

Keeping Current With Kemper

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Historical Westlake Hall
College of Education and
Health Sciences



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Bradley University

Not too many weeks ago, I approached the end of summer with my usual renewed vigor and fresh outlook for the possibilities for the upcoming school year. September 11 -- things changed. In that moment feelings of hope, well-being and stability were targeted and came tumbling down. Suddenly, it was difficult to focus on issues of curriculum and planning instruction. In a few blinks, my vision for the future dimmed.

In the next few days and weeks I have realized that during these extraordinary times I am especially thankful to be an educator. I am fortunate to work with human services professionals and support staff who, while struck by the horrible events themselves, willingly participate in conversation that promotes healing. I am

lucky to be able to visit the PDS schools and be renewed by the possibilities discussed for goals that focus on exciting opportunities for our partnerships to provide professional growth and support which will allow our students even better opportunities to grow and learn.

It has been a godsend for me to be able to interact with students from preschool through graduate school. In their comments and in their eyes I find a clear reminder that the future is filled with energizing prospects. The recent past -- no matter how horrific, the uncertainty of the days to come -- no matter how unsettling, can not blur the clear message from our students of how much they have to offer that we may/can/must look forward to the

months and years to come. Their energy, enthusiasm and potential will create much good. They are the future -- the bright lights to illuminate whatever darkness may try to spread itself over us. In these difficult times I find much solace in the fact that I work with wonderful people who are on the front line of helping make a brighter future possible.



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



Barb Kerns and Bob Wolffe
discussing Teaching Academy presentation

William T. Kemper Teaching Excellence Academy

The Kemper Teaching Academy met for the first time this academic year on October 4. Barbara Kerns, a media specialist with Instructional Technology and Production Services on campus, continued her work from last year with additional professional development on BlackBoard. Most of the faculty in the College now use this WEB-based software to support their teaching. Barb provided advice and useful hints related to creating and importing files that communicate in a useful and visually appealing manner information needed by our graduate and undergraduate students. The record attendance of nearly 40 individuals who volunteered to come to this session is a clear indication of how the Education and Health Sciences faculty is committed to learning ways to use technology as an effective teaching tool.

Manual High School Highlights

Submitted by Heljä Robinson

Manual High School's Professional
Development School Goals for Fall 2001

1. Support professional development at Manual by participating in weekly division meetings, informing about master's programs.
2. Provide workshops in the area of integrated instruction indicated in the Student Achievement Plan (Kemper goal #1).
3. Support the communication and awareness of Bradley programs and assist cooperating teachers in their work with the Bradley students at Manual High School (Kemper goal #1).
4. Organize and carry out a College Simulation experience (October) for juniors and seniors at Manual and visit day at Bradley University (November).
5. Support the International Project Outreach with Pello High School in Finland. (Kemper goal #1).
6. Assist Manual faculty in grant writing and submitting proposals to conferences (Kemper goal # 5).
7. Support Manual faculty in standards aligned classroom including creating course syllabi (Kemper goal #1).

Welcome to the new faculty and staff members this year at Manual:

John Lawrence, Annette Johnson, Constance Owens, Mavis Armmer, Peggy Carrigan, Milenka Glasscock, Angela Hunsicker, Linda Ista, Andrew Johnson, Jody Krowlek, Rebecca Lemont, Gary Schuster, Stephen Wells, Kathryn Timmes, and Renee Robinson

The following students are completing their novice and student teaching with cooperating teachers at Manual this semester: Victoria Brown with Dave O'Day, Angell Campbell with Carolyn Farkash, Jonathan Custis with Scott Schifling, Jennifer Flesch with Marcia Runkle, and Courtney Yonke with Kate Kilpatrick.

Manual juniors and seniors have an opportunity to participate in a college simulation experience this fall starting October 15th. This experience includes lectures by Dr. Barry

William T. Kemper Fellowship Project Goals for 2001-2002

1. To provide for professional development of College faculty in the areas of interest identified on surveys completed last Spring. Possibilities include, but are not limited to, portfolio development, assessment of student products, and WEB-based instructional support and delivery.
2. To continue to develop a critical, collaborative process that involves all stakeholders in our partnerships in the assessment of the PDS project.
3. To establish standard formats for assessing effects of PDS workshops.
4. To develop measures to be used to collect data from all involved when Bradley students are engaged in field experiences at PDS sites.
5. To increase the involvement of all College departments at the PDS sites.
6. To disseminate information regarding the Kemper Project at the regional and national level.

Manual High School Highlights (continued)

Westfall on Western Civilization. Manual teachers are study group leaders for this. Manual students will participate in a day of shadowing the Bradley university students at the end of November.

After my sabbatical project in Finland last spring it was nice to join the Manual family again this fall. I had a chance to do research on well-being of professionals both in education, business, medicine and other fields. Additional demands with increased accountability, multi-tasking, and less time, challenge people in their daily lives in Finland just as they do here. Burnout, excessive work loads and too little time for self-care, personal life and true restoration of energies seem to plague professionals on both sides of the ocean. But there are things that can be done. Reflecting on the balance of our lives is an important step, just as talking to colleagues and students (and to boot, modeling it for them!)

