

## **Chapter 10**

### **Making Every Moment Count: 2004-2005**

**Janet E. Jackson, Assistant Dean and Professor, Department of Nursing**

Through participation in Bradley's professional development school (PDS) partnerships, preschool, elementary, special education, secondary, and higher education teachers worked collaboratively to support student learning at all levels, prepare education and healthcare professionals, provide professional development and promote research and inquiry to improve practice. What a unique, multi-disciplinary group! Yet, whatever the level of their students, the common thread was that we were all educators. As educators, we recognized moments when situations allowed for new teaching opportunities and took full advantage of those occasions. As the Kemper Fellow during the 2004-2005 academic year, I encouraged all involved to make every moment count!

During the 2004-2005 academic year, the Kemper PDS Project continued to function using the Comprehensive Integrated Services Model. The Bradley PDS site coordinators were Dr. Heljä Antola Crowe (formerly Dr. Heljä Robinson) for Manual High School, Dr. Shari Britner for Roosevelt Magnet School, and Dr. Sherrie Pardieck for Valeska Hinton Early Childhood Education Center. The Kemper Executive Committee consisted of all of the above, as well as Dr. Bob Wolffe as an at-large member and Helen Hagen as our new Kemper secretary. Throughout the academic year, our partner schools continued to provide authentic settings for Bradley students to complete their clinical experiences, and projects at each of the PDS sites remained focused on each school's specific needs.

**"Happy tenth anniversary to the College of Education and Health Sciences' William T. Kemper Foundation Professional Development Schools Project! It is obvious that during the first ten years of the project, those involved made every moment count!"**

**~ Janet E. Jackson, Kemper Fellow, 2003-2005**

#### **Manual High School**

To kick off the year, William Salzman and Kristie Hubbard were congratulated on their new roles as Manual principal and assistant principal. Both had previously served in other capacities at the school. Dr. Antola Crowe and Dr. Wolffe continued to build on programs and projects they had implemented in previous years, such as the college simulation project and Future Teachers of Peoria. In the fall, College of Education and Health Sciences graduate students Angela Rehn, Suzan Crandell, and Pam Roth assisted in the planning and implementation of the college simulation project. Again, the Manual

seniors who participated were fortunate to have Dr. Tim Conley teach two classes on Bosnian literature. Similar to previous years, the Manual students participated in discussion groups and were tested on the material. Later in the semester, they spent a day shadowing a Bradley student on a typical week day. The college simulation project, which continued as part of Manual's Future Teachers of Peoria was also active during the 2004-2005 academic year. Guided by Dr. Antola Crowe, Bradley teacher education majors Keisha Brooks, Victoria Quillen, and Angela Rand developed and presented a workshop for the group titled "The Peace Curriculum" during fall 2004.



During fall 2004, Manual seniors participated in the Bradley PDS college simulation project, first started in 1999.

The Bradley and Manual students participating in Future Teachers of Peoria also attended the Illinois Association for the Education of Young Children (IAEYC) Conference, which was held in Peoria on October 15, 2004. In the spring of 2005, Bradley students enrolled in ETE 280: Exploring Diversity: Learners, Families, and Communities worked all semester with Carl Hendricksen's special education class at Manual on several projects. Overall, students and teachers from both groups recognized how much they had in common despite having various backgrounds. Also during the 2004-2005 academic year, 22 Bradley teacher education majors completed practicum experiences at Manual, Dr. Antola Crowe and Dr. Wolffe participated in the strategic planning processes for both Manual and Peoria Public School District 150, and Manual's Stephanie Long and Sandy Farkash continued to teach classes at Bradley.

### **Roosevelt Magnet School**

At Roosevelt, Dr. Britner coordinated a very productive year, especially in regard to science education. Bradley pre-service teachers benefited from the fact that Dr. Britner served as both the Roosevelt PDS site coordinator and as a university supervisor for Bradley

**"At Roosevelt Magnet, we added the arts to STEM to make STEM + Art. The Kemper PDS partnership made it exciting for our students to work alongside the college students on a very innovative, interactive kinetic sculpture project. For right brained students, this project made learning super fun! It truly was the epitome of science, technology, engineering, math, and the arts being connected."**

**~ Taunya Jenkins, Roosevelt Principal, 2004-2009**

teacher education majors who were completing their student teaching. Dr. Britner's science knowledge also lent disciplinary expertise as she facilitated numerous science projects at Roosevelt. During fall 2004, teacher Andrew Gilmore and Dr. Britner received a \$3,300 faculty-student collaboration grant from Bradley to help

Roosevelt students purchase supplies for their science fair projects. During spring 2005, 50 Bradley teacher education majors enrolled in Dr. Britner's ETE 336: Methods of Teaching Science classes helped the students prepare their science projects and served as judges during the actual event. Mr. Gilmore and Dr. Britner made plans to present their work the following year at the Illinois Science Teachers' Association (ISTA) Annual Conference.

