

Keeping Current With Kemper

Volume 4, Issue 3
Monica Mueller, Editor

Supported in part by the William T. Kemper Foundation
Commerce Bank Trustee

April 30, 2001

Comments from William T. Kemper Fellow



Historical Westlake Hall
College of Education and
Health Sciences



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Bradley University

**William T. Kemper
Teaching Excellence
Academy**

At this time in the school year I am always torn between looking back and peering forward. A retrospective look at the accomplishments for our Professional Development School Partnerships is certainly gratifying. Through our collaborative efforts, faculty have been given the opportunity to learn in many areas including, but certainly not limited to: technology as both a teaching tool and teacher tool, team building, issues of diversity, methods for inclusion, working with at-risk students, and motivating reading. We have continued to identify needs requiring additional resources and have prepared grant proposals that have or will soon make a difference for our students. Bradley students in nearly all departments of the College of Education and Health Sciences have enjoyed

the chance to engage learning in the real world of the PDS schools as they have completed a wide-variety of field-based experiences. As we continue to grow and get to know each other better, the quantity and the quality of these experiences seems to be limited only by our willingness to explore new ideas.

Because we are learning to remove limitations on our vision, peering forward is also very exciting. PDS partners are exploring additional ways to blend the experiences of Bradley's students with the needs at the PDS sites. We are investigating the possibility of using PDS as the anchor for early childhood educators seeking a masters degree in Curriculum and Instruction. Ideas for enhancing how we see

who we are and what we want to be professionally are being discussed. We are developing ways to better combine our student improvement and support initiatives.

The positive pictures from the past — the exciting images for the future are only there because we are a partnership. I thank all of you for having the professional and personal creativity and courage to look clearly at today's challenges and for being farsighted in your images for tomorrow.



Robert J. Wolffe, William T. Kemper
Fellow For Teaching Excellence

The Kemper Teaching Academy meet three time this semester, with nearly three-fourths the faculty joining participating in these professional development opportunities. The first session provided for conversation related to preparing successful conference presentation proposals and ideas for enhancing presentations once proposals are accepted. The second session included mini-presentations regarding College faculty members' experiences with a variety of commercial publication formats: CD-ROMs, textbooks and books for practitioners. We finished the year with a meeting devoted to small groups discussing new knowledge gained from attending conferences throughout the year. Considerable positive comment was made about having the chance to interact with colleagues across departments in the spirit of sharing.

Manual High School Highlights

Submitted by Bob Wolffe

The focus of PDS at Peoria Manual High School for the last few months has been on completing projects. The English Department is finalizing plans for a **Make-A-Book** project. In the next couple of weeks, high school students will journey to Tyng Elementary School to design and make books from stories they will create with their younger writing partners. At the same time, math students at Manual will be learning about measurement, scale, ratio and proportion as they design possibilities for gardens at the school. The project doesn't stop with ideas. In mid-May the plans will be planted, allowing the students to see and feel the application of their studies. Both of these activities are made possible through grants co-written by Manual and Bradley faculty.

On April 19, the **College Simulation Project** was completed for this year when nearly forty juniors and seniors spent the day on Bradley's campus. Pairs of students were partnered with Bradley volunteers so that they could see a day in the life of a college student. By all reports the Manual students found the day to be rewarding as they used their time to discover what college is really like. One student commented that the visit was a positive experience because of "Asking all the questions and getting real answers."

Its great to be able to end with this final piece of good news from Manual. It was announced a few weeks ago that **Stefanie Long** is to be recognized as the Teacher of the Year by the Downtown Kiwanis Club. Stefanie teaches mathematics and is the division head in that area. She has been a very active supporter of PDS from the start of the partnership with Manual High School. **Congratulations Stefanie!**

PDS Governing Board

On March 28 the PDS Governing Board met at Manual High School to discuss current issues and challenges for our partnerships. We started with an opportunity to share informally during lunch. The PDS coordinators and the parent, faculty and administrative representatives from each site then worked to begin to formulate goals for next year.



PDS Governing Board Attendees on March 28, 2001

Visit the Kemper web site www.bradley.edu/academics/ehs

That Roosevelt Magnet School Magic

Submitted by Bob Davison Avilés

"There are two things that I want you to make up your minds to: first, that you are going to have a good time as long as you live - I have no use for the sour-faced man - and next, that you are going to do something worthwhile, that you are going to work hard and do the things you set out to do."

