosaic that was made to honor the victims and heroes of September 11, 2001. The mosaic was designed and constructed using pieces of glass tile and grout under the supervision of art teacher, Jennifer Barrett. When asked about the project, Mrs. Barrett stated, "The Mosaic represents the idea that the diversity in America can work to create harmony." After the mosaic dedication, students presented letters of appreciation to local firefighters and law enforcement officers.

Fifth-grade art students have also been learning about the creative genius of Michelangelo. For the second year in a row, students will make sketches of his work and recreate them on ceiling tiles in the manner of the great master.

As a recipient of an I-Read grant, Washington-Carver has been the scene of exceptional use of best practice strategies in reading instruction. The concepts outlined as Scientifically Based Reading Research (SBRR) can be observed on a daily



*Teacher Jennifer Barrett works with students in the mosaic studio to create a mosaic for the playground (above), 20 Michelangelo-influenced tiles designed by art club students decorate the cafeteria ceiling (above right), and a fifth-grade student presents a letter of appreciation to firefighter Joe Scott to recognize public servants (right).*

basis. Preservice teachers work closely with classroom teachers as they implement strategies highlighted in their undergraduate classes. A first-grade student teacher taught the children how to take a picture walk before reading a new story. In teaching this for the first time, Lisa followed the recommended procedure (teach, model, practice, transfer) and



found herself pleased with the results. In a recent reflection, she wrote, "I have, since this lesson, noticed the students taking their own picture walks and saying that we should take a picture walk when we read a new story."

In the upper grades at Washington-Carver, students have been introduced to the use of technology as a means of gaining knowledge. Preservice teachers have used PowerPoint and Internet sites to teach both science and social studies.

# Anderson Community Schools

## General Education Preservice Teachers Introduced to Special Education

By Cathy J. Siebert

The BSU Special Education for General Education Preservice Teachers Initiative in Anderson involves special education teachers working directly with preservice general education teachers in their EDSEC 380 class. Special education teachers introduce preservice teachers to the Individuals with Disabilities Education Act, individual education plans, and the various

disabilities frequently found in general education classrooms. The preservice teachers observe in regular education initiative classrooms in which a content teacher co-teaches with a special education teacher. Then, they share their observations with the special education teachers. In addition, preservice teachers participate in mock case conferences to further their understanding of their role as general educators in supporting the success of special needs students. Finally, instruction is given in how to effectively modify lessons to accommodate for special needs students. The initiative appears to be very effective in addressing the knowledge, skills, and dispositions of preservice teachers in terms of working with special needs students.

## Washington-Carver Continued

The fifth-grade student teachers have formed a drama club where the children can learn self-confidence, speaking skills, and self-expression.

The nine preservice teachers have had the opportunity to become immersed in the culture of Washington-Carver. They have each been assigned to a learning team that examines current education issues as part of Washington-Carver's Professional Development Plan.

They have all had the opportunity to participate in a monthly Family Literacy Night, the annual Fall Fun Festival, and parent-teacher conferences. Most have planned field trips for their grade levels.

In addition to the opportunities afforded preservice teachers, Washington-Carver will host a field trip for two sections of EDEL 300 on Monday, November 25, 2002. In January 2003 the third BSU MAETEE group will begin its work toward elementary licensure with a class taught at Washington-Carver.

## Highland High School Teachers Organize Own Staff Development

By Cathy J. Siebert

For the second year, faculty and professional staff at Highland High School have defined their own professional development during the seven half-days allocated. This year's work emphasizes collecting data and developing arguments that support the connection between professional development activities and student achievement. As Lennon Brown, principal of Highland High School, pointed out, "When you give teachers the chance and the support to investigate issues that they're interested in, that they've identified as integral to improving student success, they become invested in the professional development activities. The results are amazing and extremely exciting."

## Cowan Community

### Cowan Elementary Teachers Experience

By Jody Thomas

This past summer during June 17-21, 2002, eight Cowan Elementary teachers experienced a week-long workshop called Good Science—Good Writing. Susan Johnson from Ball State University and other professional educators from area Indiana schools coordinated the workshop.

