

Appendix D

About the Contributors

Dr. Rosalyn Anstine Templeton, chief operating officer of the Research and Recognition Project, Inc., accepted an offer in 1996 to help Dr. Lori Russell-Chapin, the first William T. Kemper Fellow for Teaching Excellence, create a PDS model that incorporated an integrated services approach. Dr. Templeton served as the second Kemper Fellow from 1997 to 1998 and remained active in Bradley's Kemper PDS Project until leaving Bradley in 2003 for a new position.

Dr. Heljä Antola Crowe, professor in Bradley University's Department of Teacher Education, has been involved in Bradley's Kemper PDS Project since 1996. In addition to serving over the years as a Bradley PDS site coordinator for Valeska Hinton Early Childhood Education Center, Manual High School, and Roosevelt Magnet School for the Performing Arts, Dr. Antola Crowe served as the William T. Kemper Fellow for Teaching Excellence from 2001 to 2003 and from 2006 to 2011. She spent much of her PDS time leading workshops and making presentations on topics such as learner empowerment, cross-cultural competencies, diversity, and brain-based learning and teaching.

Dr. Cecile Arquette, associate professor in Bradley University's Department of Teacher Education, served as the Bradley PDS site coordinator at Whittier Primary School from 2006 to 2010, facilitating PDS projects between Bradley and Whittier students and teachers such as the journal writing project and a schoolwide book publishing program.

Laura Bruns, lecturer and basic course director in Bradley University's Department of Communication, created the communication connections speech project in partnership with Whittier Primary School in 2011. This ongoing partnership paired Bradley public speaking students with Whittier classrooms, providing authentic speaking experiences, role modeling, and mentoring opportunities for Bradley and Whittier students alike.

Jane Cushing, licensure officer and clinical coordinator for Bradley University's College of Education and Health Sciences, joined the Bradley PDS Council in August 2014. As a member of the Bradley PDS Council, Ms. Cushing coordinated clinical placements for Bradley teacher education majors, brought Peoria area principals to campus to speak to Bradley student teachers, and presented twice at the PDS National Conference about innovative collaborations with Bradley's eight PDS sites to enhance clinical experiences.

Dr. Noreen Dillon, principal of St. Mark School in Peoria, served on the Bradley PDS Council from 2011 to 2013 in her role as the licensure officer and clinical coordinator for Bradley University's College of Education and Health Sciences. While at Bradley, Dr. Dillon's favorite project was working with Bradley's PDS sites to develop the cluster placement model, which allowed increased engagement for both Bradley pre-service teachers and students from Bradley's PDS sites. At St. Mark, Dr. Dillon works closely with Bradley, facilitating school-university projects with various departments including teacher education, nursing, psychology, physical therapy, and Bradley's Smith Career Center.

Dr. Teresa Drake, assistant professor in Bradley University's Department of Family and Consumer Sciences, served as the Bradley PDS site coordinator for Glen Oak Community Learning Center, Harrison Community Learning Center, Valeska Hinton Early Childhood Education Center, and Whittier Primary School during the fall 2016 semester, after facilitating several Bradley PDS projects from 2014 to 2016. In particular, Dr. Drake enjoyed implementing health education projects and utilizing the Whole School, Whole Community, Whole Child (WSCC) model to guide Bradley PDS projects and initiatives.

Regina Howe Bridges, licensed professional counselor at Children's Home and Pleasant Hill Elementary School in Peoria, served as Bradley's Kemper graduate assistant from 2010 to 2013 while she completed her master's degree at Bradley in human development counseling/clinical mental health. As Kemper graduate assistant, Mrs. Bridges was responsible for compiling research and resources, preparing presentations, collaborating with teachers and principals at Bradley's PDS sites, interviewing people involved in the Bradley PDS partnership, taking photos, and helping with PDS celebrations and events.

Dr. Jana Hunzicker, associate professor in Bradley University's Department of Teacher Education, served as the Bradley PDS site coordinator for Manual Academy from 2009 to 2011 and as the William T. Kemper Fellow for Teaching Excellence from 2012 to 2016. Dr. Hunzicker's favorite PDS projects were coordinating Manual Rounds, a collaborative, peer observation and reflection process for new Manual teachers, and leading the collaborative Kemper History Project, which chronicled the rich history of Bradley's Kemper PDS Project from 1995 to 2016.

