

Chapter 4

A Time of Rapid Growth: 1998-1999

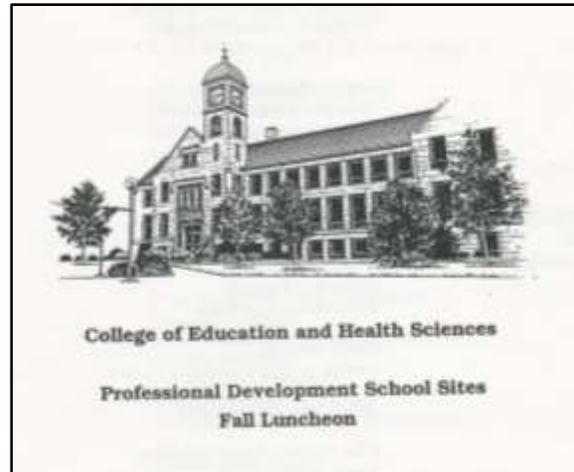
**Dr. Rosalyn Anstine Templeton, Chief Operating Officer,
Research and Recognition Project, Inc.**

During the 1998-1999 academic year, the Kemper Executive Committee spent a great deal of time moving Bradley University's professional development schools (PDS) partnerships forward. During the fall 1998 semester, I, Dr. Rosalyn Anstine Templeton, continued as the second Kemper Fellow and as chair of the committee. Bradley PDS site coordinators were Janet Jackson for Georgetowne Middle School, Dr. Therese Kiley for Valeska Hinton Early Childhood Education Center, Dr. Celia Johnson for C. B. Smith Primary School, and Dr. Heljä Robinson for Manual High School. Monica Mueller served as the Kemper secretary.

The year began with a visit from representatives of the William T. Kemper Foundation. In notes compiled about Bradley PDS activities during the 1998 spring and fall semesters, the following description was written:

A luncheon was hosted by CEHS on August 26, 1998 for the following individuals involved with the William T. Kemper Foundation Grant: Joe Henderson, President, Commerce Bank, Peoria and Bloomington; Kathy Zundel, Program Officer Charitable Contributions, Commerce Bank in St. Louis; and Art Oakford, Program Officer, Commerce Bank in Peoria. Bradley individuals attending luncheon were as follows: Joan Sattler, Dean of College of Education and Health Sciences, Rosalyn Templeton, William T. Kemper Fellow, Barbara Penelton, Chair of the Department of Teacher Education, and Barbara Brown, Director of Development, EHS (Activities Update, n. d., para. 1).

In a follow up letter to Kathy Zundel on September 1, 1998, Dean Sattler wrote, "Thank you for taking time to have lunch with us on campus last week. It was wonderful to see you again, and it is always a pleasure to talk about the success of the Kemper Fellowship!" (para. 1).



Three Challenges

In the weeks following the luncheon, the Kemper Executive Committee identified three main challenges for the year: 1) How to involve Bradley's four PDS sites in more active, two-way roles in the partnership, 2) How to expand the PDS partnership beyond individual schools and into each districts' central office, and 3) How to collaboratively place Bradley students into clinical experiences and internships at Bradley's PDS sites, particularly students from departments such as counseling, nursing, and physical therapy. We also continued work on several tasks started the previous year, such as creating a PDS manual, finishing the comprehensive integrated services model, and multiple research projects.

To address the first challenge, the committee brainstormed options to increase mutual involvement with our school partners. We decided that having more PK-12 (pre-kindergarten through high school) teachers taking college classes and involving university faculty from all College departments in Bradley PDS projects and initiatives was a great first step. To address the second challenge, we reached beyond our partner schools to personnel at each district's central office. We anticipated that informing district curriculum developers, grant writers, administrators, and other significant personnel about the accomplishments in their Bradley PDS sites would develop a sense of ownership of and help with resources. To this end, we invited central office personnel from the school districts to the 1998 Fall Luncheon to celebrate their PDS accomplishments.

To address the third challenge, we turned to Mrs. Jackson, the new Bradley PDS site coordinator for

Georgetowne. While Bradley's teacher education clinical coordinator, Dr. Starr Hull, was able to place student teachers at Bradley's four PDS sites, placing students from Bradley's health sciences departments remained a real challenge. But during 1998-1999, Mrs. Jackson was able to place Bradley nursing student Wendy Kooken at Georgetowne for a year-long community health rotation. During fall 1998, Ms. Kooken and Mrs. Jackson worked with Phyllis Glazier to facilitate small group sessions on coping with stress and anger in Georgetowne physical education classes. During spring 1999, Ms. Kooken worked with

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During spring 1999, a resource manual on health topics was created for Georgetowne teachers.