The purpose of the workshop was to learn how to jointly incorporate science and writing while adhering to the Indiana state standards. During the workshops, teachers worked cooperatively in groups to develop attention-grabbing science units that they could use in class. Teachers learned how to integrate writing into the unit concepts and were asked to practice scoring the writings using the ISTEP rubrics. Teachers of

# Carmel Clay Schools

## Carmel Junior High School Earns Blue Ribbon Award

By Barbara Danquist

The United States Department of Education honored Carmel Junior High School with the 2002 Blue Ribbon Award for Excellence in Education. Steve Stephanoff, assistant superintendent; Denise Jacobs, principal; Shelly Criswell, assistant principal; and Barbara Danquist, teacher, traveled to Washington, D.C., in October, 2002, to accept the award. "Carmel Junior High School's relationship with Ball State University and being a professional development school helped us reach our goals and this honor," stated Danquist. Only 172 schools across the country, including 7 from Indiana, received this award.

## Forest Dale Teachers and Student Teachers Begin New Programs

By Nancy Melser

Forest Dale Elementary School is hosting seven student teachers in Grades 1-5 and has implemented two new programs during fall 2002. One program is the Learning Assessment Module (LAM) in which student teachers create units, analyze pre- and post-test data, and complete reflections on the information gathered. The student teachers work with the school media specialist to plan the units and attend LAM seminars taught by LAM project creators Greg Marchant and Melinda Schoenfeldt.

The school has started using the Shared Supervision Model. This model encourages the veteran teachers to conduct several

observations of their assigned student teacher to allow the university liaison more time to work with school projects.

## Carmel Secondary Schools Recognize 2002-2003 Teaching Interns

By Barbara Graham

During the fall 2002 semester, four student teachers worked with teachers in the Carmel Clay Secondary Schools: Doug Bird, Leigha Tracey, Amanda Distler, and William Marvin. Doug and Amanda began at Carmel High School before moving to their middle school placements. Leigha and William both began the semester at Clay Junior High School. Leigha has moved to Carmel High School to continue her work in journalism. William has elected to follow the yearlong program and move to Carmel High School in January 2003. Eight interns will participate in the program during the Spring 2003 semester.

As part of the requirements of EDGEN 692: Supervision of Student Teachers, 17 teachers and administrators worked with university liaison Barbara Graham from the Department of Educational Studies. They explored leadership styles, how to provide directed feedback, theories of cognition, how to work with adult learners, and they developed their personal philosophy of supervision.

## School Corporation

### Experiment with Science and Writing

kindergartners and first graders focused on physical science and worked on a unit called "Balls and Ramps." Second-grade teachers concentrated on the concept of weather and clouds, and third- and fourth-grade teachers worked with live crayfish. Fifth- and sixth-grade teachers worked with matter and chemical changes using lessons from a unit entitled "The Mysterious Powder."

After the workshops, teachers had to complete three experiments with their classes, score the writings, and share the results with fellow workshop participants during one of two follow-up meetings. The purpose for implementing the experiments was to determine whether students improved when using the inquiry-based science method along with writing integration.

# Harrison-Washington Community School Corporation

## Family Nights: A Time for Everyone to Combine Education and Family

By Tracy Shafer and  
Cynthia Marquell

“Food, Fun and Family Night,” a popular and successful event last year, is revving up to start again this year. The program began in February 2002 with 241 people attending the first night. The overall goal of family night is to involve families, school staff, Ball State representatives, and community representatives in an effort to improve

the partnership with Ball State Professional Development Schools enabled us to offer each family a meal. Each Family Night began with families working together to make a project that displayed family unity. Then, parents attended a parenting information session. Session topics included “Cooking with Children,” “The Effect of Television on Children,” “Educational Family Vacations,” “Developing Homework



Jeremy and Michell Malott create a family turkey drawing with son, Brandon Hiday. Each family member wrote what they were thankful for on a tail feather. Family activities occur after meals during Food, Fun, and Family evenings.

student achievement. Staff members from Gaston and Harrison Elementary Schools served food, presented topics, and worked with students.