Beyond the Roosevelt Science Fair, Roosevelt teacher and Illinois State University doctoral candidate Valentine Walker completed an internship with Dr. Britner during 2004-2005, working closely with several Roosevelt teachers and the principal to advance the school's science-related initiatives. For example, a \$33,000 Hewlett-Packard grant proposal was developed by Dr. Britner, Mr. Walker, and Lori LePine to integrate math and science instruction with technology. Additionally, Mr. Walker and Toni Frei received a STEM (science, technology, engineering, mathematics) mini grant to design and build kinetic sculptures for Roosevelt's courtyard. In addition to encouraging creative expression, these sculptures demonstrated the science of simple machines. An added bonus of the project was the opportunity to collaborate with Fisher Stolz, Bradley art professor, and his students to develop prototypes for the sculptures.

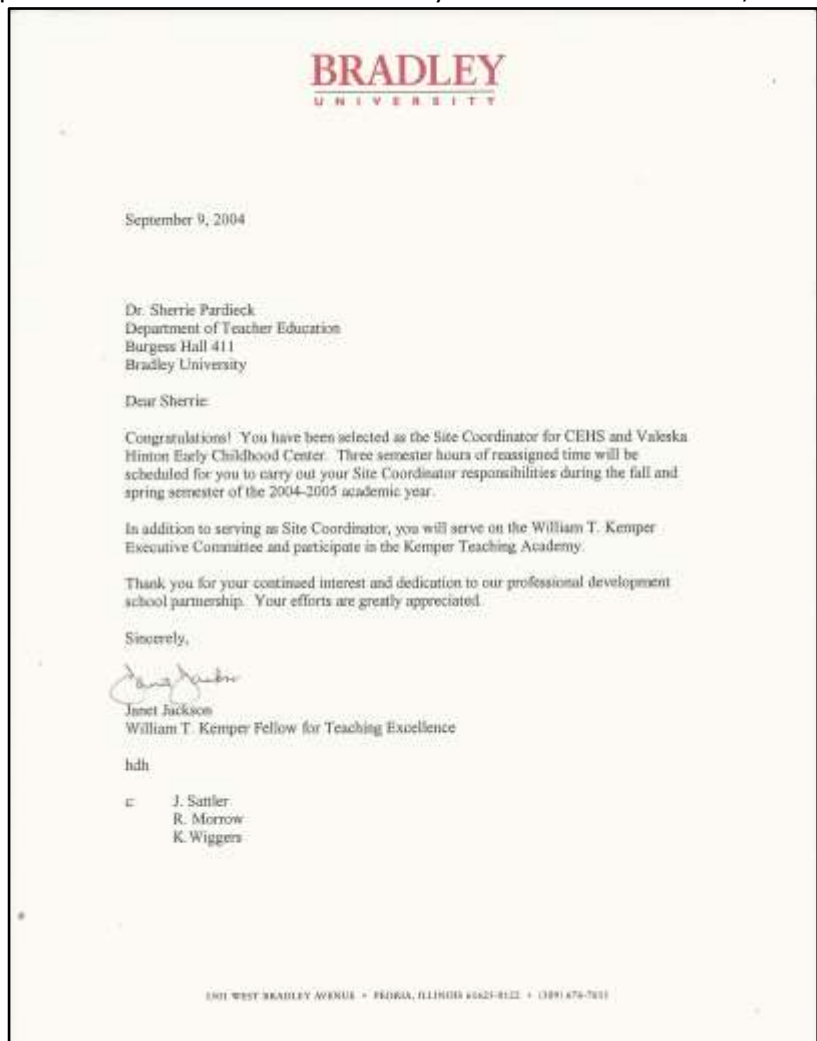
Roosevelt's PDS work did not end there. Other PDS projects that took place at Roosevelt during the 2005-2006 academic year included 29 Bradley teacher education practicum experiences at Roosevelt, a workshop by Dr. Britner titled "Facilitating Parental Involvement in the Schools," a family literacy night during spring 2005, and two presentations to the Bradley Student Education Association (BSEA) by Taunya Jenkins.

