

## **Chapter 15**

### **A Different PDS Perspective: 2009-2010**

#### **Regina Howe Bridges, Licensed Professional Counselor, Children's Home and Pleasant Hill Elementary School**

As a graduate student in Bradley's human development counseling/clinical mental health program, I, Regina Howe at the time, had the pleasure of serving as the Kemper graduate assistant from August 2010 until May 2013. In my role as Kemper graduate assistant, I was responsible for tasks such as compiling research and resources, putting together presentations on various topics, collaborating with Bradley professional development schools (PDS) sites on classroom projects, interviewing people involved in the PDS partnership, and helping with PDS celebrations and events. As the Kemper graduate assistant, I had a unique perspective of the project. I was not one of the people responsible for organizing projects and professional development opportunities at the schools, but I was also not just an outsider looking in.

During the 2009-2010 academic year, Dr. Heljä Antola Crowe continued to serve as the Kemper Fellow and also as the Bradley PDS site coordinator for Roosevelt Magnet School. Dr. Sherrie Pardieck and Dr. Cecile Arquette continued as the Bradley PDS site coordinators for Valeska Hinton Early Childhood Education Center and Whittier Primary School, and Dr. Jana Hunzicker joined the Kemper Coordinator Council as the Bradley PDS site coordinator for the newly re-named Manual Talent Development Middle and High School. In addition, Steve Hagenbruch, principal of St. Mark Catholic School, joined the council as an informal PDS site coordinator, and Helen Hagen continued as our Kemper administrative support person.

**"As the Kemper graduate assistant, I had a unique perspective of the project. I was not one of the people responsible for organizing projects and professional development opportunities at the schools, but I was also not just an outsider looking in."**

**~ Regina Howe Bridges, Kemper Graduate Assistant, 2010-2013**

#### **2009-2010 PDS Projects**

The 2009-2010 academic year began on a high note when Manual, the second oldest high school in Peoria Public School District 150, celebrated 100 years as an established school in September 2009. During the previous academic year, Manual spent much time restructuring into four academies, which included the Seventh and Eighth Grade Preparatory

Academy, the Ninth Grade Success Academy, and two tenth through twelfth grade academies: the Health, Education, and Human Service Academy and the Business, Industrial, and Sustainable Technology Academy. The academies were located in different areas of the school, and each had its own academy leader, counselor, teachers, and staff.

During the 2009-2010 academic year, Manual continued its restructuring efforts by adding a daily, 30-minute advisory period to the school's master schedule. The daily advisory sessions focused on topics related to appropriate behavior, social-emotional learning, literacy, student achievement, and career awareness. In addition to its primary restructuring partnership with Johns Hopkins University, Manual teamed up with several new community partners during 2009-2010 to support their restructuring efforts. For example, in October 2009, the Mental Health Association of Illinois Valley (MHAIV) provided screenings and follow up support for Manual students who demonstrated at-risk behaviors or symptoms.

Due to the schoolwide emphasis on advisory, much of Bradley's PDS work at Manual during 2009-2010 focused on social-emotional learning and student behavior. With this focus, Dr. Hunzicker worked closely with the Seventh and Eighth Grade Preparatory Academy on a variety of PDS projects. In addition to attending the academy's collaborative meetings twice each week, Dr. Hunzicker provided professional development on the middle school concept in September 2009 and observed in classrooms frequently. In November 2009, Dr. Hunzicker, along with Manual's Dr. Valeria Evans-Pierce and Jill Tully, received Kemper funds to attend the National Middle School Association (NMSA) Annual Conference in Indianapolis, Indiana, where they enjoyed a variety of sessions specific to young adolescent development and effective teaching at the middle school level.

In December 2009, as a direct result of attending the NMSA Annual Conference, Ms. Tully led her fellow seventh and eighth grade teachers in using Kemper-purchased character education DVD clips during their daily advisory periods. In January 2010, Dr. Hunzicker collaborated with teachers Jane Kresl and Cassandra Duncan to form a positive structures committee for the academy. The committee met



In November 2010, Dr. Jana Hunzicker, Dr. Valeria Evans-Pierce, and Ms. Jill Tully attended the National Middle School Association (NMSA) Conference in Indianapolis, Indiana.

several times during the spring semester to develop strategies for supporting student behavior using structure, clarity, and consistency. In the Spring Semester 2010 *Keeping Current with Kemper* newsletter, Cassandra Duncan stated, "The Positive Structures Committee empowered educators on our team to collaborate, determining key issues to address and formulating positive solutions to tackle those issues" (p. 2). As an outgrowth of the positive structures committee, Dr. Hunzicker met with three teachers between February and April 2010 to practice classroom management strategies based on Lee Canter's assertive discipline approach; and in May 2010, Manual's seventh and eighth grade students visited Bradley's campus to explore and learn about fields of study, student programs, and life on a college campus.