A Family Night was held each month from February through May. The Title II funding received through

Strategies,” “Math Manipulatives,” “Educational Games,” and “How to Make a Homework Kit.” Door prizes were awarded at the conclusion of each Family Night.

4/Fall 2002 PDS Newsletter

# Minnetrista Cultural Center/ Oakhurst Gardens

## Apply for a 2-Week Teaching Experience at Summer Spectrum

By Christy Wauzzinski

Consider teaching at Minnetrista & Oakhurst’s Kids Summer Spectrum, a unique 2-week teaching experience that gives you an opportunity to try out a unit plan or individual activities before you use them in your classroom.

Teachers teach 8:30-12:00 with a ½ hour break between 2 classes and are paid a stipend of \$600. Minnetrista and Oakhurst resources are at your disposal as well as a modest materials budget. Classes are small (10-15) and middle school and high school helpers are available for crowd control. We are anticipating running both a June 16-27 and July 7-18 session.

Proposals are welcome any time, but due no later than April 15, 2003, and should include a title, topic, grade level, and objective; a short description of your class; a 10-day outline; and a sample 90-minute lesson plan.

In the past only licensed teachers have participated in the Summer Spectrum. However, student teachers or those near the end of their education coursework are encouraged to apply, but should call before completing an application.

If you are interested, call or e-mail Christy Wauzzinski (765) 213-3540 ext.128, [cwauzzinski@mcc.mccoak.org](mailto:cwauzzinski@mcc.mccoak.org).

### Students Believe Mountain Language Improves Language Arts Performance

By Nina Yssel, Kristy Nacrelli, and Laura Kingsley

Since the spring of 1999, Morrison-Mock teachers have used the Mountain Language Program. Mountain Math/Language, provided by Mountain Math/Language LLC from Ogden, Utah, is a review program (kit) that supplements whatever program teachers are using. Teachers at Morrison-Mock Elementary School wanted to evaluate the effectiveness of the Mountain Language Program on student performance (classroom language arts grades and standardized test scores in the language arts), and determine teachers' and students' perceptions of the program.

Quantitative data collection included data from 1998-99, 1999-00, and 2000-01 language arts grades for students in Grades 1-5 and the ISTEP scores (3<sup>rd</sup> grade) from 1998-2002. Qualitative data were collected from a teacher survey and a student survey.

The combined mean of the Normal Curve Equivalent (NCE) scores from the 1998 and 1999 Indiana Statewide Testing for Educational Progress (ISTEP) tests, which are pre-Mountain Language scores, was compared to the combined mean of the NCE scores from the 2000 and 2001 ISTEP tests, which are post-Mountain Language scores. A *t* test was conducted on the means between the groups. The *t* value of 3.015 was significant at the

.01 level.

A chi-square analysis was computed for 1<sup>st</sup> and 3<sup>rd</sup> grade end-of-year language arts grades. Grades were combined to make a 2x2 contingency table of Mountain Language (ML) vs. no Mountain Language (NML), collapsing A and B grades and C and D grades.

No significant difference was observed between ML and NML.

Six general education teachers (K-5) were surveyed to determine teacher perception of Mountain Language. They indicated improved student achievement and that they would continue to use Mountain Language. Student feedback (N=94) yielded the following results:

✍ 61 students thought ML had helped with their schoolwork, whereas 26 indicated no improvement.

✍ 61 students thought their language arts grades improved this year, 18 thought *no*, and 11 were *unsure*.

The results of the data analysis indicated that teachers and students enjoyed the daily review strategy of Mountain Language and were pleased with improved language arts grades. The result of the *t* test validated the result of the surveys.



A firefighter demonstrates to students the full turnout gear.