Theodore Roosevelt

In a talk to schoolchildren in Oyster Bay, Christmastime 1898

One early Fall morning last September, I drove to Roosevelt Magnet School for the Arts and Technology to meet the leadership team and faculty, and to join my colleague, **Dr. Sherrie Pardieck** in my first experience with a professional development school. The sun was shining and the birds were serenading a new day. Summer had not yet let go its hazy



grasp on the neighborhood and as I drove into the parking lot, I felt that old familiar feeling: I was terrified.

"There were all kinds of things I was afraid of at first, ranging from grizzly bears to 'mean' horses and gun-fighters;

but by acting as if I was not afraid I gradually ceased to be afraid."

Theodore Roosevelt, An Autobiography 1913



Unafraid at Roosevelt Magnet School cont.

Submitted by Bob Davison Avilés

Hitching up my pants and sniffing in my best Don Knott's style, I walked into the building trying to look more confident than I felt. Any fears I had were soon dismissed as I joined Sherrie and sat down in **Taunya Jenkins'** office. Assistant principals **Sharon Kherat**, and **Angela Stockman** joined us and, after hearing their laughter and experiencing their dedication and love for the students and families at Roosevelt, I knew I had come home. Together, that morning, we set out to work hard, determined to do the things we set out to do.



Mrs. Jenkins and Dr. Pardieck

We talked to the Roosevelt faculty family at one of their first Tuesday morning meetings and asked for their help with several goals. These goals included improving faculty communication within & across grade levels, creating opportunities for shared decision-making among teachers regarding the student assistance plan, improving inclusion strategies, identifying best strategies in literacy education through the DEAR program, and investigating electronic portfolio assessment and web-based teaching tools for teachers.



Ms. Burgeson, Mr. Elliott, Mrs. Nelson

As we worked together I came to realize that, while I had worked with teachers and students in nearly a dozen school districts in four states, the Roosevelt magnet school was something extra-special. I could see it in the faces of the children as they walked into the building each morning and hear it in the voices of the teachers as they encouraged and laughed with the children. I call it El Encanto de Roosevelt, the magic of Roosevelt, the enchanting affection every single teacher I met at Roosevelt had for her or his students.

But I digress. We had a challenging set of tasks ahead of us, so we wasted no time. We called **Dr. Mindy Sloan** and put her to work (*chuckle*). Actually, Mindy did join us later in the year for three workshops on inclusion strategies, but Sherrie's and my work began early on with grade level teams and individual teachers. Our first efforts involved helping faculty brainstorm ways to implement existing SAP strategies, or come up with new strategies to teach educational competencies based on state standards. In addition we discussed ways to facilitate communication across grade levels and content areas.



Team Building Workshop

The efforts towards enhanced communication work continue today. A significant addition to our efforts came in the form of a 1/2 day team-building work shop done in February by **Anne McSorley** and her team of students from the Center for Student Leadership at Bradley. They presented 3 hours of activities that boosted morale, taught team-building skills and provided opportunities for plain old fun.

As I mentioned earlier, **Dr. Mindy Sloan** worked with Roosevelt faculty, particularly art, music, drama, and physical education teachers, on effective strategies for inclusion. Sherrie Pardieck was particularly resourceful in contacting Mindy and giving her all of the pertinent information regarding Roosevelt faculty needs related to inclusion.

At three faculty meetings, Mindy provided useful, you-can-do-this-today interventions for teachers working special education students. Mindy's years of experience in the public school in California and her easygoing, professional manner gave her immediate credibility and acceptance by the Roosevelt staff. The combined efforts of Mindy and the Roosevelt teachers have resulted in interventions that are being creatively implemented throughout the magnet school.



As teachers at Roosevelt developed their own instructional strategies and worked at communicating effectively with one another, a hybrid educational goal began to develop. Sherrie and I were inspired when we saw teachers, staff and parents focusing more and more upon the success of their students. "**I Tested, not I Sat**" became a rallying cry and a challenge for students and teachers working up to the Spring state achievement tests. Indeed, just before the state tests, Roosevelt won the **District 150 Scholars Cup**, a prestigious academic achievement.

On the technology side of our goals, **Dr. Dave McMullen** showed once again how resourceful he is when computers or software get temperamental. Dave provided a two and a half hour workshop on *LiveText*, a new teaching software that efficiently incorporates state competencies into lesson plans. Things were going smoothly when the portfolio section of the program (of great interest to the Roosevelt crew) decided to leave for Iowa. If you see Dave headed for Des Moines, you'll know why.

