



# PROJECT PRE

OCTOBER 2008

## 2008 SUMMER TEACHER ACADEMY - A HOT ITEM!

Project PRE workshops were certainly in demand in the summer of 2008! In preparation for Social Studies textbook adoption, Project PRE offered our PDS partners in both Terre Haute and Indianapolis eight traditional workshops pertaining to Social Studies, differentiated learning, and behavior management. In addition, three technology workshops gave teachers help in implementing Moodle, MacBasics, and SmartBoard. Due to strong interest, almost every 15-hour workshop was repeated multiple times, giving participants **28 different sessions** to choose from. Many chose to take part in multiple workshops over the course of the summer, making total registrations jump up to **739!** Pre- and Post-tests were administered for every workshop, with results indicating that attendees felt they had more confidence overall, improved competence in the related areas, and increased means for connecting meaningful ideas within their classrooms. Feedback from both facilitators and participants was exceedingly positive.



Participants from the ISU PDS Partnership schools received monetary stipends for participation and could also elect to receive one graduate credit (tuition and fees waived) per workshop completed. Overall, Project PRE paid out **\$384,600.00** in participant and facilitator stipends and ISU provided a total of **636 graduate credits!** The summer workshop opportunities offered an incredible amount of support and education to our community educators. Thank you to all who took advantage of this unique learning experience and took on the challenge to reform education one step at a time!

## FROM THE DIRECTOR'S CORNER



October 1<sup>st</sup> marked the start of a sixth year for Project PRE! This year is actually a gift

from the US Education Department. Originally, the Teacher Quality Enhancement Partnership grant for Project PRE was to cover five years (2003-2008), with an end date of Sept. 30, 2008. However, we asked for and were granted an extension until Sept. 30, 2009 to bring several strands of the project to completion using funds left over from the early years of the grant.

Congratulations are in order for Dr. Jay Gatrell, formerly Associate Dean in the College of Arts and Sciences and Co-Director of PRE. On August 1<sup>st</sup>, Dr. Gatrell became the new dean of the School of Graduate Studies. He has already implemented many changes to enhance the service provided by SOGS. We wish Jay the best in his new role. The new Co-Director representing the College of Arts and Sciences is Associate Dean Harriet Hudson.

CCITE, the Center for Collaboration and Innovation in Teacher

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**PROFESSIONAL IMMERSION FOR TEACHER EDUCATION STUDENTS—AN UPDATE****TOTAL (Teachers of Tomorrow Advancing Learning)**

On August 4, 2008, 110 elementary school teachers from Terre Haute and Indianapolis gathered at the ISU Hulman Memorial Student Union for a TOTAL Coaching Teacher Workshop supported by Project PRE. The day-long workshop received enthusiastic teacher feedback. Many expressed praise for the event and an overwhelming interest in becoming involved (having a TOTAL student in their classroom) as the program continues to develop. According to the facilitators, Dr. Beth Whitaker and Mrs. Sharron Watkins, the workshop was well worth the effort. Dr. Whitaker commented: “The workshop was a fabulous day of learning and growing with our school partners. We were thrilled that over 100 educators joined us as we move to a higher level of field immersion in our programs. These educators are providing a unique learning opportunity for our students and we feel strongly that positive and regular collaboration with them are keys to the success of our ISU teacher candidates. The day was spent learning about our program's new structure, practicing Cognitive Coaching elements, and hearing from students who have been a part of our pilot semesters. Based upon the feedback we received, everyone agrees that the direction we are headed is the right one!”

**Secondary Professional Immersion Semester**

Secondary education majors have a new opportunity referred to as the “Secondary Professional Immersion Semester.” Prior to student teaching, they take a content methods course and a pedagogy course that have combined to provide richer and deeper clinical experiences in the field. During the semester, they become part of the whole school environment as they are immersed into the culture of their school, spending individual time with various members of the school (i.e. principals, counselors, special ed. teachers, etc.). During their teaching time they spend two class periods per day in their respective content area. Overall, the professional semester provides a better introduction to student teaching and professional practice beyond.

