

Keeping Current With Kemper

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Monica Mueller, Editor

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Comments from William T. Kemper Fellow

The William T. Kemper Teaching Excellence Fellow has changed. Bob Wolffe was in that role till the end of last year and I have been given the opportunity to do so for the next year and a half. Bob's focus was to create opportunities for the sites to find commonalities and work in such a way that various aspects of the program would support each other. We appreciate his leadership. I would like to continue this vision with the hope of more communications and discovery of the strengths we have, and to build on our diverse interests.

In our Professional Development Schools project our articulated vision is to help each other in the process of supporting student learning, providing professional development, preparing professionals in the fields of education and health and in promoting research and inquiry for the purpose of improving practice in our various sites. Many activities that go on in the PDS schools touch on these goals simultaneously. An example of such an activity is the college simulation activity done at Manual High School three consecutive years now. On page 7, you can see a compilation of connections created by this activity which was an idea by Sanford Farkash, the principal of Manual High School. To piggyback on these positive experiences we are talking about doing similar things with younger students. The transitions our students experience are sometimes felt as intrusions, or abrupt culture shocks when moving from one level to another.

With the many activities and experiences at the PDS sites we all are modeling for our students a kaleidoscope of professional possibilities which allows them to become more actively involved in the school settings: teaching isn't just teaching, counseling isn't just counseling, nursing isn't just nursing etc. but a combination of complex interactive, creative and technical skills, dispositions and knowledge that invites them to discover and critically assess their own input and improve themselves.

I hope to facilitate connections to be made between the Professional Development Schools. Often we do great things but others don't know because we didn't think to share.

Over the last several years as a participant of the **William T. Kemper Teaching Excellence Academy**, I have gained much from interactions with colleagues participating in the Kemper Teaching Academy. It has been an important way for me to feel connected to colleagues in and outside of my department. Time spent together has given me more accurate knowledge of what others do, increased informal and formal interactions and networking as well as added respect for my colleagues and a wish for more open discussions of the nature of our work.

Threats of burnout and plateauing (Millstein's term for the blah feeling about one's work) in striving toward career goals, multitasking, "committeeing", and juggling incredible amounts of details are a reality in our everyday lives, both in the schools and at the university. Not often do we get to discuss what aspects make it possible for us to accomplish what we do! There is hardly time to stop and keep records of what goes on let alone give feedback to ourselves and others about successes!



Historical Westlake Hall
College of Education and
Health Sciences



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Heljä A. Robinson, William T. Kemper
Fellow For Teaching Excellence

In our first **William T. Kemper Teaching Excellence Academy** for the spring 2002 on February 12 we discussed an area of our professional lives that is often taboo in academic discussions and educational circles: How do we make it all happen with the time available to us? Where does the stamina come from? What makes our jobs enjoyable? Is there a way to increase those aspects in our work?

Some of the ideas our college faculty brainstormed on that seem to have important parallels to everyone involved in education.

Look out your window • Talk to each other • Help each other
 Take yourself less seriously • Pay attention to boundaries
 Gossip less, forgive more, appreciate it all • Smile • Dance
 Help each other • Listen • Earn the trust of colleagues
 Take each other less seriously and embrace differences
 More trust • Live as if this is all there is • Act intentionally
 Be respectful to students and faculty • Listen to music
 Not working • Asking and accepting help • Have fun
 Rest, nutrition, exercise • Teamwork • Face-face communication
 Email communication • Lists/prioritizing • Love of teaching
 Weekly plan • Learn to say NO! • Balance • Mentor
 Positive reflection • Set limits • Collaborate • Cultivate outside interests
 Just say no and feel good/ok • Let go • Take a break for self • Focus
 Allow humor • Get physical • Routine - organize



Kemper Teaching Academy members participate in "overload" exercise.

I would like to challenge all of us to continue discussing what in our lives creates the building blocks of our stamina. My hope is that we continue the discussion in the spirit of possibility thinking. In sharing our joys, struggles and successes we can create a powerful network of professionals who are connected visibly through the Professional Development Schools but also invisibly through the vision and energy we share.

Leadership Teambuilding

Submitted by Jenny Tripses

The Kemper principals meet several times a semester to learn from one another. One of the primary purposes of the group is to strengthen the relationship between Bradley and their schools. Each time we meet, principals share their experiences thus gaining powerful insights from one another.

