

# Keeping Current With Kemper

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Helen Hagen, Editor

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## Comments from William T. Kemper Fellow...

Our political fall has been filled with talk about change and the political and economic realities show that much is in a shifting pattern in our society and our own lives. Some change is promising, some ominous, some full of anticipation and hope. Our reactions to the thoughts of change are different. When change occurs the old ends and new beginnings start.

Change seems to be all around us; children change in front of our eyes, the fall leaves changed and fell to the ground...to make way for new growth. Three of our Professional Development Schools have transitioned over the summer into new administrations, new configurations and new challenges. When people change in our schools, the culture of the school changes also. This reminds us how important even one person can be in shaping the way things progress.

New energy is often generated with changes. We are forced to think more carefully of how we approach things because that which had become automatic and routine, does not work any more in the new situation. It requires our talents of empathy and listening. Change can bring about a breath of fresh air in routines and relieving us from boredom and stagnation. When change occurs, we change in actions, in social relationships, but the hardest of all, in our sense of self.

Change requires some time for reorientation, after a period of disorientation. This is when co-workers and colleagues are really needed to build a support system where change is possible. As much energy as it takes, we also can use the experience of change for finding new directions in our lives, to scrutinize our beliefs, some of which have become self-evident truths but might not hold true in the changed situation. Lewin (1951) talked about change as an experience in three phases:

Unfreezing: Old ways of doing things must be tossed aside so that new ones may be learned.

Changing: The steps of new ideas and practicing new ways of doing things. Often the old habits must be unlearned so new learning can occur. This is also a time-consuming phase.

Refreezing: The new processes are accepted, both intellectually and emotionally. What we learned, we can actually practice in our jobs.

In the reality of our schools, communities and lives, we often experience simultaneous, interlocking changes which crash across our lives much like waves on the sea shore: unexpected, varied in strength and current. This is where we, going through processes of change, gain and develop:

- Flexibility
- Taking things step by step
- An urge to act instead of intending to act
- Resilience
- Coherence, our view of reality
- Identify reaction of ourselves with the final result of a new beginning.

To think about our changing is invigorating because it also helps us to see how and what we have learned. Here are some statements to fill in as we discuss our own changing:

Overall this change was (is)....

The change was expected (unexpected) because....

My perception of this change in the long-term is that....

In the beginning my perception of this change was that....

Aspects of my world that have remained the same despite the change are....

If I could make one statement about this change, it would be...

I root for all of us in the waves of change simultaneous and interlocking,, and wish you stamina, perseverance and the risk-taking spirit that you will need. While changing, we can also experience joy in doing so!

(continued on page 2)



Historical Westlake Hall

College of Education and  
Health Sciences

**BRADLEY**  
UNIVERSITY

### Inside this issue...

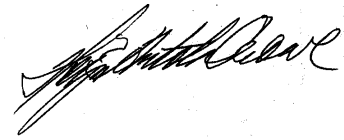
Comments from Kemper Fellow.....	1
Manual.....	2
Roosevelt Magnet.....	3
Valeska Hinton.....	4
Continuing Professional Development.....	5
Whittier Primary.....	6
Kemper Teaching Academy.....	7



Dr. Heljä Antola Crowe,  
Kemper Fellow  
for Teaching Excellence

To study more about change, check the following:

Fullan, M. (2004). *Leadership and sustainability. System thinkers in action*. Thousand Oaks, CA: Corwin Press.  
 Fullan, M. G. (1993). Why teachers must become change agents. *Educational Leadership*, 50(6), 12-17.  
 Krupp, J-A. (1987) Counseling with an increased awareness of the transition process. *Counseling and Human development*. 19 (7),1-15. Lewin, K. (1951). *Field theory in social science*. New York: Harper & Row.



## Manual Middle and Manual High School

by Dr. Patty Nugent  
Site Coordinator

### A New Professional Development Component at Manual

One of the major components of the Manual Restructuring process is the change in which Professional Development opportunities are provided for faculty. Specifically, faculty have been provided with the opportunity to create and maintain professional learning communities. These learning communities meet each day during a given time period. The 7<sup>th</sup>-8<sup>th</sup> grade faculty and 9<sup>th</sup> grade faculty each meet daily to discuss issues related to their specific academy. In the 10-12<sup>th</sup> grade level, faculty members meet according to their disciplines. Each of these discipline specific learning communities includes a special needs faculty member. The collaboration meeting for each day of the week is designated for a specific purpose. One day of the week is designated a SAC (Standards Aligned to Curriculum) work. Other days of the week could be designated for positive discipline issues, pre-SAC work, lesson plan work, or any other relevant educational issue.