The Drop Everything And Read program was another priority for the Roosevelt leadership team. **Dr. Sherrie Pardieck** stepped up to the plate and, with her expertise and effective inservice training for Roosevelt teachers, hit an infield triple. We're still helping teachers brainstorm literacy strategies and we won't stop until we've done what we came to do. Reading can be great fun, but it is no game for the teachers at Roosevelt, who have told us they want every student in the building to be able to read to the best of their abilities.



S-team members Bob Goldberg and Tom Blumer

Of the many lessons I have learned at Roosevelt, perhaps the most unexpected one came as I began to understand the process of synthesis, creating a new amalgam out of existing parts. Because of my PDS activities, I was asked to consult with the **Roosevelt S-team**. My role of advisor and professional development coordinator was about to evolve (again) into consultant for at-risk children.

The S-team is a building-based system established to provide early intervention assistance to teachers in meeting the needs of students experiencing academic or social problems. At Roosevelt the S-team meets every Friday at 7:30 to support students who need academic or personal/social assistance. My role is to assist the team in brainstorming ideas and formulating and assessing interventions.

Another fortunate result of the S-team is the unique experience it affords student teachers in learning about the academic and personal/social needs of children. Student teacher **Maureen West** and cooperating teacher and S-team member **Susie Beyer** sometimes attend S-team meetings together. I talked with Ms. West and she told me that she had been aspiring to teach and help children since she was very young. Maureen's talents and strong work ethic run in the family. Maureen told me her mother, Cookie Bannon (Community Representative for the Children's Hospital at OSF), is her greatest inspiration.



Ms. West & Mrs. Beyer

*In sum it has been a terrific year for Sherrie and me. Roosevelt has opened its arms and made us part of the family. Like most families, we sometimes argue and grumble. But when all is said and done, like most families, we come together in the realization that our greatest strength is in our unity and our greatest joy is from our diversity. There is still much good work to be done, **Teddy would be proud!***

Leadership Teambuilding

Submitted by Jenny Tripses

The Kemper principals have developed a strong team spirit during the 2000-01 school year. The group met regularly throughout the school year to develop their leadership skills. Each principal also met individually with Dr. Jenny Tripses to talk about specific issues in their building.

We have devoted most of our time this year to leadership. As a professional development activity, each principal received the *Leadership Profile Inventory* by Kouzes to receive feedback on their leadership. The profile will provide important feedback to each principal.

As a group, the principals discussed methods for organizing teams of teachers for school improvement. We looked into ways to analyze student achievement data to create meaningful school improvement based on *Results* by Schmoker. This critical work will continue next year.

The principals always have a great time when we get together. We look forward to working as a Kemper team next year.



Principals Patricia Kellogg, Sandy Farkash, Patrick Callahan

A Year In Review: Coordinator Reflections, submitted by Jobie L. Skaggs

As this school year concludes, I have been reflecting on the similar life paths of Valeska Hinton and Lydia Moss Bradley. Both women passionately cared about and for children. As each of you know, their legacies, missions, and visions continue on today. Simply connecting the two names brings forth a clear message - education is

a means to overcome adversity, foster responsibility, and create opportunity.

Throughout this year, I have had the privilege of watching pre-kindergarten children begin their education while at



the same time observe masters' students prepare for graduation. I have been both a teacher and a student; a colleague and a friend. My professional and personal satisfaction emerging from the PDS partnership with Valeska Hinton brings my rich journey of education, children, family, and community full circle. . . and all of this began with two women . . .

Short Notes

Valeska Hinton PDS activities have addressed important issues and commendable goals. Counseling students, **Constance Owens and Alicia Sparks**, completed internships, twelve counseling students served as group observers, and four others facilitated race dialogue groups. Valeska Hinton staff and



leaders completed Diversity Training and earned NAEYC accreditation.

Kathy Welsh and Cathy Wiggers co-taught Early Childhood Curriculum for Bradley's Teacher Education Department.



Pat Kellogg to Retire

Valeska Hinton's second leader, **Pat Kellogg**, will retire after many years of service and dedication to District 150. Ms. Kellogg contributed to the Valeska



Hinton community through her passion and love for children. *Pat, we wish you peace, success, and health.*

VALESKA HINTON EARLY CHILDHOOD EDUCATION CENTER RECEIVES ACCREDITATION FROM THE NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN

Submitted by **Cathy Wiggers**

Valeska Hinton Early Childhood Center has gone through a rigorous process, which demonstrates we have met national standards of excellence. About 7% of early childhood programs nationwide have achieved this prestigious recognition.

