

## Chapter 6 Making a Difference and Knowing It: 2000-2001

### Dr. Bob Wolfe, Professor, Department of Teacher Education

Writing about the 2000-2001 Kemper Project history was an interesting journey as I revisited my full year as the Kemper Fellow. When you are immersed in an experience, often you are not able to appreciate the many positive things that are occurring. Looking back, it is clear the efforts of many resulted in much being accomplished. From its inception, the Kemper Project was driven by a vision of partnership that is true to the meaning of the word: Different people and parties working together for the mutual benefit of all. In fall 2000, I tried to reinforce this idea in my communications when I wrote:

There is no doubt that we have a promising, positive collaboration growing in central Illinois. Like the five intersecting rings symbolic of the Olympics, our quintet is poised to make this a gold medal partnership. We are on the mark—we have set the stage—forward we go.

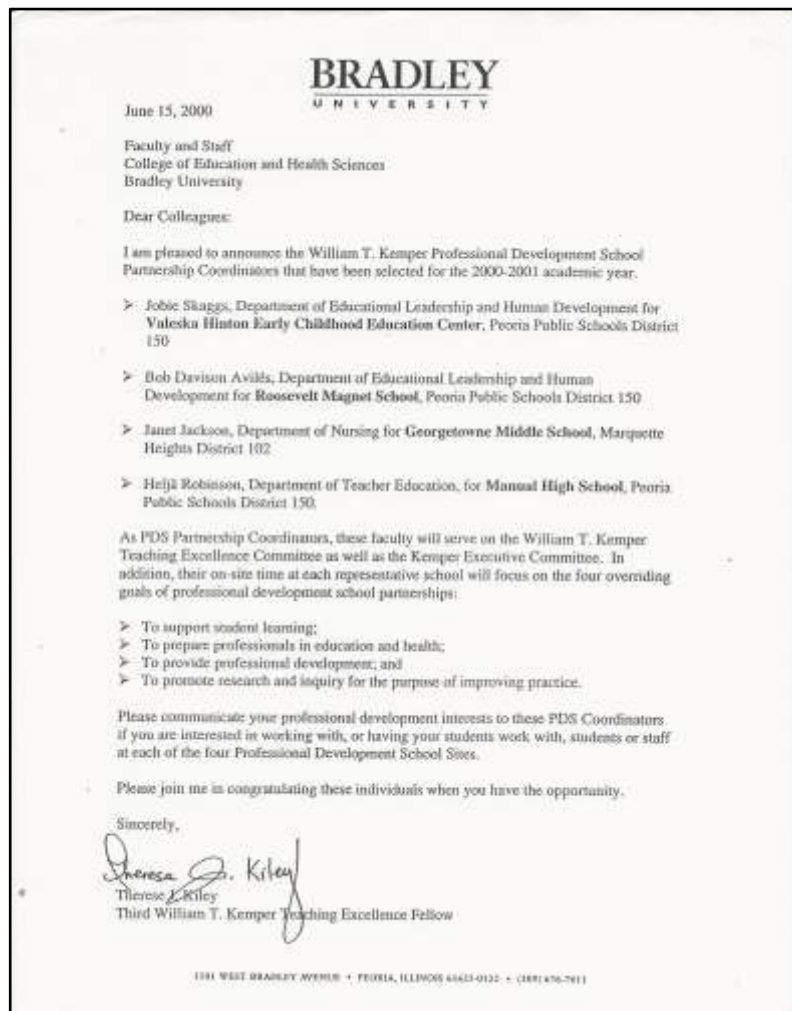
In spring 2001, I concluded my newsletter column with, "The positive pictures from the past—the exciting images for the future are only there because we are a partnership." These



words are supported by our actions in 2000-2001. For example, in March 2001, the Bradley PDS Governing Board (formerly the Kemper Executive Committee) met. After we spent a bit of time reviewing our work over the past year, most of the meeting was spent identifying challenges. This was followed by the collegial development of steps so that we could move the items seen as challenges to new realities with positive results. This process was completed as the Bradley professional development school (PDS) site coordinators and the parents, faculty, and administrators from each Bradley PDS site began to formulate goals for the next academic year. What follows is a summary of Bradley PDS accomplishments during the 2000-2001 academic year that demonstrates how much we did because we were together as partners.

### **New Focus on PDS Goals and Outcomes**

The 2000-2001 academic year began with a new five-year grant from the William T. Kemper Foundation for \$130,000. To continue the growing momentum of Bradley's Kemper Project, members of the 2000-2001 Bradley PDS Governing Board included Bradley PDS site coordinators Dr. Heljä Robinson for Manual High School, Dr. Jobie Skaggs for Valeska Hinton Early Childhood Education Center, Dr. Bob Davison Avilés for Roosevelt Magnet School, and Janet Jackson for Georgetowne Middle School. Monica Mueller served as our secretary, and Tammy Wood was our Kemper graduate assistant. Early in the fall 2000 semester, each Bradley PDS site worked with their site coordinator to identify several PDS goals specific to their school. Each school's goals were made public through publication in the September 2000 issue of the *Keeping Current with Kemper* newsletter. As a second step, the Bradley PDS Governing Board met with PDS teachers, administrators, and parents in October 2000 to discuss methods of linking these site-specific goals to assessments that would demonstrate the successes of our school-university partnerships. By May 2001, our focus on site-specific PDS goals and assessment of project outcomes had been realized at Bradley and beyond.



