

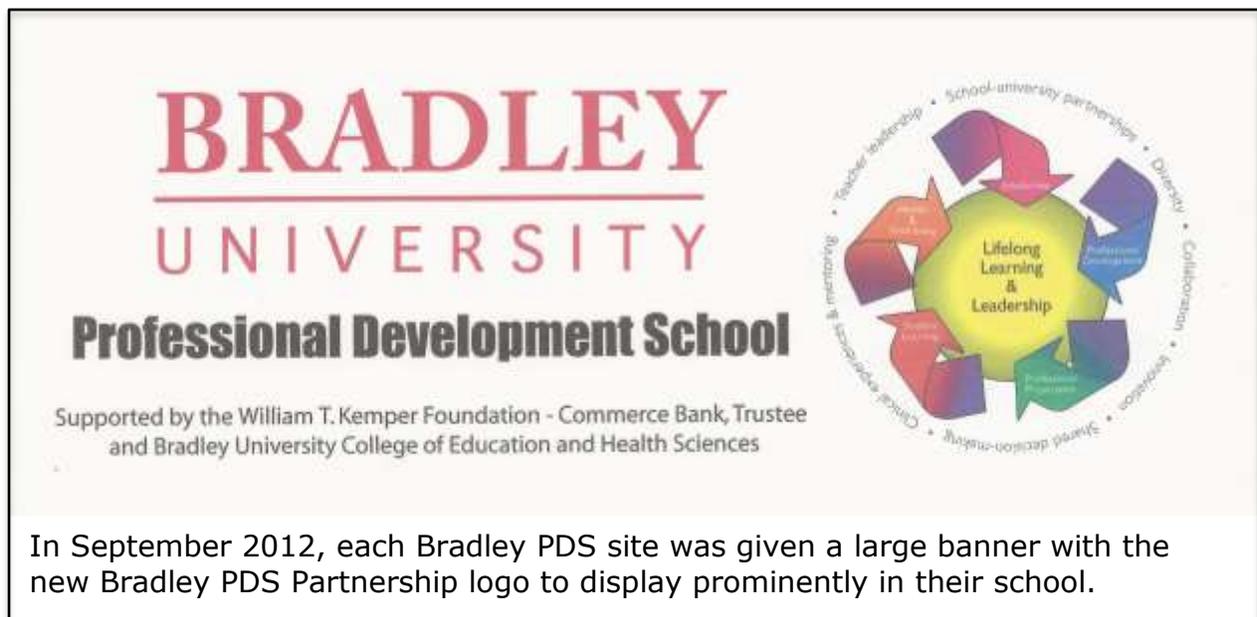
Chapter 18

Deeper Connections through Clinical Experiences: 2012-2013

Dr. Noreen Dillon, Principal. St. Mark School

During the first year of the 2012-2014 term of Bradley's Kemper grant titled "Lifelong Learning and Leadership," changes occurred immediately due to the expansion of Bradley PDS sites from four to eight. Prior to 2012, Bradley served four PDS sites: Manual Academy, Roosevelt Magnet School, Valeska Hinton Early Childhood Education Center, and Whittier Primary School. In addition, St. Mark School participated informally. In February 2012, the Bradley PDS Partnership officially added St. Mark School, a Catholic elementary school adjacent to Bradley's campus. In addition, Glen Oak Community Learning Center, Harrison Community Learning Center, and Trewyn K-8 School, all in Peoria Public School District 150, were added. Harrison and Trewyn were also Peoria full service community schools.

