

Chapter 20

New Activities, Adventures, and Exchanges: 2014-2015

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The 2014-2015 academic year brought new professional development school (PDS) activities, adventures, and exchanges featuring varied clinical experiences, professional development opportunities, classroom outings, annual conferences, and the annual Bradley PDS Partnership Spring Celebration. Dr. Jana Hunzicker continued to lead the Bradley PDS Council as the Kemper Fellow. As the College of Education and Health Sciences' new licensure officer and clinical coordinator, I, Jane Cushing, was new to the council along with Dr. Jenny Tripses and Kemper graduate assistant Amanda Inoa. We joined returning council members Dr. Bob Wolffe and Sally Miller.

Eight PDS sites continued as the focus for the partnership during 2014-2015. Dr. Wolffe served as the Bradley PDS site coordinator for Manual Academy, Roosevelt Magnet School, St. Mark School, and Trewyn K-8 School; and Dr. Tripses served as Bradley PDS site coordinator for Glen Oak Community Learning Center, Harrison Community Learning Center, Valeska Hinton Early Childhood Education Center, and Whittier Primary School. Again during fall 2014, each Bradley PDS site received \$300 each to spend on supplies for teachers and students based on current needs. At Valeska Hinton and Whittier, books were purchased for students, while Glen Oak opted for P. E. and playground equipment. To support student engagement in the classroom, Roosevelt chose to purchase Kagan Publishing smart cards, and Trewyn decided to inspire its teachers by purchasing copies of Simon Sinek's book *Start with Why: How Great Leaders Inspire Everyone to Take Action* (Sinek, 2011). Manual, Harrison, and St. Mark used their PDS supply funds to purchase behavioral incentives for students, including small trinkets, school supplies, and \$5.00 Walmart gift cards. Additionally, each school received a large Bradley University banner, five smaller Bradley pennants, and a schoolwide supply of red Bradley pencils to remind students what their futures might hold.

"[The Bradley PDS Partnership] serves as a good model for the broader community, demonstrating how collaboration, inquiry, and accountability can benefit students in all schools."

~ Dr. Noreen Dillon, Principal,
St. Mark School, fall 2016

Classroom Management Support

During 2014-2015, multiple Bradley PDS projects focused on classroom management. In response to planning discussions with the Bradley PDS principals early in the year, Dr. Hunzicker and I, both former principals ourselves, led a series of professional development sessions on effective classroom management strategies for teachers at Roosevelt and St. Mark. In addition to viewing and discussing videos on assertive discipline, participating teachers shared their classroom management challenges and received specific feedback and suggestions from everyone present, including tips for addressing specific issues and organizing physical classroom spaces. Between sessions, teachers tried out new strategies and reported back at the following meeting. A favorite at St. Mark was five finger voting as a reflect-and-check technique.

Members of the Bradley PDS Council also offered classroom management support to new teachers at Glen Oak during fall 2014. Dr. Tripses, Dr. Wolffe, Dr. Hunzicker, and I observed 11 new teachers in their classroom settings, and then met with each one individually to offer feedback based on Charlotte Danielson Framework Domain 2: Classroom Management (Danielson, 2013). Once the individual observations and follow up meetings were completed, the Bradley mentors and Glen Oak new teachers met as a large group to discuss insights gained and share ideas for incorporating new strategies.

Addressing classroom management from a different angle, Bradley's STRETCH (Students Ready to Make Change) group continued to speak out against bullying and to promote acts of kindness among students. Members created interactive presentations about what to do if situations of bullying arose, who to contact for assistance, and how to integrate acts of kindness into daily routines. During the fall 2014 semester alone, 15 STRETCH presentations were made at St. Mark, Manual, and other area schools.