### **Valeska Hinton Early Childhood Education Center**

During the 2004-2005 academic year, the faculty at Valeska Hinton welcomed Dr. Beth Bussan as their new principal. As the school's new Bradley PDS site coordinator, Dr.

Pardieck worked with the Valeska Hinton teachers to incorporate teachable moments into their daily activities. A playground was designed by the teachers with the purpose of enhancing learning activities in each of the school's villages. As the new playground equipment was installed, everyone took advantage of teachable moments that occurred due to the installation activity, workers, and machinery. As students' interest peaked, Dr. Pardieck assisted Valeska Hinton teachers in professional development sessions to identify goals, objectives, learning activities, lesson plans, and projects related to the installation as well as to the new playground equipment itself. As a result, many creative teaching and learning activities were enjoyed throughout the year.

There also was a push to further engage the Valeska Hinton community during 2004-2005. To support this effort, Dr. Pardieck participated in faculty meetings where discussions took place regarding community agencies and organizations and how they could impact school issues. Various events were held such as



Grandparents Day and Health and Heritage Day, and a Thanksgiving celebration. On Grandparents Day and Health and Heritage Day, Bradley nursing students conducted blood pressure screenings for family members in attendance. Bradley students and faculty also participated in the pay it forward project on Valentine's Day, where businesses close to the school were invited to a reception for refreshments and discussion about how each community partner could help to enhance the Valeska Hinton curriculum and professional development.

In addition, Dr. Pardieck worked with the Valeska Hinton leadership team to improve the school's work environment by facilitating the schoolwide implementation of the Fish! Philosophy. Developed in 1998 by the Pike Place Fish Market in Seattle, Washington, the Fish! Philosophy focused on four principles: 1) Choose your attitude, 2) Play, 3) Make someone's day, and 4) Be present (Lunden & Paul, 2000).



The 2004-2005 academic year marked the first year the Fish! Philosophy was used to promote positive work environments at Bradley and at Bradley's PDS sites.

The Valeska Hinton staff embraced the philosophy as a means of making a good place to work even better. To support their efforts, Bradley students from the Lewis J. Burger Center for Student Leadership and Public Service conducted a workshop for the Valeska Hinton staff in April 2005 that included many creative sessions related to the Fish! Philosophy's four core principles.

As was the case at the other Bradley PDS sites, there were a number of additional partnership activities that took place at Valeska Hinton during 2004-2005: Thirteen Bradley teacher education students completed practicum experiences at Valeska Hinton, Dr. Pardieck and the Valeska Hinton leadership team submitted a grant proposal to develop a program for gifted children, teachers from Valeska Hinton served on the College of Education and Health Sciences Partners Advisory Board to provide assistance with National Council for Accreditation of Teacher Education (NCATE) accreditation preparation, and Dr. Kevin Finson conducted science workshops that were open to all Peoria Public School District 150 teachers.

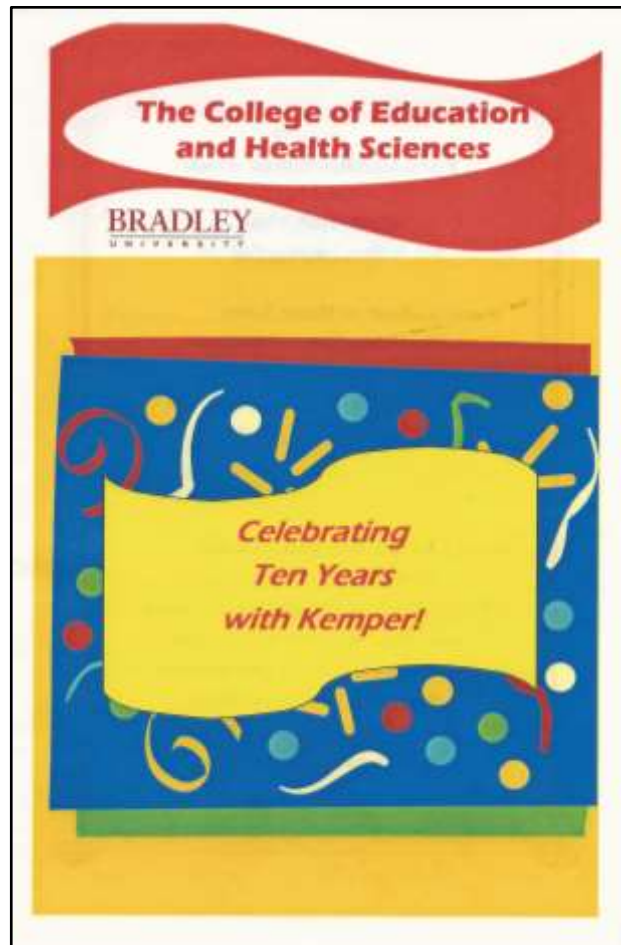
### **Commonalities across Bradley PDS Sites**