By Emily Ritchie and Kailin Miller

Muncie firefighters visited Storer Elementary School on Thursday, September 24, 2002. Student teachers Emily Ritchie and Kailin Miller organized the demonstration for all students in K-5. The students spoke with firefighters, viewed a fire truck, and examined tools and firefighting gear. The firefighters discussed fire safety with the students and answered questions. In their classes after the



Emily Ritchie and Kailin Miller, Storer Elementary student teachers, organized the firefighters' visit.

event, the students reviewed a fire escape plan and meeting place; wrote thank you letters to the firemen; received fire safety tip booklets; illustrated a fire safety tip and explained its importance to classmates; brainstormed activities around fire safety; and practiced fire drills and stop, drop, and roll.

## Two new schools become partners

The PDS Network welcomes Orchard Park Elementary School of Carmel Clay Schools and Booth Tarkington Elementary School #92 of Indianapolis Public Schools. The proposals from these two schools and the PDS Plan for Broad Ripple High School of IPS were accepted by the Network at the November 6, 2002, PDS Institute Meeting.

## MSD Wayne Township

### Rhoades Elementary School Shared Supervision: A Model That Makes Connections

By Mary Ann Flanary and Scott Popplewell

During the 2002-2003 school year, Rhoades Elementary has implemented a shared supervision model for student teachers and professional development for teachers. University liaison Scott Popplewell facilitates professional development with classroom teachers. Popplewell models, mentors, and coaches teachers on reading strategy instruction as well as guides the teachers through reflective practice.

Mary Ann Flanary, Ball State student teacher supervisor, conducts on-site supervision five days each week and weekly seminars. Because she is in the building daily, she is able to provide weekly meetings with each student teacher, communicate with classroom supervisors on a regular basis, and assist teachers by modeling co-teaching and instruction.

To further strengthen this shared supervision model, Mary Hendricks and Chrisy Haltom assist as adjunct faculty members, providing a very important link between the university and the school. Classroom supervisors further strengthen the connection as they provide a co-teaching environment for the student intern and help with day-to-day planning and scheduling.

The shared supervision model builds strong connections among the Rhoades community of learners, furthering the commitment for everyone at Rhoades to be focused and disciplined about professional development and instruction in order to increase student achievement.

## awards and honors

Teacher Jennifer Barrett of Washington-Carver Elementary School received a Robert P. Bell grant from the Community Foundation of Muncie and Delaware County, Inc. to teach fifth-grade art students to explore the creative genius of Michelangelo.

Teacher Felicia Gray of Storer Elementary School received a Robert P. Bell grant from the Community Foundation of Muncie and Delaware County, Inc. to teach "Nature's Classroom—An Integrated/Thematic Study of Plants" for gifted first-graders.

Teacher Felicia Gray of Storer Elementary School received a Muncie Community Schools mini-grant to teach "El Mundo Español—A Study of Mexican Culture and Spanish Language" to gifted first-graders.

BSU PDS liaisons Annette Ricks Leitze and Nancy Armstrong Melser, BSU faculty member Melissa A. Mitchell, and BSU PDS teacher in residence Carol A. Godsoe received the 2002 School Science and Mathematics Association Award for Excellence in Integrating Science and Mathematics, October 4, 2002, at the 101<sup>st</sup> Annual Conference, School Science and Mathematics Association, Rochester, New York.

Lee Lonzo, from Carmel High School was named Assistant Principal of the Year for 2001-2002.

IPS Superintendent Duncan Pat Pritchett has been named the 2002 IAPSS (Indiana Association of Public School Superintendents) Outstanding Educator.

BSU PDS liaison Cathy Siebert published “Facilitating Educative Experiences for the Intern: The Role of the University Instructor” in I. Guadarrama, J. Ramsey, & J. Nath (Eds.), *Forging Alliances in Community and Thought: Research in Professional Development Schools*. Published by Information Age Greenwich, CT.

BSU PDS liaison Cathy Siebert received the 2001-02 Teachers College Outstanding Service Award. In accepting the award, Siebert stated: “A great deal of the credit for this award goes to the outstanding teachers, administrators, and staff I have the privilege to work with in the Anderson initiatives. Without their ideas, energy, and commitment to the Professional Development Schools philosophy, our programs would not have grown as quickly or in such productive directions.”