Focus on English Language Learners (ELL)

With the current importance of learning and teaching English as a second language (ESL) in schools, Bradley's PDS partnerships took advantage of the opportunity to give teacher education students hands on experiences in local classrooms. At Glen Oak, Rosa Lopez's kindergarten and first grade students and Anthony Ortiz's second grade students partnered with Bradley teacher candidates taking ETE 235: Methods of Teaching English Language Learners (ELL) with Dr. Heljä Antola Crowe. Throughout the spring 2015 semester, they designed activities for children and reflected on their learning. With each visit, the Glen Oak and Bradley partners engaged in activities supporting language learning, content, and celebrations of being together through music and games. In April 2015, at the Bradley PDS Partnership Spring Celebration, Bradley teacher candidates Roxanne Parks and Sarah McGrail co-presented a roundtable discussion about the partnership with Dr. Antola Crowe, Ms. Lopez, and Mr. Ortiz.



Sarah McGrail worked with kindergarten students in Mrs. Rosa Lopez' classroom at Glen Oak during the spring 2015 semester.

In addition to helping Bradley teacher education majors develop techniques for teaching English language learners, the Bradley PDS partnership was able to

help Manual students understand the value of being bilingual. During fall 2014, Manual ELL teacher Kristen Bailey contacted Bradley's Department of Teacher Education to find someone who could help show her students the advantages of being bilingual speakers. She explained, "I really want them to realize the opportunities they have if they take advantage of their bilingualism. I want to expose them to other Latinos/as that are making their dreams come true. Most of my students have never known anything but poverty. I really would like to change that" (*Bradley PDS Partnership Post*, Spring 2015, p. 8). So began a conversation between Ms. Bailey and Dr. Cecile Arquette. In April 2015, Manual's ELL students were able to form connections with Chicas, Bradley's Latina service sorority, Association of Latin American Students (ALAS), and Society of Hispanic Professional Engineers (SHPE) when the Bradley students visited Manual, and then the Manual students visited Bradley. The visiting Manual students were matched with Bradley students who shared similar interests. Together, they toured the campus as the college student mentors talked about their majors, how they ended up at Bradley, and what campus life was like. As a result of the experience, Bradley's Latino/a organizations made a commitment to continuing their collaboration with Manual.

Student Health and Well-being

Although many PDS partnerships across the country focus largely on teacher education, the Bradley PDS Partnership was always unique in incorporating many other disciplines and departments. During the 2014-2015 academic year, Bradley nursing majors enrolled in Dr. Kelly Schwend's NUR 407: Community Health Practicum course provided a variety of health-related activities for St. Mark and Trewyn students. In addition to four school nursing internships at St. Mark, Bradley nursing majors provided healthcare services and gave interactive presentations on health-related topics by implementing a pediatric health and safety fair that included stations on topics such as safe trick-or-treating and how to be a buddy instead of a bully. Nursing students, Brendon David and Kaitlin Kosman, who wrote a newsletter article about their many PDS projects for the fall 2014 *Bradley PDS Partnership Post*, reflected:

We implemented best practices by educating children in a manner that was both realistic and fun. We formally taught the students, but they undoubtedly taught us more. They taught us not only to be better nurses, but also to be better people in serving the students in our community (p. 16).

Also during 2014-2015, St. Mark hosted students from Dr. Claire Etaugh's PSY 341: Undergraduate Practicum: Child Study Center course, a practicum designed to give students authentic experiences with preschool students; and graduate-level dietetic interns completed clinical rotations at Harrison and Manual. The dietetic interns worked in each school's on-site health clinic to provide nutrition education and counseling.

In October 2014, Bradley students enrolled in Dr. Teresa Drake's FCS 203: Health, Safety, and Nutrition course also visited



Bradley nursing students taught St. Mark first graders about pedestrian safety at the St. Mark Pediatric Health and Safety Fair in October 2014.