The clinical design team, comprised of high school teachers and administrative staff, content area faculty, and COE faculty from CIMT, met three times over the summer to revise schedules and syllabi from both content methods and pedagogy courses. They also prepared for student placement with coaching teachers and an orientation for the coaching teachers hosting immersion students. The entire process was a collaborative effort. On August 6, 2008, 31 community teachers from Terre Haute attended the Secondary orientation. All of the stakeholders who helped to plan and design the immersion experience and orientation shared equally in engaging coaching teachers in learning about the program and acquiring coaching knowledge and skills. Dr. Sue Kiger, CIMT, commented, “We [the PDS partners] have collaborated well to create an immersion program that provides the best learning experiences possible for both pre-service teachers and public school students.”

**MENTOR TEACHER PREPARATION WORKSHOP**

A new Mentor Teacher Preparation (MTP) Workshop began on September 2, 2008 with 40 participants. The course of the training spans seven sessions and covers a multitude of topics and information on mentoring beginning teachers. The workshop sessions are designed to keep the teacher participants actively engaged – “hands-on and minds-on.” State portfolios for beginning teachers have been changed to a format that is consistent throughout all content areas, making it easier to prepare mentors to assist new teachers. One teacher has created a group for the mentor teacher participants from the Spring workshop to meet with current workshop participants to learn from them about the changes in the State portfolio requirements. Mentoring has come full-circle!

Dr. Susan Kiger, one of 7 facilitators, recently commented on the sessions, “It’s really a great time to share. It’s interesting – teachers report that, in learning to mentor others, they take a “fresh look” at why they do what they do, and how that contributes to student achievement. We look at student achievement and think, how can we help beginning teachers get this?” The MTP Workshops are an opportunity for local teachers to rejuvenate and thus continue to build excitement and the desire to improve the field of education for years to come.

**Congratulations** to IPS Paul I. Miller Elementary and Dr. Kathy Bauserman of ISU! Project PRE is proud to announce that the collaborative partnership of ISU, the PDS school, and faculty liaison was a success. Thanks to Dr. Bauserman's efforts, Miller Elementary was awarded a \$2500 grant through the Jordan Foundation for their LEGO Project, an after school mentor program for third graders that uses math and science standards to build Lego racing cars. The two-week project will begin in March of 2009. Everyone involved is very excited about the project.

### **“EXPLORE, DISCOVER, KNOWLEDGE IS THE TREASURE” - DEMING ELEMENTARY**

A partner with Project PRE and a Professional Development Site since 2002, **Deming Elementary School**, is “a wonderful school of dedicated staff” according to Principal Susan Mardis. As a high risk school with many challenges, Deming is a part of the Title I program and is a Reading First school. This year the school's theme is based on Indiana Jones, “Explore, Discover, Knowledge is the Treasure.” With the big focus on reading, the students can earn the opportunity to go and read to Mrs. Mardis in her office. They earn this in various ways within their classroom and seem to enjoy the reward. Despite some of the possible obstacles with a high risk school, Mrs. Mardis further explained that her school has wonderful children, good parent involvement, and a staff that greets the children with love and support each day. In her fourth year as Principal, Mrs. Mardis loves and takes pride in her school.



The hardworking teachers and staff at Deming have taken advantage of the opportunities that Project PRE has offered, attending the various summer workshops, TOTAL training programs, and Mentor-Teacher Preparation meetings. Mrs. Mardis reports that the teachers have been very happy and appreciative of the opportunities as they have been very positive and beneficial for the school as whole (i.e. increasing dialog between teachers, learning new classroom and learning strategies, and sharing new knowledge and excitement with each other). This summer was especially helpful and encouraging, according to the teacher-attendee feedback. Mrs. Mardis added that



they are looking forward to being part of the TOTAL program, especially after eight of her teachers attended the training workshop this summer and returned “ranting and raving over their experiences” expressing their enthusiasm for the opportunity. Mrs. Mardis also expressed gratitude over the chance to take part in the Principal Leadership classes, the reciprocity between the university and the school corporation, and the connections in curriculum, collegiality, and resources.