Bradley's Dr. Carol Gard to develop a resource manual on health topics for Georgetowne teachers.

Professional Development and PDS Projects: Fall 1998

Teachers' professional development remained a priority of the partnership during 1998-1999. Results from a professional development interest survey administered early in the year showed that teachers at Bradley's PDS sites wanted to know more about critical and creative thinking, cultural and societal diversity, activities for literacy competence, computer learning centers, involving parents, promoting self-esteem, and planning for student success. Several workshops for teachers such as "Implementing Goals 2000," "Brain Friendly Classrooms: Attention, Memory, Emotions, and Active Learning," and "Learning to Read and Write: Developmentally Appropriate Practices for Young Children" were provided by various Bradley faculty including Dr. Kiley, Dr. Robinson, Dr. Bob Wolffe, and Dr. Jean Marie Grant.

In addition to workshops focused on involving parents, several PDS projects during the 1998-1999 academic year focused on family involvement. In November 1998, Valeska Hinton offered a loving and learning night for parents that focused on building family traditions. In October 1998, Manual instituted the inaugural MHS report card pick-up event for parents, and in December 1998 Manual hosted a holiday social for parents that included games, art activities, raffles, and food. At C. B. Smith, school counselor Craig Stickling and Dr. Johnson worked throughout the year to create a parent involvement plan to be implemented by the school's newly-hired parent liaison.

Other Bradley PDS projects during 1998-1999 focused more on students. Bradley's ETE 443: Early Childhood Assessment pre-service teachers were paired with teachers at C. B. Smith for a schoolwide reading project. The Bradley pre-service teachers aligned reading goals and objectives within the curriculum with assessment and presented the results to each participating teacher. Also at C. B. Smith, Principal Cindy Werner and Dr. Johnson taught "I Care" lessons for all students in the school based on the book *Peacemaking Skills for Little Kids* (Schmidt & Friedman, 1993).

"Anticipating that the Kemper Project would continue to evolve, the Kemper Executive Committee agreed that the handbook would be an adaptable document that would change over time as needed."

~ Dr. Rosalyn Anstine Templeton, Kemper Fellow 1997-1999

Model was finalized and the committee voted. Additionally, what started as the PDS Manual



Handbook and approved in December 1998, with the Comprehensive Integrated Services Model gracing the cover. Anticipating that the Kemper Project would continue to evolve, the Kemper Executive Committee agreed that the handbook would be an adaptable document that would change over time as needed.

Spring Semester 1999

The Kemper Executive Committee had a productive fall 1998 semester, further developing Bradley's Kemper PDS partnership. In December 1998, I passed the baton to the third William T. Kemper Fellow, Dr. Theresa J. Kiley, to continue leading Bradley's PDS work. In January 1999, when Dr. Kiley stepped into the role of Kemper Fellow, Dr. Jean Marie Grant became the Bradley PDS site coordinator for Valeska Hinton. Mrs. Jackson, Dr. Johnson, and Dr. Robinson continued as Bradley PDS site coordinators for Georgetowne, C. B. Smith, and Manual, and Monica Mueller continued as the Kemper secretary.

The spring 1999 semester was guided by four overriding PDS goals: 1) To support student learning, 2) To prepare educators, 3) To provide professional development, and 4) To promote research and inquiry for the purpose of improving practice. In addition to goal setting, the Kemper Executive Committee began thinking about measuring the outcomes of Bradley's PDS efforts. In the March 1999 *Keeping Current with Kemper* newsletter, Dr. Kiley wrote:

Documentation of your efforts is a critical dimension of our partnership that I would like to emphasize during my tenure as the William T. Kemper Teaching Excellence Fellow. You'll be hearing more about assessment and documentation in the upcoming months (p. 1).

With measuring outcomes in mind, Bradley's PDS work continued at a rapid pace.