Manual's on-site health clinic, where nurse practitioner Mariola Kabat and mental health therapist Anji Campbell described the health services offered at the school as well as challenges faced by their student population. Following the field trip, family and consumer sciences major Emilee Myers said, "I really liked learning about the different on-site resources the students had. I also appreciated how much everyone seemed to really care about the students and the work they were doing" (*Bradley PDS Partnership Post*, Fall 2014, p. 10). In November 2014, Pamela Rumba, Trewyn's full service community schools resource coordinator, visited Bradley's FCS 203 class to speak about how students overcome challenges with the help and support of the community. Her presentation was so dynamic and touching to students that the following semester, several of them contacted Mrs. Rumba to set up their service learning project for FCS 246: Family Systems and Applications. Through this project, the family and consumer sciences majors implemented a half-day health fair with interactive learning stations on physical fitness, environmental health, nutrition, and personal hygiene.



Bradley teacher education majors engaged St. Mark students during the Literacy Fiesta in October 2014.

During the spring 2015 semester, retail merchandising students enrolled in Dr. Magdalene Sas's FCS 246: Family Systems and Applications course also implemented Bradley PDS projects at Trewyn. At the school's career week fair, fourth through eighth grade students gained insight from Bradley students into possible careers in the retail industry. The presentation was so successful that Trewyn invited the students back for a second presentation for younger students where they introduced the color wheel and used hands on activities to encourage the children to apply the information to their own fashion choices.

Arts and Culture

Even the arts were represented in the various PDS projects that took place at Bradley's PDS sites during 2014-2015. The literacy fiesta, held at Westlake Hall in October 2014 for St. Mark students, included music, dancing, and educational activities created from children's literature. The fiesta kicked off with a group dance, followed by visits to stations where St. Mark students worked with Bradley teacher education majors to complete a variety of literature-based activities. Bradley teacher education majors also visited St. Mark to observe and assist with art lessons as part of ETE 199: Art in the P-8 Schools. Some of the projects were displayed during the second annual St. Mark Fine Arts Fair, a student art show that featured two-dimensional, three-dimensional, and performance-based art.

Renewed Kemper Funding

In November 2014, as we wrote a new PDS grant proposal to the William T. Kemper Foundation-Commerce Bank, Trustee, the Bradley PDS Council hosted a stakeholders dinner meeting to discuss strengths, limitations, and new possibilities for the Bradley PDS Partnership. During the two-hour event, Bradley PDS teachers and principals, Bradley faculty and student teachers, and district-level representatives had the opportunity to share

their insights and opinions about the partnership and envision plans for its future. Participants expressed ideas such as increasing collaboration between Bradley's PDS sites, sharing professional development offerings and courses, and better aligning and incorporating district-wide curriculum and instructional initiatives with Bradley PDS projects and initiatives. Following this interactive and inspirational meeting, one Bradley PDS principal commented:

I truly enjoyed my time getting to see all the partners and brainstorm. Thank you for the wonderful opportunity to meet on Bradley's campus and see what an amazing impact you and the University are having on Peoria Public Schools and Bradley and all our students! (*Bradley PDS Partnership Post*, fall 2014, p. 6).

In February 2015, Bradley received word from the William T. Kemper Foundation-Commerce Bank, Trustee that a new Kemper PDS grant had been awarded. In the spring 2015 *Bradley PDS Partnership Post*, College of Education and Health Sciences dean Dr. Joan L. Sattler stated, "I thank the William T. Kemper Foundation and Commerce Bank Trustee



(L to R): Dr. Jenny Tripses, Emily LaValle, Dr. LaToy Kennedy, and Dr. Cindy Brubaker discussed strengths of the Bradley PDS Partnership at the stakeholders dinner meeting in November 2014.

for having faith and trust in me and our College leadership of this project over the years" (p. 1). We were all very pleased, of course, but we soon learned that the 2015-2016 term of Bradley's Kemper grant would be our last. With gracious two-year notice, the Kemper Foundation let us know that it was time for our long-term funding relationship to end. With this sad reality in mind, the Bradley

PDS Council began thinking about how to proceed during the final two years of the grant, as well as how to plan for the future.

