

# Keeping Current With Kemper

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Monica Mueller, Editor

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## Comments from William T. Kemper Fellow



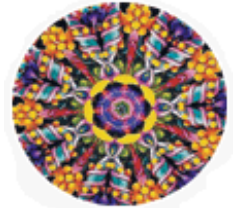
*Historical Westlake Hall*  
College of Education and  
Health Sciences

**BRADLEY**  
UNIVERSITY

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I am a collector of kaleidoscopes. From the smallest to the largest kaleidoscopes, the different shapes and textures come together for just a moment to provide burst after burst of color and intertwining patterns. With each turn of the kaleidoscope the view changes, never returning to exactly the same pattern, yet individual colors and shapes are still quite visible.



As a nurse and a teacher, my involvement in the Professional Development School (PDS) program has provided a kaleidoscopic view of education in the schools and the university. I have been involved in the Professional Development School Project and the Kemper Teaching Academy since its inception. I have moved from a member of the Kemper Teaching Academy to a Site Coordinator for one of the Professional Development Schools to now having the opportunity to serve as the William T. Kemper Teaching Excellence Fellow.

When I attended the first Kemper Teaching Academy in 1995 I wasn't sure what to expect. We were invited to come to lunch and share ideas about teaching and learning. I was a bit hesitant, as I did not know many of my colleagues outside of nursing. Over the years the free lunch has been appreciated, but the true benefit has been the relationships that have developed with colleagues from the different departments in our college and the knowledge gained through participation in the Teaching Academy. The members of our college offer a wealth of expertise in the areas of teaching and learning in service professions. The Kemper Teaching Academy allows each of us the opportunity to connect and collaborate with our peers in an informal setting and improve our teaching methods. Tentatively, I applied to be a PDS site coordinator in 1998. I often questioned whether I could truly be an effective site coordinator since I was a nurse and not a professor of teacher education. I found that though collaboration with my colleagues and students the needs of the students, faculty, and staff of the PDS sites could be met. Serving as a site coordinator for 5 years allowed me to view the world of public education and recognize how all the disciplines in our college have roles to play. Students and faculty provided learning opportunities to BU students, while BU students and faculty assisted in the education of PDS students and the professional development of PDS faculty. Now, as the Kemper Fellow, I hope to continue in developing our relationships with our PDS schools and providing learning and research opportunities for all parties involved.

As we move through the academic year, I encourage faculty from the PDS sites and the university to become involved in our PDS program. Consider the endless possibilities for teaching and learning. Currently, the university is focusing on collaboration among faculty and students. The PDS partnership offers opportunities in many areas. The purpose of the Professional Development School Project is to foster collaborative leadership and support which promote these goals:

- To support student learning
- To prepare professionals in education and health
- To provide professional development
- To promote research and inquiry for the purpose of improving practice.



Janet Jackson, William T. Kemper  
Fellow For Teaching Excellence

Over the years all of our departments have been involved in the PDS schools. Counseling, Teacher Education, and Nursing have used the schools for practicum experiences. Physical Therapy, Dietetics, Family and Consumer Science have involved their students in various activities at the schools. University faculty have shared their expertise with students, faculty, staff, parents and community leaders. PDS faculty have been involved in teaching university courses and have offered BU students an abundance of learning opportunities. I encourage University faculty to consider opportunities for collaboration and learning with your students in the PDS sites as you plan for the upcoming semester. As PDS site faculty and administrators recognize needs related to curricula, professional development programs or school activities consider how BU faculty and students can assist. As these ideas develop or you have questions, please contact one of the site coordinators or the Kemper Fellow.

I invite and encourage each of you to become part of this kaleidoscope. Bring your bursts of colors and intertwining patterns. Take advantage of every moment that is offered to collaborate and connect with our colleagues in the university and the PDS sites, in turn providing exceptional educational opportunities to university and PDS students.

## **Kemper Teaching Academy** [Blackboard, Yoga, and At-Risk Students](#)

A wide range of topics have been offered at the Kemper Teaching Academies this fall. On September 30th, Barb Kerns, media specialist from Instructional Technology and Production Services, presented "What's New with Blackboard 6". Using a mediated classroom, she updated faculty on the changes in Blackboard and demonstrated the new features available to faculty in preparing their courses.