Marilyn Sudsberry, principal at Towne Meadow Elementary School, was named the 2002 Elementary Principal of the Year for District 5 by the Indiana Association of School Principals.

## presentations

Teacher Julie Austin of Storer Elementary participated in the showcase of the “PT3—Preparing Tomorrow’s Teachers to Use Technology” as a representative of the Vanguard Program at Ball State University, Muncie, Indiana, in June 2002.

BSU PDS liaison Annette Ricks Leitze, BSU faculty member Melissa A. Mitchell, BSU PDS liaison Nancy Armstrong Melser, and BSU PDS teacher in residence Carol A. Godsoe presented “Ball State University Urban Semester Family Night,” October 2, 2002, at the School Science and Mathematics Association 101<sup>st</sup> Annual Conference in Rochester, New York.

BSU PDS liaison Cathy Siebert and BSU faculty member Jody Britten with Anderson High School teachers Bette Anne Currie and Lori Spencer presented “Preparing General Education Preservice Teachers for Special Needs Students through a Professional Development School Field-Based Initiative” at the Mid-Western Educational Research Association annual meeting in Columbus, Ohio, October 16-19, 2002.

BSU PDS liaison Barbara Graham and Jill Monk, BSU graduate student and Carmel intern, collaborated on “Enabling Conditions for Successful Student Teaching Experiences,” a research project, and presented a paper at the MidWestern Educational Research Association in Columbus, Ohio, October 18, 2002.

Teachers College Dean Roy Weaver, Teachers College Chair David Dixon, and BSU PDS liaisons Barbara Graham and Melinda Schoenfeldt; Principal Lisa Lantrip and teacher Kari Shelton of Rhoades Elementary School; and BSU PDS Director Ruth Swetnam presented “A Model of Candidate Work Review—Learning Assessment Model” and “BSU PDS Signature Work—*Evaluation of Student Teachers Guidebook* and *Student Teachers Portfolio Handbook*” at the National Education Association PDS Development Network Symposium held November 8-9, 2002, in Washington, D.C.

BSU PDS liaisons Nancy Armstrong Melser and Annette Ricks Leitze presented “Transforming the Curriculum for Diversity: The Urban Semester Program at Ball State University” at the Enhancing Minority Attainment Conference, November 8, 2002, in Kokomo, Indiana.

Jackie Stillisano, Title II project manager at Ball State University, and Ruth Swetnam, BSU PDS Network director, presented “Action Research: A User-Friendly Form of Staff Development,” an interactive session, at the National Staff Development Council Conference in Boston, Massachusetts, December 7-11, 2002.

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## Ball State University Teachers College Call for Comment

Ball State University is scheduled for a Spring Semester 2003 accreditation review by the National Council for Accreditation of Teacher Education (NCATE). Federal regulations require that accrediting agencies allow for public comment on the qualifications of institutions or programs under consideration for continuing accreditation.

Both NCATE and Ball State University recognize that graduates, parents, schools, and community organizations have valuable perspectives on the quality of the programs that prepare teachers and other school personnel. We invite interested parties to submit written testimony to the

Board of Examiners

NCATE

2010 Massachusetts Avenue NW, Suite 500

Washington, DC 20036-1023

or by e-mail to [callforcomments@ncate.org](mailto:callforcomments@ncate.org)

Comments must address substantive matters related to the quality of professional education programs offered at Ball State University and should specify respondent's relationship, if any, to the institution (i.e., graduate, present or former faculty member, employer of graduates). Copies of all correspondence received will be sent to Ball State University for comment prior to the review. No anonymous testimony will be considered.

Letters of comment should be received no later than January 12, 2003.

**The Holmes Partnership  
Seventh Annual Conference**

February 21-23, 2003

Washington, DC

<http://www.holmespartnership.org>

**PDS Spring Institute Meeting**

April 2003

9:00-2:30 p.m.

Minnetrista Cultural Center/Oakhurst Gardens



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