Valeska Hinton Center underwent an intensive self-study, collecting information from parents, teachers, administrators, and classroom observations over the past two years. We received an on-site visit, conducted by early childhood professionals especially trained to validate the self-study results.

All of this information was independently reviewed by a team of national experts, who grant or defer accreditation. Our accreditation has been granted for three years.

The heart of the accreditation process focuses on each child's experience, with the greatest emphasis on children's relationships with staff and how the program helps each child grow and learn. The process carefully considers all aspects of a program including health and safety, staffing ratios, staff qualifications, and physical environment. Additionally, relationships with families and relationships among staff members are evaluated.

"The process carefully considers all aspects of a program including health and safety, staffing ratios, staff qualifications, and physical environment."

Research supports the value of accreditation for children. Their language, social and emerging literacy skills especially benefit from high quality early childhood programs. These are critical areas for later success in school and life. Parents can feel confident that through this ongoing evaluation, continuous school improvement will occur. Parents are also a vital part of this evaluation and decisions for future changes and support for quality programming.

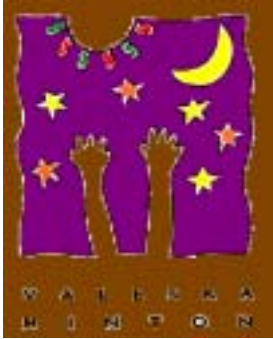
Through our professional development school partnership with Bradley University, our sight coordinators have been major contributors to support us in completing this process. Our personal thanks goes out to Dr. Jobie Skaggs, Dr. Therese Kiley, and Dr. Jean Marie Grant who have had weekly contacts with staff and administration. We thank Dr. Robert Wolffe as well for his support for our efforts. Their contacts have included inservice training for all staff, individual consultation as needed or requested, facilitation of teaming and communication, providing resources, group dialog and problem solving, and research. All of these activities have been intertwined throughout the plans for improvement in our school.

Valeska Hinton will now proudly display the "NAEYC" as a sign of accreditation. Parents who look for the torch when choosing an early education program for their children will find programs which have made a commitment to excellence for young children and families.



Diversity Training: Teacher and Teacher Assistant Reflections

Written by VH Educators



I found the diversity training to be meaningful for me, particularly our discussions about racism. Racism is a topic that we seldom discuss across cultures at our school, but is felt by many every day. To be able to share our experiences in small groups, risk asking questions that I had never asked before, listen to my fellow staff members' stories, and feel all that I felt, helped me understand my colleagues, families, and students' struggle with racism and appreciate our diversity even more.

Racism is in our schools across the district and reflects the society in which we live. Valeska Hinton is not a school exempt from society. I am proud that my school dared to take on such a sensitive and difficult subject. At times, our discussions were very intense and emotional. Staff members risked being real. I hope that our discussions continue. Finally, I strongly encourage other schools to join in our mission of understanding racism, because I believe that the only way racism will ever go away is if we dare to be real with each other and break down the wall together.

Letter Number Two

This year we have had some interesting experiences with diversity and sensitivity training. As I entered into this experience, I went into it with a very positive attitude and was willing to see what I could learn from Dr. Skaggs and from the rest of my Valeska Hinton staff. The small session groups that we attended at Bradley University were the best experiences of all. I had no clue who was going to be in my group, so I was nervous. Once I got there, relaxed, and listened to employees with whom I work with, but rarely come in contact with, I was amazed! I found out that others experience the same day to day problems and difficulties. I learned that you may have a behavior that you may not be aware of, but need to learn about. Overall, I feel that this experience was very worthwhile. I feel that what we learned will benefit the children, families, community, and staff.

Letter Number Three

My experiences with diversity and sensitivity training have helped me deal with the discomforts of racism. There were days while journeying that my emotions ran high, and all I could do was to be angry. Other days after an emotional session - there were tears. I have more knowledge and I am more aware of the fears White people and People of Color have toward each other. My responsibility is to seek to understand rather than to judge. I have new cross-cultural relationships that are still in the "let's get acquainted" stage. I am willing to take a risk to make an acquaintance or to make a friend. Participating in the Diversity and Sensitivity Training has been good for me.