### **Promoting Professional Growth at Bradley**

The professional development of both College of Education and Health Sciences faculty and those working in Bradley's partnership schools continued during the 2000-2001 academic year. At Bradley, the Kemper Teaching Academy had record involvement during

2000-2001, with nearly 75% of College faculty participating in a series of six lunchtime workshops throughout the year. While providing a purposeful opportunity for faculty to interact across the College's five departments, we explored two main areas: technology and scholarship. The technology component focused on the effective use of BlackBoard, Bradley's learning management system at the time, so that College faculty could take better advantage of BlackBoard features that supported instruction. The scholarship component looked at resource needs related to grantsmanship, which moved into sharing project and research results at conferences and through publication and ended with collegial sharing of what faculty had learned by attending professional conferences.

**KEMPER TECHING ACADEMY  
SURVEY 2000 - 2001**

Thank you for your past participation in the Kemper Teaching Academy. Please take a few moments to complete this short survey. Return the complete form to Monica Mueller ASAP. Reminder, these forms must be completed to be reimbursed. Have a great summer.  
Bob Wolfe

Please rate your satisfaction with Academy sessions held this past year.

	Very satisfied	Satisfied	Dissatisfied	Very Dissatisfied
Grant Opportunities (September)	—	—	—	—
BlackBoard (October & November)	—	—	—	—
Conference Possibilities (February)	—	—	—	—
Publishing Possibilities (March)	—	—	—	—
Conference Sharing (April)	—	—	—	—

Comments: (your thoughts are helpful as I share information with supporters of the program)

How has the Kemper Teaching Academy supported you professional development goals?

End-of-year survey results demonstrated a high level of satisfaction with the 2000-2001 Kemper Teaching Academy. Of the six topics explored throughout the year, "Publishing Possibilities" and "BlackBoard" were the sessions rated highest by College faculty.

### **Promoting Teacher and Student Growth beyond Bradley**

While the Kemper Teaching Academy's participants were primarily College faculty, many professional development sessions were led by PDS faculty and staff at Bradley's four PDS sites. During 2000-2001, more than 30 workshops were presented by Bradley faculty and students that covered various topics, each designed to meet the needs of that particular PDS site. The topics covered in the professional development sessions provided for PK-12 (pre-kindergarten through high school) faculty and staff were quite varied, including titles such as "Effective Governance," "Dismantling Racism," and "Inclusion in the Fine Arts Classroom." One-time learning sessions were also delivered to the students at Bradley's PDS sites, including "Saying No," "Career Opportunities," and "Making More Sense of the Nervous System."

In addition to facilitating mutual goal setting and professional development for teachers, the Bradley PDS site coordinators spent a great deal of time supporting school-based programs and initiatives at Bradley's PDS sites during 2000-2001. At Valeska Hinton, Dr. Skaggs, Dr. Therese Kiley, Dr. Jean Marie Grant, and I supported the school's preparation for accreditation by the National Association for the Education of Young Children (NAEYC) throughout the year, and 12 Bradley counseling graduate students facilitated race dialogue groups during spring 2001. At Roosevelt, Dr. Davison Avilés worked closely with the school's S team to provide early intervention assistance to teachers in meeting the needs of students experiencing academic or social problems, and Dr. Sherrie Pardieck helped teachers establish a Drop Everything and Read (DEAR) program. At Georgetowne, Bradley nursing students Tiffany Osiol and Mary Ann Locher completed their senior community health rotation, working closely with the school's health classes, and in April 2001 Bradley students from family and consumer sciences, educational leadership and

development, physical therapy, and nursing hosted a career choices forum for Georgetowne eighth graders.

There were also several multi-day projects where Bradley and Bradley PDS site personnel worked directly with the PK-12 (pre-kindergarten through high school) students. A make-a-book project involved Manual students going to Tyng Primary School to work with the primary students to design and make books from stories. Partnering primary and high school students from the same part of Peoria allowed for a valuable writing experience while providing for good role models. Manual students also completed a garden project where they had a chance to apply math knowledge and skills related to measurement, scale, ratio, and proportion. The high school students designed possibilities for gardens at the school, but the project didn't stop with ideas. In mid-May 2001, the Manual students' plans became plants in the ground, allowing the students to see and feel the application of their studies. Both of these activities were made possible through grants co-written by Manual and Bradley faculty.