Again during the 2004-2005 academic year, all of the Bradley PDS site coordinators were involved in the development of school improvement plans and strategic planning at each Bradley PDS site. As school-university partners, they attended meetings and were available throughout the year to assist with changes, provide resources, and answer questions. At the end of the year, several Bradley PDS principals noted how much they appreciated the expertise the Bradley faculty brought to the table as leadership teams in each school worked through these important planning processes.

Throughout the 2004-2005 academic year, faculty from the College and from Bradley's three PDS sites participated in five Kemper Teaching Academy sessions. In October 2004, "Student-Faculty Collaboration Projects" was presented by Dr. Jobie Skaggs, Dr. Britner, Dr. Molly Cluskey, and Dr. Wolffe. In November 2004, "SOTL: The Scholarship of Teaching and Learning" was presented by Dr. Wolffe and me in conjunction with the College's Anne Griffith Center for Research and Service (CRS). In February 2005, "Creative Teaching makes Smart Students" was presented by Dr. Stacie Bertram, Dr. Erin Devlin, Dr.

Finson, and Dr. Wendy Kookan. In March 2005, "Office of Teaching Excellence and Faculty Development (OTefd) Funding for Student Collaboration Projects" was presented by Dr. Britner and Dr. Wolffe. In April 2005, "Community Collaboration" was presented by a panel of principals from Bradley's PDS sites and representatives from community agencies in conjunction with the Center for Research and Service (CRS). The mix of presenters leading the Kemper Teaching Academy sessions during the 2004-2005 academic year speaks to the cross-disciplinary nature of Bradley's Kemper PDS Project, then and now.

In March 2005, representatives of the Kemper PDS Project delivered two presentations at the PDS National Conference in Orlando, Florida. "Science for All! A PDS Middle School-University Collaboration" was presented by Dr. Britner, Mr. Walker, and Ms. Jenkins to share Roosevelt's many scientific innovations with others. "The Social-Emotional Aspects of Empowering Professional Development School Relationships" was presented by Dr. Antola Crowe, Dr. Wolffe, myself, and Ms. Long to describe the wide variety of PDS projects taking place in Peoria, along with their many benefits. Collaboration between Bradley and the Bradley PDS sites was evident, with educators from both higher education and PK-12 (pre-kindergarten through high school) schools involved in both presentations.