Janet E. Jackson, assistant dean in Bradley University's College of Education and Health Sciences and assistant professor in Bradley's Department of Nursing, served as the Bradley PDS site coordinator for Georgetowne Middle School from 2000 to 2002, as the Kemper PDS Health Coordinator from 2002 to 2003, and as the William T. Kemper Fellow for Teaching Excellence from 2003 to 2005. Two favorite PDS projects of Mrs. Jackson's were the "Are You a Leader? A Day of Questions" program for Georgetowne Middle School students and "Chaos, Chaos...Catch the Calm," a program on stress reduction for teachers at Valeska Hinton Early Childhood Education Center.

Dr. Celia E. Johnson, professor in Bradley University's Department of Teacher Education, served as the Bradley PDS site coordinator for C. B. Smith Primary School from 1997 to 1999 and served as a member of the Kemper Executive Committee from 1997 to 2002. Dr. Johnson enjoyed collaborating with the teachers and administrators in the different Bradley PDS sites on research, the speaker's bureau, and the professional development committee.

Dr. Theresa J. Kiley, consultant and volunteer literacy tutor, served as the Bradley PDS site coordinator for Valeska Hinton Early Childhood Education Center from December 1996 through June 1997 and again from May 1998 through December 1998. Dr. Kiley served as the William T. Kemper Fellow for Teaching Excellence from 1999 to 2000. During these years, Dr. Kiley presented to various audiences associated with the Kemper Teaching Academy and participated in a number of research initiatives related to her PDS connections.

Debbie Long, seventh and eighth grade language arts teacher at Georgetowne Middle School in Marquette Heights, engaged in PDS projects with Dr. Bob Wolffe and Dr. Heljä Robinson as part of Bradley University's school-university partnership with Georgetowne from 1997 to 2002. During one project, Miss Long and Dr. Wolffe co-wrote a grant that resulted in each Georgetowne teacher receiving \$200 to purchase classroom supplies. Miss Long has continued to work with Bradley's Department of Teacher Education over the years, most recently serving as a cooperating teacher for Bradley novice teachers and student teachers.

Shannon McGowan, administrative support person for Bradley University's College of Education and Health Sciences' licensure officer and clinical coordinator, holds a bachelor's degree in English from Bradley. Ms. McGowan contributed to the Kemper History Project by helping to manage Bradley's Kemper PDS archives, providing support to the project's many co-authors, and assisting with revision, editing, and proofreading of the chapter drafts.

Sally Miller, administrative support person for Bradley University's College of Education and Health Sciences Dean's Office, provided administrative support for the Bradley PDS Partnership from 2011 to 2016 as a member of the Bradley PDS Council. Mrs. Miller's favorite Bradley PDS project was the annual Spring Celebration, which provided an opportunity for pre-professionals, practitioners, and professors to engage in learning and leadership through interactive poster sessions, roundtable discussions, and speakers.

Amanda Newell, assistant professor in Bradley University's Department of Family and Consumer Sciences, has collaborated closely with three Bradley PDS sites since 2009 to coordinate school-based clinical rotations for graduate students enrolled in Bradley's Dietetic Internship (DI) program. Mrs. Newell and Bradley's dietetic interns enjoy staffing nutrition clinics, making presentations, and providing other dietetic services for students and families at Valeska Hinton Early Childhood Education Center, Manual Academy, and Harrison Community Learning Center.

Dr. Patricia Nugent, associate professor in Bradley University's Department of Teacher Education, served as the Bradley PDS site coordinator for Manual High School from 2007 to 2009 and for Valeska Hinton Early Childhood Education Center during the spring 2011 semester. At Valeska Hinton, Dr. Nugent led the collaboration and implementation of a STEM (science, technology, engineering, math) instructional unit that encouraged young children to participate in hands on engineering processes while university students assisted. The unit continues to be one of Dr. Nugent's fondest memories of her time involved in Bradley's Kemper PDS Project.