Currently, principals are studying the book Results: The Key to Continuous School Improvement by Mike Schmoker. This short book gives a formula for schools to look critically at student learning, determine ways to improve, go out and try it, and come back together to look at the results.

The Kemper principals really enjoy their time together. Every meeting is filled with good ideas, friendship, and fun.

[Visit the Kemper web site www.bradley.edu/academics/ehs](http://www.bradley.edu/academics/ehs)

The William T. Kemper project is provided with graduate assistantship support by Tammy Wood and secretarial support by Monica Mueller.

Focus on Georgetowne Middle School: Opportunities Abound!

Submitted by Janet Jackson

Georgetowne Middle School, located in Marquette Heights, has partnered with Bradley University since 1997 as a Professional Development School. Two hundred seventeen students fill the halls of this multilevel building that boasts a well-equipped home economics and science labs, a large library, and computer lab. Teachers at GMS strive to develop creative learning activities that provide an array of exciting opportunities for the students at GMS.

Faculty Collaboration

Principal Patrick Callahan brought faculty together to discuss school improvement plans. During faculty meetings, teachers are provided with time to work within their subject and grade areas. Faculty find this time to be very valuable, believing the students will ultimately benefit from their collaboration.



GMS Faculty working on school improvement plans.

Preparing for ISAT

The math students at GMS are adjusting well to their new math series, Saxon Math. In this series, topics are never dropped. Instead they are practiced in every problem set. As the students progress through this continuous review, math topics become more familiar to the students.

The 8th grade students are busy preparing for the ISAT test. In addition to the Saxon series and the ISAT coach, the students are using Challenging the ISAT by Jane Hereford. This book provides students with an adequate number of problems to practice with each topic as well as many opportunities for extended-response/problem solving practice.

Careers

Sandy Henson believes there is a need for students in middle school to be aware of the variety of career possibilities and requirements needed to prepare for future careers. Guest speakers are an interesting and popular means to connect students with occupations in their community. Job shadowing is being considered for next year to further enhance this connection. The 8th grade students participated in the Construction Industry Expo in Peoria and have attended career fairs at ICC.

A number of Georgetowne faculty have completed week long practicums during the summer at a variety of local businesses. These include Wildlife Prairie Park, Pekin Daily Times, Pekin Park District, Heights Nursery, F.B.I. Crime Lab, the Northern Regional Agricultural Laboratory, and Allison Photography. Teachers have also gone on Teacher Tracks offered through the Education for Employment Office in Pekin. This activity involves teachers touring and learning about local businesses and industries. The teachers develop a lesson plan to be used with their classes in which they share their knowledge about these places of employment with their students.

Recently, teachers Sandy Henson and Kim Wicks partnered with BU faculty, Bob Wolffe, Heljä Robinson, and Janet



Heljä Robinson, Sandy Henson, Kim Wicks, Bob Wolffe

Jackson to write a grant for \$10,000. Ten schools in the state of Illinois will be selected to participate in the "Growing a Learning Community" workshop to be held in April. If selected the grant would bring together school personnel and community members to provide learning activities related to careers for GMS students. Careers would be incorporated into many areas of the curriculum and allow for updating of the home economics program. Also, as part of the school improvement plan, money would be used for field trips and to offer hands on experiences for students in the areas of politics, economics, and environment.



Art work created by GMS students.

The halls of GMS are filled with art projects of past and current students. Under the direction of art teacher Ralph Heston, students have the opportunity to experience an art program that would rival many high school programs. Students have the choice to enroll for the nine-week art elective each year they attend GMS. Sixth grade artists begin by learning the basic drawing skills and how to use a variety of art materials. They end their art experience by weaving a wall hanging in their favorite colors of yarn. This proves to be one of the more popular projects for the beginning artists. Seventh grade students advance quickly and enhance their drawing skills by adding new media and techniques to their previous knowledge. Colored pencils, pastels, and ink are a few of the media that the artists use to complete perspective and op art designs. Finally, eighth grade artists have the opportunity to perfect their drawing skills by rendering a large portrait and end their middle school artistic career with a coiling project and a mixed media mask. Successful projects are displayed throughout the school and in various shows in the community. The school year ends with the annual Georgetowne Art Show that displays approximately 300 pieces of work completed throughout the school year. The judge selects Best of Show pieces that are matted, framed, and displayed in the hallways for upcoming years.