In October, the Center for Research and Service (CRS) combined with the Kemper Teaching Academy to host Dr. Usha Sundaram as she presented "A Holistic View of the Mind-Body Connection: Chakras and Consciousness". Dr. Sundaram brought the message that yoga is not a religion, but rather a science to reach into your own inner self and rediscover your potential for healing, wisdom and compassion. Faculty and guests were invited to participate in a guided meditation. Community guests included Judge Mary McDade and Catherine Timms.

Carolyn Griffith and Ray Baker presented "Teaching At-Risk Students: Campus Resources that Promote Learning and Emotional Well-Being on November 25th. Carolyn, the director of the Center for Learning Assistance discussed the programs that were available for students having difficulty with learning and testing. Ray Baker, the director of the Center for Wellness and Counseling discussed the types of problems common to college students and the services that are available to students and faculty. Carolyn and Ray both fielded questions related to teaching at-risk students. Teachers, Elaine Greer and Kathy Welch from Valeska Hinton and Joyce Moulton, Angie Michanicou, Jeanne Youngren from Roosevelt Magnet School attended the Teaching Academy.



Dr. Usha Sundaram

## **Community Health Nursing Experience**

Three RN students are completing the community health component of their senior nursing course at the Professional Development Schools under the clinical supervision of Dr. Carol Gard. The clinical rotation focuses on health teaching, promotion, and screening for students, faculty and staff. Matt Maupin, Becky Marx, and Jeff Williams are practicing RNs that are completing their bachelors of science in Nursing at Bradley University. Matt has been an RN for 5 1/2 years and is a staff nurse in the coronary care unit at OSF St. Francis Medical Center. Becky has been practicing for 15 years and is currently the lead nurse in the cardiovascular intensive care unit at Methodist Medical Center. Jeff serves as the nurse coordinator for the emergency department and acute care units at Eureka Community Hospital. He has been an RN for 8 years.

Matt and Becky are working with both Roosevelt Magnet School and Valeska Hinton Early Childhood Education Center. Elaine Greer arranged for them to work with GED completion students. On November 18 they taught a class on sexually transmitted diseases and contraception. Matt and Becky collaborated with teacher, Maureen West, at Roosevelt Magnet School to teach hygiene measures to the 3<sup>rd</sup> grade special education class.



Nursing Students Becky Marx, Jeff Williams, & Matt Maupin with Dr. Carol Gard

## Roosevelt Middle School Great Beginnings!

Roosevelt Magnet School began the year with hot dogs, baseball, and apple pie! To round out the All-American theme, there were also a great number of moms present. Also, dads, grandparents, aunts, uncles, foster parents, friends, and community members. Everyone ate their dinner while watching the students and teachers play baseball in the gym.

Parents had a chance to visit their children's classrooms and meet the teachers in order to learn about what would be happening this academic year and learn firsthand the expectations of the Roosevelt faculty.

The first performance of the year was also a success. Several dance and singing groups performed, including a dance group that had already performed off campus!



A clown entertains children at Roosevelt's back to school night!



The first performance of the year at Roosevelt.



Parents visiting classrooms.



Bradley's Dr. Shari Britner & Dr. Carol Gard enjoy a hot dog and the festivities.

### Bradley Students Experiences at PDS Sites

## RMS Represented at Illinois Science Teachers Association Conference

Dr. Shari Britner, Valentine Walker from Roosevelt Magnet School, and Lisa Carroll, a Bradley student, made a presentation at the Illinois Science Teachers Association conference held at the Peoria Civic Center on October 17th. This presentation was about the collaboration on the science fair last spring semester, in which students in Dr. Britner's Elementary Science Methods course assisted RMS students in conducting science investigations and preparing presentations for the school's first science fair. At the presentation, Dr. Britner, Mr. Walker, and Ms. Carroll shared their experiences with middle/high school and university instructors who were interested in initiating similar collaborations at their institutions.



Lisa Carroll, Dr. Shari Britner and Valentine Walker presenting at Illinois Science Teachers Association conference.