Dr. Peter Olson, assistant professor in the Department of Education at California Polytechnic University-Pomona, served as the Bradley PDS site coordinator for Glen Oak Community Learning Center, Harrison Community Learning Center, Valeska Hinton Early Childhood Education Center, and Whittier Primary School from 2012 to 2014. Dr. Olson's most notable PDS projects were the reading tutoring project at Whittier and the English Language Learner (ELL) tutoring project at Glen Oak.

Dr. Sherrie Chan Pardieck, professor of teacher education at Bradley University, served as an assistant Bradley PDS site coordinator with Dr. Robert Davison Avilés for Roosevelt Magnet School for the Performing Arts from 2000 to 2002, as the William T. Kemper Fellow for Teaching Excellence during the spring 2008 semester, and as the Bradley PDS site coordinator for Valeska Hinton Early Childhood Education Center from 2004 to 2012. At Valeska Hinton, Dr. Pardieck met weekly with the school's leadership team to identify and pursue PDS goals related to assessments, portfolios, literacy projects, curricula, school culture, and professional development.

Thomas Payne-Brewer, graduate student in clinical mental health counseling at Bradley University and graduate assistant for Bradley's College of Education and Health Sciences, served as the Kemper graduate assistant from 2015 to 2016. Mr. Payne-Brewer's greatest priority during his time with the Bradley PDS council was working on the Kemper History Project.

Dr. Lori Russell-Chapin, professor of counseling and associate dean of the College of Education and Health Sciences at Bradley University, served as the first William T. Kemper Fellow for Teaching Excellence from 1996 to 1997. During her time as Kemper Fellow, Dr. Russell-Chapin was responsible for developing a Bradley PDS proposal process for area schools, selecting Bradley's first three PDS sites, and launching the Kemper Teaching Academy.

Dr. Joan L. Sattler, professor of education and dean of the College of Education and Health Sciences at Bradley University, spearheaded the William T. Kemper PDS Project in 1994 and throughout its 22 year duration, including its development, launch, funded proposals, and implementation over the years. Dr. Sattler's favorite aspects of the project include the success of meeting and exceeding the project's many objectives and seeing each Kemper Fellow and other project personnel bring unique sets of skills to Bradley's PDS work. Dr. Sattler also is proud of the national attention Bradley experienced through its many PDS publications and presentations because they gave PK-12 schools and universities around the globe access to the project's successes.

Julie Schifeling, credentialing coordinator and adjunct professor in Bradley University's College of Education and Health Sciences, served as coordinator for Peoria Full Service Community Schools (PFSCS) from 2008 to 2014. From 2010 to 2014, PFSCS collaborated with the Bradley PDS Partnership to serve Manual Academy, Trewyn K-8 School, and Harrison Community Learning Center. During these years, Ms. Schifeling's favorite Bradley PDS event was the annual Spring Celebration, where students often entertained and educated the attendees, and teachers, students, and administrators from Bradley's PDS sites shared the great, collaborative work accomplished throughout the year.

Susie Stear, advising coordinator for Bradley University's Department of Teacher Education, participated in quarterly academic progress conferences (APCs) at Manual Academy from 2009 to 2014. Being able to meet with students and hear their stories was a life changing experience for Mrs. Stear.

Dr. Jenny Tripses, professor and interim chair of Bradley University's Department of Leadership in Education, Nonprofits, and Counseling, worked with principals at Bradley PDS sites from 2000 to 2002 and 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 from 2014 to 2016. Dr. Tripses' favorite PDS projects were coaching first year teachers at Manual and Glen Oak during fall 2014 and involving principal preparation graduate students in teaching Bradley pre-service teachers about relevant topics in education at the annual Spring Celebration event.

Dr. Bob Wolffe, professor in Bradley University's Department of Teacher Education, was involved with Bradley's Kemper PDS Project from 1997 to 2016. Over the years, Dr. Wolffe served in a variety of Kemper PDS roles, including a combined 13 years as a Bradley PDS site coordinator, an at-large Kemper Executive Council member for two years, and the William T. Kemper Fellow for Teaching Excellence from 2000 to 2001. Dr. Wolffe's favorite aspect of Bradley's PDS work was having the opportunity to support the work of such a wealth of talented PK-16 students, Bradley colleagues, and faculty, staff, and administrators on projects supporting authentic learning.