I also had a chance to visit Pello High School and do a cross-cultural workshop for students as well as a professional development workshop on well-being with the faculty. This is the school that is paired with the Government class of Carolyn Farkash and her Bradley student teacher Angell Campbell at Manual, a project which supports the alignment to the state standards. Pello High School is a small high school in northern Finland, standing at the border of Sweden in an area called Lapland. This relationship between Pello High School and Manual High School is assisting in both schools learning to use their distance learning lab capabilities.

A big pat on the back for Manual High School students and staff who raised over \$2000 for the Red Cross, police and fire fighters in New York and Washington!

Georgetowne Middle School Highlights

Submitted by Janet Jackson

The Fall 2001 Lineup

The teachers and principal, Pat Callahan, are working together to provide an exciting learning experience for students at GMS. 6th grade teachers include Nancy Johnson, Debbie Long, and Denise Goben. These teachers teach all subject areas, while Debbie also teaches computers in 6th and 7th grade. In 7th grade Mary Carver teaches math and health. Mary Ann Lehr teaches 7th grade science and 8th grade math. Stephanie Morstatter and Clay Haurberg teach 7th grade social studies, language arts, and physical education. Clay also serves as the GMS athletic director. Linda Stokowski teaches 7th First Aid and music. 8th grade teachers include Sandy Henson, Chris Short, Ralph Heston, and Kim Wicks. Sandy Henson teaches 7th and 8th grade social studies and Spanish to all grade levels. Chris Short teaches language arts, science, and health. Ralph Heston teaches art, advanced art, and language arts. Kim Wicks teaches 7th and 8th grade language arts and home economics for all grade levels. Debbie Barrick teaches band. Trina Dotson and Jane DiLeonardi head up the special education department. Cindy Bridges, who taught band last year now teaches computers and serves as the district's webmaster and technology coordinator. Robin Richarson and Joy Lyon serve as teachers' aids.

A special welcome to new teachers, Jane DiLeonardi, Kim Wicks, and Debbie Barrick. Linda Stokowski is completing an internship for her Master's degree at Western Illinois University. She works closely with Pat Callahan and the other two principals in District #102, Jane Lewis and LeeAnn Meinhold. Linda presented the GMS faculty program she developed for the school's open house at the PDS Principal's leadership team. Denise Goben and Debbie Long have been invited to conduct a workshop, "Supporting Engaged Learning with Multimedia" for Mid Illini. Tina Sea has been hired as the Site Coordinator for GMS' Community Learning Center which is funded by the 21st Century Grant.



Debbie Barrick, Jane DiLeonardi and Kim Wicks

Georgetowne Middle School is back in full swing with Kemper Professional Development activities. Janet Jackson has met several times with faculty and principal, Pat Callahan, the Student Assistance Team, PDS Principal's Group and the School Improvement Team. The Student Assistance Team includes Trina Dotson, Joe Frauenhoffer, M.S.W, and Cathie Wilkes, R.N. Joe and Cathie are employees of the OSSF In School Health Clinic. The team is currently planning for Red Ribbon Week and developing the process for small group participation for the students. The small groups will meet during the next nine weeks to discuss various topics affecting middle school children. The School Improvement Committee has been reviewing standardized test scores, developed the School Improvement Plan for the 2001-2002 school year, and devising strategies for meeting the school improvement goals. Faculty have several exciting ideas they hope to put into action. Pat Callahan and Janet Jackson developed the following goals for the partnership at GMS:

1. Support GMS student learning through BU involvement in classes and extracurricular activities.
2. Create learning partnerships among faculty at grade levels and content areas.
3. Support, provide, and participate in professional development.
4. Assist GMS faculty in exploring grant opportunities and submitting proposals to conferences.
5. Provide learning opportunities for BU students through clinical placements and classroom presentations.
6. Increase faculty to faculty and faculty to principal communications.

7. Assist parents, teachers, and administrators in improving parent involvement at GMS.
8. Involve GMS faculty in teaching at BU.
9. Facilitate the implementation of the school improvement goals by participating in grade level meetings, school improvement meetings, and faculty meeting.



Debbie Long & Julie Antonini



Denise Goben & Jacqueline Rizzo

Bradley students from the Departments of Teacher Education and Nursing are experiencing teaching and nursing first hand at GMS. Julie Antonini and Jaqueline Rizzo are doing their student teaching with Debbie Long and Denise Goben, respectively.



Daina Gollwitzer and Nora Lindgren are completing their senior community health rotation as school nurses at Georgetowne Middle School.

Valeska Hinton is off to a fast start this fall. The school year was kicked off with a wonderful celebration at the Gateway building in downtown Peoria. Time was spent recognizing VH's successful NAEYC accreditation. This was also the first opportunity for our new principal, Cathy Wiggers, to begin to lead our VH community into the future.