“I'm so proud of ISU offering these opportunities, in being proactive in student education,” said Mrs. Mardis. The programs (i.e. TOTAL) are providing an opportunity to develop professionalism among student teachers and further developing enthusiastic and competent teachers for our education system. The teachers have great accountability and truly value learning, as they are very protective of the time they have with their students. Mrs. Mardis further expressed her love for Deming, saying, “We have people who care, a dedicated staff, and inside these walls there's a lot of happiness and learning.” Currently, Deming does an assessment every two weeks and, in doing so, they have seen great gains in their students.” Their goal is to help each student individually get what they need. “We have high quality teachers that rise to the challenge – increased needs in our students equals increased dedication in our teachers.”

**FAMILY & CONSUMER SCIENCES—A LIFE DISPOSITION**



As coordinator of the Family and Consumer Sciences (FCS) education program, **Dr. Barbara Clauss**, manages the teacher education aspects of the FCS department, advises students on coursework requirements, and teaches two methods courses on teaching in FCS. Dr. Clauss has also worked with the State curriculum specialist at the Department of Education in order to perfect the coursework and requirements in the area of Family and Consumer Sciences for education in the middle and high schools as well as at the collegiate level in terms of teaching the content. She has been with ISU for 20 years and has loved witnessing the changes over the years. With the inception of the TOTAL pilot and the secondary pilot programs in Project PRE last year, Dr. Clauss explained that she was more than ready to “jump on board” in this clinical experience to assist in better preparation for her students, further develop the curriculum, and to take advantage of the opportunity to link with Vigo community teachers.

In terms of the experiences that Project PRE has been able to offer ISU students and faculty and area educators and professionals, Dr. Clauss remarked that she feels that the opportunities are worthwhile and beneficial for everyone. “It is nice to have the practical support [of Project PRE] and to know that people are doing something additional.” She further explained that a project like this takes everyone to buy into it, offering their support and being open to the personal changes that need to take place within teaching methods and ideas; Dr. Clauss welcomes the challenge. Personally, she has been able to connect with other professionals which has helped her to better understand the responsibilities of other teachers in different content areas, (i.e. music & Languages, Literatures, & Linguistics) within the collaboration. “The entire project has helped to make a long overdue connection, increasing the cooperative and cohesive nature of education.” Additionally, the structure of the COE and other departments are better unified as a result of the pilot programs and are thus able to handle additional challenges and responsibilities in addition to offering more support and nurturance to its students and faculty. Dr. Clauss explained, “PRE has inspired the teachers of A&S [Arts & Sciences dept] to meet together as a group which has decreased the sense of loneliness” (in being separated throughout the campus).

Dr. Clauss is currently preparing to take sabbatical in which she plans to present in-services on financial literacy for teachers around the state. After being trained in a financial education program, she was awarded a grant providing her responsibility to present the information to Indiana and reach out to teachers – “to realize the benefit of this fully-developed curriculum and to inspire them to use it.” FCS teachers are at a critical shortage according to Dr. Clauss. “Family and Consumer Sciences is not just baking cookies and sewing garments anymore; it has expanded to curricula including self-esteem, social skills, financial management and future planning, increasing the students’ abilities to be independent.” Family and Consumer Sciences is a course in life.

**DID YOU KNOW?**

**VIGO COUNTY SCHOOL CORPORATION HAS SOME NEW PRINCIPALS?**

Chauncey Rose Middle School  
-Claire Marchese  
Dixie Bee Elementary  
-Mika Cassell  
Terre Haute North Vigo High  
-Stacy Mason  
Terre Town Elementary  
-Cinda Taylor

Davis Park Elementary  
-Tammy Roeschlein  
Fayette Elementary  
-Susan Hudson  
Ouabache Elementary  
-Tammy Rowshandel

DeVaney Elementary  
-Paul Utterback  
Hoosier Prairie Elementary  
-Dallas Kelsey  
Terre Haute South Vigo High  
-Chris Mauk

Welcome & Have a great year!