Recently, Dr. Patricia Nugent, Bradley University, has been working with the Manual 10<sup>th</sup>-12<sup>th</sup> grade Mathematics Department. During these meetings, members of the learning community have been discussing ways to increase student engagement time. The time spent collaborating is essential in the attempt to alleviate professional isolation.

### Veterans' Day Celebration

Manual High School's U.S. Army JROTC (Junior Reserve Officer's Training Corps) Ram Battalion sponsored a Veteran's Day Celebration on Monday, November 10. They have sponsored this event for several years. In addition to students, faculty and staff, local Veterans and their families were in attendance. After the posting of the Colors, the Veterans in the auditorium were introduced. Approximately 50 Veterans were introduced by name, branch of service, and the wars in which they had served. The Veterans had served in many of the wars involving the United States since WWII. The Wars represented by the Veterans were WWII, the Korean War, the Vietnam War, Desert Storm, Persian Gulf, Bosnia, Afghanistan, Iraqi Freedom 1, Iraqi Freedom 2, and Iraqi Freedom 3. In addition to the Veterans who survived the Wars, two additional Veterans were honored for giving the Ultimate Sacrifice. As each Veteran stood, they received a round of applause. During the remaining time, the audience was entertained by a variety of events. Some of the events included performances by the band, chorus, drill team, dramatic readings, and musical slide shows.



One of the most memorable events was a tribute for the MIA (Missing In Action), POW (Prisoner of War), and fallen soldier. During this time, there was a table on stage with empty chairs. Several JROTC members intensely walked around the table, paused, saluted, and walked off stage as the audience was reminded of the sacrifices our soldiers make each and every day. Another memorable event was when all of the members of the JROTC were on the stage. On the back wall was a gigantic image of the flag of the United States. After a striking reading tilted "I am your Flag," the entire JROTC recited what the JROTC represents. At the end of the recitation, the entire Corps stated, "and we are the future of the United States of America." As these words were still echoing

(Manual Junior and Manual High School continued)

in the auditorium, a WWII Veteran jumped up and gave a standing ovation...*A standing ovation for young people that are living in a country for which he had fought, more than one-half century earlier. ...A standing ovation for young people that brings Hope for the future.* It brought tears to our eyes.

### **Bradley Novice Teacher Comments**

**Sara Lowe...**

"I am novice teaching at Manual. I attended the Veteran's Day assembly at Manual. I was impressed. The students worked very hard for this and did a wonderful job. I am very happy the students involved with ROTC, drill team, band and choir had an opportunity to be involved with such a wonderful celebration. I have to say the girl's drill team was my favorite. I believe the assembly was a great opportunity for all the students at Manual to experience."

**Nicholas Fowler...**

"The production was truly amazing! The skill, focus, and seriousness of the JROTC members who put the celebration on was humbling. The attentiveness and participation of the crowd...like I've never seen before from this often anxious student body. The entire ceremony was awesome. The production was nothing short of professional, looking as if it belonged on TV for the entire world to see. The students did a great, great job."



## **Roosevelt Magnet School**

**by Dr. Heljä Antola Crowe  
Site Coordinator**

Students in the Teacher Education Program at Bradley University have many chances of gaining practical knowledge in their field experience in area schools. Novice teaching is supervised teaching, for one semester for 100 hours, in the Pre k-12th grade levels. This experience enables students to learn planning and implementing instruction in their teaching area. The real life experience with the children along with skills learned from the teacher they are under, allows novice teaching students to further their area of study and learn valuable skills they can take with them when they start their teaching careers.

Kelly Zibton is currently a junior in the teaching education program. She is completing her novice teaching at Roosevelt Middle School. Ms. Zibton is in a 5th grade classroom under the supervision of teacher Beth Montgomery. Ms. Zibton stated that she is happy at Roosevelt and has discovered many useful ideas and applications during her time there. She has learned different techniques and strategies for classroom management with discipline and conduct, along with organization, cultural diversity and how to teach a topic in multiple ways. One of the most valuable things she will take away is the different techniques she has learned to work with students in a more hands-on way. Roosevelt offers their teachers many technological advancements, such as laptops for teacher and smart boards, and Ms Zibton said it enables teachers to make the most of the lessons they teach.