Since the school year kick-off, VH staff have participated in a "Building a Portfolio" workshop. Dr. Jenny Tripses was kind enough to offer her expertise for this event. Along with portfolios, staff have completed two phases of focused facilitation aimed at developing a school wide behavioral policy. The process is based on Rarford's article entitled *Values into practice: Developing whole school behaviour policies*. Once the staff have clearly arrived at a consensus regarding the ethos of the policy, a committee made up of staff, administration, and parents will work on the nuts and bolts. Ideally, the policy will extend beyond our VH building and into the homes of our children. One other important note, action research is a built-in part of our work. The behavioral policy will provide optimal use of resources for the VH community, feedback based on daily use, and additional sampling for staff portfolios.

Stacy Swanson is completing her student teaching with Timika Rutherford and Michelle Vaughn is novice teaching with Judy Cagle this semester at Valeska Hinton.



Expressing their creativity, Timika Rutherford's yellow village kindergarten and first grade class made colorful people.



Patriotic American flags were made by Tammy Shinkey's yellow village of three and four-year olds.

Kathy Steinheimer has worked tirelessly to build a strong school counseling internship site. Ms. Steinheimer is a Bradley University Counseling Intern and the teacher for Red Village. At this writing, Kathy has consulted with teachers and staff more than 47 times and has a healthy number of children benefiting from individual and group counseling. The focus of school counseling is to decrease barriers to learning for VH children. A picture of the play therapy room has been included to inspire other PDS sites to promote the need for in-house school counselors. If you are interested in developing a similar program, please e-mail me at jskaggs@bradley.edu.



Play Therapy Room

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

Kemper principals, Sandy Farkash, Cathy Wiggers, Pat Callahan and Taunya Jenkins, and Jenny Tripses from the College of Education and Health Sciences at Bradley University, met in August at Bradley University and in September at Georgetowne Middle School. A special thank you to Pat Callahan and Linda Stokowski who gave an excellent tour of Georgetowne Middle School to the group at the September meeting.

At their meetings, principals have been sharing ideas about their work in their respective schools. They are also developing a process to evaluate the Kemper relationship between Bradley University and their schools as PDS Sites. This evaluation process should be ready for distribution by the end of this semester.

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The next meeting will be November 6th at Roosevelt Magnet School.

Roosevelt Magnet School

Submitted by **Bob Davison Avilés**

Roosevelt Magnet School for the Arts is beginning the year with several professional development goals relating to the Kemper mission. In general there are five main areas in which Roosevelt and Kemper will collaborate, cooperating teacher-student teacher development, SAP consultation, reading programs, inclusion practices, electronic student portfolios, and (new this year) counselor consultation with teachers.

Cooperating teachers and student teachers work together to develop a professional growth plan. The plan takes the form of competencies, skills, awarenesses and knowledge specific to individual student teacher needs. The PDS goal in this dyad is to identify common themes across cooperating teacher-student teacher dyads and offer programs or training opportunities relating to those themes.

SAP consultation at Roosevelt will take the form of planned meetings with Bradley teacher education faculty knowledgeable in math, science, reading, and writing. Roosevelt faculty and Bradley faculty will meet in a series of planned consultations to review SAP implementation and assessment and develop ways to enhance current SAP efforts or develop new strategies to implement SAP initiatives. In a related effort, plans are underway to seek out best practices in reading programs, visit sites where reading programs have been successful, and develop ways to make Roosevelt students better readers.

Several Roosevelt teachers are already using electronic portfolios effectively. In fact we have some portfolio experts on our faculty and more teachers are becoming interested in this cutting-edge method of teaching, assessment, and evaluation. Some ideas we are exploring are:

- Identify portfolio components; determine need more for more staff development

- By year's end have evidence of student portfolios
- Explore student-lead conferences
- Create lessons with assessment in mind
- Infuse Standards in lessons
- Explore incorporating portfolio technology into S-team

Bradley seniors Amy Clark and Ayana Burke are student teaching at Roosevelt this semester. Working with them are Roosevelt teachers Teresa Eddy and Tom Blumer. Novice teaching at Roosevelt this semester are Cheryl Heerman with Brett Elliott, Angela Watkins with Heidi Shaw, Tamarri Lindsay with Joyce Moulton, and Jennifer Schultz with Mary Hagaman.

Finally, Roosevelt has a new masters level counseling intern this year. Jack Ramsey has already been hard at work assisting teachers and administrators in identifying student concerns and carrying out individual and small group counseling. Jack is planning to offer classroom guidance lessons on making friends, conflict resolution, study skills, and anger management. In addition, Jack will be available



Jack Ramsey, Counseling Intern

to consult with teachers on academic concerns relating to personal and social development. To this end, plans are in the works to provide "Jack's Corner", a brief, 5-minute "infomercial" during each monthly faculty meeting. Jack will offer effective tips for teachers on academic or counseling issues or concerns identified by Roosevelt faculty.