Valeska Hinton hit the ground running in September 2009 when the school's primary assessment study group launched the use of a universal screener to examine the school's assessments and to determine students' creative skills. In addition, the new instructional technology SMART Board was introduced to Valeska Hinton teachers. In October 2009, Dr. Rick Smith from Bradley's Smith Career Center provided an in-service for the Valeska Hinton staff that included how to create folders, draw, magnify, and save information using SMART Boards. The same month, Valeska Hinton returned the professional development favor to Bradley when Dr. Pardieck's ETE 325: Methods of Teaching Reading K-8 students visited Valeska Hinton to hear a presentation by first grade teacher Timika Rutherford about the school's Open Court reading program and early literacy instructional methods. Also during fall 2009, Valeska Hinton's Naturalists group created displays of fall items such as leaves and pumpkins based on the theme "I Spy with My Little Eye," and students created art projects using similar items found in nature. The Naturalists group also initiated a recycling contest during fall 2009 to motivate each of the school's villages to recycle more used paper. Once again, Grandparents Day was celebrated in November 2009 with a Thanksgiving feast, displays of student projects, and classroom visits. Again during fall 2009, Valeska Hinton grandparents were offered blood pressure screenings, this time by Bradley nursing student-faculty team Kristine Braun and Dr. Francesca Armmer. Also in the works at Valeska Hinton during the 2009-2010 academic year were plans for Bradley's graduate-level dietetic students to complete internships at Valeska Hinton. The dietetic interns would provide information and support focused on nutrition and healthy eating habits for Valeska Hinton students, educators, and families. This collaboration between Valeska Hinton and Bradley's Department of Family and Consumer Sciences was launched one year later, in fall 2010.

At Whittier, Bradley students from the Department of Family and Consumer Sciences presented workshops on health and stress management for Whittier faculty and staff,

### **NAPDS Nine Essentials**

1. A comprehensive mission that is broader in its outreach and scope than the mission of any partner and that furthers the education profession and its responsibility to advance equity within schools and, by potential extension, the broader community;
2. A school-university culture committed to the preparation of future educators that embraces their active engagement in the school community;
3. Ongoing and reciprocal professional development for all participants guided by need;
4. A shared commitment to innovative and reflective practice by all participants;
5. Engagement in and public sharing of the results of deliberate investigations of practice by respective participants;
6. An articulation agreement developed by the respective participants delineating the roles and responsibilities of all involved;
7. A structure that allows all participants a forum for ongoing governance, reflection, and collaboration;
8. Work by college/university faculty and P-12 faculty in formal roles across institutional settings; and
9. Dedicated and shared resources and formal rewards and recognition structures.

Source: National Association for Professional Development Schools (2017). 9 Essentials. Retrieved from <http://napds.org/nine-essentials/>

focusing on healthy eating and exercise as beneficial factors in stress management. In addition, Bradley pre-service teachers in Dr. Jean Marie Grant's ETE 339: Methods of Teaching Mathematics K-8 class planned and implemented a make-it-take-it math night, which was held at Whittier in October 2009. Math activities enjoyed at the event included Ellen Bender's fractions/decimal war card game, Jenna Doty's and Lauren Hasten's kitchen math, and Lacey Braker's and Colleen Swanson's radical rummy. During the event, these Bradley pre-service teachers taught their activities to Whittier students and their families as the participants rotated to different stations. During spring 2010, under the direction of Dr. Arquette, Whittier engaged in its second annual schoolwide book project. Kindergarten through second graders contributed pages to classroom books while third and fourth grade students wrote and illustrated their own stories. Upon completion, the books were professionally printed and bound, and each student received his or her own copy. In the Spring Semester 2010 *Keeping Current with Kemper* newsletter, Whittier teacher Stacy Krei commented:



Jenna Doty and Lauren Hasten engaged families in making a game called kitchen math at Whittier's make-it-take-it math night in October 2009.

I am a fourth grade teacher, and the variety of books we received was amazing. Some students wrote a book for their sibling...Other students wrote books that contained chapters and many have a sequel. The book project gave students a chance to really express their creativity (p. 5).

At Roosevelt, recess and reading were the themes during the fall 2009 semester. Throughout the fall, Dr. Brenda Pratt from Bradley's Department of Physical Therapy and Health Science worked with teacher leaders at the school to provide suggestions for recess, including physical activities that build strength, stamina, and well-being. In support of reading, several Bradley teacher education majors implemented a tutoring program, called Roosevelt Rocks. Tutoring was provided once a week in the subject area of reading as well as in other subjects where Roosevelt students needed assistance. The Roosevelt Rocks tutoring program helped both the Bradley students and

**"I learned skills that helped me teach kids how to read without simply telling them what is going on in the story, but having them come to their own conclusions."**

**~ Jennifer Cepko, Roosevelt Rocks tutor, 2009-2010**

the Roosevelt students to build needed skills.