Dr. Robinson and I also supported work on Manual's civility project during 2000-2001. This project was designed to assist the entire school community in addressing beliefs and values at Manual. We worked with Manual faculty, staff, and numerous students to examine academic and interpersonal expectations. The result of many hours of serious, reflective thought was a draft of a code of conduct that would later become Manual's Code of Community.

### **Promoting Assessment and Scholarship**

When I became the Kemper Fellow, I expressed my belief in the importance of assessment as it relates to determining the impact of PDS work on both faculty and PK-12 students. In 2000-2001, a good deal of work was done in this area, resulting in conference presentations, manuscripts, and publications. Numerous conference presentations were delivered in 2000-2001 involving university faculty and school-based faculty and administrators, as well as other College faculty and students.

To this point, most of our research was focused on results at a single PDS site. For example, between 1997 and 1999, we used the School-Level Environment Questionnaire (SLEQ) (Fisher & Fraser, 1990)

to benchmark and track indicators of school climate at our Bradley PDS sites. Out of these early efforts to better understand the needs of our PDS students and teachers came several presentations describing our school-university partnership work. One of the first, "Making the School Environment Safe: Red Rose's Formula" by Dr. Rosalyn Anstine Templeton and Dr. Celia Johnson, was presented at the 1995 Annual Meeting of the American Educational Research Association (AERA) in San Francisco, California. Other early PDS presentations related to school environment were "From Apathy to Caring: A Changing School," presented by Dr. Anstine Templeton at the 1997 AERA Annual Meeting in Chicago, and "Pathways to Peace: Promoting Non-violent Learning Environments," presented by Dr. Johnson, Dr. Anstine Templeton, and Dr. Guofang Wan at the 2000 AERA Annual Meeting in New Orleans, Louisiana.

Some of these scholarly works were substantial enough to move to manuscript development. During 2000-2001, several Bradley faculty conducted a study that looked at perceptual change among Bradley PDS teachers as a result, at least in part, of partnership activities at their schools. Positive changes were found in the areas of school environment, decreased work pressure, and student support. Several years later, an article reporting these findings was published in *School-University Partnerships* (Templeton, Johnson, Wan, & Sattler, 2008). In addition, Mrs. Jackson, Dr. Sattler, Dr. Robinson, and I drafted a

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~ Dr. Bob Wolfe,  
Kemper Fellow 2000-2001

manuscript that looked holistically at the impact of our newly-created Comprehensive Integrated Services Model on Bradley's PDS partnerships. In the manuscript, positive effects related to professional development, empowerment, and facilitation of student learning were noted.

While the 2000-2001 Kemper PDS focus was on projects with direct impact on faculty, staff, and students across Bradley's PDS sites, significant movement was made to take a careful look at the impacts of our collaborative work. Assessing the outcomes of Bradley's PDS partnerships was an important step in justifying the time, effort, and other resources required to ensure the ongoing success of Bradley's Kemper Project.

### **From Peoria, Illinois to Lapland, Finland**

Dr. Heljä Antola Crowe and Angell Campbell

The professional experiences of faculty influence the foci of our PDS work depending on the semester and what is happening in the community. During my sabbatical in the spring of 2001, I had a chance to do research on the well-being of professionals in education, business, medicine, and in other fields. Based on my visits at Pello High School in Finland, and on doing a cross-cultural workshop for students and faculty abroad, I brought this connection to a PDS project at Manual.

Pello High School students were paired with students in Carolyn Farkash's government class at Manual, where Bradley teacher education major Angell Campbell was student teaching that semester. Students at both schools learned about one another's lives and cultures as well as how to use their schools' distance learning labs. Ms. Campbell described the semester-long partnership experience as follows:

What I believe the students enjoyed most was the feeling of connecting and relating to someone from an entirely different country. Manual students waited with high anticipation for the next e-mail response from their partners. Corresponding with students across the world was a valuable learning experience for Manual students as well as myself. The experience helped broaden our view of the world. But it also helped us recognize some of the things we take for granted. Language! Manual students learned how challenging it was to communicate with students who spoke a different language after trying to learn a few words in Finnish for the first time. At the same time Pello students were studying English as a second language. Manual students realized the hard work and effort it took on the part of Pello students to communicate in a foreign language. I commend the Pello students for their willingness to share their experiences despite the language barrier. Hopefully, future correspondence and the chance to view the world through the eyes of others will come out of this partnership between Manual and Pello students" (*Keeping Current with Kemper*, March 2002, p. 6.)

My sabbatical research supported Bradley's Kemper Project well, especially in a year that social-emotional demands were great on professionals and students alike.

### **References**

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- Fisher, D. L., & Fraser, B. J. (1990, April). Validity and use of the School-Level Environment Questionnaire. Paper presented at the Annual Meeting of the American Educational Research Association, Boston, MA. Retrieved from ERIC database. (ED318757)