Jen Moder was recently hired as the new band director at GMS. She graduated from the University of Illinois with a Bachelors of Music Education. She is teaching 6th and 8th grade concert band

and jazz band at GMS and 5th grade concert band at Rogers Elementary School in District #102. Her instrument of choice is the trombone. Growing up in Peoria, she was a member of the Concordia Lutheran Band and the Richwoods High School Band.

The Student Assistance Program at GMS strives to meet the intellectual, emotional, and physical needs of students who are at risk of dropping out, using illegal substances, becoming violent, not meeting school academic and/or behavioral standards, or are performing poorly on state proficiency tests. Trina Dotson, leads the team which includes the principal, Patrick Callahan, school health care personnel, and a member of the Tazewell County Health Department. The team plans and implements numerous activities that assist in the prevention of problems related to adolescence.

Staff, parents, and fellow students may refer a student to the team for assistance at any time. Activities that have been offered include Red Ribbon Week, Increase the Peace Week, Botvin's Life Skills Training, and Peer Mediation.



Student Assistance Team

Eighth grade students who have been on the honor roll for eight of the nine grading periods are eligible for nomination for the **National Junior Honor Society**, one of the highest honors awarded to junior high students. The faculty vote for students based upon their character, leadership, service, and citizenship. Students then make an oral presentation before the faculty council on their strongest quality. The final selection of twelve 8th grade students was announced, and a formal induction dinner was held at the Chateau in North Pekin on January 16.



National Junior Honor Society

On January 30 the students attended an interactive workshop "**Are You a Leader? A Day of Questions**" presented by Janet Jackson. Monthly meetings are held for this service-based organization. NJHS members sponsor the STAR award, which is a peers recognizing peers program, and also perform a variety of service projects within the school or community.



Recently the NJHS marched in the **Martin Luther King Jr. March**. In the spring, the organization will select their main community service project to be completed during a school day.



Are You a Leader Workshop

Through the 21st Century Community Grant the school has been able to provide an educational after school program. The program named **VOYAGES** (Visions of Youth Attaining Greater Educational Success) was implemented this school year. Tina Seas coordinates the after school program that offers many different and exciting learning opportunities for students. Some of the activities offered have included: CPR and babysitting classes, chess club, theater presentations, one-hour mysteries, study skill sessions, and various field trips.

Departments from the College of Education and Health Sciences work closely with Georgetowne Middle School

Teacher Education

Luann Baldlock is completing her junior field experience with Mary Ann Lehr, the 7th grade science teacher. Michael Jakubowski is completing an observational experience with Clay Haurberg in 7th grade language arts and social studies.

Nursing

Becky Miller, a senior nursing student, is completing her community health rotation at GMS. Becky provides health care to students on Wednesday. During her rotation she completes a neighborhood assessment and school environment assessment. Her main focus is on health promotion for the students, faculty, and staff. She recently taught the



7th grade health class about the dangers of smoking, prevention, and cessation. Teachers have requested Becky teach the 8th graders about sexually transmitted diseases. She will also do a presentation on stress for teachers and students.

Becky Miller presenting in the 7th grade Health class.

Physical Therapy

Clay Haurberg recently served as a guest speaker at Bradley University for Dr. Rob Bertram and Dr. A.J. Strubhar's PT 546, PT Administration: Health Care Policies and Resources, on February 8th. He described the physical education and athletic programs at GMS and then led the physical therapy students in a brainstorming session to identify needs at GMS. Based upon the discussion these students will develop and present various topics to the GMS physical education students under the guidance of BU faculty member, Dr. Rob Bertram.



Clay Haurberg

Family and Consumer Sciences

Betty Church, a faculty member in the Family and Consumer Science Department of Bradley University met with Kim Wicks, the home economics teacher at GMS, in December. They discussed the national and state standards for programs of family and consumer science. Betty and Kim exchanged ideas regarding curriculum development that would meet these standards.

International Students

Heljä Robinson and her daughter, Sara, along with foreign exchange students from Manual High School, Claudio Mari and Mareike Assmus, visited Sandy Henson's 8th grade social studies class on December 18. Sandy's class was participating in a pilot unit on emigration, developed by the University of Illinois Extension Program. The 8th grade students interviewed Heljä and the visiting students. Both Claudio and Mareike are students at Manual High School. Claudio is from Switzerland and Mareike is from Germany. Heljä and her daughter, Sara, are from Finland.