Timika Rutherford Inducted into the African-American Hall of Fame

submitted by Jobie L. Skaggs



From left: Pat Mitchell, Damita Faulkner, Tamika Rutherford, Sterling Allen, Darla Finley, Valerie Timmes

On April 21, **Timika Rutherford**, a kindergarten-first grade educator, was inducted into the African-American Hall of Fame. This nationally recognized museum and education centers' purpose is twofold. The first is to honor past and the present African-Americans who have made positive contributions to society. The second includes educating the community (particularly the youth) about African-American contributions and accomplishments. Therefore, Valeska Hinton staff were not surprised to learn that Mrs. Rutherford was honored through induction for the difference she makes in the lives of young children. The Bradley PDS faculty extends our sincere congratulations.

Georgetown Middle School

Submitted by Janet Jackson



Clay Haurberg speaking to
BU Physical Therapy Class

During this busy semester, several students from Bradley University have been involved in different activities at the school. **Dr. Rob Bertram** invited **Clay Haurberg**, the Georgetown Athletic Director, to visit Bradley's campus and talk to his students in Physical Therapy 546. Based upon Mr. Haurberg's comments, students conducted a needs assessment and then presented a series of topics on health and fitness to the physical education classes on April 2. The following physical therapy students were involved in this activity: **Rebecca Beyers, Brent Busse, Bradley Daley, Brian Fearnley, Adam Hanes, Lindie Lee, Joanna Moser, Jessica Mozes, Eric Parrish, Traci Reach, Julia Rechner, Jason Rodeghero, Deborah Saller, and Brian Staniszewski.**



Physical Therapy Students Speaking at GMS

Bradley University nursing students, **Tiffany Osiol and Mary Ann Locher**, are completing their senior community health rotation at GMS this semester. They have presented on hygiene, sun safety, and adolescent stress for the physical education and health classes.

Career Choices Presentation

Students from the College of Education and Health Sciences presented a panel discussion about career choices on April 6 for **Sandy Henson's** 8th grade students. The Bradley students talked about the degrees they were working on and the career choices that were available to them. The following students participated in the discussion: **Jami Smerek and Amy Slagle** from Family and Consumer Sciences; **Shang-Chun Kung** from Educational Leadership and Development; **Brian Fearnley and Deborah Saller** from Physical Therapy; and **Tracy Thomka** from Nursing.



Career Choices Forum

Seventeen 8th graders were inducted into the Junior National Honor Society on April 17th. Janet Jackson conducted the workshop, "Are You a Leader? A Day of Questions" on March 16 for all the honor students. These students take an active leadership role at GMS. Guided by Ralph Heston, the Junior National Honor Society sponsor, these students complete a yearly service project involving the school and the community. This year, the students filled 110 Easter baskets with food items, homemade cookies, and stuffed animals and then distributed the baskets to residents of Pekin Manor Nursing Home. **The students were selected as television's WEEK25 Hometown Heroes!**

Congratulations to all of District #102 for receiving the 21st Century Communities Learning Centers Grant, in conjunction with Creve Coeur School District #76, South Pekin Grade #137, and the Tazewell County Health Department. This three-year grant will enable the schools to provide latchkey services after school during the school year and from 6:00 A.M. to 6:00 P.M. during the summer months, and will provide educational programs and activities for the students. Bob Wolffe and Janet Jackson met with Pat Callahan, principal and Dr. John Closen, District #102 superintendent to discuss how Bradley might assist with implementation of these activities.

Who Says Kids Aren't Great?

Under the direction of **Cynthia Bridges** and **Linda Stokowski**, the Jazz Band and the Chorus participated in several competitions. The Jazz Band received 2nd place out of 14 bands at the Dunlap Jazz Festival. **Ashley Snider, Derek Jackson, and Josh Tuttle** received outstanding soloist awards.

In February, **Debbie Long and Denise Goben** did a presentation on engaged learning in geography through technology at the 21st Annual Role of Technology in Education in St. Charles, Illinois. These teachers and their 6th grade students presented this activity at the Tech 2000/AT&T Students for Information Age at the State Capitol Building in March.

Ralph Heston's art students were invited to display their work at the Pekin Library. Over 200 pieces of art are on display! Four artists received recognition at the 2001 Scholastic Arts Awards. **T.J. Figley and Amanda Gale** received Honorable Mention and **Brittany Wright** received a Silver Key. **Amanda Gale, Harley Merritt, and Brittany Wright** received the highest possible award of Gold Key. These three students' work will be sent to New York for national judging.