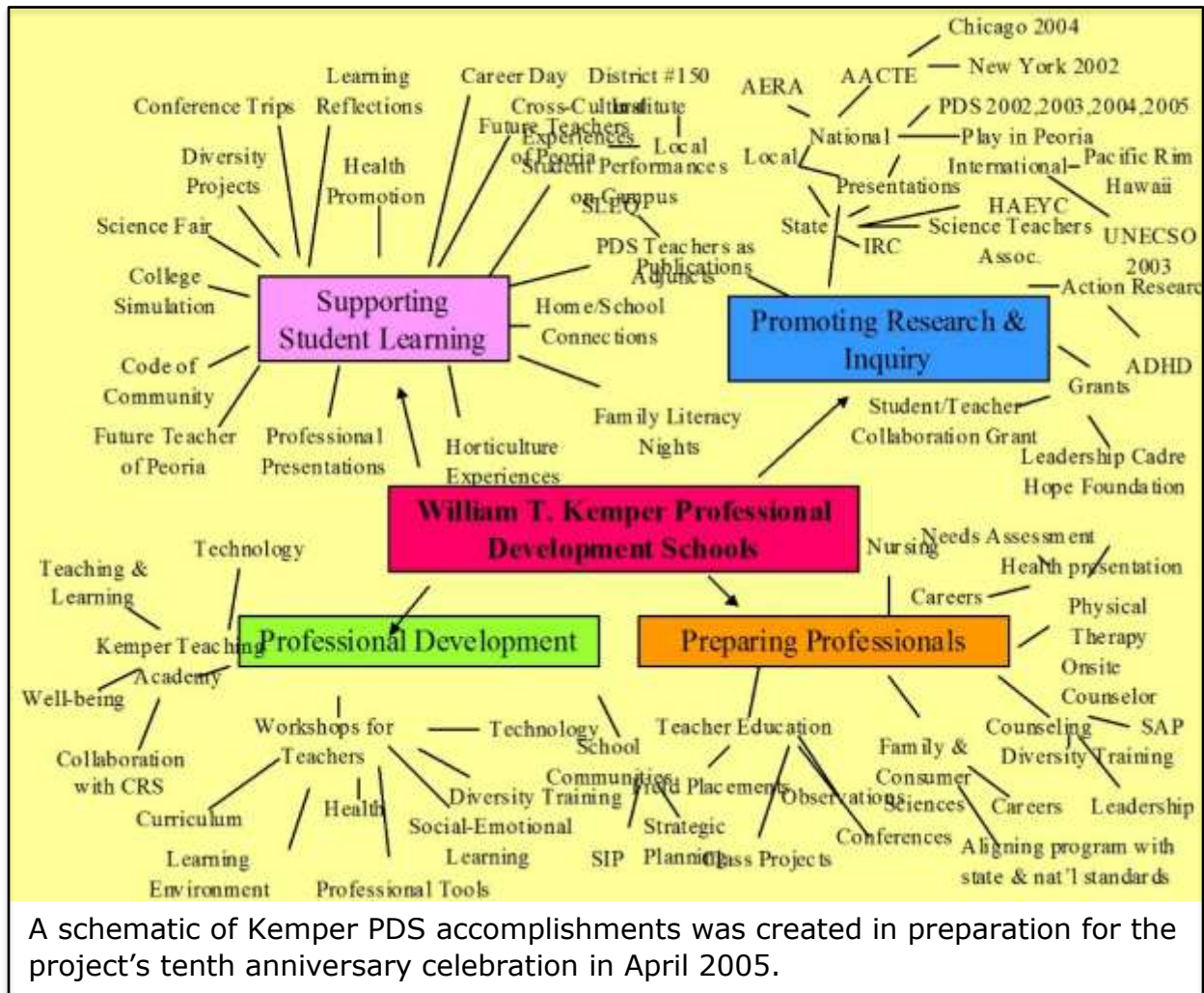
### **Celebrating Ten Years of Kemper**

This 2005 Spring Celebration was very special. On April 27<sup>th</sup>, not only was the 2004-2005 academic year celebrated, but also the tenth anniversary of collaborating with our Bradley PDS sites. It had been ten years since Dr. Lori Russell-Chapin was named the first Kemper Fellow for Teaching Excellence, the Kemper Teaching Academy was launched, and Bradley first solicited applications from area schools interested in becoming Bradley professional development schools. In the spring 2005 *Keeping Current with Kemper* newsletter, I described a moment when Dr. Antola Crowe and I were working on preparations for this special Spring Celebration:

As we prepared for the celebration, the PDS site coordinator for Manual High School, Heljä Antola Crowe and I attempted to draw a schematic of what had been accomplished over the past 10 years. I started with four neat boxes that encompassed our goals. Then Heljä began to draw lines and more lines and more lines. They overlapped, intersected, and connected just as our lives have as we have been involved in the Kemper project (p. 2).

The diagram we created illustrates the wonderful collaborative work that was completed during the first ten years of the Kemper PDS Project, much of which is still ongoing today. Guided by the Comprehensive Integrated Services Model, all of the College's five disciplines came together to meet the goals of the project: 1) Support student learning, 2) Prepare professionals in education and health, 3) Provide professional development, and 4) Promoting research and inquiry for the purpose of improving practice. Happy tenth anniversary to the College of Education and Health Sciences' William T. Kemper Foundation

Professional Development Schools Project! It is obvious that during the first ten years of the project, those involved made every moment count!



### References

Lundin S.C., & Christensen, P.H. (2000). *Fish: A proven way to boost morale and improve results*. Chicago: Hyperion.