During the spring 2010 semester, Dr. Antola Crowe and Roosevelt teacher Cherie Wells worked together to bring Bradley's Bravette Dance Team to Roosevelt to perform for students and teach them new dance steps as another way to promote physical health. Roosevelt also enjoyed hosting two Bradley student teachers during spring 2010. Reflecting on her student teaching experience at Roosevelt, Lacey Braker wrote:

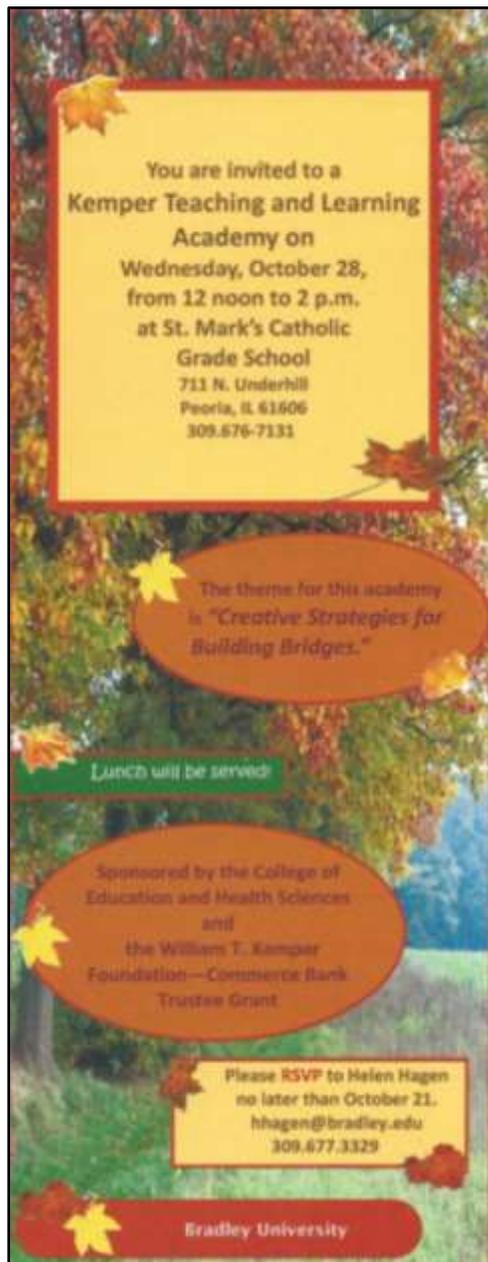
I have learned so much, not just about how or what to teach, but about the relationships. Through this experience, I have developed great relationships with my students and have learned that without those relationships productive teaching is not possible (Spring Semester 2010, *Keeping Current with Kemper*, p. 8).

At St. Mark, Dr. Antola Crowe worked closely with Mr. Hagenbruch during the fall 2009 semester to write a white paper that articulated a rationale for an official school-university partnership between St. Mark and Bradley. After citing Bradley's already-established practice of placing teacher education and nursing students at St. Mark for clinical experiences and mentioning that Bradley professor Dr. Daniel Getz regularly taught Chinese language lessons for students enrolled in St. Mark's after school program, the white paper concluded, "Due to our



neighborhood locations, we are connected in the community in ideal ways to collaborate with one another" (para. 2).

St. Mark first appeared in the *Keeping Current with Kemper* newsletter during spring 2010, with a full page article and photos documenting the school's recent participation in the statewide Illinois First Lego League Tournament, held in Arlington Heights in January 2010. Sponsored by Caterpillar, Incorporated and co-led by Brad George from Caterpillar and Steve Gutschlag from Bradley's Department of Electrical and Computer Engineering, the St. Mark team consisted of 12 boys and girls in grades four through eight who utilized their research, problem solving, and engineering skills to build a robot that they used to compete in the event. The team placed second in the state teamwork competition, fifth in the robotics competition, and runner up in the team spirit competition. Although St. Mark's participation in the First Lego League was not directly related to Bradley's Kemper PDS Project, it was another shining example of the school's many informal partnerships with Bradley. Fortunately for both St. Mark and for Bradley, our closest parochial school neighbor would become an official Bradley PDS site in the near future.