Roosevelt Magnet School's Science Fair

The collaboration is continuing this year, supported by a Faculty/Student Collaboration Grant awarded to Dr. Britner and Ms. Carroll. Elementary Science Methods students will again assist Roosevelt students in designing and completing their investigations, as well as serving as judges for the science fair. Ms. Carroll will be returning to provide help as a facilitator to the project. Grant funds will be used to help purchase supplies and materials for the RMS students' projects and science fair displays.

## Manual High School's Code of Community

The Code of Community work has continued at Manual High School this fall. This continuous process was started two years ago and has involved workshops, presentations, discussions and various activities. Parents and community members that have been meeting regularly this fall participated in the December workshop for students who had had struggles with attendance or other issues at the school.



Parents Yvette Cagle and Diane Dow and Manual students discussing critical issues in building community.

Community members Orlando Robinson, Evette Cagle and Diane Dow participated in this workshop. One parent, Diane Dow, a mother of a freshman student, expressed her experience of this day of activities in the following vignette: "The Code of Community workshop provided an excellent opportunity for the students present to creatively think about important issues such as self-esteem, respect, and

inherent human needs such as the need to be loved and to feel competent. All the students were able to contribute valuable ideas and build on one another's strengths. It was inspiring to watch some of the original members who drafted the code give input to the other students encouraging them to flesh out their thinking with behaviors that demonstrate these principles. Finally, the students began to realize what it means to work together and to care for one another within a community. This workshop provided a foundation for future dialogue and more in-depth thinking about how we are not rocks or islands unto ourselves; our beliefs, words, and actions profoundly impact those around us, and thus, we must work together cooperatively in the best interest of all."



Orlando Robinson, center, a community member taking notes during a Code of Community discussion.



Manual students led by Stan Hagen, a Manual staff member who has witnessed and helped with creating the Code of Community

One of the activities in the workshop, facilitated by Heljä Robinson, Bob Wolffe and two Manual staff members, Stan Hagen and Dawn Robinson, was a trust walk conducted in pairs. Blindfolded, participants walk in hallways, being guided by their partners and switch roles to be able to experience both being the leader and being the follower. Through experienc-



Learning to trust and lead at the Code of Community workshop at the Caterpillar Global Communications Center.

ing both sides, the students' dialogue showed how this powerful awareness leads to understanding that each person can be a model and a leader in their community.

Here are some of the students' responses:

"It was scary having to totally rely on someone else to keep me safe"

"I liked being in control and knowing I was responsible for them"

"I was trusting and confident that they would take good care of me"

The importance of this work at Manual High School is being recognized both at the state and national levels. Through a refereed process, presentations have been accepted and given regarding the code of Community both in Illinois and nationally. The Code of Community process has created unique and valuable information regarding purposeful and positive efforts to address the multiple challenges present in urban high schools and communities. A wide range of individuals are interested in the process including those involved in Professional Development Schools and those working with Title I schools around the state.

In December Rachel Cramer ended her student teaching at Manual High School in English. During her experience she also taught the Future Teachers class where her students planned and taught lessons on topics of personal interest. Topics included Jemicka teaching about flag core moves, Ruby instructing others about creating friendship bracelets and Masumi from Japan directing her peers in traditional origami paper folding. Heljä Robinson visited the class in November to discuss Illinois Professional Teaching Standards and the challenges of lesson planning. The cooperating teacher, Jeff Adkins-Dutro, shared how everything that teachers do is connected to standards and the question:

"Why is the lesson we are planning valuable for our students?"

## Thoughts on diversity, anti-bias, and inclusion from Valeska Hinton Early Childhood Education Center

Dr. Bob Davison Avilés

“During this Holiday Season, we wish you and your family. . .” How often did we hear this introduction to a radio or television program in November and December? What meaning do these words have for each of us? I suspect that nearly everyone interprets this comment in the context of some belief (religious, personal, or perhaps cultural) about what the words “Holiday”, “Season”, and “family” mean. Louise Derman-Sparks (1997) tells us that these words matter deeply to people and that the many ideas connected to them can often create strong emotions or conflict. She also reminds us, however, that the socio-cultural richness of the many meanings of family and holiday is but a part of a larger idea of celebrating diversity and teaching anti-bias.



Dr. Bob Davison-Aviles, Cathy Wiggers, Chris Dulehery,  
Sharon Doubet, Jean O'Mar-Thieman Gail Gordon.