Latonya Moore is also currently a junior in the teaching education program and is completing her novice teaching at Roosevelt Middle School. Ms. Moore is in a 6th grade classroom under the supervision of teacher, Jennifer Jacobs. She said she has learned many things from Ms. Jacobs and her time at Roosevelt. Classroom management and being more direct with students is the most valuable lesson that she is learning. Ms. Moore is interested in teaching math, so learning innovative ways to teach math curriculum rather than just from the book is important to her and she is learning this from Ms. Jacobs and the examples that she demonstrates for her. One of the most valuable things she has learned is diversity within types of student learning. She stated, "Seeing students here has opened my eyes to what students are really like." One of the things she would like to leave this experience with is tools to help all students, especially those that are behind and how she as a teacher can teach lessons to help all students in the class regardless of what level they are on.



### **Sculpture Workshop on Henry Moore**

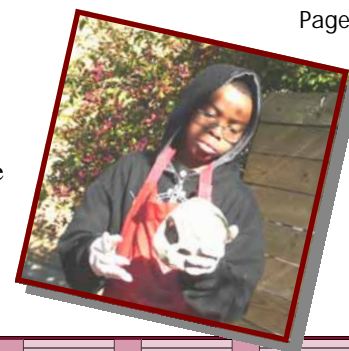
In preparation for the Henry Moore workshop, there was a lot of practice working with three dimensional material shaped into cubes to give them experience taking away the hard edges. Students used modeling clay shaped into cubes and did direct carving with popsicle sticks. Mrs. Unes, the Art teacher told students what to expect in the workshop. They reviewed information on Henry Moore's personal history and viewed examples of his work several class periods just prior to our regular lessons. The night prior to the workshop, four students helped the teacher to mix the cement and vermiculite in a 2:1 ratio with one part water. They mixed seven batches and poured it into waxed juice half gallon containers. On the day of the workshop the students took old tableware and began carving forms resembling Henry Moore's style of work being massive and rounded. Sandpaper was used to



(continued on page 4)



seal the dust and maintain the natural color of stone. The students and Mrs. Unes were joined by parent Christine Montgomery (Bradley's art department), Mrs. Nieukirk (asst. principal), and Dr. Antola Crowe (Kemper Site Coordinator from Bradley). The students were given five to six questions to answer in essay form to follow up on the project. All enjoyed their art work and the process of being part of the learning experience.



## Valeska Hinton Early Childhood Education Center

by Dr. Sherrie Pardieck  
Site Coordinator

Since 1995, The William T. Kemper Foundation-Commerce Bank Trustee continues to support the partnership between Valeska Hinton Early Childhood Center and the College of Education and Health Sciences at Bradley University. Professional Development School Partnerships foster communication between the school and university. As students, pre-service, and in-service educators, school administrators, and professors work together, they create extended learning environments which support the collaborative application of critical thinking skills, problem-solving strategies, improvement practices, reciprocal teaching, and opportunities for mentorship. The school and university partnership supports Valeska Hinton Center's Mission Statement: *To promote respect and diversity, is to ensure the development of the full learning potential of each child, the professional development of all early childhood staff and the valued involvement of all families through a safe, safe, nurturing child-centered environment; a research-based curriculum with developmentally appropriate practices and encompasses a continuum of higher learning; personalized opportunities for families to participate and grow; and collaboration with community and educational partners.*



### Vote for President

On Tuesday, November 4, 2008, the students at Valeska Hinton Center voted for the president of the United States of America. The students learned about the candidates and the voting system. The Pre-Kindergarten students constructed and painted the polling booths and the Primary students made signs which encouraged voting for Senator McCain or Senator Obama. The Pre-K and Kindergarten ballots had pictures and names of the candidates, for students to circle and the Primary level ballots were printed with the candidates' names and a box to check for voting. The ballots were counted and the result of the election was announced at the end of the day.



### Outstanding Teacher of the Year

Congratulations to Miss Anna Brown!!! Wal-Mart presented her with the honor of the Outstanding Teacher for the 2008 school year. Everyone at Valeska Hinton Center is very proud of Anna and we thank her for the love and care she gives to education, children and their families, colleagues, and pre-service teachers.