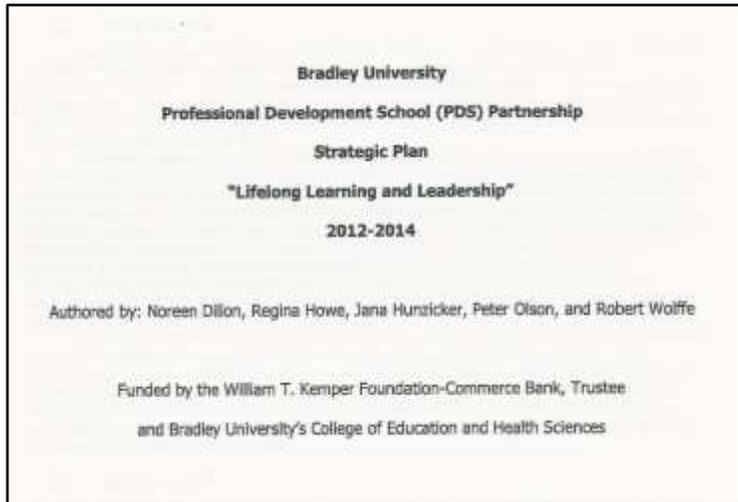
Members of the Bradley PDS Council during the 2012-2013 academic year were Dr. Jana Hunzicker, Kemper Fellow; Dr. Bob Wolffe, Bradley PDS site coordinator for Manual Academy, Roosevelt Magnet School, St. Mark School, and Trewyn K-8 School; Dr. Peter



Olson, Bradley PDS site coordinator for Glen Oak Community Learning Center, Harrison Community Learning Center, Valeska Hinton Early Childhood Learning Center, and Whittier Primary School; and myself, Dr. Noreen Dillon as an ex-officio member due to my position as Bradley's licensure officer and clinical coordinator. Sally Miller continued as our Kemper administrative support person, and Regina Howe continued as our Kemper graduate assistant.

Beyond the addition of four Bradley PDS sites, the fall 2012 semester brought many changes to the Bradley PDS Partnership. For example, the new Bradley PDS logo, first launched in February 2012, was included on all Bradley PDS Partnership publications and

correspondence to establish the partnership's identity and raise stakeholder awareness. Each Bradley PDS site was given a large, vinyl banner that prominently displayed the new logo. In addition, the Bradley PDS Council wrote a detailed, three-year strategic plan that reflected current research on school-university partnerships. The Bradley PDS Partnership website was redesigned and updated, and in August 2012 an informational article about the Bradley PDS Partnership and Peoria's full service community schools, titled "School-University Partnerships: A Model for Educational Reform in Peoria," was published in Peoria's *InterBusiness Issues* magazine. The article was co-authored by Bradley and Peoria Public Schools (Hunzicker, Schifeling, Sattler, & Lathan, 2012). Highlights of the 2012-2013 academic year included innovative classroom partnerships, enhanced clinical experiences, a renewed focus on health and well-being, two new Bradley PDS events, and a new Bradley PDS survey.



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Innovative Classroom Partnerships

Since fall 2010, Bradley pre-service teachers in Dr. Olson's ETE 313: Methods of Literacy I course had been partnering with first grade classrooms at Whittier to provide one-

on-one reading assessment and instruction for first graders and instructional practice for Bradley pre-service teachers. By the fall of 2012, the project at Whittier was well-established, with two sections of ETE 313 across three first grade classrooms. In addition, pre-service teachers in Dr. Hunzicker's ETE 315: Methods of Literacy II course partnered with a sixth grade classroom at Roosevelt to provide one-on-one and small group instruction in reading comprehension, vocabulary development, and writing. This interactive classroom partnership model expanded further when pre-service teachers in Dr. Heljä Antola Crowe's ETE 235: Methods of Teaching English Language Learners (ELL) courses partnered with an ELL classroom at Harrison to provide academic support. The Bradley PDS teachers who participated in these classroom partnerships were Patricia Reidy, Stacy Pelphrey, and Michele Smith at Whittier, Teresa Biddison at Roosevelt, and Joy Quesada at Harrison.

"It was wonderful that my first graders were getting individual attention and a chance to practice skills. I also loved that I was helping to educate future teachers by providing them real life classroom experiences with real live children!"

~ Patricia Reidy, Whittier
first grade teacher, fall 2012

Enhanced Clinical Experiences

In addition to innovative course connections, a significant number of clinical placements at Bradley PDS sites supported PK-12 (pre-kindergarten through high school) student achievement through increased opportunities for one-on-one and small group instruction and assistance. During the 2012-2013 academic year, a total of 164 Bradley pre-professionals in family and consumer sciences, nursing, and teacher education completed clinical experiences or internships at Bradley PDS sites.