The diversity and staff relations committee at VHECEC decided last September that we ought to look at how and why we celebrate holidays and how holidays might figure in to the diversity and anti-bias curriculum used in the school. We hit upon the idea of creating a meaningful, respectful and useable policy on holidays that would take into account the unique Valeska community yet remain consistent with District guidelines. It wasn't long, however, that we realized the truth of Derman-Sparks' (1997) observation: we must know the meaning of diversity before we can decipher the meanings of holidays. But I'm getting ahead of myself. What follows is the beginning of our story about diversity and anti-bias.

Our committee began our quest to understand diversity and anti-bias as policy goals by studying Bisson's (1997) book *Celebrate! An Anti-Bias Guide to Enjoying Holidays*. Bisson suggested three parts to creating an anti-bias policy on holidays, Rethinking Holidays, Planning for Change, and Holidays in Your Classroom.

It makes sense that a diversity policy focusing on holidays would begin by thoughtfully examining the various meanings of and perspectives on these events. Bisson's (1997) Rethinking Holidays section guided our committee as we considered the cultural, social and personal meanings of holidays. We considered a continuum of possibilities, including the multiple realities of people celebrating, people not celebrating, people feeling enriched and people feeling ostracized. We discussed the possible values of a holiday curriculum and considered that some (there is not enough space to list them all) benefits might be that recognizing holidays in an anti-bias manner would demonstrate that different beliefs are good, validate a child/family's experiences, and allow for thoughtful dialogue between staff and families.

In the context of rethinking holidays our committee invited other VHECEC staff members to share their thoughts. We considered Bisson's (1997) cautions that focusing primarily on holidays as the vehicle of diversity trivializes cultural groups by considering them only in the context of holidays or members celebrate holidays in the same way. It was important to explicitly discuss the pros and cons of a holiday policy, yet the value of recognizing holidays as a part of a larger ideal of diversity and anti-bias became evident. Thus we set about assessing ourselves by discussing our values and the filters we use when we formulate ideas about holidays. The relationship between school, students, families, and community is foundational in the VHECEC mission. Our committee began to develop a list of values and ideas about holidays and will shortly seek additional staff and family input.



L—R Gail Gordon, Helja Robinson, Bob Wolffe,  
and Jean O'Mara-Thieman

The process of developing an anti-bias diversity policy as an umbrella under which holidays will be considered is complex and challenging. The Committee spent a considerable amount of time reading, discussing (sometimes very energetically), and brainstorming, the concepts discussed in this article. We are now at a point where, concurrent with seeking input from others and keeping in mind developmentally appropriate practice and the fundamentally educational purpose of our mission, we will begin to craft anti bias goals and guidelines to determine how holidays may be included in the educational lives of our school and community.

## Bradley Students at the PDS Sites Fall Semester

The following Bradley students completed their fall nursing rotation, teaching observation, novice and student teaching in PDS Sites.

Completing their ETE 116 Field Experience at Manual High School were: Nicole Barroga, Cathrine Cantagallo, Daniel Cho, Jason Dave, Joseph Dorf, Enrique Gonzalez, Shelby Harris, Jennie Maggiore, Andrew McMorrow, Jeffrey Moyer, Todd Niccum, Jacob Norman, Krystle Nowakowski, Ashley Oehrlein, Catherine Paull, Annie Romano, Jeron Sanders, Melissa Shtulman, Amanda Smurawski, Emily Stahl, Timothy Vires, Brittany Warren, and Amber Wood.

Andres Tellez completed ETE225—Human Development at Roosevelt Magnet School with teacher Betty Counce.

Novice Teachers included Tonda Koutellis, Kristan Lindberg, Holly McCormick and Mary Murphy at Roosevelt Magnet School, Susan Davison at Valeska Hinton Early Childhood Education Center, and Erik Czerwin, Katherine Santine, and Jennie Smith at Manual High School.

Student teaching at Manual High School were Helen Apergis, Chris Coen and Rachel Cramer. Michelle Willi completed her student teaching at Roosevelt Magnet School and Tera Young completed hers at Valeska Hinton.

Nursing Students Becky Marx and Matt Maupin, as part of their community health rotation, were at Valeska Hinton and Roosevelt Magnet Schools. Jeff Williams was at Manual High School.

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### Contact Us!

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