Sharing Bradley's PDS Work

In addition to the many PDS projects and school initiatives that took place during the 2014-2015 academic year, the Bradley PDS Partnership continued to provide opportunities for conference attendance as well as support for presentations to showcase the important work we were accomplishing. On November 7, 2014, Bradley hosted the Illinois Association of Teacher Educators (IATE) Fall Conference in Westlake Hall, making it very convenient for the Bradley PDS Partnership to sponsor the conference attendance of 19 teachers and



(L to R): Dr. Suzanne Lee, Timika Rutherford, Carolyn Faulkner, Fabian Daniels, and Lynn Lane enjoyed the Illinois Association of Teacher Educators (IATE) Fall Conference at Bradley in November 2014.

administrators from Bradley PDS sites, 32 Bradley student teachers, and eight Bradley faculty and professional staff. In addition, 42 Bradley students, professors, and representatives from Bradley's eight PDS sites presented at the conference. The Bradley PDS presentations included "Weekend Snack Packs: Collaboration between School, Church, and Community to Provide a Weekend Snack and Much More to So Many" by Kathy Cobb, Kary Boerger, Karen Anderson, and Dr. Tripses and "Peoria District 150 Successes with Positive Behavior Intervention Systems (PBIS)" by Doug Atkins, Anna Rose, Renee Andrews, Timika Rutherford, Katie Powers, Carolyn Faulkner, Fabian Daniels, Kevin Causley, Kary Boerger, and Dr. Tripses. In addition, an associate superintendent, principal, and human resources specialist from neighboring schools led a panel discussion for Bradley's student teachers titled "Techniques, Tips, and Effective Approaches for Gaining Employment." As a result of the session, pre-service teachers gained a great deal of information and insight about their profession. One Bradley student teacher commented afterward, "My favorite part of the conference was hearing about interview tips and tricks," and another one wrote, "The panel on resumes and interviews answered questions I didn't even know I had!" (*Bradley PDS Partnership Post*, fall 2014, p. 2).

In March 2015, five Bradley faculty and professional staff members presented two different breakout sessions at the tenth annual PDS National Conference in Atlanta, Georgia. "The History and Progression of Manual Rounds: A Structured Peer Observation Process for Teachers in Urban School Settings," co-presented by Dr. Hunzicker, Dr. Wolffe, Dr. Tripses, Dr. Patricia Chrosniak, and me, described the development of Manual Rounds over the previous four years from various stakeholder perspectives. "A Partnership Approach to Enhance Social Studies Instruction," presented by Dr. Wolffe, described a classroom partnership he developed for his ETE 335: Methods of Teaching Social Studies K-8 course in which Bradley pre-service teachers planned instructional units that were then implemented by teachers at Bradley PDS sites. Both 45-minute breakout sessions were very well attended.

"We are fortunate to have the resources to attend this national conference each spring. It allows us to share our successes, gather new ideas, and meet other PDS stakeholders from across the country."

~ Dr. Jana Hunzicker, Kemper Fellow, spring 2015

The year concluded with the Bradley PDS Partnership Spring Celebration showcasing Bradley's eight PDS sites and many of the PDS projects and initiatives that had occurred. As a special feature of the 2015 Spring Celebration, all eight Bradley PDS sites decorated

tables to highlight their schools. Poster presentations and roundtable discussions covered a variety of topics including education Teacher Performance Assessment (edTPA), STRETCH (Students Ready to Make Change), and the importance of fine arts in the elementary curriculum. Participants were also able to enjoy refreshments and receive door prizes. As sophomore secondary education English major Jace Mansfield put it, "The Bradley PDS Partnership Spring Celebration was a great event for anyone interested in learning more about the Bradley PDS schools. Each presentation was great, and I cannot wait to attend again next year!" (*Bradley PDS Partnership Post*, Spring 2015, p. 2).

In all, the 2014-2015 academic year brought new activities, adventures, and exchanges for Bradley and its PDS partners. By May 2015, the Bradley PDS Council was already looking ahead to plans for the next academic year.



References

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