International Interaction



Sandy Henson, Sara Robinson, Heljä Robinson, Claudio Mari and Mareike Assmus.

In September of 2001, Mrs. Farkash's American Government students began their semester-long partnership with students at Pello high school in Finland. The partnership began with a presentation from Dr. Heljä Robinson of Bradley University on Finnish government and culture. Manual students were teamed up with Pello students and began correspondence via email. After becoming comfortable in using a rather unfamiliar form of technology for most Manual students, the students were able to share information concerning their families, school, and future goals.

What I believe the students enjoyed most was the feeling of connecting and relating to someone from an entirely different country. Manual students waited with high anticipation for the next email response from their partners. Corresponding with students across the world was a valuable learning experience for Manual students as well as myself. The experience helped broaden our view of the world. But it also helped us recognize some of the things we take for granted. Language! Manual students learned how challenging it was to communicate with students who spoke a different language after trying to learn a few words in Finnish for the first time.

At the same time Pello students were studying English as a second language. Manual students realized the hard work and effort it took on the part of Pello students to communicate in a foreign language. I commend the Pello students for their willingness to share their experiences despite the language barrier. Hopefully, future correspondence and the chance to view the world through the eyes of others will come out of this partnership between Manual and Pello students.



Angell Campbell
Student Teacher at
Manual HS -
Fall 2001

As a senior mathematics major at Bradley University I am in my first month of student teaching at Manual High School, a Kemper Professional Development School site. My days begin much earlier than my previous college semesters, arriving at school at 6:30 am after a short 3-4 minute commute. My teaching responsibilities include one section of enriched algebra 5 and four sections of integrated math 2. While the algebra class tests my mastery of



Chris Stapel and Stephanie Long at Manual HS

mathematics material, the freshmen integrated math students test my patience. My experience thus far, under the guidance of math division head Stefanie Long, has heightened my excitement of entering the teaching profession.

I look forward to building relationships with my students at Manual High School and becoming more involved in the school community that has impressed me so much. I can only expect to grow more as a professional as my time at Manual High passes.

Chris Stapel

Bradley University students completing their student or novice teaching at Manual High School this semester are:

Stephanie Aneloski with Ed Ricca
Kim Pehike with Cindy Baldwin
William Phelps with Angie Willis
Kristie Rapp with Mary Dawson
Chris Stapel with Stephanie Long.

Students in other field experiences at Manual High School are:

Kelly Briscoe with Dennis Winkler
Amanda Flanigan with Dale Beaver
Benjamin Herman with Mary Dawson,
Justin Koszerek with Linda Ista.
Lori Kasarsky with Schott Schifeling
Rachel McKown with Frank Gutierrez.



Stephanie Aneloski and Ed Ricca

My first day at Manual High School was great. Everyone was very nice to me from the second I walked in the door. I met Mr. Hendricks, my cooperating teacher. He is a wonderful, well respected teacher. I was very surprised to see how well the students work in his class. I was also very satisfied with the respect the students gave me. I was very uncertain about my field experience at Manual High School at first. Now that I have met many new faces, I couldn't ask for a better school. I am looking forward to a fun and very rewarding semester at Manual High School.