### Kemper Teaching Academy

To reinforce the informal partnership that was growing between Bradley and St. Mark, the fall 2009 Kemper Teaching Academy was hosted in the St. Mark gymnasium. Held on October 28, 2009, the theme of the academy was "Creative Strategies for Building Bridges." Dr. Antola Crowe and Bradley's College of Education and Health Sciences dean, Dr. Joan L. Sattler welcomed everyone before lunch was served. Following the meal, the four Bradley PDS site coordinators and teachers from each Bradley PDS site shared prominent activities that were taking place in their schools. Valeska Hinton presented their Success

by 6 reading program; Manual discussed support being provided for its Seventh and Eighth Grade Preparatory Academy; Whittier focused on utilizing PDS volunteers in classrooms; Roosevelt discussed the importance of student music and dance; and St. Mark announced a new partnership with the Illinois Math and Science Academy (IMSA).

The annual Kemper PDS Spring Celebration was held in Bradley's Founders Room on April 16, 2010. The theme was "Panel of Voices from PDS Partnerships." Highlights of the celebration included a presentation titled "Power of Resiliency and Collaboration in Challenging Times" by Dr. Antola Crowe and Bradley graduate student Amy Biegler, plus a PDS discussion panel that included Ann Bond from Valeska Hinton, Noly Branscumb and Andy Gilmore from Roosevelt, Bradley pre-service teacher Michelle Hartenbauer, and Jill Donnel and Mary Lange from the Illinois State University-Pekin Public School District 108 PDS Partnership. The afternoon ended with brief presentations about key PDS projects at Bradley PDS sites during the 2009-2010 academic year. For Manual, Dr. Hunzicker shared information about academic progress conferences and Manual Rounds; for Whittier, Dr. Wolffe spoke about Whittier's science club and the academic tutoring taking place at the school; for Valeska Hinton, Dr. Nugent described an after school STEM (science, mathematics, engineering, mathematics) engineering project; and for Roosevelt and St. Mark, Dr. Antola Crowe spoke about favorite teaching techniques, art education, and robots.

### **Valeska Hinton and the NAPDS Nine Essentials**

Dr. Jana Hunzicker, Associate Professor, Department of Teacher Education

During the 2009-2010 academic year, Valeska Hinton was in its thirteenth year as a Bradley PDS site. As Bradley's first PDS site, Valeska Hinton held a special place in the Kemper PDS Project due to its innovative nature and commitment to lifelong learning. In recent years, with instrumental involvement and guidance by Dr. Sherrie Pardieck, Valeska Hinton had been working collaboratively to increase student learning in the areas of critical thinking and problem solving. The school was also exploring best practices such as reciprocal teaching. As a result of Valeska Hinton's commitment to best instructional practices and ongoing professional development, several research-based initiatives had been implemented, including a response to intervention system, the Fish! Philosophy (Lundin & Christensen, 2000), 21 Keys for High Performance Teaching and Learning (The Pacific Institute, 2017), the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) (Good & Kaminski, n.d.), a universal screening process, and accreditation by the National Association for the Education of Young Children.

Around the same time that Valeska Hinton was moving and shaking as a Bradley PDS site, the National Association for Professional Development Schools (NAPDS) was working at the national level to define and describe the work of professional development schools across the country. In August 2007, an NAPDS-sponsored national summit was held, and on April 12, 2008, the NAPDS released a policy statement titled "What it Means to be a Professional Development School" at its annual meeting (National Association for Professional Development Schools [NAPDS], 2017). Within this document were nine required essentials of PDS work (National Association of Professional Development Schools [NAPDS], 2008), which continue to guide the PDS work of the NAPDS and its membership to this day. With Valeska Hinton's help, Bradley was one of the first NAPDS members to demonstrate its close alignment with the new framework. In March 2010, Dr. Pardieck, Dr. Heljä Antola Crowe, Dr. Bob Wolffe, and Valeska Hinton's Ann Bond presented "Kemper PDS, Valeska Hinton Center, and the Nine Essentials of PDS Work: Structures for Success" at the PDS National Conference in Orlando, Florida. The presentation emphasized Valeska Hinton's accomplishments and creative techniques for problem solving within the context of the NAPDS Nine Essentials.

### A Different Perspective

The fall 2009 Kemper Teaching Academy theme about building bridges stands out to me because Bridges later became my married name. In the Fall Semester 2009 *Keeping Current with Kemper* newsletter, Dr. Antola Crowe published a poem about bridges (p. 1). As the Kemper graduate assistant during 2009-2010, I was like a bridge. My Kemper PDS role was not front and center, but I was not just a spectator either. Looking back, I can see that my one-of-a-kind perspective made me an important part of the Kemper PDS Project at the time and allowed me to offer unique recollections about the project several years later.

#### Bridges

By Dr. Heljä Antola Crowe

Be the bridge that stretches out  
Toward your colleagues  
To a child in need

Be the dance on the bridge that gives us joy  
When we learn  
When we struggle and search

Be the song on the bridge that heals and soothes and builds

Be the bridge that models for the children:  
They too can become a bridge  
A bridge to curiosity and courage  
A bridge to learning together  
A bridge that creates new visions for the future

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