In my role as licensure officer and clinical coordinator, I was particularly interested in enhancing clinical experiences at Bradley's eight PDS sites. During fall 2012, Bradley piloted a cluster placement model at Whittier for teacher education majors' freshman- and sophomore-level field experiences. Clusters of two to three pre-service teachers were placed in the classrooms of the school's most effective cooperating teachers to provide greater modeling and support for the pre-service teachers as well as for the PDS students. At the end of the fall 2012 semester, one teacher education major reflected, "I appreciated being able to collaborate and talk about any problems or just our experience in general. We could also discuss how things were going in the classroom and any activities we were doing" (*Bradley PDS Partnership Post*, fall 2012, p. 2). Due to increased support and efficiency, the cluster placement model was implemented fully in spring 2013 and continued into fall 2013 with the intention to cluster the first- and second-year clinical placements from that point forward.

"I was particularly interested in enhancing clinical experiences at Bradley's eight PDS sites."

~ Dr. Noreen Dillon, Bradley Licensure Officer and Clinical Coordinator, 2011-2013

During spring 2013, the new education Teacher Performance Assessment (edTPA) assessment was piloted at Whittier with three student teachers. The pilot required the participating student teachers to complete a three-part teaching demonstration and analysis similar to the process that would be required for an Illinois teaching license beginning in 2014. Completion of the pilot edTPA required student teachers to apply their knowledge of teaching and learning as they planned for instruction, engaged students in learning, assessed students' learning, and reflected in writing about the entire experience. Piloting new initiatives with Bradley PDS sites enabled the various departments within our College to work out issues on a smaller scale before moving toward larger-scale implementation. This was one of the most valuable aspects of Bradley's ongoing PDS relationships with area schools.

Renewed Focus on Health and Well-being

During 2012-2013, the Bradley PDS Council made a concerted effort to support the health and well-being of teachers and students at Bradley's PDS sites. This was accomplished by encouraging involvement in Bradley PDS projects and initiatives by all five departments within the College, providing supplies for each Bradley PDS site based on specific needs, and coordinating efforts with Peoria's full service



Bradley nursing students hosted a health and safety fair at St. Mark in November 2012.

community schools' resource coordinators. Examples of Bradley PDS projects focused on health and well-being included a study of learning environments at Valeska Hinton and Whittier, a health and safety fair at St. Mark, dietetic internships at Valeska Hinton, nutrition assessments and interventions at Harrison, courtyard refurbishment and gardening at Roosevelt, and participation in quarterly academic progress conferences at Manual.

Manual academic progress conferences (APCs) were first held during the 2008-2009 academic year as part of the school's building-wide restructuring plan to increase student academic achievement. Each conference was a one-on-one meeting between a member of the community and a Manual student. Using the student's mid-term grade report as a basis for discussion, the mentor-student pair would talk about their grades, behavior, and other school-related topics. By fall 2012, Manual APCs was in its fifth year. Each quarter, about five Bradley faculty and staff participated, and sometimes Bradley students participated as well. For example, during fall 2012 Bradley school counseling intern Jael Mahasi participated in Manual APCs for the first time. Following the experience, she reflected, "Just seeing the appreciation on their faces and most really saying thank you meant a lot. My only hope is that my being there impacted their lives for the better" (*Bradley PDS Partnership Post*, fall 2012, p. 5).