Sincerely,

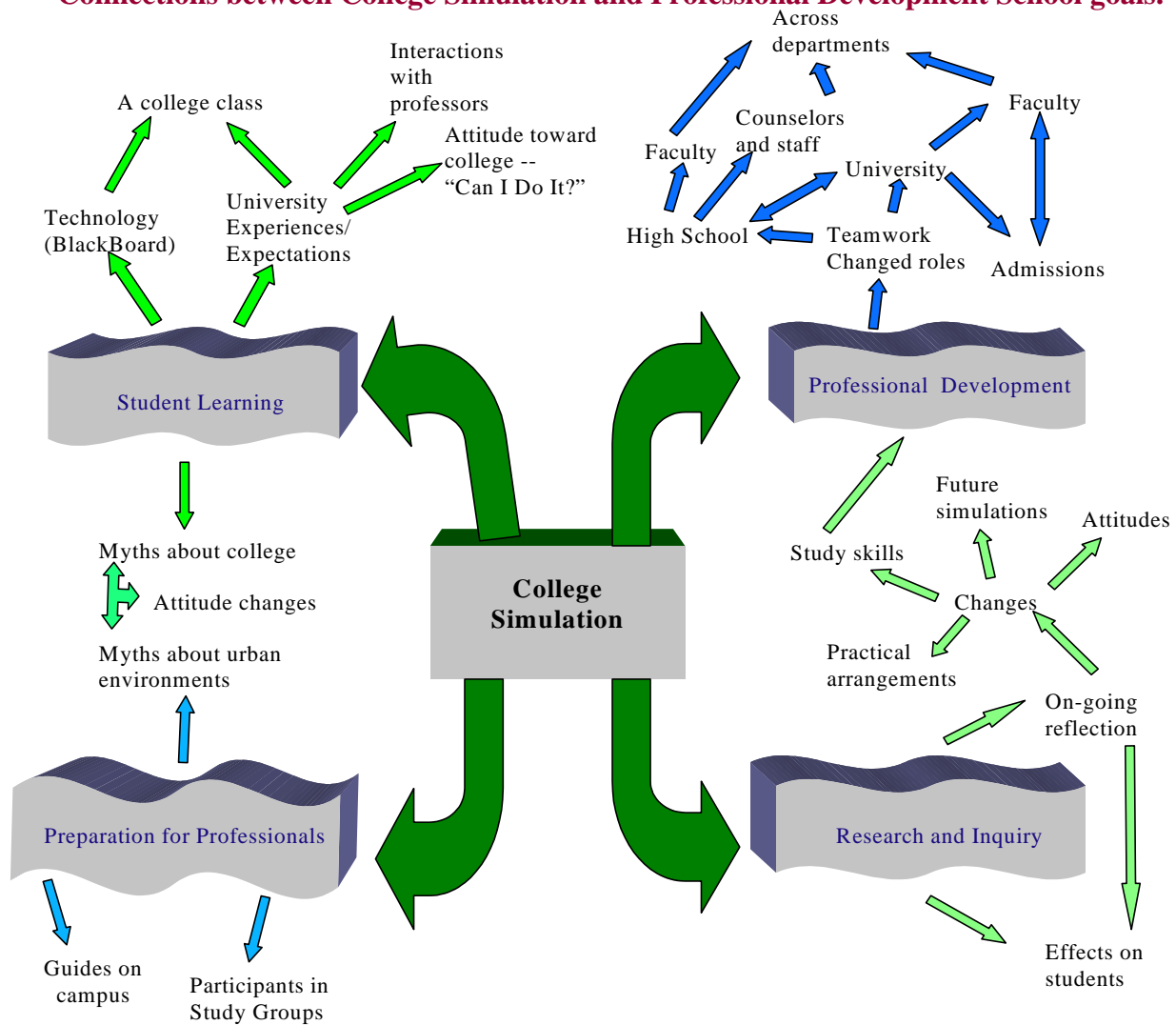
Allan Corpuz

K-12 Art Education



*Standing L-R: Mareike Assmus, Latrice Mitchell,
Janette Kirksey, Allan Corpuz
Seated: Larry Hendricks, Lavetta Aquilera*

Connections between College Simulation and Professional Development School goals.



Robinson and Wolffe, 2002

Bill Salzman, Assistant Principal at Manual High School is one of the administrators involved in the four learning teams of faculty working on the standard-aligned classroom initiative based on the work of Richard Stiggins.

Training for the standards aligned classroom is being done by Dr. Jenny Tripses, Chair of the Department of Educational Leadership and Human Development at Bradley University, through Two Rivers Professional Development Center



Bill Salzman, Assistant Principal

Roosevelt Magnet School

Submitted by **Bob Davison Avilés**

The Kemper team of Bob Davison Avilés & Sherrie Pardieck will participate with the Roosevelt Magnet School staff in their March 1st in-service. The Roosevelt staff continues in its efforts to work collaboratively across grade-levels to address SAP goals and objectives and to continually improve the SAP consistent with Illinois State Standards of Learning. In addition, mentoring workshops for student and novice teachers and cooperating teachers are being planned. This semester Roosevelt teachers Brett Elliott, Theresa Biddison, and Anne Carnigan are paired with novice teachers Jennifer Martinez, Janice Powers, and Rosanna Cardenas. Diane Reed's student teacher is Jenny Feucht. Roosevelt teachers and their Bradley mentees are providing input regarding the mentoring relationship that will be used in training at a later date.

Counseling intern Jack Ramsey continues to help individual Roosevelt students with personal and social concerns related to academic achievement. Jack is also running small support groups on friendship and peer relationships. Following Roosevelt's peaceable schools initiative, Jack and Dr. Bob traveled to Bloomington to attend a violence prevention workshop sponsored by the state Attorney General's office.