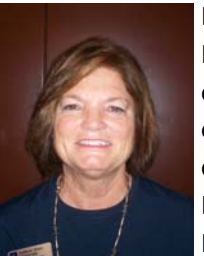
## OFFICE UPDATES – MEET THE NEW STAFF

### Co-Director: Dr. Harriet Hudson



Project PRE would like to welcome its new Co-Director, **Dr. Harriet Hudson**, Associate Dean of the College of Arts and Sciences, where she is responsible for curriculum and academic affairs. Dr. Hudson has been with ISU for 23 years serving as a Professor of English (specializing in medieval literature), and in various positions in faculty governance, including Chairperson of the Faculty Senate. She is proud to be serving as one of the Co-Directors for Project PRE, explaining the proactive and committed role of the grant in improving education. “By reaching out to the community schools and teachers, PRE is truly a model for university involvement in teacher training and professional development.” She further commented on the improvement of ISU through PRE, not only in the College of Education, but as a whole; saying, “The more everyone understands each others’ jobs, the better. PRE has provided more integration, furthering opportunities to work together with colleagues.”

### CCITE Director: Dr. Kay Harmless



Next year, Project PRE will transition into the Center for Collaboration and Innovation in Teacher Education (CCITE) and **Dr. Kay Harmless** is the new Director. A fervent advocate for improvement in education, Dr. Harmless has a substantial background, having worked in the public school system as an elementary teacher and principal, curriculum director and adjunct faculty at the collegiate level, Director of PRIMETIME and the Indiana Principal Leadership Academy with the Department Of Education, and as Director of the Center for Exploration and Director of Public Policy at The Children’s Museum of Indianapolis. Dr. Harmless comes to us from Lawrence Early College High School as principal and key player in the creation of the charter school. Passionate, committed, and excited about the upcoming opportunities with CCITE, Dr. Harmless has already begun innovative and collaborative efforts to continue to improve educator preparation and professional development for area educators through a partnership with the K-12 schools, institutions of higher education, and IDOE. Education is foundational and imperative in this country, thus, she has accepted the challenge to continue the reformation of education in our community through CCITE.

### Administrative Specialist: Kaye Amend



Project PRE’s new administrative specialist is **Kaye Amend**, who comes to us from the AP&S Family Practice. Kaye has been with Project PRE since the Spring of 2008 and manages PRE monies and expenditures (i.e. budgets, stipends and payouts for facilitators and participants in various workshops and programs that PRE offers). She is excited about being part of the mission to provide extended possibilities and benefits to students who are taught by teachers enriched through Project PRE’s opportunities. Originally from Nebraska, Kaye and her husband moved to Indiana in 2006. “All of my children have feathers or fur” referring to her two German Shepherds, Tonka and Zed, and her bird, Boogie. Kaye enjoys reading, flower gardening, sewing and jewelry-working. She has a previous degree in English and is currently working on her certification in Radiology Technology through the collaborative education opportunity through ISU and Ivy Tech. She is personable, diligent, and a hard-worker with an appropriate motto: “Adapt, Improve, and Overcome.”

**NCTAF HIGHLIGHT**

The National Commission on Teaching and America’s Future (NCTAF) recently featured Indiana as the “State of the Month” highlighting Project PRE’s contributions and commitments to “changing the face of teacher education and preparation and impacting learning environments for K-12 teachers and students” over the past five years. Rebecca Libler, Associate Dean of the College of Education and Co-Director of Project PRE, expressed great appreciation for the online highlight with NCTAF, mentioning the importance of this national exposure for our PDS partnership, the local community, and state.