### Family Lending Library



Committee Meeting for Lending Library

The faculty and staff are working on the addition of a new Family Lending Library! The library will hold learning materials and activities for families to check-out for use at home with their children. The Family Lending Library will be a great addition to Valeska Hinton Center.

### JEABB

JEABB time is being scheduled for the school year. The term, "JEABB" refers to the tradition of trading jobs. During the school year, the Leadership Team sets a date and time to complete another person's job within the Center. Assuming another person's role helps everyone to understand the particular school roles and responsibilities, and provide professional development time for the faculty and staff of the school.

### Grandparents Day

Mrs. Elaine Greer, the Family Liaison Facilitator, coordinates Grandparents Day at Valeska Hinton Education Center. This year, Grandparents Day will be celebrated on November 24, 2008. Grandparents will have their pictures taken with their grandchildren, work on special projects in the classrooms, and enjoy a great turkey dinner. Also, Bradley University Professor Janet Jackson and some of her nursing students will administer blood pressure screenings for the grandparents.



(continued on page 5)



**The Naturalists**

Based on the book, *Last Child in the Woods: Saving Our Children from Nature Deficit Disorder* by Richard Louv (2006), the Naturalists continue to work with adding nature to the curriculum. Besides the bulletin board, newsletter, and the touchable display case entitled, *I Spy with My Little Eyes*, they intend to identify all of the trees and foliage on the school grounds and search for funding to build a water feature. Also, worm farms, containing red worms, will be placed at each end of the building, in the Village wings. Everyone in the school continues to collect paper and other items for recycling purposes.

**In-School Health Center**

*Providing healthcare services to students at school-keeping them healthy and ready to learn.* The In-School Health Center provides healthcare services and a connection to health care professionals for children and their families at Valeska Hinton Center. It is located in the Green Village. Since Valeska Hinton Center is in session on a yearly basis, the Health Center is open throughout the school year. The intent is to help children to stay healthy and in school.

Mrs. Brenda Bowes, RN runs the health center and connects with Methodist Medical Center and Mrs. Betty Smith is the receptionist from Peoria Public Schools. Together they work to provide this important service for families. Some of the services include: treatment of minor illnesses and injury, identification of a condition which may need referral, athletic and routine physicals, immunizations, health screenings, support of students and parents, individual and group health education, and management of chronic illnesses. Valeska Hinton Center is proud to provide this valuable service for their students.



Brenda Bowes, R.N.

**Continuing Professional Development**

by Dr. Heljä Antola Crowe and Teresa Donley

Peoria Grow Your Own program is an opportunity for forty Peoria community members to complete a bachelor's degree in Special education or Early Childhood education. The Consortium behind this program consists of Bradley University's Teacher education department, Illinois Central College, Peoria Public Schools District #150 and community links The Peoria Citizens Committee for Economic Opportunity (PCCEO), Urban League and the Peoria Federation of Support Staff (PFSS). The second annual Grow Your Own Illinois Statewide Learning Network Conference in Chicago, IL was a huge success. One of the highlights was a speech given by Dr. Mark Warren, Graduate School of Education, Harvard University. Another was a training session on community organizing and relationship building by Mr. Jesus Garcia, President of Enlace Chicago.



Dr. Jana Hunzicker, Teresa Donley, David Price, and Lydia Branch at the State-Wide Conference

Teresa Donley, a Manual High employee who attended the conference, said, "The two-day conference was buzzing with hope and the promise of a better tomorrow. During a time when our country is at the doorstep of a major financial crisis and cutbacks and closures have become commonplace, the Illinois Grow Your Own program was still allotted the funding to move forward in the coming year. It humbles me greatly to be a part of something so significant in the historical pages of education. The Grow Your Own Illinois teachers *will* make a difference. Just hang on a little longer, help is on the way!"

Valeska Hinton teachers in Master's classes.

Valeska Hinton Cohort Teachers.