Focus on Technology

The spring 1999 semester was characterized by a focus on technology. In February 1999, the Kemper Executive Committee began designing the first Kemper webpage, which would include information about each Bradley PDS site, the Kemper Teaching Academy, and updates from the *Keeping Current with Kemper* newsletters. The spring 1999 activities of the Kemper Teaching Academy were also technology-focused. In February 1999, members of the Kemper Teaching Academy attended a seminar by Barbra Kerns that introduced PowerPoint, and in March 1999, Bradley curriculum and instruction graduate student Michael Alm presented his CD-ROM portfolio creative productions project. In addition, technology teams led by Dr. Wolffe, Dr. Grant, and Dr. David McMullen were formed to assist

William T. Kemper Teaching Academy Favorite Websites	
www.aacte.org	American Association of Colleges for Teacher Education
Accesseric.org/81	ERIC: Educational Resources Information Center
Acs.ucalgary.ca/~dibrown/authors.html	Children's Literature Web Guide
Alta.vista	Search Engine
Amazon.com	Order Books and More
Art.net/links	Art on the Net
Aacd.org	Association for Supervision and Curriculum Development
cdc.gov/	Centers for Disease Control and Prevention
Chicagohs.org	Chicago Historical Society
Csun.edu	California State University, Northridge
Cybertown.com	The Cybertown Time Machine
Disney.go.com	The Website for Families
Edright.org	American Dietetic Association
Egyptology.com	All About Egypt
Eskimo.com/~user/kids.html	Gifted Resources Home Page
Fda.gov	Food and Drug Administration
Genealogy.tbox.com	The Genealogy Tool Box
Georgetown.edu	Kennedy Institute of Ethics-Georgetown
Hoss	High Point Software Services
healthfinder.gov	Health Finder
healthweb.org	Health Web
Inkspool.com	The Writer's Resource
isbe.state.il.us	Illinois State Board of Education
Levi.com	Shop Online With Levi
NaeYC.org	National Association for the Education of Young Children
Nbpts.org	National Board for Professional Teaching Standards
nlm.nih.gov	National Library of Medicine
Nrf.com	National Retail Federation
Nctm.org	National Council of Teachers of Mathematics
Dh.dhs.gov	Department of Health and Human Services
Sears.com	Explore the Many Sides of Sears
Sos.state.il.us	Secretary of State Archives
State.il.us	Illinois Historic Preservation Agency
Vh.org	The Virtual Hospital

Kemper Teaching Academy members with their technology goals. One outcome of the teams was a collective list of favorite websites that was distributed to all Kemper Teaching Academy members.

Our focus on technology extended to one Bradley PDS site that spring. At Valeska Hinton, an all-school, hands-on workshop about troubleshooting computer problems was held in March 1999. Addressing the use of digital cameras, CD-ROMs, printers, laser disc players, and scanners, workshop presenters included Dr. Grant, Susan Blasco, Maxene Harris, Jan Greene, Cheryl Peck, Kathy Steinheimer, and Terry Kohlmeier. Following the March workshop, the Valeska Hinton staff spent the next two months developing student standards in technology.

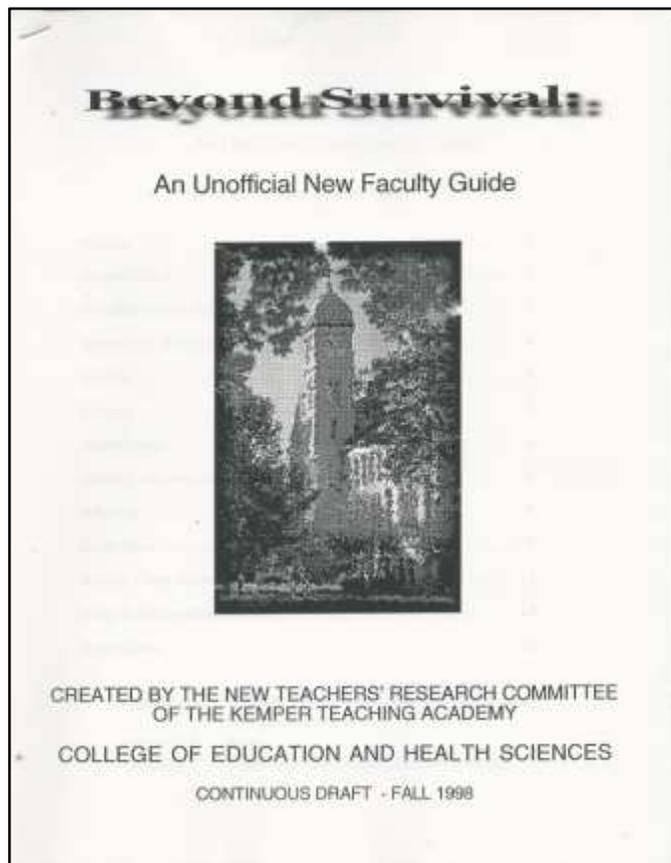
Promoting a Two-Way Partnership

During the spring 1999 semester, the Kemper Executive Committee continued to make progress toward actively involving Bradley's four PDS sites at both the school and district levels. In February 1999, Ruthie Hamer from Manual visited Bradley's ETE 280: Exploring Diversity: Learners, Families, and Communities class to discuss the challenges of teaching in urban school settings; and the same month, representatives from Manual and Dr. Jeannie Williamson from Peoria Public School District 150 met with several College faculty on Bradley's campus to make plans for working together more closely during the 1999-2000 academic year.