To read more on the challenges and efforts of the National Commission on Teaching and America’s Future, visit their website at: [www.nctaf.org](http://www.nctaf.org). In case you missed the highlight of Indiana on the NCTAF website, here is the article:

**September 2008 - Indiana “Featured State of the Month”**

Now in its sixth year in the College of Education at Indiana State University (ISU), Project Partnering to Reform Education, or Project PRE, is changing the face of teacher education and preparation, as well as impacting learning environments for K-12 teachers and students. In this program, which is supported by a Federal Teacher Quality Enhancement Grant, over fifty faculty and staff across the campus and hundreds of teachers in K-12 schools in the ISU Professional Development School (PDS) Partnership have joined with pre-service teachers to explore best practices and discover innovative ways of working together to prepare new teachers for successful teaching careers. This work is resulting in the opportunity for teacher candidates to be immersed in deeper and richer clinical experiences, while bringing about changes in curriculum and curricular sequencing of elementary and secondary teacher education programs.

Further extending these university-K-12 partnerships, elementary and special education pre-service teachers at ISU complete a TOTAL (Teachers of Tomorrow Advancing Learning) Semester that allows them to intern in a PDS prior to their student teaching. Interns take their core methods classes on campus each Monday and then spend the rest of the week with a master teacher who has received training and is designated as a “coaching teacher”. The intern begins by observing and performing many of the duties of a teaching assistant and gradually assumes more responsibility for teaching and behavior management as the semester progresses. Broadening the clinical experiences of pre-service teachers in this way enables them to see the connection between the theories and methods they learn in class and what is happening in the classroom.

Future teachers who have already been immersed in a classroom environment are more confident, comfortable, and ready to teach when they begin their student teaching assignments. Students also benefit from the presence of another adult and a more personalized learning experience. Although only elementary and special education teaching candidates currently complete the TOTAL semester, all 5-12 licensure areas plan to adopt some variation of this model by Fall 2009.

Funding from Project PRE also supports multiple strands of professional development for in-service teachers and principals, all of whom are challenged by the need to meet new state academic standards and higher accountability benchmarks at the federal and state level, address diverse learners’ needs, harness new technology, and adapt to changing demographics. The professional development takes many forms, including Mentor Teacher Preparation Workshops, a Summer Teacher Academy, Principal Leadership Institutes, faculty-teacher presentations at the state and national levels on best-practice innovations, and mini-grants provided to each PDS for school-based professional development aligned with school improvement goals.

After four years of collaboration amongst the College of Education, various other colleges within ISU that house secondary education programs, and partners in K-12, ISU’s commitment and ability to produce the best possible teacher for tomorrow’s schools and students have been strengthened greatly.





## COLLEGE OF EDUCATION HIGHLIGHT: SHARRON WATKINS



Director of Field Experiences and Student Teaching, **Sharron Watkins**, is active in the Elementary, Early, and Special Education (EESE) department at ISU. Previously a 3<sup>rd</sup> grade teacher at the ISU University School, Sharron has been with the EESE department since 1992. As the main coordinator of the student teaching experiences, she has the privilege of working closely with her students placing them within our community and throughout the State. Sharron is also a co-sponsor of Indiana Student Education Association (ISEA); as a faculty sponsor, she meets with the student association and assists with their endeavors. In addition to her work with ISU students, Mrs. Watkins has been involved with PRE since the beginning, having been a PDS liaison and workshop facilitator for several projects; she currently is a key player in two of Project PRE's programs: the TOTAL program and the Mentor Teacher Preparation Workshop.