A cohort of Valeska teachers in their Master's Curriculum and Instruction program discussing teacher roles during their graduate class Curriculum Theory and Development taught by Dr. Heljä Antola Crowe. The cohort started their Master's last fall and have been taking a course every semester. The support from fellow colleagues and chances to dialogue about important classroom issues is valuable in going through a graduate program while teaching full-time.



by Dr. Cecile Arquette  
Site Coordinator

*A message from Renee Andrews, Principal of Whittier Primary School:*



“Being the principal of a great school such as Whittier has been a wonderful experience. I have worked very hard to get acclimated to my new role as principal while completing my third Master’s degree in Reading. Having a background in leadership and Reading has truly allowed me to be the instructional leader that I want to be and that teachers deserve. Whittier has implemented several new initiatives this year and I have to say that I am very pleased with the progress the staff and students have made. I work very hard to make sure that I am well versed in these initiatives so that I can offer the type of support and guidance that the staff, students, and other stakeholders may need. I am very pleased with the continuing partnership that Whittier has with the Kemper Foundation, Bradley’s Education Department, and especially Dr. Cecile Arquette. This partnership has allowed us to have wonderful student teachers, journal buddies, a number of volunteers, and thanks to Dr. Arquette, a school-wide book-writing project. I am humbled by the outpouring of support from Bradley, and other community members and associations that Whittier and I have received this year. We have had a very successful start to this school year and I look forward to leading this great school and staff for many more years to come!”

**Books, Books Books!** The entire school is participating in a book-writing project, from the STAR pre-school classroom to the 4<sup>th</sup> grade. Children in grades pre-k, kindergarten, and first grade are writing collaborative class books. All other students are writing individual books. This program is courtesy of *Student Treasures Publishing*, a company that provides book kits for students to create professional, hardbound books. There has been no cost to the students or teachers, as each initial book is free. Students and teachers are looking forward to seeing the finished product in December!

**Student Teachers** Whittier continues to open its doors to Bradley education students, providing many a place to observe and practice their own teaching. This fall, three Bradley University students are doing their student teaching field work at Whittier, in one third grade and two second grade classrooms.

**Carly Nelson:** “My experience at Whittier Primary has been wonderful. I am student-teaching in Ms. Anderson-Loy’s 3rd grade class and it is a great place to be! Everyday is different and sometimes a little crazy, but I am learning so much. In math, we created ‘gallon guys and gals.’ Our students enjoyed creating them while learning about measurement. In social studies, we are beginning a unit on Native Americans. Students will be writing a research paper and create a dwelling of the tribe of their choice. I can’t wait to see what our students create!”



with



**Pila Ortiz:** “I have been student teaching at Whittier Primary School this semester. It has been such a wonderful learning experience for me! Whittier has such a positive and welcoming atmosphere, and I am extremely lucky to be student teaching there. My cooperating teacher has been very helpful throughout my entire experience at Whittier. Student teaching can be really stressful, but it has been a rewarding experience. The children really make this a one-of-a-kind experience, and I will miss them so much when I leave in December.”

**Jennifer Weldon:** “I am an elementary education major and Spanish minor at Bradley University, and I plan to graduate in May of 2009. I am originally from Cork, Ireland. Student teaching in the second grade at Whittier has been the most challenging semester of my college career, and I have learned much about myself as a future educator. I have learned the importance of being organized and prepared each day. It is essential to have a plan; moreover, one must be flexible and realize that every day may not go exactly how you want it. I have learned the importance of forming personal relationships based on respect with each of my students. The staff at Whittier is supportive; the overall atmosphere is wonderful. I am so appreciative to be part of a school that is changing in such a positive way!”



**Meet Sun Ligang, Mandarin Teacher**

Sun Ligang, from Shandong province, not far from Beijing, China joins the Whittier faculty as our first-ever Mandarin teacher! He is one of seven Mandarin teachers in District 150, the *only* district in Illinois participating in this program.



At Whittier, Ligang teaches kindergarten through 4<sup>th</sup> grade. Mr. Sun and his wife, Yanhua, have a 14-year-old son, Weiyu. It is hard for Mr. Sun to be away from his home and family for so long, but he says it has been his dream to come visit the United States for a very long time, and that this is a great opportunity for him. When Mr. Sun departed China last summer, it was the first time he had flown or left the country. Since arriving, Ligang has had the chance to learn a lot about the U.S., including our election process, how our public schools run as



well as other aspects of United States culture. When you visit Whittier, stop by to say *nee how* (hello), and ask Ligang if he might teach you a few things about ping pong—he is a highly ranked amateur player!

## Kemper Teaching Academy

by Dr. Heljä Antola Crowe  
Kemper Fellow

### *Learning in the Global Community through Research, Service and Collaboration*

A smörgåsboard of activities was available. International flags were flying from all corners of the globe. There were many speakers at the Kemper Teaching Academy and Center for Research Luncheon on October 30. Students were a major part of the presentations that gave information on activities going on in the different departments.