Last Fall, Dr. Bob coordinated an area conference for superintendents on Service Learning. Roosevelt principal Taunya Jenkins and teachers Brett Elliott and Beverly Stenoish presented to the Superintendents' Roundtable on Roosevelt's Service Learning programs in landscaping, consumer education, and performances. Each program teaches math, science, consumer education or the fine arts while addressing State Learning Standards. For example, Roosevelt's Candy Math Project impressed are superintendents. In this project, students reviewed a commercial for a new health food product from the Adams division of Pfizer. Students discovered the mathematics of economics while providing Pfizer with consumer feedback on their product. Student comments included: "The commercial was really good. The lady almost diving onto chocolate was a good idea," and "(You should) make soda drinks like Mountain Berry Punch, Triple Cherry, or Grape Vine Grape. If you want to use my names of drinks then ship me \$50 and I'll be on my merry way."

Valeska Hinton Early Childhood Ed. Center

Submitted by **Jobie Skaggs**

Well, here we are scratching our heads about the weather and wondering if the plants and buds will survive the unpredictable weather. Like previous winters, it won't be long until we discover that yes indeed spring will bring forth a wonderful visual picture. Similar to the unpredictable weather, District 150 is facing leadership changes. As with mother nature, Valeska Hinton staff and other schools carry-on teaching and caring for our children.

At VH, the staff have continued paring down material for their internal behavioral policy. Our last workshop involved much work on the staff's part. We have moved ahead with naming a committee and look forward to supporting their efforts.

Backstage, the PDS Coordinator continues to punch numbers so a longitudinal view of school climate, measured by the SLEQ, can be shared with each site. This information will also be presented in April at the American Education and Research Network in New Orleans. Also receiving attention is grant writing to bring in an outside professional consultant to continue with diversity training. Finally, the Bradley University Student Leadership office presented an inspiring team building workshop at Roosevelt last year; hopefully, this troupe of Bradley students will be available to further inspire the wonderful VH staff and other PDS site staff.

Come On Over and Experience Bradley!

Dingeldine Music Center *Free Admission*

- March 9** Senior recital Erika Pawluk, flute 7:30 p.m.
10 Marcia Henry & the Concordia String Trio Music Scholarship Concert Series 3 p.m.
14 Student recital Lyz Liddell, bassoon 7:30 p.m.
26 Faculty recital Dr. Todd Kelly, trumpet, & Dr. Stephen Heinemann, clarinet 7:30 p.m.
April 2 Alumni recital Ben Moritz, piano 7:30 p.m.
3 Guitar Ensemble recital 7:30 p.m.
5 Senior recital Yvonne Ramos, voice 7:30 p.m.
6 Student recital Tim Karth, saxophone 7:30 p.m.
7 Bradley Chorale 3 p.m.
11 High School Honor Choir with Bradley Chorale 7:30 p.m.
13 Senior recital Laurie Pillman, voice 7:30 p.m.
14 Senior recital Tara Limer, piano 7:30 p.m.
16 New Music Ensemble 7:30 p.m.
18 Jazz Combo Concert 7:30 p.m.
19 Faculty recital Kerry Walters and Paul Morton, voice 7:30 p.m.
20 Senior recital Jessica Wisner, voice 7:30 p.m.
21 Community Chorus and the Bradley Chamber Orchestra 3 p.m.
22 Bradley Women's Choir Dingeldine Music Center 7:30 p.m.
25 Bradley University Choral and Illinois Ballet 7:30 p.m.
26 Student recital Phi Mu Alpha recital 7:30 p.m.
28 Symphonic Band/Symphonic Winds Concert 3 p.m.
30 Symphonic Winds with High School Honor Band Concert 7:30 p.m.

Bradley Theatre presents

The Triumph of Love

Hartmann Center for the Performing Arts

\$5.00 Students, \$12.00 Adults

April 18, 19, 20, 26 and 27, 8 p.m. April 25,
7:30 p.m. April 21 and 28, 2:30 p.m.

BU Spring Sport Schedules are on-line at
www.bubrades.com Adults \$5, Students \$2
 Baseball • Softball • Tennis • Swimming

The faculty, staff and students of the Kemper PDS Partners are invited to attend Bradley events! Share with your students the fun cultural and sporting events that Bradley has to offer!