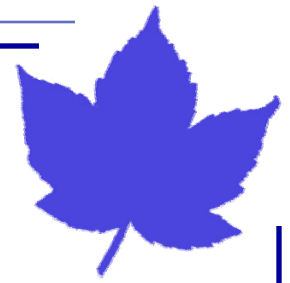
In regards to being a part of the TOTAL pilot program (the professional immersion semester prior to student teaching), Sharron was a part of the original development group who visited Emporia State University to research their student professional semester in a PDS for a possible adaptation to ISU. Sharron described the experience as an "Ah Ha" moment, commenting, "When you have been in the education field for so many years, it takes a lot to excite you." But this program did excite her and many others, as ISU has since started TOTAL, the ISU elementary version of a professional semester prior to student teaching that is currently in the second year of transforming the way student teaching is conducted for the Elementary education majors. Sharron's responsibilities within the TOTAL program include

much of the beginning processes for students: making student placements, coordinating between two schools, and discussing academic program recommendations with her students to ensure they are prepared for their student teaching experience. She is deeply involved and fully invested in her students. Additionally, Sharron arranges and facilitates the Coaching Training for nearly 150 teachers in preparation of hosting TOTAL students.

Project PRE's Mentor Teacher Preparation Workshop, (see related article) is another important part of where Mrs. Watkins devotes her time as one of the instructors. Coordinating with the other facilitators, she reports that her contributions include keeping the organization of the workshop, preparing the agenda, and assisting the teacher-participants with their State portfolio assembly. Mrs. Watkins enjoys what she is doing and loves to see the increased involvement; "it's gratifying to know that there are professionals that want to give back – to make sure that people want to stay in the field."

Having been involved with PRE over the years, Sharron expressed, "I am amazed at how PDS teachers have embraced the opportunities." Professionally, the teachers have the chance to meet others, increase resources and make great connections. Positive feedback for all of the projects abounds. "Project PRE has made a huge step forward for all of us – sure the grant money is great, but we could not have done TOTAL (or any program) without the support – the support has been the push to succeed." Mrs. Watkins indicated, "being part of the EESE department and the opportunities I've had, have pushed me to be someone different - and it has been a wonderful experience."





**WE'RE ON THE WEB:**

[WWW1.INDSTATE.EDU/COE/PROJECTPRE/INDEX.HTM](http://WWW1.INDSTATE.EDU/COE/PROJECTPRE/INDEX.HTM)

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# PROJECT PRE STAFF

## DIRECTORS CORNER

*(Continued from page 1)*

Education, is the result of development of one of PRE's early task forces' ideas about establishing a center of pedagogy to facilitate communication and support for the teacher education program and the ISU PDS Partnership. You will be reading more about this entity (next newsletter!) as it works to sustain what was begun through Project PRE, especially in the area of continuous improvement for all learners. Directed by Dr. Kay Harmless, a former principal and teacher, CCITE is currently working to refine its mission, vision, and specific roles. Look for a new plan for an advisory group to emerge soon!

The *National Commission on Teaching and America's Future* (NCTAF) has recently taken notice of our efforts to build a better teacher education program and support teachers and principals currently in the field. In September, Indiana was the featured "State of the Month" on their website and the featured program was Project PRE! **See the article in this newsletter for more about what they had to say.** This kind of national recognition benefits all of us. We can all take great pride in the work of continuous improvement that is ongoing.

Another group, *Teachers for a New Era*, has also recognized the work that is on-going. Funded by several noted foundations and based in Washington, D.C., TNE has named Indiana State as one of the top ten reform programs in teacher education. TNE representatives will be on campus in November to complete a case study of ISU, the Partnership, and Project PRE, which will be featured in a new monograph slated for publication next year.

All in all, this will be an exciting and busy fall.

-Dr. Rebecca Libler

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<b>HOLLY PIES</b>	CO-DIRECTOR, CURRICULUM COORDINATOR, VIGO COUNTY SCHOOL CORPORATION
<b>HARRIET HUDSON</b>	CO-DIRECTOR, ASSOCIATE DEAN COLLEGE OF ARTS & SCIENCES
<b>KAY HARMLESS</b>	CCITE DIRECTOR
<b>MICHAEL SHRINER</b>	DIRECTOR OF EVALUATION
<b>KAYE AMEND</b>	ADMINISTRATIVE SPECIALIST
<b>MICHELLE PRATHER</b>	ADMINISTRATIVE ASSISTANT
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