Manual Academic Progress Conferences

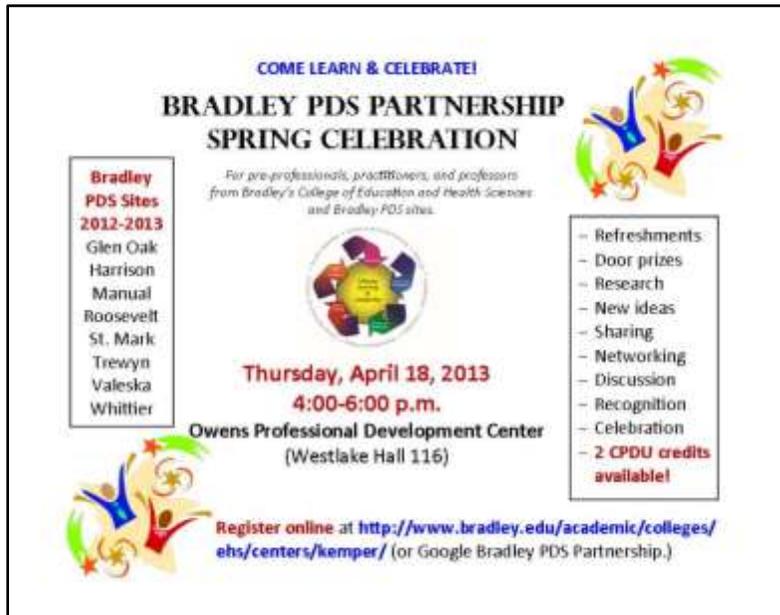
Susie Stear, Advising Coordinator, Department of Teacher Education

I was a volunteer at Manual Academy and participated in Manual's academic progress conferences many times. As a former teacher, the conferences gave me an opportunity to get back into the schools and talk with students. I thoroughly enjoyed meeting with students and talking about their lives. We talked about their attendance, particular classes, and academic strengths and weaknesses. We also talked about their life goals and steps they could take to work toward them. I was able to listen to their stories and offer encouragement. Sometimes a student would have a problem as simple as not being able to make it from one class to his locker and then the next class in the short amount of time between classes. In one case, the student hadn't even thought of the option of taking the books with him to the first class and skipping going to the locker in between classes. Just being able to brainstorm some options was often all it took to eliminate the problem. Another time, I listened to a student share her story about having to watch her younger siblings before and after school, which kept her from being able to participate in sports. Some students were looking for someone to listen to them and validate their situation. I remember a specific young man who asked me to come to a basketball game to watch him play. We talked about the fact that he loved basketball, but he needed to keep his grades up to be eligible to play. I also remember a young lady who was pregnant and trying to figure out how to manage a baby and school. It made me realize that young people have a lot going on in their lives and they need support with their life issues before they are able to come to school ready to learn and be successful. I hope that the time I spent at Manual conferencing with students was as helpful to them in their journey in life as it was to me in mine.

Two New PDS Events

The Bradley PDS Council provided two large-scale professional development experiences during 2012-2013. On November 9, 2012, the Bradley PDS Partnership chartered a 55-passenger bus to the Illinois Association of Teacher Educators (IATE) Fall Conference in Lisle. The theme of the conference was "Common Core Standards: Restructuring Teacher Preparation for 21st Century Skills." Bradley University and Peoria, Illinois made a huge showing at the conference. Eleven teacher education professors, two English professors, one community leader, 13 practicing teachers and administrators, ten student teachers, and 16

teacher education majors were in attendance. Moreover, 27 Bradley students, professors, and representatives from Bradley's PDS sites presented at the conference. Reflecting on the experience, 93% of Bradley PDS Partnership attendees reported that they learned something new about teaching and learning at the conference, and the same percentage said that they learned something they could use in their classrooms.



COME LEARN & CELEBRATE!

**BRADLEY PDS PARTNERSHIP
SPRING CELEBRATION**

*For pre-professionals, practitioners, and professors
from Bradley's College of Education and Health Sciences
and Bradley PDS sites.*

**Bradley
PDS Sites
2012-2013**
Glen Oak
Harrison
Manual
Roosevelt
St. Mark
Trewyn
Valeska
Whittier

**Thursday, April 18, 2013
4:00-6:00 p.m.**

**Owens Professional Development Center
(Westlake Hall 116)**

Register online at <http://www.bradley.edu/academic/colleges/ehs/centers/kemper/> (or Google Bradley PDS Partnership.)