Lydia's Lounge is part of the Family & Consumer Sciences Department.



Dr. Marti Dallmeyer,  
Bradley  
FCS instructor

Presenting the information was faculty, Marti Dallmeyer and dietetic students that work and run the lounge, Caitlin Ramis, Kathryn Henry, Megan O'Malley, Brittney Novak, Kara Carter, Megan Bowen and Kelly Evola. These students are in FCS 405, Food Service Operations and work in the Lounge as part of their class requirements. Lydia's Lounge is a late night food service located on campus. It is open Friday-Sunday, from 8 pm- 12 am. Through this experience students learn how to do inventory, menu planning, food ordering, restaurant management, marketing techniques, sanitation, how to operate equipment and how to collaborate effectively with other professionals and businesses.



Bradley University Family & Consumer  
Science students.

Presenting for the Nursing Department were, Dr. Bonnie Hinrichsen

and students, Karen Unterreiner and Kelly McCann. Currently, nursing students from Bradley have the privilege of working with Bana Griffith Nursing Home. Students are active with the 300 residents by talking with them and teaching important health information regarding nutrition and exercise and fall prevention. They also head activities with the residents, such as Cardiac and Diabetes Bingo. Through these activities, residents gain important health information that affects them directly and how to get socially involved in their communities. They also work with residents on Files for Life, where they talk with residents about safety and assist them with writing down important health information and phone numbers to post in their homes, in case of an emergency.



Dr. Bonnie Hinrichsen, Bradley Nursing  
Instructor and Bradley students.

Dr. Nancy Sherman, who is an instructor in the Educational Leadership & Human Development Program gave a video presentation on her sabbatical teaching experience in Romania. Dr. Sherman is currently conducting research

and teaching a Career Counseling Class.

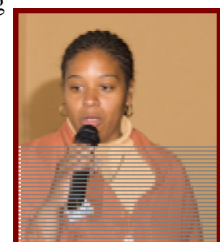
Dr. Dawn Hall from the Physical Therapy Department is currently exploring possibilities for the department. She is currently working on looking into studies abroad and medical missions for the Masters in Physical Therapy Program. Currently there is a possibility of having a 6-week program in Denmark. Dr. Hall is also waiting on the approval of a grant she wrote that would enable undergraduate, Health Science students, to study abroad in London, in January 2009.



Dr. Heljä Antola Crowe  
ETE Instructor

Dr. Heljä Antola Crowe and Dr. Bob Wolffe, from Teacher Education, presented their project on Cross-Cultural Collaboration. Bradley collaborated with Jeff Adkins-Dutro and English class at Manual High School and with Laura Robinson, Katariina Mansikkaniemi and American Studies course students at Lumo High School in Finland. The project was to provide support services for students in both high schools and for them to become more aware of cultural differences and build a stronger knowledge base in social

studies and the need for international awareness. A grant was written to allow Manual High School students to pair up with students from Lumo High School in Finland allowing them to email each other and eventually meet face-to-face in Peoria participating in numerous activities, presentations and experiences.



Dr. Dawn Hall  
PT/HS Instructor



(continued on page 8)

(Kemper Teaching Academy continued)

Thoughts written by those who attended the Kemper Teaching Academy...

*“Going to new places makes me aware of my own egocentrism.”*

*“To be aware of someone else’s culture, really aware, is to share experiences and tasks.*

*“Recognize the potential of all.”*

*“Willingness to listen, learn, and explore individual culture.”*

*“Respect similarities and differences.”*

*“Celebrate everyone!”*

*“Open mindedness!”*

*“Compassionate about ALL human beings differences among us.”*

*“Open to new experiences – taking risks to learn.”*

*“Global thinking requires: acknowledging one’s own ego, recognizing we all have basic needs, realizing peace begins in one’s own home, and willingness to learn.”*

*“Joy, Humility, Support, Openness, Tenderness, Patience, Laughter, Observant, Courageous, Persistent, and Open-Minded.”*

*“Learn more about diversity.”*

*“To learn how other people see their country and your country.”*

*“Similarities, Languages, Body Language, Curiosity, Interest, Empathy, Acceptance, Sharing, and Tolerance.”*

*“Knowing people from other countries helps me to know that we are not so different after all!”*

*“One must be open to all ideas and experiences.”*

*“There is much to be learned about other counties’ histories and cultures.”*

## Professional Development Schools

### Valeska Hinton Early Childhood Education

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