Also during spring 1999, Bradley's Department of Teacher Education crafted a special degree completion program in curriculum and instruction that was "tailored for the residents of the Peoria area whose occupation or family responsibilities restrict their ability to travel outside the area to obtain a master's degree and who are only able to attend on a part-time basis" (memo to Pat Kellogg from Dr. Therese Kiley and Dr. Rita Jensen, May 6, 1999). An informational meeting about the special degree completion program was held at Valeska Hinton on May 25, 1999.

The Fruits of our Efforts

By the end of the 1998-1999 academic year, the fruits of Bradley's PDS efforts were beginning to bloom. The Kemper Teaching Academy research and professional development teams formed during the preceding year continued work on their projects, and by spring 1999 two scholarly paper proposals had been accepted for presentations at the 1999 American Educational Research Association's (AERA) Annual Meeting in Montreal, Canada. "Pondering the Possibilities: Can PDS Partnerships Improve Learning Environments?" and "Examining the School Environment in an Evolving PDS" were presented by Dr. Johnson, Dr. Larry Kellerman, Dr. Mary Ann Manos, Dr. Guofang Wan, Dr. Starr Hull, and me. In addition, in April 1999 "Beyond Survival: An Unofficial New Faculty



Guide" was informally published and distributed by Professional Development Team Four of the Kemper Teaching Academy. Members of the 1998-1999 team were Betty Church, Dr. Peggy Flannigan, Dr. Grant, Dr. Linda Lyman, and Dr. Nancy Sherman.

The 1998-1999 academic year was a time of rapid growth. Early in the year, the Kemper Executive Committee addressed three specific challenges and made progress toward overcoming each one. Throughout the year, Bradley's PDS site coordinators provided professional development and helped to increase parent involvement and student learning at Bradley's four PDS sites; and College faculty actively engaged in their own professional learning and research, especially in the areas of technology and school learning environments. Although we were only three years into Bradley's Kemper Project, a strong foundation had been laid for ongoing and meaningful partnerships with area schools.

Reflections on my PDS Experiences

Dr. Celia E. Johnson, Professor, Department of Teacher Education

In the 1990s, C. B. Smith in Pekin was one of our first PDS sites. I was the site coordinator there and had wonderful experiences. One of the things I truly enjoyed about our program and support through Kemper was the fact that it involved the whole College of Education and Health Sciences. We had monthly meetings for the purpose of helping faculty to collaborate across departments to work on scholarly projects. We would work in our groups on a research project or do some other project that would support our progress on the tenure and promotion journey. I remember working with Dr. Rosalyn Anstine Templeton on research using the School-Level Environment Questionnaire (SLEQ) to determine how the teachers perceived their school environment and how they would prefer their school environment. The results were used to create schoolwide action plans to bring the two perspectives closer together. Some of this work resulted in publications, and some projects were presented at conferences.

I remember the Kemper Executive Committee created a speaker's bureau. We signed up for topics, and teams or partners would facilitate workshops for Bradley's PDS sites. I remember working with Dr. Linda Lyman on a diversity workshop at Valeska Hinton. The teachers all made life-sized portraits of themselves using a color to match their skin; they created their personal color mixing paints from a rainbow of paint colors. The teachers then did a similar activity with the children in their classrooms to celebrate the uniqueness of each person. Amazingly, no one was "black" or "white."

In a related project, Betty Church and I facilitated a workshop at Germantown Hills. The teachers had decided they wanted the school to be more family friendly and welcoming. The teachers were set up in teams and took a silent walk through the school where they were to record what they observed to be welcoming and unwelcoming. They then discussed their observations with their team and made recommendations to improve the physical environment. After sharing with everyone, additional ideas were brainstormed on what needed to happen to create a more family friendly and welcoming atmosphere. They started by taking down a large sign at the office door reading, "STOP! DO NOT ENTER without the proper ID!" It was changed to something on the order of, "Please have identification ready when entering the office."

References

Schmidt, F., & Friedman, A. (1993). *Peacemaking skills for little kids*. Miami, FL: Peace Education Foundation.