- Refreshments
- Door prizes
- Research
- New ideas
- Sharing
- Networking
- Discussion
- Recognition
- Celebration
- **2 CPDU credits available!**

On April 18, 2013, over 175 people attended the Bradley PDS Partnership Spring Celebration in Bradley's Westlake Hall. This first annual interactive mini-conference featured 18 poster sessions and 20 roundtable discussions about recent Bradley PDS projects and compelling educational topics. To encourage greater participation, the event was held from 4:00-6:00 p.m. and generous hors d'oeuvres were served. We also awarded door prizes at the end.

Like the bus trip to the IATE Fall Conference in November 2012, the reconfigured Spring Celebration provided an opportunity for pre-professionals, practitioners, and professors to engage in lifelong learning and leadership on behalf of PK-12 (pre-kindergarten through high school) students. In all, 19 practicing teachers and administrators, five Bradley graduate students, two Bradley nursing students, 24 Bradley pre-service teachers, nine Bradley novice teachers, five Bradley student teachers, and 16 Bradley faculty members presented at the event.

Due to such enthusiastic participation in the IATE Fall Conference and the Spring Celebration, a total of 111 Bradley faculty and practicing teachers and administrators from Bradley's eight PDS sites contributed professional presentations at local, state, and national conferences during the 2012-2013 academic year. In particular, the Bradley PDS Council worked to disseminate research and offer ideas and practical applications related to various Bradley PDS projects and initiatives. In February 2013, members of the Bradley PDS Council delivered two presentations at the 2013 PDS National Conference in New Orleans, Louisiana. "Doing More with Less: The Bradley PDS Partnership Strategic Planning Process" described the collaborative strategic planning process, undertaken by the Bradley PDS Council during spring 2012 to expand from four



Dr. Cecile Arquette and St. Mark teacher Lauren Fog presented a roundtable discussion titled "Collaborative Assessment and Tutoring" at the 2013 Bradley PDS Partnership Spring Celebration.

to eight PDS sites while working with a constant budget. "Bringing Methods Courses into Professional Development Schools to Benefit Pre-service Teachers and K-12 Students" described the collaborative projects between Bradley's ETE 313 and ETE 315 courses and elementary classrooms at Whittier and Roosevelt.

Bradley PDS Stakeholder Survey

In fall 2012, as part of the strategic planning process, the Bradley PDS Council created an evaluation tool called the Bradley PDS Stakeholder Survey that was based on the strategic plan's five goals. In November 2012, the survey was administered to teachers, administrators, and other professional staff members at Bradley's eight PDS sites to gather baseline data. The survey was administered again in May 2013, and every May after that, to measure Bradley PDS stakeholders' perceptions of the partnership's benefits. We were pleased to learn that between November 2012 and May 2013, stakeholder perceptions increased in all areas.

The Bradley PDS Partnership supports:	November 2012	May 2013
Student learning and achievement	69%	75%
Preparation of future education professionals	70%	80%
Preparation of future health professionals	40%	44%
Leadership	58%	66%
Professional development	60%	66%
Teachers' and students' health and well-being	58%	62%
Students' families' health and well-being	42%	51%

Bradley PDS Partnership Stakeholder Survey: November 2012 and May 2013

Closing Thoughts

The 2012-2013 academic year was characterized by deeper connections through clinical experiences. In my role as licensure officer and clinical coordinator, I had the opportunity to work closely with the Bradley PDS Council, which allowed us to collaborate about how and where we arranged Bradley's clinical placements. Placing more students at our Bradley PDS sites was a perfect way to build Bradley's school-university relationships and to increase PK-12 student achievement, while at the same time creating more meaningful clinical experiences for our Bradley students. I am glad to have been a part of it.

References

Hunzicker, J., Schifeling, J., Sattler, J., & Lathan, G. (2012, August). School-university partnerships: A model for educational reform in Peoria. *InterBusiness Issues*, 48-51. Retrieved from <http://www.peoriamagazines.com/ibi/2012/aug/school-university-partnerships-model-education-reform-peoria>